



## AGENDA

**Regular Meeting** of the Board of Education, Independent School District Number One, Tulsa county, Oklahoma **July 8, 2024**, at 6:30 PM in the Cheryl Selman Room, ground floor, at the Charles C. Mason Education Service Center, 3027 S. New Haven Avenue, Tulsa, OK.

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

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

In accordance with Board Policy 1301, individuals may comment on items or recommendations appearing under the Action portion of a regular meeting agenda. The public may make their comments via telephone or in person. Requests to comment must be made by submitting a completed form for each topic. If requesting to comment during the meeting via telephone, please fill out a form online on the Tulsa Public Schools website at:

<https://www.tulsaschools.org/about/board-of-education/requesttospeakonagendaitem>

No later than noon on the day of the board meeting. Paper forms are available from the Board Clerk before the beginning of each meeting and will be accepted up to 6:25 PM on the day of the meeting.

Persons desiring to address the Board concerning items not on the agenda must submit a Citizens' Comment form available at this [link](#) or from the Clerk of the Board, at least seven days prior to each meeting.

**A. OPENING EXERCISES**

- A.1. Call to order and confirm that a quorum of the Board is present.
- A.2 Remind those wishing to address the Board, sign with the clerk - 5 minute limit.
- A.3 Flag salute

**B. SUPERINTENDENT’S CORRECTION TO AGENDA**

**C. SPECIAL PRESENTATIONS/AWARDS/RESOLUTIONS**

**D. APPROVAL OF MINUTES**

Approve the minutes of the June 3, 2024 regular meeting of the board.

**E. CONSENT AGENDA**

**F. PUBLIC COMMENT ON ACTION AGENDA**

**G. ACTION AGENDA - Motion and vote on each recommendation**

**H. STAFF REPORT**

**I. BOARD MEMBER REPORTS**

**J. CITIZENS' COMMENTS**

**K. SUPERINTENDENT'S REPORT/PRESENTATION**

**L. OTHER NONROUTINE ITEMS REQUIRED BOARD ACTION**

**M. NEW BUSINESS**

**N. ANNOUNCEMENTS**

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

**O. ADJOURNMENT**

## **DEPUTY SUPERINTENDENT**

### **E.1. RECOMMENDATION:**

Renew the contract with Humble Sons Bike, a 501(c)(3), to provide services for bike programming for the 2024-2025 school year.

#### **FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**FUND NAME/ACCOUNT:** Athletics/Physical Education

#### **RATIONALE:**

Humble Sons Bike Company will provide Tulsa Public Schools with operational support for bicycle physical education programs, bike club, and MET bike shop. Specifically, Humble Sons Bike Company will provide curriculum, equipment, and professional learning sessions for PE teachers, faculty sponsors bike shop faculty sponsors, and the Tulsa MET bike shop. Humble Sons will provide on-site teacher support for the bike PE programs and Tulsa Met bike shop. Humble and Sons will operate bike programming/training, bike storage, and bike maintenance at Remington Elementary.

### **E.2. RECOMMENDATION:**

Renew the contract with City Year, a 501(c)(3) nonprofit organization, to provide near-peer mentoring services on a full-time basis in certain district schools for the 2024-2025 school year. City Year Tulsa was the most responsive organization to RFP #22022. This is the third renewal with the option to renew for two additional, consecutive, one-year terms.

#### **FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$1,655,500

**FUND NAME/ACCOUNT:** Title 1 – 11-51XX-1000-503200-494-000000-000-55-XXX-51XX

#### **RATIONALE:**

City Year Tulsa will provide services to Tulsa Public Schools, both students and school sites, through coaching, tutoring, and mentorship to help students stay on-track to graduate. City Year costs are covered through a public-private funding model. Programs to be implemented in the '24-'25 school year are Whole School-Whole Child, Early Warning Indicators, Network for School Improvement, and Bridge (advisory) Curriculum Design. This work directly supports progress on the State Report Card as it relates to Graduation and Chronic Absenteeism. It also has a direct impact on the following Board Goals:

1. Goal 2: The percentage of grade 6-8 students who score Basic or above on Spring OSTP ELA assessment will increase from 38% in May 2023 to 53% by May 2027.
2. Interim Goal 3.1: The percentage of 9th, 10th, 11th, and 12th graders on track for College and Career Readiness diploma will increase from 39% in May 2022 to 49% in May 2027.
3. Interim Goal 3.3: The percentage of current senior cohort who are on track to complete their academic requirements for their assigned diploma by May will increase from 55% in May 2023 to 71% in May 2027.

City Year Whole School-Whole Child Program supports students whose behaviors reflect a growing disengagement from school, their teachers, and schoolmates by leading structured group activities that are designed to increase the number of positive interactions students have at the whole school, whole class, and small group levels. It will also provide explicit support to individuals identified as at-risk by school leaders.

In the 2023-2024 school year, City Year has served 2,147 unique focus list students through the Whole School-Whole Child program. For partner schools, this represents nearly 36% of their 3rd-10th grade student population. In total school teams have provided over 27,000 hours of Tier 2 interventions to 3,114 students. 91% of ELA Focus List students ended the year on track compared to 90% of non-Focus List students. 77% of Math Focus List students ended the year on track compared to 69% of non-Focus List students in eligible grades. Some notable gains include:

- Math Focus List students at Eugene Field Elementary demonstrated gains towards proficiency 17 times that of their non-Focus List peers, with an average gain of 6.67 percentile ranks compared to 0.37 average gain for non-Focus List peers. At Webster High School, City Year Focus List students demonstrated gains 3 times higher than their non-Focus List peers, with an average increase of 12.74 percentile ranks versus 4.31. McLain High saw math Focus List students gain 8 times higher than non-Focus List students, averaging 9.51 percentile ranks compared to 1.13. At Hale High, math Focus List students had gains 2.5 times higher than non-Focus List students, with 7.75 percentile rank growth versus 3.06 percentile rank growth for non-focus list students. Central High Focus List student gains were 2 times higher than non-Focus List students, averaging 3.29 percentile ranks compared to 1.71.
- ELA Focus List students at Eugene Field Elementary who had gains towards proficiency 1.5 times higher than their non-Focus List peers, with an average gain of 10.28 percentile ranks compared to 6.97 average gain for non-Focus List peers. At Webster High School, Focus List students achieved gains 8 times higher than their non-Focus List peers, with an average increase of 8.28 percentile ranks versus 1.04. McLain High saw ELA Focus List students gain 2 times higher than non-Focus List students, averaging 4.7 percentile ranks compared to 2.08. Central High Focus List student gains were 1.5 times higher than non-Focus List students, averaging 5.28 growth in percentile ranks compared to 3.41 for non-focus list peers

Analysis into City Year Tulsa's Whole School-Whole Child program also highlighted an immediate impact on student attendance after being enrolled on any City Year focus list, including math, ELA, behavior, or attendance. Students on average improved their attendance by 2.78 days within 3 weeks of being enrolled compared to their attendance for the three weeks prior. 2.78 days is a significant impact, especially in such a short time period, where it reflects a 19% increase in attendance.

Schools to be served in the 2024-2025 school year by the Whole School-Whole Child services include Eugene Field Elementary, Central Middle School, East Central Middle School, Hale Middle School, Monroe Demonstration Academy, Rogers College Middle School, Webster Middle School, Memorial Middle School, Hale High School, McLain High School, Webster High School, and Central High School.

City Year Tulsa will provide Early Warning Indicator (EWI) Coaching services to six schools. Early Warning Indicator Coaches bring together teams of adults, connected through shared students, to leverage data and their broad knowledge of student's holistic strengths and needs to identify and plan interventions for students. Utilizing data, observation, and targeted interventions, coaches will support teams in identifying students who are off track toward graduation and move them back on track. In the 2023-2024 school year 90 teachers and staff across 5 schools were supported and coached in utilizing data and providing interventions to 742 unique students through the EWI program. This represents a total of 23% of partner school's 6th-12th grade student populations. 82.6% of EWI students completed their goals. Of the students served under an academic indicator (ELA, Math, Science, Social Studies), 71.79% increased their overall grade percentage. Additionally, 64.63% of these students experienced an entire letter grade improvement (with an average grade growth of 16.2 percentage points)

In the end-of-year survey of teachers and support staff participating in EWI in the 2023-2024 school year 92% agreed or strongly agreed with the statement "During EWI meetings, I am able to seek support from and collaborate with my colleagues around challenges/concerns about students", 87% agreed or strongly agreed with the statement "Based on what I have learned in EWI meetings, I am better able to determine the best intervention(s) to use with students.", and 85% agreed or strongly agrees with the statement "Based on what I have learned in EWI meetings, I have more capacity to support students as part of my regular teaching practice".

Schools served in the 2024-2025 school year will be East Central Middle School, Hale Middle School, Webster Middle School, Webster High School, Memorial Middle School, and Tulsa MET Middle and High School

City Year Tulsa will continue to implement the Network for School Improvement program in 10 Tulsa Public Schools middle schools. The program will convene school leaders and faculty with City Year coaches to form change teams to document and track interventions and their results. These interventions will address challenges by implementing changes to processes and systems to improve on-track indicators for eighth-grade students. Schools to be served in the Network for School Improvement include Carver Middle, Central Middle, Daniel Webster Middle, East Central Junior, Edison Preparatory Middle, Hale Junior, Memorial Middle, Monroe

Demonstration Academy, Thoreau Demonstration Academy, and Will Rogers Middle.

City Year will continue to support Tulsa Public Schools' design work on a reimagined, secondary advisory program called Bridge. BRIDGE is a yearlong elective course available to all schools for 9th grade in the 24-25 school year. The BRIDGE curriculum is designed to equip students with essential skills, knowledge, and experiences necessary for success in college, career, and life, "bridging" the gap between traditional high school curriculum and real-world readiness. Last year, Will Rogers Early College High, Webster High, and Hale High School piloted the 9th grade course. 72% of 9th graders at those three schools ended the year on track compared to 67% district wide.

**E.3. RECOMMENDATION:**

Renew the contract with the Center for Transformative Teaching (CT3), a 501(c)(3) organization, to provide comprehensive training for school leaders and teachers to build systems that will lead to sustained classroom management and instructional practices for up to 13 sites, that received a state designation, in the 2024-2025 school year. CT3 was the most responsive organization to RFP #23060. This is the first of four annual renewal options. Services will be provided to the following sites:

Marshall, Bell, Celia Clinton, Hawthorne, John Hope Franklin, Mitchell, Greenwood Leadership Academy, Key, Robertson, Clinton West, Cooper, East Central MS, Hale MS, Tulsa MET MS/HS, and Central MS/HS. This will be the final year of school leadership coaching for Hawthorne and Central MS, and both schools are requesting to continue these services. Cooper, East Central Middle, Hale Middle, and Tulsa MET Middle & High Schools are continuing their coaching services from school year 23-24. New Training Requests: Bell, John Hope Franklin, Greenwood Leadership Academy, Key, Robertson, and Clinton West have requested No-Nonsense Nurturing training during back-to-school professional development for teachers. New Engagements: Mitchell, Celia Clinton, and Marshall are engaging for the first time with CT3 with an emphasis on building stronger schoolwide systems.

The principals of the aforementioned schools have integrated CT3's support into their school improvement plans and the ILD has been directly involved in the implementation of the recommended coaching next steps.

**FURTHER RECOMMEND:**

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

**COST:** Not exceed \$375,000

**FUND NAME/ACCOUNT:**

11-5150-1000-503200-494-000000-000-55-XXX5150/

11-5158-1000-503200-494-000000-000-55-XXX5158/

**RATIONALE:**

We evaluate the impact of CT3 by looking at the following outcomes: MAP Reading Proficiency, reductions in disciplinary actions, staff retention, and high principal satisfaction and confidence in leadership roles. This year we will also include a reduction in chronic absenteeism. The following data led to the recommendation of a continued partnership in the school year 24-25.

## 23-24 Impact Data by School

- Cooper ES:
  - Increase in MAP Reading Proficiency: 2.8%
  - 100% staff agreement on the effectiveness of principal coaching.
- Hamilton ES:
  - 1.2% increase in Winter-to-Winter MAP Reading Growth.
  - 0.8% increase in Winter-to-Winter MAP Math Proficiency.
- Hawthorne ES:
  - 21% increase in teacher on-task performance.
  - 1.4% decrease in suspensions YOY.
- Skelly ES:
  - 2.1% increase in Winter-to-Winter MAP Reading Proficiency.
  - Projected 90%+ staff retention for the 2024-2025 school year.
- Central MS/HS:
  - 9% decrease in high school suspensions YOY.
  - 5% increase in high school student attendance YOY.
  - 2.7% increase in Winter-to-Winter MAP Reading Growth.
  - Projected 85%+ staff retention for the 2024-2025 school year.
- East Central MS:
  - 0.5% increase in Winter-to-Winter MAP Reading Growth; 2.5 points above district average.
- Hale MS:
  - 3.4% reduction in suspensions YOY.
  - 0.1% increase in Winter-to-Winter MAP Reading Growth; 2.5 points above district average.
- Tulsa MET MS/HS:
  - 48.6% reduction in middle school suspensions.
  - 28.2% reduction in high school suspensions.
  - 7.5% increase in Winter-to-Winter Reading Growth.
  - 10.9% increase in Winter-to-Winter Math Growth.
  - Projected 100% staff retention for the 2024-2025 school year.

### E.4. RECOMMENDATION:

Approve the grant award agreement with the Educational Credit Management Corporation (ECMC) Foundation to provide \$30,000 to Tulsa Public School to improve the Free Application for Federal Student Aid (FAFSA) submission and completion rates during the 2024 - 2025 FAFSA application window.

### FURTHER RECOMMEND:

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

COST: No cost to the district

### RATIONALE:

ECMC is awarding \$30,000 to Tulsa Public Schools for the grant award titled FAFSA Student Support Strategy project. The objective of the award, described more fully in the award proposal, is to support the Department of Education's student financial aid programs by (1) increasing the 2024-25 FAFSA completion rates and (2) combating "summer melt" and increasing actual enrollment rates among students who have expressed an intent to enroll in college for the 2024-25 academic year. The FAFSA application is crucial as it determines students' eligibility for federal financial aid, which can significantly impact their ability to afford higher education. With this grant, Tulsa Public Schools will provide a series of targeted outreach events designed to address the barriers that students and families face in navigating the FAFSA process including transportation, awareness, access to resources, and on-site assistance.

**E.5. RECOMMENDATION:**

Enter into a contract agreement with Xello, Inc. to provide an electronic platform to support the implementation of Individual Career and Academic Plans (ICAP) for all district high schools. This is by state law and best practices for postsecondary success during the 2024- 2025 school year. This vendor was selected via RFP 24049 and this is the initial period.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$150,000

**FUND NAME/ACCOUNT:**

Bond Fund

Account #: 3X-1301-XXXX-5065XX-000-000000-000-06-070

**RATIONALE:**

The chosen platform will provide a college and career readiness solution that helps Tulsa Public Schools align student strengths and interests to their postsecondary goals, improving student outcomes directly related to Board Goal 3, and connecting learning to life. The platform will help students identify their strengths, explore careers, create academic plans, match best-fit educational opportunities, and (ICAP). While we are waiting for final reports from the school year 2023-2024, we know that in the school year 2022-2023, students visited the current platform site 122,424 times, created 17,237 SMART goals, and completed 10,800 college and career assessments. ICAP is mandatory for cohort 2023 and beyond and will lead to students making informed decisions about their futures and allow them to take advantage of every opportunity available. Using the college, career, and life readiness platform allows us to support students with their ICAP creation while maintaining consistent records from year to year.

**E.6. RECOMMENDATION:**

Approve the grant award agreement with the Strada Education Foundation, Inc. and the National Association for College Admission Counseling, Inc. (NACAC) to provide \$9,500 to Tulsa Public Schools to fund four large-scale FAFSA-focused events aimed at assisting students and families with FAFSA completion during the 2024 -



2025 FAFSA application window.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

NACAC is awarding \$9,500 to Tulsa Public Schools to support efforts to increase FAFSA completion rates by organizing four large-scale events specifically focused on assisting students and families with the FAFSA process. The FAFSA application is crucial as it determines students' eligibility for federal financial aid, which can significantly impact their ability to afford higher education. These family engagement events will provide food for attendees, 'swag bags' for students who complete the FAFSA, and promotional materials to increase awareness and participation before and during the events. This initiative aims to alleviate common barriers to FAFSA completion and ensure more students can access the financial resources necessary for higher education in support of Board Goal 3.

**E.7. RECOMMENDATION:**

Renew the contract with the Tulsa City-County Health Department School Health Program, a government agency, to administer skills-based health education and physical education for students in elementary schools during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

The THD School Health program will be offered to sites upon approval of the site principal and district athletics office to assist physical education and classroom teachers. THD School Health program will administer skills-based health education lessons as well as physical education classes for elementary-age students. These lessons will assist in the prevention of obesity, enhancing decision/negotiation skills, increasing self-esteem, encouraging healthy eating, and living an active life. The program will also offer a variety of teacher professional development, curriculum, and equipment to assist teachers in the implementation of their lessons. Physical education and classroom teachers may access these resources at no cost to the district as a part of this program.

**E.8. RECOMMENDATION:**

Renew an agreement with Growing Together ("GT"), a 501(c)(3) organization, to provide wrap-around service management and coordination at Rogers Middle and

High School, Webster Middle and High School, Eugene Field Elementary, Kendall Whittier Elementary, Sequoyah Elementary, East Central Middle School, Dolores Huerta Elementary, and Cooper Elementary for the 2024-2025 school year. Growing Together was selected as the most responsive partner to RFP #22027 in July 2022. This is the second renewal with the option to renew for two additional, consecutive, one-year terms.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed 501,020

**FUND NAME/ACCOUNT:**

Kendall Whittier

11-5118-2194-503200-494-000000-000-55-251-5118

Sequoyah ES

11-5118-2194-503200-494-000000-000-55-405-5118

Rogers MS

11-5118-2194-503200-494-000000-000-55-578-5118

Webster MS

11-5118-2194-503200-494-000000-000-55-530-5118

Webster HS

11-5118-2194-503200-494-000000-000-55-740-5118

Rogers HS

11-5118-2194-503200-494-000000-000-55-730-5118

Eugene Field

11-5118-2194-503200-494-000000-000-55-185-5118

East Central MS

11-5118-2194-503200-494-000000-000-55-532-5118

Dolores Huerta

11-5118-2194-503200-494-000000-000-55-156-5118

Cooper

11-5118-2194-503200-494-000000-000-55-158-5118

Title 1 – 11-51XX-1000-503200-494-000000-000-55-XXX-51XX

**RATIONALE:**

Growing Together, a strategic district partner and community-based organization will manage and coordinate targeted, wrap-around services to students in the schools being served through their Communities in Schools (“CIS”) program. This partnership directly aligns with Board Goal 1. The Growing Together partnership provides direct support to students aligned with our powerful literacy strategy (initiative 2); our healthy schools strategy (initiative 2); and our welcoming families strategy (initiative 1).

With the successful award of the Temporary Assistance for Needy Families service agreement, Growing Together agreed to partner with the district to extend the CIS program into three additional school sites in the 2023-2024 school at a subsidized cost to the district for operations to begin. East Central Middle School, Dolores

Huerta Elementary School, and Cooper Elementary are those three school sites.

Additionally, Growing Together was awarded a Full-Service Community Schools grant and has agreed to partner with the district to extend additional programs and services to four school sites that surround the district-funded CIS program at Will Rogers High School, Will Rogers Middle School, Kendall-Whittier Elementary School, and Sequoyah Elementary School, to grow to be operating under the community school framework. This funding is contingent on maintaining the budget for the CIS program.

Growing Together will serve Rogers Middle and High School, Webster Middle and High School, Eugene Field, Kendall-Whittier, Sequoyah, East Central Middle School, Dolores Huerta Elementary School, and Cooper Elementary. Growing Together will do this through dedicated site-based coordinators placed at each school and will build upon the foundation built through the partnership each of these schools has had with Communities in Schools. The evidence-based Communities in Schools national model will continue to be implemented by the Growing Together staff.

Growing Together maintains a partnership with Communities in Schools as a licensed partner to implement the model, receive professional learning for site coordinators, and enable access to the CIS data management system. These site coordinators will work in collaboration with school leadership teams and teachers to customize whole school supports, particularly focused on students' emotional and behavioral needs and school attendance. In addition to whole-school supports, site coordinators will provide individualized case management services to at least 55 students/sites with identified risk factors such as chronic absenteeism and frequent behavior referrals. Case-managed students receive support designed specifically for their unique needs and student progress is monitored quarterly. This current school year, the Growing Together CIS team has already provided TPS families with 7,494 basic needs, 6,072 individual and small group support hours, and seen 66% of their case-managed students improve in their attendance. In addition to providing these wraparound services to students, Growing Together supported students with attendance and academic goals. The data below indicates the student's progress on both:

<b>School</b>	<b>Total case-managed students</b>	<b>Total students who improved</b>	<b>% Students who Improved (all goal areas)</b>
Cooper	55	37	67.30%
Daniel Webster HS	56	38	67.90%
Daniel Webster MS	55	35	63.60%
Dolores Huerta	55	44	80.00%
East Central MS	56	37	66.10%
Eugene Field	55	28	50.90%
Kendall-Whittier	57	47	82.50%
Sequoyah ES	55	33	60.00%

Will Rogers HS	59	37	62.70%
Will Rogers MS	54	42	77.80%

In addition, the Growing Together team will provide technical assistance and capacity to improve family-school relationships, increase retention of students, and improve school climate. As part of the Growing Together organization, the site coordinators have direct access to a plethora of mixed-income housing (over 550 units to date) and other wealth-building opportunities through their placed-based, neighborhood approach that brings relevant support and services to our district schools and families.

**TEACHING AND LEARNING**

**E.9. RECOMMENDATION:**

Enter into a memorandum of understanding with 100 Black Men, Inc. to provide mentorship services to our young men in elementary and secondary schools during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

The 100 Black Men of America, Inc have been active for close to 30 years providing mentorship to young men in various cities throughout the country. 100 Black Men of America have a proven blueprint for mentoring and developing young people into future leaders by surrounding them with a positive network and giving them the opportunity that they may not have thought was possible. The 100 Black Men of Tulsa have been serving young men in our district and they've helped increase attendance rates, decrease suspensions and improve the graduation rate for young men. The organization will provide small group mentoring sessions throughout the week at Unity Learning Academy, Tisdale Fine Arts Academy, Monroe Demonstration, Central Middle School, Central High School, Rogers Middle School, Rogers High School, Webster Middle School and Webster High School. The schools were selected because they have a large population of minority young men.

**E.10. RECOMMENDATION:**

Renew the purchase of Achieve3000 curriculum and instructional resources from McGraw Hill, LLC, for secondary English language development classes in grades 6-12 during the 2024-2025 fiscal year, as part of Choice Partners Cooperative Contract # 22/038SG-01.

**COST:**  
Not to exceed \$230,000

**FUND NAME/ACCOUNT:** Bond Funds 3X-13XX-XXX-50XXXX-XXX-XXXXX-000-06-XXX

**RATIONALE:**

In Pathways to Opportunity, we are committed to our students becoming powerful readers, writers, speakers, and thinkers for whom language is a life-long asset. Additionally, we have prioritized ensuring that our multilingual learners are recognized for their various linguistic and cultural assets as we provide effective language acquisition to support their development of English language proficiency.

Achieve3000 using data from NWEA MAP to create personalized instruction for students to improve areas of focus. This supplemental support creates grade level, rigorous opportunities for students to build reading, writing, listening and speaking while growing their Lexile through whole class discussion and reading paired with individualized reading and writing. This curriculum supports students in Literacy outcomes reflected in Board Goal 2 and Interim Goal 2.2.

**E.11. RECOMMENDATION:**

Renew the contract with American Red Cross, a 501(c)(3) organization, to provide blood drives and related educational programs during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

District blood drives support the American Red Cross in their goal of maintaining adequate blood supply. Three to four blood drives per year with 40-50 donors at each drive could potentially save over 500 lives. Blood drives also offer additional opportunities for high school students to gain volunteer hours, service learning, leadership, and career skills.

**E.12. RECOMMENDATION:**

Renew the contract with American Red Cross, a 501(c)(3) organization, for all Tulsa Public Schools Red Cross certified instructors to teach Red Cross training courses within the district and American Red Cross provided training (at their current rate) for district employees to obtain/renew their first aid/CPR instructor status during the 2024- 2025 fiscal year.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$20,000

**FUND NAME/ACCOUNT:**

General Fund 11-0000-2132-503360-000-000000-000-06-059; Applicable 2024-2025 Site/SAF Account

**RATIONALE:**

Certified Red Cross trainers will provide CPR/First Aid/AED training for health

services staff, athletics, before and after care, exceptional student services, and anyone designated by their school leader as a first responder. During the 2023-2024 school year, over 200 staff were trained in CPR/First Aid.

**E.13.**

**RECOMMENDATION:**

Enter into an agreement with EverDriven Technologies, LLC., to provide transportation services to and from, but not limited to, school, district offices, and family engagement events during the fiscal year 2024-2025.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$25,000

**FUND NAME/ACCOUNT:**

BEST Grant 11-0271-2720-501300-000-000000-000-05-070-0271

McKinney Vento 11-5960-2720-505130-425-000000-000-05-020-5960

**REQUISITION/CONTRACT:**

**RATIONALE:**

EverDriven is the pioneer of supplemental and alternative student transportation and has serviced over 450 school districts in 27 states. Entering into an agreement with EverDriven will allow us to provide transportation to Tulsa Public Schools students and families who might otherwise be unable to consistently attend school, access district services, or attend family workshops and events. Utilizing EverDriven's services support the following initiatives in our district strategic plan:

Healthy Schools In Which Students Develop, Achieve, And Thrive

Initiative 2: Work to connect our students to the support they need, when they need it, through a combination of Team Tulsa staff and community partners.

Welcome And Value Every Family As Their Child's First, Most Important, And Lifelong Teachers

Initiative 2: Involve families as learning partners.

**E.14.**

**RECOMMENDATION:**

Purchase Do the Math curriculum resources, including digital licenses, from Greenwood Publish Group, LLC. (dba Heinemann) to be used as specially designed instruction for students with disabilities in all schools PreK - 8th grade as part of the Tulsa Public Schools RFP #24016 during the 2024-2025 school year. This is year 1 of 4 optional one-year renewals.

**COST:** Not to exceed \$710,000

**FUND NAME/ACCOUNT:**

IDEA Federal Funds 11-6210-XXXX-XXXXXX-239-000000-000-XX-XXX-6210

**RATIONALE:**

A review of the Winter 2024 NWEA MAP Math data reveals that special education students significantly lag behind their peers in basic math computation. Specifically, 1263 students with disabilities (SWD), accounting for 67% of all SWD in grades three

through eight, scored at or below the 10th percentile.

Do the Math curricular resources provide a comprehensive approach to math instruction by combining conceptual understanding with procedural practice. This curriculum is designed to build a solid foundation in mathematical concepts, supported by digital resources for daily practice both in school and at home.

Do the Math will be implemented in all elementary special education classrooms. In middle schools, a pilot program will be introduced in sixth-grade special education math classrooms using this resource. The Winter MAP data indicates a critical need for intervention, with 152 out of 354 fifth-grade SWD scoring at or below the 10th percentile. By integrating "Do the Math," we aim to enhance math proficiency in the four basic operations, supporting our district's new grade-level standards-aligned math curriculum.

**E.15. RECOMMENDATION:**

Renew the purchase with Imagine Learning, LLC for digital instructional resources, including courseware online curriculum for credit recovery and/or accrual for secondary students for the 2024-2025 school year as part of RFP 23051. This is year 1 of 4 optional one-year renewals.

COST: Not to exceed \$179,915

FUND NAME/ACCOUNT: Bond Funds 3X-1301-XXXX-50XXXX-000-000000-000-06-XXX

REQUISITION/CONTRACT: 12501153

**RATIONALE:**

Imagine Learning's Edgenuity provides robust online courseware that supports credit recovery and accrual for secondary students to meet graduation requirements. This software aligns with grade level and content standards, offering a flexible, self-paced digital learning environment adaptable to in-person, blended, or virtual setups. The online platform provides educators and students with customization tools to maintain academic standards, allowing more attention to fostering student achievement and ownership of learning. This item is in support of Board Goal 3.

**E.16. RECOMMENDATION:**

Enter into a facilities usage agreement with the University of Tulsa for Allen Chapman Student Union, Chapman Hall, Oliphant Hall, Keplinger Hall, and Tyrrell Hall building space to host special education department professional learning July 30- August 1, 2024.

**FURTHER RECOMMEND:**

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

COST: No cost to the district.

**RATIONALE:**

The Wilson Teaching and Learning campus, where most district professional learning sessions are typically held, is closed for renovation. The University of Tulsa provides large enough spaces to host members of the exceptional student services team for their scheduled summer sessions.

**E.17. RECOMMENDATION:**

Renew a memorandum of understanding (MOU) with FC Tulsa, LLC, Oklahoma's premier professional soccer club, to participate in the Kickin' for Kinematics program, a hands-on application of real-world physics scenarios during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

In the 2021-2024 school years, FC Tulsa partnered with Tulsa's physics teachers and students at Booker T. Washington HS, Memorial HS, and East Central HS. This partnership is available to all high schools offering physics courses who opt into the program and is in direct support of Board Goal 3. Based on positive feedback from students and teachers, FC Tulsa and TPS would like to extend our agreement to continue partnering science classes with FC Tulsa professionals. The Kickin' for Kinematics programming provides students with real-world challenges in soccer to problem-solve using their knowledge of science. This provides our students a once-in-a-lifetime opportunity to collaborate with athletes and other sports professionals in solving problems with science.

**E.18. RECOMMENDATION:**

Amend item E.66 approved on the June 3, 2024, agenda for Heartspring, 501(c)3, to include the IDEA federal funding account for reimbursement of services from the Oklahoma State Department of Education.

**FUND NAME/ACCOUNT:**

Federal Funds 11-6260-1000-505920-239-000000-000-05-750-6260

**RATIONALE:**

The agreement with Heartspring will provide student academic, transitional and behavioral services based on the determination of the individual student's Least Restrictive Environment (LRE) as well as the District's desire to maintain the safety and security of all students and staff. Services provided will also be in accordance with the student's Individualized Education Plan (IEP). This will ensure that a free and appropriate public education is provided to the student(s) as required by the Individuals with Disabilities Education Act (IDEA). A portion of the funding is reimbursable from the Oklahoma State Department of Education with approval of the application.

**E.19. RECOMMENDATION:**

Purchase curriculum and instructional resources from Imagination Station, Inc., for Spanish language arts and literacy enrichment and intervention in dual language classes in Prekindergarten through grade 5 during the 2024-2025 fiscal year as part of RFP #23045. This is year 1 of 4 optional one-year renewals.

**COST:** Not to exceed \$75,000



**FUND NAME/ACCOUNT:**

Bond Fund 3X-1312-XXXX-50XXXX-XXX-000000-000-06-XXX

**REQUISITION/CONTRACT:** 12501182

**RATIONALE:**

In Pathways to Opportunity, we are committed to our students becoming powerful readers, writers, speakers, and thinkers for whom language is a life-long asset. Additionally, we have prioritized ensuring that our multilingual learners are recognized for their various linguistic and cultural assets as we provide effective language acquisition to support their development of language and literacy proficiencies in both English and Spanish. Ten of our elementary schools provide dual language programs which leverage students' linguistic and cultural assets as we develop them into high-achieving students who are truly multilingual and multicultural. Imagination Station creates personalized instruction for students to improve language and literacy skills in Spanish in targeted areas of focus. This supplemental support creates grade-level, rigorous opportunities for students to build reading, writing, listening, and speaking skills in Spanish through personalized learning online and targeted intervention lessons at the teacher table for those needing additional support.

**E.20. RECOMMENDATION:**

Purchase library books from Follett School Solutions, Inc., Perma-Bound Books, Inc., Children's Plus, Inc., and Mackin, S-Corp, as needed during the 2024- 2025 fiscal year. Specific titles may be purchased directly from the respective publisher when that option is available and is the most cost effective as part of RFP #23026. This is year 1 of 4 optional one-year renewals.

**COST:** Not to exceed \$700,000

**FUND NAME/ACCOUNT:** Bond 3X-1310-XXXX-506410-000-000000-000-0X-XXX; Applicable Site-Based Accounts

**RATIONALE:**

Pricing agreements with vendors have allowed the district to obtain competitive pricing and services for all district libraries. Expenditures during the 2024-2025 school year were approximately \$517,371.73. With this pricing agreement, librarians can curate relevant collections that appeal to our diverse school community of learners.

**E.21. RECOMMENDATION:**

Renew the memorandum of understanding (MOU) with Tulsa Downtown Lions Club, Inc. to perform SPOT Vision Screenings for all PK-12 students during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

Tulsa Public Schools Healthy Thriving Schools strategy states that we will expand wellness services for students using both Tulsa Public Schools team members and community partners. Tulsa Downtown Lions Club trained volunteers perform free vision screenings using the Welch Allyn SPOT vision screener-equipment that is not available in schools. The SPOT vision screener is capable of detecting the following possible vision issues: Astigmatism (blurred vision), Myopia (nearsightedness), Hyperopia (farsightedness), Anisometropia (unequal refractive power), Strabismus (eye misalignment), Amblyopia (also called lazy eye), and Anisocoria (pupil size deviations). The vision screening takes just a few seconds, and the equipment provides a printout of the results for children whose screening indicates a need for a follow-up complete eye exam. Parent/Guardian permission is required. Vision screenings help ensure that student visual issues are identified early, thereby helping students succeed academically, athletically, and socially. The Lions Club provided vision screenings for 1,732 students during the 2023-2024 school year; 454 of those students were referred to an optometrist for further screening.

**E.22. RECOMMENDATION:**

Renew a memorandum of understanding (MOU) with the Oklahoma School of Science and Mathematics to provide hybrid instruction to TPS Advanced Placement physics students at high school sites without a certified physics teacher from during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

Due to the challenge of finding and hiring teachers who are certified to teach physics at advanced levels, the Oklahoma School of Science and Mathematics (OSSM) has offered to partner with Tulsa Public Schools to supply a highly qualified OSSM teacher, paid under the funding of OSSM, to teach AP Physics I, II, and C. This teacher will virtually teach and record lessons for students, assign work, and travel to conduct hands-on labs at participating school sites. The OSSM teacher will communicate as needed with the district, school leaders, students, and families. Providing access to high-level AP science courses is essential for post-secondary success for students interested in STEM fields and is direct support of Board Goal 3.

Sites that have previously participated in this program include Rogers High School, Memorial High School, and Edison High School. Tulsa students must apply to be accepted into the OSSM hybrid learning program through an application process.

**E.23. RECOMMENDATION:**

Renew the agreement with the Assistance League of Tulsa, Inc., for the Operation School Bell program to provide clothing to K-12 grade students as needed during the

2024-2025 fiscal year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

Operation School Bell is a philanthropic program designed by Assistance League of Tulsa to provide clothing for children in the Tulsa Public School district. Assistance League Tulsa will furnish clothing and uniform shirts for qualified elementary school students, clothing determined for free lunch eligible middle school students, and clothing, personal hygiene products, school supplies, or other essential items for free lunch eligible high school students. Assistance League of Tulsa assumes all financial obligations relative to the program. Services and supplies will be provided until designated Assistance League of Tulsa funds are exhausted. Over 20,000 students are supported through the Assistance League of Tulsa yearly.

**E.24. RECOMMENDATION:**

Renew clinical agreement with the Oral Roberts University for our site-based nursing and district office health & wellness staff to provide educational and clinical rotation opportunities at ORU's Anna Vaughn School of Nursing to nursing students currently enrolled in their program during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

Healthy Thriving Schools expand wellness services for students using both Tulsa Public Schools team members and community partners. Oral Roberts University Anna Vaughn Nursing School partners to provide direct service to schools and organizations as well as providing community nursing experience to their students. The partnership between ORU's school of nursing and Tulsa Public Schools will provide great, varied experience for ORU students as well as provide additional support to our students by having additional supports for our students. ORU students will participate in clinical rotation, problem-solving, and development of supporting school nursing programs. School nursing is a specialized practice of nursing that protects and promotes student health, facilitates optimal development, and advances academic success. ORU nursing students in training will work directly under the related service staff within the district to gain school-based experience.

**E.25. RECOMMENDATION:**

Enter into a contract with the Our Blood Institute, formally Oklahoma Blood Institute, a 501(c)(3) organization, to provide blood drives and related educational programs

during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

District blood drives support the Our Blood Institute in the goal of maintaining adequate blood supply. The Our Blood Institute provides more than 90% of Oklahoma's blood supply to more than 160 hospitals, medical facilities, and air ambulances across the state, and blood donations directly affects health outcomes for our community.

**E.26. RECOMMENDATION:**

Renew an agreement with Grossman School of Medicine at NYU, C-Corporation for the ParentCorps Parenting Program to provide family engagement training and curriculum resources to the early childhood team and participating school staff during the 2024-2025 fiscal year as part of RFP #23012. This is year 1 of 4 option one-year renewals.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$125,000

**FUND NAME/ACCOUNT:** BEST Grant - 11-0271-2194-503200-000000-000-05-070-0271

**REQUISITION/CONTRACT:** 12501189

**RATIONALE:**

In Pathways to Opportunity, one of our strategic priorities is Welcoming Families. In this priority, we commit to welcome and value every family as their child's first, most important, and lifelong teachers. Tulsa Public Schools will support, develop, and organize all of our team members to create an inclusive, engaging, and collaborative environment with families. The initiatives to support this include:

Initiative 1: Our schools are welcoming places that value family-school relationships.

Initiative 2: Involve families as learning partners.

Implementing the ParentCorps program will directly support the implementation of this key priority. The program was created based on research about the benefits of parent engagement to students' overall well-being, including health, social-emotional skills, and academics. The ParentCorps Parenting Program is designed to support families in promoting children's early learning and development using a curriculum that has proven to be successful.

The program involves two components: 1) Direct service to train Tulsa Public Schools' staff in the program and curriculum 2) Implementation of the program with

PreK families.

1. District and school staff, including The Early Childhood team and school-based staff such as Parent Involvement Facilitators will be trained in the ParentCorps Parenting Program. During the 24-25 school year, John Hope Franklin Elementary, Unity Learning Academy, Robertson Elementary, and Clinton West Elementary will participate in training and facilitating ParentCorps sessions for families. In addition to curriculum resources and training, staff will also receive responsive coaching, technical assistance, and support for adaptations so that group sessions meet families' needs.
2. The program will serve up to 250 pre-k and kindergarten families (in the 24-25 school year) using a model that provides customized learning experiences to support their children's social-emotional and academic development while being in a community with other families of pre-kindergarten age children. The prekindergarten year sets the tone for families' relationships with their schools and can build the home-school connection critical for children's learning and development. The program helps strengthen partnerships with schools and families and provides a critical opportunity to positively shape children and families' first experiences in school systems. This aligns to the district priority set by the board to welcome families and support them in the educational journey. This program also helps parents to understand their child's developmental milestones - and by better understanding these milestones, families can better work with teachers/schools to more effectively support students in academic and social emotional growth.

This is an initiative of the Early Childhood department, which will specifically target families with children in PreK. The program will first be implemented in three to five schools, but over time, we will expand the program to be made available to all prekindergarten families in the district.

During school year 2023-24, we launched family engagement cohorts and the ParentCorps program at John Hope Franklin and Unity Learning Academy. In surveys of families who participated in ParentCorps:

- 100% of caregivers felt welcome at ParentCorps sessions.
- 100% of caregivers felt that the information they received in sessions was valuable for their child's development.

**E.27. RECOMMENDATION:**

Purchase equipment, monitoring platform, and instructional resources from Pocketalk Co., Ltd., for multilingual learners in grades 9-12 during the 2024-2025 fiscal year as part of The Interlocal Purchasing System (TIPS) shareable contract led by Region 8 ESC, TX under contract #230807.

COST: Not to exceed \$350,000

FUND NAME/ACCOUNT: General Fund 11-0000-2230-506530-000-000000-000-06-063-

RATIONALE:

In our district non-negotiables for 2024-2025, we have prioritized creating and maintaining warm and supportive environments to support a positive student experience. Additionally, in Pathways to Opportunity, we have prioritized ensuring that our multilingual learners are recognized for their various linguistic and cultural assets as we provide effective language acquisition to support their development of English language proficiency. Pocket Talk is a tool that will fill a gap for our students to communicate and build relationships within their school community with speakers of other languages while they build English proficiency.

**E.28. RECOMMENDATION:**

Purchase curriculum resources, including digital licenses, from Really Great Reading Company, LLC to be used as specially designed instruction for students with disabilities in all schools PreK - 10th grade as part of The Interlocal Purchasing System (TIPS) cooperative contract 230807.

COST: Not to exceed \$190,000

FUND NAME/ACCOUNT:

IDEA Federal Funds 11-6210-XXXX-XXXXXX-239-000000-000-XX-XXX-6210

RATIONALE:

In the 2020-2021 school year, Really Great Reading was piloted in 25 elementary schools to improve the reading abilities of students with disabilities. Due to its success, the program has expanded each year, with additional secondary sites set to implement it in the 2024-2025 school year.

Special education students using Really Great Reading demonstrated improvements on the MAP assessment that outpaced their peers. Both elementary and secondary schools saw a notable increase in the number of students progressing from Below Basic to Basic levels on winter MAP results.

Based on the MAP data, student engagement reports from secondary teachers, and the observed improvements in MAP scores at pilot secondary sites, the decision has been made to provide intensive reading remediation using Really Great Reading for all secondary students with disabilities who scored at or below the 10th percentile on the NWEA MAP.

Using this curriculum will allow our teachers to continue improving reading outcomes for students with disabilities, ensuring they receive the support they need to succeed academically.

**E.29. RECOMMENDATION:**

Purchase additional grades K-12 OK enVision Math instructional resources from Savvas Learning Company, LLC, and Thompson School Book Depository, Inc., during the 2024-2025 fiscal year as part of RFP #24017. This is the initial year of 6 renewal years.

COST: Not to exceed \$6,000,000

FUND NAME/ACCOUNT: State Textbooks Funds 11-3330-XXXX-50XXXX-XXX-XXXXXX-000-06-XXX-; Bond Funds 3X-13XX-1000-50XXXX-XXX-XXXXXX-000-06-XXX-

RATIONALE:

The Oklahoma adoption cycle for K-12 Mathematics is July 1, 2024 - June 30, 2030. Districts are expected to adopt or renew curricular resources during this period.

After thorough evaluation and deliberation, the District Textbook Selection Committee, in accordance with the feedback provided by the Instructional Resource Advisory Council and the district teacher survey, has recommended the adoption of Savvas Learning's OK enVision Math for grades K-12 mathematics.

- Instructional Resource Advisory Council (IRAC) Results - Up to 40% of elementary and 53% of secondary IRAC members rated Savvas Learning's OK enVision as Exemplifies Quality on State-approved rubric related to student-centered instruction and teacher usability and planning.
- District Survey Results - Approximately 65.5% of respondents across the district identified Savvas Learning's OK enVision as the preferred choice.

Savvas Learning's OK enVision is a state-approved, comprehensive mathematics instructional resource aligned with the Oklahoma Academic Standards for Mathematics. Products are selected for grades K - AGA (algebra I, geometry, algebra II). The resource was carefully selected based on its alignment with the Oklahoma Academic Standards for Mathematics, its accessibility and support for diverse learners, teacher usability, and its overall quality and effectiveness.

The resource is designed to support student-centered instruction that includes diagnostic and intervention tools for students across Tiers I-III. It also includes WIDA-aligned resources for native speakers and multilingual learners. Identical resources are available in both English and Spanish to ensure students have equitable learning experiences.

Implementing a consistent curricular resource across all schools and grade levels throughout the district can support collaborative learning within and across grades and equip the district to more effectively support teaching and learning needs for K-12 mathematics.

**E.30. RECOMMENDATION:**

Purchase advanced placement (AP) pre-calculus instructional resources from Savvas Learning Company, LLC., and Thompson School Book Depository, Inc. for high school courses during fiscal year 2024-2025. This is an Oklahoma state-approved resource exempted per board policy 5202.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$100,000

**FUND NAME/ACCOUNT:** Bond Funds 3X-13XX-1000-50XXXX-XXX-XXXXX-000-06-XXX-

**RATIONALE:**

The Savvas Precalculus: Graphical, Numerical, Algebraic AP Edition resource was selected based on the alignment with the College Board precalculus curriculum framework. This ensures our students are prepared for the advanced placement (AP) exam for college credit and subsequent college courses in mathematics.

The Savvas curriculum is renowned for its engaging, student-centered approach. The materials include a wide array of resources such as interactive digital content, practice problems, and assessments that cater to diverse learning styles, enhancing student engagement and comprehension. Savvas provides extensive professional development and ongoing support for teachers, ensuring they are well-equipped to deliver high-quality instruction. This includes lesson planning resources, formative assessments, and differentiated instruction strategies that are integral to fostering student success.

Implementing a consistent curricular resource across all schools and grade levels throughout the district can support collaborative learning and equip the district to more effectively support teaching and learning needs for advanced placement mathematics.

Districts that have implemented Savvas AP Precalculus materials have reported significant improvements in student performance and AP exam pass rates. The evidence of its efficacy supports our confidence in its potential impact on our students. This investment will significantly enhance our AP mathematics program, support our teachers, and ultimately drive student achievement.

**E.31. RECOMMENDATION:**

Renew the agreement with Scholastic, Inc., for Scholastic Book Fairs to provide books for students to purchase during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**FUND NAME/ACCOUNT:** Applicable 2023-2024 school activity funds and accounts

**RATIONALE:**

61% of low-income families do not have books in their homes for their children. School book fairs provide access to neighborhood bookstores in resource deprived areas. Scholastic Book Fairs will provide books for students to purchase at a reasonable price. Payments made by students will be deposited into the appropriate school activity fund accounts.

**E.32. RECOMMENDATION:**

Renew the memorandum of understanding with Boston Avenue United Methodist Church, Inc. a domestic not for profit corporation church, to continue providing Sistema Tulsa programming, with busing and in school satellite opportunities for partner schools, during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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



COST: No cost to the district

**RATIONALE:**

The Sistema Tulsa program provides after school music instruction for students in elementary, middle, and high school. Instruction takes place at Boston Avenue Methodist Church and is available in general music, choir, orchestra, band, piano, and symphony orchestra. Satellite locations are chosen based on school interest and capacity to support the program internally as well as need. Partner schools select to participate in Sistema's partnership at the start of each school year based on teachers' need for assistance.. Sistema Tulsa also provides instrumental music assistance tailored to teacher and student needs at secondary sites during the school day. Participation in music education and music ensembles gives students a place to belong and develops perseverance, discipline, and teamwork. Additionally, research shows that participation in music education helps students develop literacy and math, which may in turn support board goals 1 and 2. Participation also directly supports student engagement, attendance, and can lead to postsecondary scholarship opportunities.

**E.33. RECOMMENDATION:**

Enter into an agreement with Teach for America, Inc., to provide virtual reading tutoring through their Ignite Fellowship to students at Mayo Demonstration School to support Walk-to-Read supplemental instruction during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

COST: No cost to the district.

**RATIONALE:**

Teach for America tutors will provide targeted, high-dosage tutoring during Walk to Read intervention, significantly boosting the literacy skills of our students. By integrating high-dosage tutoring into Walk-to-Read blocks, students receive more dedicated time focused on student needs in literacy. This increased instructional time is instrumental in closing learning gaps and accelerating student progress. Providing consistent support is crucial for students who need additional help to reach their reading goals.

The Teach for America tutors will allow teachers to further differentiate and customize literacy interventions. With the additional tutoring support, teachers can better address the specific needs of each student, ensuring more effective and personalized instruction. The partnership fosters a collaborative environment where Teach for America tutors work closely with Tulsa teachers. This collaboration enhances the overall instructional strategy, aligning efforts to meet the literacy needs of elementary students, specifically Board Goals 1.1 and 1.2.

**E.34. RECOMMENDATION:**

Renew a memorandum of understanding with Tulsa Debate League, Inc., to provide

support to grow and sustain debate programs in the below participating schools for the 2024-2025 fiscal year. Debate coaches will receive professional development, and debate teams at participating schools will participate in district, local, and state competitions.

**Elementary Schools:**

Grissom  
Hamilton  
Kendall whittier  
Key  
Lindbergh  
Marshall  
Kerr  
Lewis and Clark  
Owen  
Roberston  
Greenwood Learning Academy

**Middle Schools:**

Central MS  
East Central Middle  
Will Rogers Jr High  
Monroe  
Carver  
Edison  
Webster MS

**High Schools:**

Central HS  
Street School  
Will Rogers College High  
McLain  
East Central  
Edison  
Memorial  
Webster

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district

**RATIONALE:**

Schools choose to participate in the Tulsa Debate League. Debate prepares students to thrive in the 21st century. Debaters learn how to think critically - to unpack arguments, dissect research, and evaluate choices. They learn how to communicate - to explain complex concepts and articulate them to diverse audiences. Debate

students also learn how to engage in the world - to understand multiple perspectives and make an impact on the world through knowledge, understanding, and communication. Research shows that debate can dramatically close the achievement gap in urban school districts, as debaters are more likely to graduate from high school, meet college-readiness benchmarks, and achieve a greater cumulative grade point average than their peers. Additionally, the research, writing, and speaking work required in debate develops students' literacy skills, and the camaraderie in debate clubs builds community and belonging.

**E.35.**

**RECOMMENDATION:**

Renew the agreement with Oklahoma State University for middle school students and families to participate in Unidos Se Puede (United We Can), a family-based intervention program, during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

Aligned to the Healthy Thriving Schools strategy, The Unidos Se Puede program is a family-based intervention designed to help middle school youth begin planning for high school graduation by focusing on three major components: Family Engagement, Child Personal Agency and Positive Peer Affiliations. The program helps families become more engaged in their child's schooling by supporting them when their student is in need of support. The program pairs students with coaches who monitor their progress and provide activities to enable them to bond with like-minded peers. These coaches collaborate with the school to support student success. The program model includes a five-week family workshop series with monthly booster sessions, weekly or bi-weekly. Students can also participate in one-on-one coaching. The project is supported by grants from the National Institutes for Health and the National Institute for Food and Agriculture. The Unidos Se Puede program is currently at Hale Jr. High School, East Central Jr. High School, Rogers Jr. High School and Monroe Jr. High with plans to expand to 2 additional sites.

**E.36.**

**RECOMMENDATION:**

Renew the purchase of digital curriculum, instructional resources, and professional development from Waterford Research Institute, LLC, for PreK student reading intervention during the 2024-2025 fiscal year as part of RFP #23045. This is year 2 of 4 optional one-year renewals.

**COST:** Not to exceed \$195,200

**FUND NAME/ACCOUNT:** BEST Grant 11-0271-1000-50XXXX-100-000000-000-05-XXX-0271

**REQUISITION/CONTRACT:** 12501192

**RATIONALE:**

Our board goal in Pathways to Opportunity around literacy focuses on supporting the development of students' skills in reading, writing, speaking and listening in order to be

equipped for success in school and after graduation. According to our MAP data in reading, not all students are meeting achievement and growth goals. In order to meet students' instructional needs and ensure they are ready for kindergarten, PreK students engage in Waterford Reading Academy, a digital learning program providing supplemental support in reading. Waterford is an adaptive learning program that blends explicit instruction with engaging activities and provides students with a strong foundation in early literacy skills including phonological awareness, phonics, language concepts and vocabulary.

For more than 40 years, Waterford has partnered with schools, families and communities to provide access to educational resources and deliver individualized, research-driven learning resources to young learners. In an independent evaluation of the effectiveness of the Waterford curriculum, results showed that the program significantly increased literacy skills - especially among at-risk populations.

**E.37. RECOMMENDATION:**

Enter into an agreement with Instructure, Inc., to provide Mastery Connect subscriptions for test item banks, digital assessment tools, and professional development as part of RFP #24038 during the 2024-2025 fiscal year. This is the initial year with four optional one-year renewals.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$283,000

**FUND NAME/ACCOUNT:** 11-0000-XXXX-506533-000-000000-000-06-070-

**REQUISITION/CONTRACT:** 12501474

**RATIONALE:**

In Pathways to Opportunity, our board goals (1.1, 1.2, and 2.1) focus on student achievement on the MAP assessment to predict student outcomes on the Oklahoma School Testing Program (OSTP) assessments. Assessment plays a crucial role in the teaching and learning process. By understanding what students know through high-quality, effective assessments, educators can gain meaningful insights to help students achieve their full potential. Mastery Connect by Instructure allows educators the tools to understand students' current knowledge, where additional support is needed, and how to accelerate learning for every student. This assessment data will equip teachers with the necessary information to understand student learning needs to inform teaching, including targeted small groups and individualized instruction. Mastery Connect integrates within Canvas to readily deliver district and teacher-created assessments aligned to the Oklahoma Academic Standards in English Language Arts, mathematics, science, and social studies. Mastery Connect resources include online test item banks, professional development resources, and digital tools for student use.

The Mastery Connect assessment system will display student mastery of learning

standards in real-time, actionable data for educators. This in-the-moment feedback enables teachers to make informed, data-driven decisions based on students' mastery of the knowledge, skills, and abilities related to specific standards, so they can immediately impact learning through targeted interventions and self-evaluation.

**E.38. RECOMMENDATION:**

Enter into a memorandum of understanding with Georgetown University to participate in a longitudinal research study on the benefits of high-quality early childhood education during the 2024-2025 fiscal year. This is a continuation of an ongoing study that launched in 2016.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

For 22 years, Tulsa Public Schools has partnered with Georgetown University to support critical research on the short-term, medium-term and long-term impacts of Tulsa's universal pre-K program. The Tulsa research shows the positive effect of high-quality early childhood education on school success as well as outcomes later in life. These research studies have shone a national spotlight on Tulsa for its high-quality pre-K programs.

In 2016, Georgetown University launched the Tulsa SEED (School Experiences and Early Development) study. The Tulsa SEED Study examines the impacts of public pre-K participation on children growing up in families with low incomes in the Tulsa Public School District. The Tulsa SEED Study enrolled children at age 3 or 4 to examine the effects of public pre-K participation. These children, along with their parents and teachers, have participated in the study over the past 8 years and have consented to participate. There are about 700 participating children across the district, most of whom will be entering sixth grade in 2024-2025, and the study will continue to follow the students through their 9th grade year.

This new chapter of the study will describe Tulsa children's experiences of school and family disruption due to COVID-19, and identify the characteristics of children, schools, and families that contribute to growth and resilience in the years following the pandemic. It is one of few child development studies in the nation that has information on participants' lives before, during, and after COVID. Teachers who have SEED participants in their classroom will have the opportunity to participate in a survey about the children in the spring semester.

In Pathways to Opportunity, we committed to ensuring our students will become powerful readers, writers, speakers, and thinkers for whom language is a life-long asset. The research conducted by Georgetown University has provided us with

powerful insights into students' performance and how early childhood boosts opportunities for children not only in elementary school, but in middle school, high school and college.

The partnership with Georgetown benefits Tulsa Public Schools in multiple ways. The Georgetown research has brought national attention to the high quality Pre-K programs in Tulsa Public Schools and the positive impact of Pre-K. For example, one of the Georgetown studies of Tulsa students shows that Pre-K boosts both two-year and four-year college enrollments. The research studies' key messages about the importance of PreK have been a helpful tool in PreK recruitment and investing families and other stakeholders in the value of early childhood education. This has contributed to increasing our PreK enrollment. Georgetown also provides regular briefs to TPS with valuable insights into student and teacher experiences that have helped us to improve teaching and learning, as well as wrap-around supports for students and teachers.

**E.39. RECOMMENDATION:**

Amend item E.3 approved on the June 17, 2024 agenda for N2Y, LLC, to increase the cost for News2You resources and include professional learning services for special education teachers.

COST: Not to exceed \$119,000 (An increase of \$2,000)

FUND NAME/ACCOUNT: IDEA Federal Funds 11-XXXX-XXXX-50XXXX-239-000000-000-XX-066-XXXX

**RATIONALE:**

News2You (N2Y) provides adapted news articles and current event materials in a simplified and accessible format. N2Y includes Unique Learning Systems which is an online standards-based program. This program supports our students with special learning needs in their mastery of standards assessed on the Oklahoma Alternate Assessment Program, the state-required assessment for our students with the most significant cognitive disabilities. The original amount only accounted for instructional materials. It was determined that special education teachers needed the opportunity to engage in professional learning provided by the vendor to ensure materials were used as intended.

**E.40. RECOMMENDATION:**

Enter into a memorandum of agreement with Women Empowering Nations, Inc., to provide young women in grades 8-12 with mentoring opportunities during the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

COST: No cost to the district.

**RATIONALE:**

Currently, only 1 in 4 C-Suite leaders are women, and even fewer, just 1 in 20, are women of color. Women Empowering Nations aims to address this disparity by

envisioning a world where diverse women in social impact executive leadership positions drive unprecedented economic mobility and wellness for communities and nations. The organization offers immersive leadership training covering topics such as public speaking, professional branding, executive leadership, and advocacy.

The Women Empowering Nations program includes mentorship opportunities, in-person leadership training sessions, and virtual engagement activities. The program will provide young women with essential skills and resources to empower them to effect positive change in their communities and prepare them for leadership roles in both their local communities and workplaces. The program curriculum is designed to enhance personal growth, career development, global awareness, and post-secondary success for young women.

**E.41. RECOMMENDATION:**

Enter into a cooperative agreement with Family & Children’s Services, Inc., to provide services, resources and supports including but not limited to: rapid crisis response and comprehensive follow-up support services, training support to school staff, data collection, reporting and cross-site evaluation during the implementation of the Substance Abuse Mental Health Services Administration (SAMHSA) Multi-Tiered Systems of Support (MTSS) Advancing Wellness and Resiliency in Education (AWARE) grant. Services are in effect through September 30, 2024 as part of RFP 24024. This is the initial year with 4 optional one-year renewals.

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

**COST:** Not to exceed \$100,000

**FUND NAME/ACCOUNT:** Project Aware SAMHSA Grant - 11-7821-2199-503590-482-000000-000-05-020-7821

**RATIONALE:**

Tulsa Public Schools student outcome data suggest that the students in TPS often struggle with unmet social, behavioral, and mental health needs, and these needs negatively impact school climate and student outcomes. The district has more than 240 school-employed counseling and social services staff at the district and campus levels who implement various services and support designed to address these needs. Over the past 4 years, we have seen an increase in mental health crisis needs and need the support of an outside agency to ensure we meet these needs. Also, this agency support helps us to be in compliance with HB 4106 (2022). It is a requirement of the SAMSHA MTSS AWARE grant to have an expert crisis team for schools.

**TALENT MANAGEMENT**

**E.42. RECOMMENDATION:**

Approve routine staffing items.

**RATIONALE:**

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

annualized rate regardless of length of effective date of contract.

- E.43. RECOMMENDATION:**  
Approve position creates, deletes and updates.

**RATIONALE:**

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

- E.44. RECOMMENDATION:**  
Approve salary adjustments for individuals in certified and support positions not covered by a collective bargaining agreement for the 2024-25 school year as follows: All non-union certified and support salaried employees will receive a COLA of 1.5% starting on July 1, 2024.

**RATIONALE:**

These non-union certified and support employee salary adjustments provide reasonable increases based on market data, inflation, and other factors in the compensation landscape.

- E.45. RECOMMENDATION:**  
Amend item E.101 that was approved on the June 3, 2024 agenda, to add Emporia State University to the list of universities entering into agreements to place student interns (student teachers) with teachers and/or administrative interns with school leaders within the district with the purpose to fulfill teacher preparation requirements for the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:**

No cost to the district.

**RATIONALE:**

These agreements will allow the district to partner with area universities in their efforts to train and prepare future teachers. Partnering with universities in this manner allows the district to provide valuable feedback on student progress regarding the success of future employment in an urban school setting in addition to influencing the knowledge experiences and practical skills of its future workforce and applicant pool.

## **INFORMATION AND TECHNOLOGY**

- E.46. RECOMMENDATION:**  
Ratify E-Rate contracts with the following vendors for the 2024 – 2025 fiscal year.  
Vendor      Consent Agenda Item RQ  
Cox Communications, Inc for Wide Area Network 01/08/2024 E.10 12500242
- Costs were not to exceed \$1,000,000 and after ERate and OUSF the district's general fund will pay for the remaining due estimated to be \$68,400.



Cox Communications, Inc for Internet Service 01/08/2024 E.11 12500239

- Costs were not to exceed \$130,000 and are expected to be funded in full with ERate and OUSF.

**REQUISITION/CONTRACT:**

Program deadlines for the federal E-Rate program require that E-Rate contracts be awarded by March 21, 2024 for the 2024 funding year (the district's 2024-2025 fiscal year). The listed contracts may be paid in part with E-Rate funds. The contracts were considered by the Board and approved prior to the federal deadline. To satisfy the requirement of Oklahoma law regarding fiscal year limitations, District counsel has recommended the Board ratify these contracts in July for the next ensuing fiscal year.

**E.47. RECOMMENDATION:**

Renew the contract with ImageNet Consulting Service, LLC for the period July 1, 2024 through June 30, 2025 in accordance with the terms and conditions of the request for proposal #23030 for a modern, district-wide Managed Print Services (MPS) program. The recommended contract will provide print center operators and management, multifunction device (print, copy, scan, and fax) support services, and MPS software subscriptions including administrative services. This is the first of four renewals.

**FURTHER RECOMMEND:**

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

**COST:**

Not to exceed \$1,888,000

**FUND NAME/ACCOUNT:**

Click Charges \$610,000 General Fund 11-0301-2530-503460-000-000000-000-32-031

Fleet Flat Rate \$621,000 General Fund 11-0301-2530-505592-000-000000-000-03-031

Managed Print Professional Services \$602,000 General Fund 11-0301-2530-505592-000-000000-000-03-031

Cloud Fax Services \$15,000 Applicable bond funds

PaperCut MF Advanced \$40,000 Applicable bond funds

**RATIONALE:**

The managed print service contract will provide support to all TPS schools and sites with printing services ensuring improvements to the user's experience, general support, data transparency, and overall cost. The program will renew machines when they have reached the end of their life cycle, optimize the fleet to improve services while reducing cost, provide centralized printing services for large and custom work, support a gradual shift to digitization to reduce the use of paper materials, and ensure responsive and high quality customer services to our school sites.

**E.48. RECOMMENDATION:**

Purchase multi-function devices from ImageNet Consulting Services, LLC, for the 2024-2025 school year, in accordance with the terms and conditions of the request for proposal #23030 for a modern, district-wide Managed Print Services (MPS) program.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$1,300,000

**FUND NAME/ACCOUNT:** Applicable bond funds

**RATIONALE:**

This purchase will continue replacing the remaining 96 Ricoh multifunction devices that are at the end of their service life. The new HP & Konica Minolta print fleet will be vastly more serviceable, provide additional capabilities to students, teachers and staff. In addition, the newer devices are faster and provide for a lower operational cost. This is part of the managed print services request for proposal #23030 and the fleet refresh was included as part of the 2021 bond.

**E.49. RECOMMENDATION:**

Purchase paper and copy supplies for the print center from Veritiv Operating Company, Inc., a Veritiv Corporation, for the 2024-2025 school year. This purchase is made in accordance with the terms and conditions governed by The Interlocal Purchasing System (TIPS) Contract 211201.

**COST:** Not to exceed \$200,000

**FUND NAME/ACCOUNT:** General fund, 11-0000-2530-506110-000-000000-030-031

**RATIONALE:**

Paper and copy supplies are purchased as needed to fulfill print center job requests. This is based upon historical trends.

**STRATEGY AND DATA**

**E.50. RECOMMENDATION:**

Renew contract with National Student Clearinghouse, 501(c)4 Non-Profit Corporation, for use of the StudentTracker app for the 2024-2025 school year.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$ 5950

**FUND NAME/ACCOUNT:**

Software 11-0000-2542-506533-000-000000-000-02-007

**REQUISITION/CONTRACT:** 12413064

RATIONALE:

The National Student Clearinghouse (NSC) data offers invaluable insights about student postsecondary experiences after they graduate from TPS, which aligns to Pathways to Opportunity Goal 3. By leveraging NSC data, Tulsa Public Schools gains access to information on student enrollment, persistence, and completion rates in colleges and universities, enabling us to obtain a better understanding of our graduates' experiences after TPS.

**E.51. RECOMMENDATION:**

Amend Tulsa School of Arts and Sciences lease agreement dated July 1, 2022 to increase rent and remove responsibility of the charter for replacement of the HVAC at Roosevelt.

FURTHER RECOMMEND:

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

RATIONALE:

This amendment will allow the district to increase the lease rate for the Roosevelt building from \$.15/square foot to \$.20/square foot, which is aligned with the district's leased building committee guiding recommendations for a unified approach for all leasing decisions. Due to funding restrictions on ESSER funds unknown at the time of the original agreement, TSAS has been unable to access the capital required to replace the HVAC. The district is removing the responsibility for TSAS to replace the system in order to properly maintain the building and reduce the annual maintenance burden on district resources, ensuring TSAS students are in adequately climate-controlled classrooms.

**FINANCIAL SERVICES**

**E.52. RECOMMENDATION:**

Approve the **New Encumbrance and Change Order Report from 6/14/24 through 7/3/24.**

RATIONALE:

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

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

**E.53. RECOMMENDATION:**

Amend item E.16 of the May 6, 2024 board agenda, to add Jill Hendricks, Deputy Chief Financial Officer, as an authorized representative for applicable 2024-2025 school year grants.

RATIONALE:

Local, state, and federal enactment applications submitted and approved for funding require an authorized representative be identified for each program and that

this authorization is acted upon by the Board of Education. Authorization will allow filing of budget revisions, monthly reimbursement requests, and reports as required by individual grants and funding sources.

## **BOND PROJECTS AND ENERGY MANAGEMENT**

### **E.54. RECOMMENDATION:**

Approve amendment 3D with Crossland Construction Co. Inc. for the marquee sign structure at Rogers High School.

Trades	\$
	66,239.00
Reimbursables	\$ 8,883.00
Contingency	\$ 3,312.00
General	\$ 6,433.00
Conditions	
Management Fee	\$ 3,607.00
Total:	\$
	88,474.00

### **FURTHER RECOMMEND:**

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

**COST:** The total cost is not to exceed \$88,474.

**FUND NAME/ACCOUNT:** Applicable bond funds

**RATIONALE:** The amendment is necessary to add a marquee at Rogers High School.

### **E.55. RECOMMENDATION:**

Enter contract with the lowest responsible bidder, Performance Stage Inc., for auditorium stage lighting and curtain improvements at Edison High School, Wayman Tisdale Elementary, Webster High School, Hamilton Elementary, Anderson Elementary, Sequoyah Elementary, Clinton West Elementary, Skelly Elementary and Eisenhower International School. This project was issued through the state public competitive bid act.

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

**COST:** The total cost is not to exceed \$581,170.

**FUND NAME/ACCOUNT:** applicable bond fund accounts

### **RATIONALE:**

The improvement of the fine arts is part of the 2021 bond issue.

### **E.56. RECOMMENDATION:**

Enter contract with the lowest responsible bidder, AEL, Inc., for chair lift replacements at Cooper Elementary, McKinley Elementary, Patrick Henry Elementary, Salk

Elementary, and Edison Middle School. This project was issued through the state public competitive bid act.

**FURTHER RECOMMEND:**

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

**COST:** The total cost not to exceed \$409,762.47.

**FUND NAME/ACCOUNT:** applicable bond accounts

**RATIONALE:**

ADA improvements are part of the 2021 bond issue.

**E.57. RECOMMENDATION:**

Enter contract with the lowest responsible bidders, Lektron Lighting & Supply Inc, Lee Enterprises LLC, and Big Johnsons Electric Inc, for electrical work at auditoriums at Alcott, Anderson Elementary, Clinton West, Edison High School, Eisenhower, Hamilton, Kerr, Memorial High School, Sequoyah, Skelly, Unity, and Webster High School. This project was issued through the state public competitive bid act.

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

**COST:**

Lektron Lighting & Supply Inc \$47,473

Big Johnsons Electric Inc \$177,000

Lee Enterprises LLC \$287,850

**FUND NAME/ACCOUNT:** Applicable bond accounts

**RATIONALE:**

The improvement of the fine arts is part of the 2021 bond issue.

**E.58. RECOMMENDATION:**

Enter into contract with the lowest responsible bidder, Otis Elevator Company, Corp, for elevator modernization at McLain High School and Memorial High Schools' Field Houses. This project was issued through the state competitive bid act.

**FURTHER RECOMMEND:**

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

**COST:** The total cost is not to exceed \$334.861.

**FUND NAME/ACCOUNT:** applicable bond accounts

**RATIONALE:**

Improving ADA is part of the 2021 bond issue.

**E.59. RECOMMENDATION:**

Enter contract with the lowest responsible bidder, Pro-Line Fence and Gate LLC, for

fencing at Cooper Elementary, Eisenhower Elementary, Eugene Field Elementary, Felicitas Mendez Elementary, Grimes Elementary, Project Accept at Lombard, Skelly Elementary and Skelly Primary. This project was issued through the state public competitive bid act.

**FURTHER RECOMMEND:**

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

**COST:**

The total cost is not to exceed \$333,522.

**FUND NAME/ACCOUNT:** applicable bond fund accounts

**RATIONALE:**

The improvement of the safety at every school is important part of the 2021 bond issue.

**E.60. RECOMMENDATION:**

Amend agenda item E.34 on the December 11, 2023, agenda to include ESSER as an applicable funding source. The agenda item is to approve American Air Conditioning of Tulsa, LLC, for HVAC improvements at Mayo/Wilson.

**FURTHER RECOMMEND:**

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

**FUND NAME/ACCOUNT:** Applicable ESSER funding for Phase 1 and Phase 2

**RATIONALE:**

The amendment is necessary to reflect the updated funding source. The original agenda item only included applicable bond funding.

**E.61. RECOMMENDATION:**

Enter contract with the lowest responsible bidder, American Air Conditioning, LLC, for HVAC replacements at Grimes Elementary. This project was issued through the state public competitive bid act.

**FURTHER RECOMMEND:**

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

**COST:**

The total cost is not to exceed \$3,237,700.

**FUND NAME/ACCOUNT:** applicable federal and bond fund accounts

**RATIONALE:**

The improvement of the indoor air quality is part of the ESSER funding. The remaining federal funds are used to support the Transitional Academy program.

**E.62. RECOMMENDATION:**

Approve the purchase of a Groundmaster 4000-D Toro mower from Professional

Turf Products, L.P. through the Sourcewell Cooperative Contract #031121 – TCC Tulsa Public Schools #9465.

**FURTHER RECOMMEND:**

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

**COST:**

The total cost is not to exceed \$96,420.25

**FUND NAME/ACCOUNT:** applicable bond accounts

**RATIONALE:**

Replacing the aging mower fleet is part of the 2021 bond issue.

**E.63. RECOMMENDATION:**

Approve the purchase of 20 service vehicles through the statewide contract for service vehicles, SW035; the following vendors have received the statewide contract: Bill Knight, Bob Howard, Carter Chevrolet, Cooper Chevrolet, Joe Cooper, Reynold's Ford, Vance Chevrolet, Vance Country Ford, Bob Moore, John Vance, Confidence Ford and Holt Truck Centers.

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

**COST:** The total cost is not to exceed \$1,500,000.

**FUND NAME/ACCOUNT:** applicable bond accounts

**RATIONALE:**

The vehicles will replace aging fleet in Maintenance, Child Nutrition, IT, Athletic and the Police Departments. They include Sedans, Trucks, Suvs and pickups. The vehicle replacement is part of the 2021 bond plan.

**E.64. RECOMMENDATION:**

Amend agenda item E.19 on the April 1, 2024, agenda to update funding source. The original agenda item did not include the correct funding source for the project. The agenda item is to enter into contract with the lowest responsible bidder, Richard S. watts, Inc DBA The Watts Company for restroom improvements at Key, Lewis and Clark, and McKinley Elementary.

**FURTHER RECOMMEND:**

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

**COST:** 3X-1315-4720-504500-000-000000-XXX-XX-XXX

**RATIONALE:**

The amendment is necessary to update the corrected funding source.

**E.65. RECOMMENDATION:**

Amend agenda item E.64 on the May 6, 2024 agenda to reflect updated funding

information. The agenda item is to renew the contract with Zonar Systems, Inc., approved using TIPS cooperative #2105 Region 8 ESC. TX, for GPS systems for all district buses and support parts during the 2024-2025 school year. This contract is being renewed using TIPS cooperative #23105 Region 8 ESC. TX.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$250,000

**FUND NAME/ACCOUNT:** 3X-XXXX-2720-506530-000-000000-000-XX-003-

**RATIONALE:**

The amendment is necessary to reflect the correct funding information.

**E.66. RECOMMENDATION:**

Enter into contract with Graybar Electric Company Inc for new visual display intercom system at Edison Middle School. The purchasing agreement is through OMNIA Partners Contract #EV2370.

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

**COST:**

The total cost is not to exceed \$87,570.43.

**FUND NAME/ACCOUNT:**

Applicable bond funds

**RATIONALE:**

The new visual displays in every classroom will allow visual communication for the hearing-impaired students at Edison. The high school installation has been completed and this middle school work will complete the entire Edison building. This project is part of the 2021 bond issue.

**E.67. RECOMMENDATION:** Amend item E-12 approved on the June 17, 2024 agenda to correct the total cost listed for each vendor.

**COST:**

Ellsworth Construction, LLC - The total cost to be paid to this vendor is not to exceed \$203,460. (decrease of \$60,000)

APAC Central, Inc., - The total cost to be paid to this vendor is not to exceed \$841,000. (increase of \$34,000)

**RATIONALE:** This contracted work is to provide paving improvements to school sites. The agenda amendment is to correct the total cost for each vendor.

**OPERATIONS**

**E.68. RECOMMENDATION:**



Declare Gilcrease Elementary site surplus to the needs of the district, and authorize the superintendent to offer the real estate for public sale.

**FURTHER RECOMMEND:**

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

**RATIONALE:**

School districts may sell surplus property in accordance with surplus sale procedures set forth in Okla. Stat., Title 70, section 5-17(11) and Board Policy 5402. These buildings have been vacant since 2016.

**E.69. RECOMMENDATION:**

Declare Jones Elementary site surplus to the needs of the district, and authorize the superintendent to offer the real estate for public sale.

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

**RATIONALE:**

School districts may sell surplus property in accordance with surplus sale procedures set forth in Okla. Stat., Title 70, section 5-17(11) and Board Policy 5402. These buildings have been vacant since 2016.

**E.70. RECOMMENDATION:**

Approve First Amendment to Option and Lease Agreement with SBA Towers II, LLC amending the current Option and Lease Agreement dated December 5, 2005 covering a cell tower site at Edison Preparatory to expand the size of the leased premises by an additional 112 square feet and to add two additional Extension Terms of 5 years each all as described in the First Amendment.

**FURTHER RECOMMEND:**

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

**COST:** No cost to the district.

**RATIONALE:**

SBA is extending its original space of nine hundred square feet of ground space to include an additional one hundred twelve square feet of ground space for a total of approximately one thousand twelve square feet of ground space. SBA will be responsible for maintaining the premises. The SBA tower is in the parking area and is lit, thereby adding extra security to the site. In addition, the lease brings additional revenue to the district.

**E.71. RECOMMENDATION:**

Amend agenda item E 175 that was approved June 3, 2024, to reflect the correct solicitation method that awarded Securitas Security Services USAS, Inc. This purchase is made in accordance with the terms and conditions of Allied States

Cooperative ESC 19; contract 23-7456.

**FURTHER RECOMMEND:**

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

**COST:** Not to exceed \$200,000

**FUND NAME/ACCOUNT:**

Building Fund, 22-0000-2660-503440-000-000000-000-17-049

**RATIONALE:**

Correct the method of solicitation.

**E.72. RECOMMENDATION:**

Approve the contract with Aramark Food Service, LLC to provide management and food procurement services for the district's Child Nutrition Services, from August 1, 2024 award through June 30, 2025 This is the initial year contract with four annual renewal options in accordance with the terms and conditions of Request for Proposal #24011.

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

**COST:** To be determined based on number of meals reimbursed by the federal government and the number of self-funded meals served.

**FUND NAME/ACCOUNT:** Child Nutrition Fund, fund 22, multiple accounts

**RATIONALE:**

Aramark will provide management and food procurement services for the district's Child Nutrition Services for the 2024-25 school year. The contract fee is all inclusive of management salaries, profit and other operating costs and will be billed at the negotiated fee per meal/meal equivalent. The selection process followed Oklahoma State Education Department (OSDE) guidelines and the award was reviewed and approved by OSDE.

**BOARD OF EDUCATION**

**E.73. RECOMMENDATION:**

To satisfy requirements of state law regarding fiscal year limitations, acknowledge and approve the obligation of 2024-2025 funds for expenditures that have been approved for the 2024-2025 fiscal year.

**REQUISITION/CONTRACT:**

**RATIONALE:**

By ratifying the previously approved expenditures of FY25 funds during the first meeting of the FY25 school year, the board will ensure that its actions align with state law , which requires that such expenditures of general funds be for the "current" fiscal year.

**F. PUBLIC COMMENT ON ACTION AGENDA ITEMS**

**G. ACTION AGENDA - Motion and vote on recommendations**

**BOARD OF EDUCATION**

**G.1. RECOMMENDATION:**

Approve an emergency waiver of the requirement for policy revisions to appear before the board twice, and adopt board policy 4211, Employment of Adjunct Teachers. This policy sets forth the district guidelines and credentialing requirements for adjunct teachers in accordance with the requirements of 70 O.S. § 6-122.3 as amended by Oklahoma SB 1119 and complies with all requirements set forth by the Oklahoma State Department of Education concerning the employment of adjunct teachers.

**RATIONALE:**

Due to the critical nature of teacher recruitment and the difficulty in filling teacher vacancies this item is time sensitive. The national teacher shortage crisis has prompted various legislative measures to address this critical issue. In response, the Oklahoma legislature passed SB1119 during the 2022 session. This significant bill removes the 270-clock-hour cap on adjunct teachers, allowing individuals with distinguished qualifications in their fields—but without valid teaching certificates—to teach an unlimited number of hours per semester. This change aims to bolster the teaching workforce by utilizing the expertise of qualified professionals, addressing the urgent need for educators in Tulsa.

SUPPORTING INFORMATION

CONSENT ITEM E. 42

ROUTINE STAFFING

**ELECTIONS**

<b>Name</b>	<b>Effective Date</b>	<b>Contract Amount</b>	<b>Position</b>	<b>Grade or Degree &amp; Step</b>
Alghazali, Marisa	07-01-24	\$ 14.84	Principal Secretary	H-10
Breckenridge, Austin	07-01-24	\$ 14.41	Principal Secretary	H-10
Byron, Beltha	08-12-24	\$ 35,000.00	Apprentice	NS
Franco, Claudia	06-24-24	\$ 12.97	Evening Custodian	H-7
Gerena, Lilia	06-24-24	\$ 12.97	Evening Custodian	H-7
Haynes, Abra	08-12-24	\$ 35,000.00	Apprentice	NS
Hunter, Melvin	06-17-24	\$ 14.31	Evening Custodian	H-7
Joyner-Wilson, Tajiana	08-13-24	\$ 35,000.00	Apprentice	NS
Koster, Gena	07-22-24	\$ 140,000.00	Associate Superintendent Special Populations	XG-3
Lopez, Sanjuana	06-24-24	\$ 13.76	Evening Custodian	H-7
Moser, Jeffrey	06-17-24	\$ 20.96	School Safety Officer	H-16
Nasem, Charles	08-12-24	\$ 35,000.00	Apprentice	NS
Reagan, Jonathan	08-12-24	\$ 35,000.00	Apprentice	NS
Saucedo, Cristina	06-24-24	\$ 13.76	Evening Custodian	H-7
Simmons, Nakharia	06-24-24	\$ 13.36	Evening Custodian	H-7
Stiger, Ashlyn	08-12-24	\$ 35,000.00	Apprentice	NS
Teepie, Ruth	06-10-24	\$ 62,500.00	Dual Language/World Language Mentor	EG-3
Torres, David	06-17-24	\$ 13.76	Evening Custodian	H-7
Turner, Miesha	06-17-24	\$ 15.32	Bus Driver	H-11

\*Approval contingent of creation of new position

**ADJUSTMENTS**

<b>Name</b>	<b>Effective Date</b>	<b>Contract Amount</b>	<b>Current Position</b>	<b>Proposed Position</b>	<b>Grade or Degree &amp; Step</b>
Aleman, Ashley	07-01-24	\$ 65,000.00	Coordinator - Positive School Climate	Homebound Services Coordinator	BG-7
Arnold, Catrina	07-09-24	\$ 83,000.00	Talent Acquisition Manager	Talent Management Strategist	BG-10
Berkstresser, Sean	07-09-24	\$ 147,500.00	Acting Chief Strategy & Analytics Officer	Chief Strategy & Analytics Officer	XG-5
Blakney, Kimberly	07-25-24	\$ 84,600.00	Principal	Multi Tier System Support Coord.	BG-8
Darr, Randy	07-09-24	\$ 103,700.00	ES Principal	Leadership Development Coach	EG-10
Houchin, Elizabeth	06-12-24	\$ 16.29	Full Time Communication Specialist	Part Time Communication Specialist	H-10
Jimenez, Katy	07-09-24	\$ 113,500.00	Leadership Development Coach	Lead - Leadership Development Coach	EG-11
Miller, Ruth Ann	06-24-24	\$ 18.18	Teacher Assistant	Principal's Secretary	H-9
*Renz, Debra	07-09-24	\$ 131,000.00	Executive Director Exceptional Student Support Services	Executive Principal - Specialized Academic Programs	EG-11
Smith, Tanya	07-09-24	\$ 81,000.00	District Recruiter	Talent Management Strategist	BG-10
Taylor, Emilee	07-09-24	\$ 100,000.00	Dir. Secondary Academic Operations	Executive Director - Strategy & Data	XG-1
Wixon, Lori	06-17-24	\$ 20.36	Principal's Secretary	Customer Care Associate	H-9

\*Approval contingent of creation of new position

**SEPARATIONS**

<b>Name</b>	<b>Effective Date</b>	<b>Position</b>	<b>Name</b>	<b>Effective Date</b>	<b>Position</b>
Amundson, Tielsa	06-30-24	Teacher	Hayes, Cenia	06-30-24	Teacher
Andrews, Dakota	06-26-24	Campus Security Officer	Heath, Delilah	06-18-24	Bus Driver
Archer, Brad	08-01-24	Instructional Mentor	Lawhon, Carey	07-01-24	Teacher
Barlow, Elizabeth	07-23-24	Teacher	Lopez, Jose	06-28-24	Building Grounds Site Supervisor
Bellville, Daniel	06-19-24	Teacher	Martin, Melissa	08-14-24	Teacher
Bonner, Gabriel	06-28-24	Campus Security Officer	Martinez, Brittani	05-22-24	Teacher
Brashear, Carolyn	06-28-24	B&A Care Site Director	McIlroy, Jonathan	06-30-24	Director of Data Strategy
Carl, Teena	06-26-24	Teacher	Morrison, Chephon	06-18-24	Dean
Cole, Lisa	07-31-24	Operations Associate	Parrett, Kathy	07-19-24	Teacher
Cornelius Burks, Kerry	07-05-24	Warehouse Distribution Specialist III	Peters, Anthony	06-30-24	Teacher
Dean, Brittany	06-17-24	Cafeteria Assistant	Rodriguez, Theresa	05-22-24	MD Paraprofessional
Dowdell, John	05-24-24	Teacher	Stafford, JoAnne	07-20-24	Teacher
Eardman, Heather	05-31-24	Teacher	Sungtao, Gloria	05-31-24	Evening Custodian
Echols, Dewey	05-22-24	Teacher	Thompson, Jmani	06-03-24	Grounds Journeyperson

**SUPPORTING INFORMATION**

Eklof, Leanna	06-14-24	Teacher	Van Patten, Katherine	05-31-24	Teacher
Evenson, Adrian	07-19-24	Health Assistant	Vidana, Ever	05-22-24	Teacher
Gallagher, Anne	07-31-24	Teacher	Weeks, Candy	05-20-24	Teacher Assistant
Gibson, Justin	06-21-24	Teacher	Williford, Blake	07-31-24	Teacher
Hallemier, Joshua	07-19-24	Teacher	Wilson, Laqueisha	06-21-24	Cafeteria Assistant
Hardin, Stephanie	05-22-24	Teacher Assistant			

**SUBSTITUTE AND TEMPORARY ELECTIONS**

**CLERKS**

Babcock, Alice                      Casey, Beverly                      Stuckey, Patricia

**SUBSTITUTE AND TEMPORARY PAYMENTS FOR EMPLOYEES**

**Parent Involvement Facilitator PTA Stipend - 11-5118-2194-501800-494-000000-330-05-XXX-5118**

Pay the Parent Involvement Facilitators (PIFs) a total stipend of \$1,000; [\$100 per month] for 10 months. The total amount for Parent Involvement Facilitators to receive a stipend is not to exceed \$70,000. Some sites have vacancies, should they fill the vacancy, the PIF or PTA designee would have the opportunity to receive the stipend. So those with vacancies are included in the amount/count. For sites that have an MS/HS with the same PIF/designee name, they are counted once. Each Parent Involvement Facilitator is to support the Parent Teacher Association (PTA) at each site from July 1, 2024 - June 30, 2025.

- |  |  |
|--|--|
| Anderson ES - To be named                                | Lanier ES - To be named                        |
| Bell ES - To be named                                    | Lewis & Clark ES - To be named                 |
| Burroughs ES - To be named                               | Marshall ES - To be named                      |
| Central JH & HS - To be named                            | McClure ES - To be named                       |
| Cooper ES - To be named                                  | McKinley ES - To be named                      |
| Dolores Huerta ES -To be named                           | Memorial JH - To be named                      |
| East Central JH & HS -To be named                        | Mitchell ES - To be named                      |
| Emerson ES - To be named                                 | North Star - To be named                       |
| Eugene Field ES - To be named                            | Owen ES -To be named                           |
| Felicitas Mendez International [Dual Lang] - To be named | Springdale ES - To be named                    |
| Greenwood Leadership Academy - To be named               | TRAICE -To be named                            |
| Hale HS - To be named                                    | Tulsa Met JH & HS - To be named                |
| John Hope Franklin ES - To be named                      | Tulsa Virtual Academy - To be named            |
| Kerr ES - To be named                                    | Wayman Tisdale Fine Arts Academy - To be named |
| Key ES -To be named                                      | Zarrow ES - To be named                        |

**Thoreau - 11-0008-1000-501700-100-276500-210-04-573**

Pay certified employee Stephanie Jones a stipend of \$250/month (total not to exceed \$3,000) to serve as the MicroSociety coordinator for the 2024-2025 school year.

**Thoreau - 11-0000-2410-501500-000-000000-615-07-573**

Pay support employee, Connetta Ruhl a stipend of \$2.50/hr. to her regular hourly rate of pay or overtime rate where applicable (total not to exceed \$5,000) to coordinate all Micro purchases during the 2024-2025 school year.

**OSDE Credit Recovery Extension Program Grant**

Pay certified and support employees, to be named, working summer high school credit recovery bootcamp at the rates below for duties performed from July 8, 2024 to September 30, 2024. Total not to exceed \$157,000

Teacher - \$40/hr.                      Counselor - \$40/hr.                      Clerk or Attendance Clerk - \$25/hr.  
Teacher Assistant / Paraprofessional - \$25/hr.      Social Worker - \$40/hr.

**Treasury – 11-0000-2313-501210-000-000000-601-08-097**

Pay Tristan Delvaux, treasury specialist, a stipend of \$1.66 per hour worked for additional treasury and SAF responsibilities, July 1, 2024 to June 30, 2025.

**Treasury – 11-0000-2511-501210-000-000000-601-08-097**

Pay Linda Pickens, SAF Bookkeeper, a stipend of \$1.00 per hour worked for training new site treasurers, July 1, 2024 to June 30, 2025.

**Campus Police & Security Services – 21-0000-2660-501210-000-000000-959-17-049**

Pay Jane Williams, School Safety Officer, a stipend of \$1.65 per hour worked for additional duties as acting police sergeant, June 4, 2024 to June 30, 2024.

**Athletics – School Activity Fund #536**

Pay Edison baseball coach, Trevor Turnbull, a stipend total not to exceed \$1,000.00 for coaching duties. Edison Home Run Club has reimbursed the district therefore there will be no cost to the district.

**Champs Mentorship Program Stipend – Funded by the Foundation for Tulsa Schools (Pending)**

Pay staff, to be named, a stipend of up to \$2,000 (total not to exceed \$10,160) to lead the Champs Mentorship Afterschool Program during the 2024-2025 school year.

**Athletics – School Activity Fund #536**

Pay a stipend to Edison football coaches Robert Borgstadt \$6,000.00 and Tommy Rogers \$2,000.00 a total not to exceed \$8,000.00 for summer coaching duties. Edison Touchdown Club has reimbursed the district so therefore there will be no cost to the district.

**CORRECTIONS TO PREVIOUSLY APPROVED ITEMS**

Correct contract amount on adjustment May 20, 2024 page 9

TITLE CHANGE	Proposed Title	Current Title
<b>Title - Site / Department</b>	<b>Accreditation and Accountability Specialist - ESC / Accreditation and Accountability</b>	<b>Manager - Accreditation and Accountability - ESC / Accreditation and Accountability</b>
<b>Funding Source</b>	11-0000-2340-501110-000-000000-xxx-14-061-	11-0000-2340-501110-000-000000-109-14-061-
<b>Pay Grade &amp; Range</b>	BG-8 \$56,000 - \$84,000	BG-8 \$56,000 - \$84,000
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	The Accreditation and Accountability Specialist is responsible for implementing, managing and ensuring the successful and timely completion of projects and reports related to the district's accreditation and accountability reports. Assist with developing and organizing training documents. Assist with preparing and reviewing presentations, summaries, required reports, tracking systems, data, and other documents as needed. Establish and communicate project schedules and milestones.	The project manager for accreditation is responsible for implementing, managing and ensuring the successful and timely completion of projects and reports related to the district's accreditation and accountability reports. Assist with developing and organizing training documents. Assist with preparing and reviewing presentations, summaries, required reports, tracking systems, data, and other documents as needed. Establish and communicate project schedules and milestones.
<b>Budget Difference</b>	<b>Budget Neutral</b>	
<b>Reason for Action</b>	Alignment with district and department needs.	

TITLE & GRADE CHANGE	Proposed Title	Current Title
<b>Title - Site / Department</b>	<b>Early Intervention Specialist - Certified - Enrollment Center / Student and Family Support Services (3 Positions)</b>	<b>Intervention Specialist - Non-Certified - Enrollment Center / Student and Family Support Services (3 Positions) 100022072; 100022073; 100022074</b>
<b>Funding Source</b>	11-6230-2120-501110-239-000000-202-05-xxx-6230	11-6230-2120-501110-239-000000-202-05-xxx-6230
<b>Pay Grade &amp; Range</b>	Teacher's Salary Schedule \$129,000 - \$224,658	BG-5 \$98,298 - \$147,448
<b>Contract Period</b>	187 Days	187 Days
<b>Duties</b>	Assists and supports students who display at-risk behaviors and reduce lost instructional time due to behavior related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.	Assists and supports students who display at-risk behaviors and reduce lost instructional time due to behavior related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.
<b>Budget Difference</b>	<b>\$30,702 - \$77,210</b>	
<b>Reason for Action</b>	Alignment of position certification requirement.	

TITLE CHANGE	Proposed Title	Current Title
<b>Title - Site / Department</b>	<b>Early Intervention Specialist - Certified - Enrollment Center / Student and Family Support Services (2 Positions)</b>	<b>Intervention Specialist - Certified - Enrollment Center / Student and Family Support Services (2 Positions) 100022068; 100022069</b>
<b>Funding Source</b>	11-6230-2120-501110-239-000000-202-05-xxx-6230	11-6230-2120-501110-239-000000-202-05-xxx-6230
<b>Pay Grade &amp; Range</b>	Teacher's Salary Schedule	Teacher's Salary Schedule
<b>Contract Period</b>	187 Days	187 Days
<b>Duties</b>	Assists and supports students who display at-risk behaviors and reduce lost instructional time due to behavior related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.	Assists and supports students who display at-risk behaviors and reduce lost instructional time due to behavior related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.
<b>Budget Difference</b>	<b>Budget Neutral</b>	
<b>Reason for Action</b>	Alignment of position certification requirement.	

TITLE CHANGE	Proposed Title	Current Title
<b>Title - Site / Department</b>	<b>District MANDT Training Coordinator - Enrollment Center / Student and Family Support Services</b>	<b>Intervention Specialist - Non-Certified - Enrollment Center / Student and Family Support Services 100022075</b>
<b>Funding Source</b>	11-0000-2213-501210-000-000000-354-06-020	11-6230-2120-501110-239-000000-202-05-xxx-6230

<b>Pay Grade &amp; Range</b>	H-17 \$20.65/hr. to \$32.00.hr.	BG-5 \$32,766 - \$49,149
<b>Contract Period</b>	187 Days	187 Days
<b>Duties</b>	Assists and supports district personnel by providing initial and annual re-certification trauma informed, crisis MANDT training and instruction to our growing district. Safety training is the first step to keeping staff and students safe. This dynamic role is perfect for someone who is flexible, and people oriented. This role main function of The Mandt System is to ensure safety for professionals while ensuring trauma-informed training measures are implemented in a way that does not compromise the safety of anyone involved. The goal is to help reduce and stop the possibilities of injury or conflict and foster a positive culture of dignity and respect in the classroom.	Assists and supports students who display at-risk behaviors and reduce lost instructional time due to behavior related issues. Increase teacher capacity to implement positive classroom management and behavior modification techniques within the classroom. Support parents in increasing positive discipline strategies.
<b>Budget Difference</b>	<b>(\$1,277 - \$1,874)</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

	<b>Create</b>	<b>Delete</b>
<b>Title - Site / Department</b>	<b>Associate Superintendent Special Populations - Enrollment Center / Teaching and Learning</b>	<b>Executive Director - Exceptional Student Support Services - Enrollment Center / Exceptional Student Support Services</b>
<b>Funding Source</b>	11-0000-2321-501110-000-000000-106-06-070	11-0000-2212-501110-239-000000-108-06-066-
<b>Pay Grade &amp; Range</b>	XG-3 \$105,000 - \$157,600	XG-2 \$99,100 - \$148,700
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	The Assistant Superintendent for Special Populations is responsible for the development, direction, coordination and evaluation of student programs and services, speech services, psychological services, multi-tiered systems of support (MTSS), gifted and talented services, and special education services for children with special needs. This person has responsibility for the supervision and evaluation of the exceptional student services (special education) team, MTSS team, and gifted and talented team. The Assistant Superintendent of Special Populations ensures compliance with Oklahoma state law, regulations and policies. He/She makes recommendations to the Chief Learning Officer concerning desirable policies, the further development of exceptional student services, MTSS and gifted and talented services.	The Executive Director for Exceptional Student Support Services serves in a leadership role in carrying out management, administrative and supervisory functions to plan, develop, implement and monitor student intervention services to all eligible children and families as required by the Individual with Disabilities Education Act. Key areas of focus include proactive planning of resources, staff and budget, advocating for necessary resources and ensuring the department goals are aligned to district priorities, encompass necessary compliance requirements and are tracked and reported upon regularly. Key areas of responsibility include staffing recommendations from all fund types to implement the services required by students on IEP/504 plans and oversight of data collection and reporting procedures related to District, state and federal compliance. Additionally, the Executive Director serves as an advocate of children with disabilities in the design and implementation of district-wide policies and procedures, monitors and tracks the effectiveness of the implementation, and makes recommendations for policy or procedure changes based on the data. The Executive Director is also responsible for developing and fostering positive working relationships with school, district, state, federal and community agencies.
<b>Budget Difference</b>	<b>\$5,900 - \$8,900</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

	<b>Create</b>	<b>Delete</b>
<b>Title - Site / Department</b>	<b>Executive Principal of Specialized Academic Programs - ESC / Secondary ILD</b>	<b>NA</b>
<b>Funding Source</b>	11-0000-2410-501110-239-000000-112-16-xxx	
<b>Pay Grade &amp; Range</b>	EG-11 \$88,200 - \$132,400	
<b>Contract Period</b>	12 Months	

<b>Duties</b>	The Executive Principal of Specialized Academic Programs is responsible for the strategic development and operational management of a comprehensive educational initiative. The dual purpose of this role is to prepare adult learners with disabilities for independent living within the community and to engage students in virtual learning opportunities. This role involves designing and implementing specialized curricula, overseeing staff and student assessments, and fostering partnerships with community organizations and service providers. The Executive Principal ensures compliance with relevant laws and regulations, manages the program's budget, and advocates for the needs and rights of learners. By promoting a supportive and inclusive learning environment, the Executive Principal plays a crucial role in empowering students to achieve their personal and vocational goals, enhancing their quality of life and integration into society.	
<b>Budget Difference</b>	<b>\$88,200 - \$ 132,400</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

	<b>Create</b>	<b>Delete</b>
<b>Title - Site / Department</b>	<b>Expanded Learning Coordinator - ESC / Family, Community, and Youth Partnership</b>	<b>NA</b>
<b>Funding Source</b>	11-0282-2199-501210-000-000000-322-05-038-0282 Darby Foundation	
<b>Pay Grade &amp; Range</b>	H-16 \$19.75 - \$30.00	
<b>Contract Period</b>	12 Months	
<b>Duties</b>	The Expanded Learning Coordinator coordinates exciting, experiential learning opportunities and experiences outside of the classroom, including before-, during, and after-school, during breaks, and over the summer for one or more elementary schools within the Monroe-McLain feeder pattern. They collaborate and partner with school leadership and staff, learners and families, and community partners to plan, implement, and monitor high-quality programs and activities that support learners' holistic learning and development. Additionally, the Expanded Learning Coordinator works with community partners and volunteers to actively remove barriers and provide direct supports in meeting learners', families', and communities' various and unique needs.	
<b>Budget Difference</b>	<b>\$41,080 - \$62,400</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

<b>TITLE CHANGE / UPGRADE</b>	<b>Create</b>	<b>Delete</b>
<b>Title - Site / Department</b>	<b>Executive Director of Employment Law, Employee Relations, and Compliance - ESC / Talent Management</b>	<b>Executive Director Employee Relations - ESC / Talent Management</b>
<b>Funding Source</b>	11-0000-2572-501210-000-000000-337-04-041	11-0000-2572-501210-000-000000-109-04-041-
<b>Pay Grade &amp; Range</b>	XG-2 \$99,100 - \$148,700	XG-1 \$93,500 - \$140,300
<b>Contract Period</b>	12 Months	12 Months



<b>Duties</b>	The Executive Director of Employment Law, Employee Relations and Compliance directs services across Tulsa Public Schools' Employment Law, Employee Relations, Compliance and Compensation and Benefits teams by strengthening conditions in our schools and district office that foster supportive, healthy work environments for all employees. The Executive Director oversees employment-related challenges, including investigations of alleged misconduct, termination or non-renewal of employment, and conflict resolution efforts, provides guidance to the Talent Management department and district leadership in the application of labor law, relevant federal, state and district policies, procedures and practices on employee matters including performance management, collective bargaining and administrative proceedings and maintains a competitive strategy as well as administers employee benefits and compensation programs. Functions as a key Strategic Advisor to Talent Management and serves as a critical link between Talent Management and the General Counsel's office. Be a champion of great culture, expectations and relationships between employees and their managers and a performance management architect.	The Executive Director of Employee Relations directs services across Tulsa Public Schools' Employee Relations and Compensation and Benefits teams by strengthening conditions in our schools and district office that foster supportive, healthy work environments for all employees. The Executive Director oversees employment-related challenges, including investigations of alleged misconduct, termination or non-renewal of employment, and conflict resolution efforts, provides guidance in the application of labor law, relevant federal, state and district policies on employee matters including performance management, collective bargaining and administrative proceedings and maintains a competitive strategy as well as administers employee benefits and compensation programs.
<b>Budget Difference</b>	<b>\$5,600 - \$8,400</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

UPGRADE	Create	Delete
<b>Title - Site / Department</b>	<b>Deputy Clerk of the Board - ESC / Superintendent's Office</b>	<b>Deputy Clerk of the Board - ESC / Superintendent's Office</b>
<b>Funding Source</b>	11-0000-2312-501210-000-000000-614-09-091-	11-0000-2312-501210-000-000000-614-09-091-
<b>Pay Grade &amp; Range</b>	H-18 \$21.75/hr. - \$35.00/hr.	BG-6 \$47,476 - \$66,700
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	Provide administrative support to the Superintendent's office and Board of Education by conducting research, preparing District reports, handling information requests, scheduling, and managing clerical and operational functions. Develop high-quality public-facing materials and timely correspondence with attention to detail and accuracy. Execute operational tasks adeptly and address sensitive information with a high-level of confidentiality, care, and sensitivity.	Provide administrative support to the Superintendent's office and Board of Education by conducting research, preparing District reports, handling information requests, scheduling, and managing clerical and operational functions. Develop high-quality public-facing materials and timely correspondence with attention to detail and accuracy. Execute operational tasks adeptly and address sensitive information with a high-level of confidentiality, care, and sensitivity.
<b>Budget Difference</b>	<b>\$2,276 - \$6,100</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

UPGRADE	Create	Delete
<b>Title - Site / Department</b>	<b>Clerk of the Board - ESC / Superintendent's Office</b>	<b>Clerk of the Board - ESC / Superintendent's Office</b>
<b>Funding Source</b>	11-0000-2312-501210-000-000000-614-09-091-	11-0000-2312-501210-000-000000-614-09-091-
<b>Pay Grade &amp; Range</b>	BG-9 \$63,000 - \$94,400	BG-8 \$56,000 - \$84,000
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	The Clerk of the Board of Education is responsible for providing comprehensive administrative support to the Board of Education. This role involves managing and executing a range of tasks essential to the effective operation and governance of the Board. Key responsibilities include preparing and maintaining official records, coordinating meetings, handling correspondence, and ensuring compliance with relevant laws and regulations. The Clerk serves as a vital liaison between the Board, school district administrators, and the public, facilitating communication and ensuring the smooth functioning of Board activities.	Provide administrative support and assistance to the Board of Education by performing clerical duties related to the functions and operations of the Board.
<b>Budget Difference</b>	<b>\$7,000 - \$10,400</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

UPGRADE	Create	Delete
<b>Title - Site / Department</b>	<b>Manager - Administrative Services - ESC / Superintendent's Office</b>	<b>Manager - Administrative Services - ESC / Superintendent's Office</b>
<b>Funding Source</b>	11-0000-2321-501210-000-000000-690-09-091-	11-0000-2321-501210-000-000000-690-09-091-

<b>Pay Grade &amp; Range</b>	BG-8 \$56,000 - \$84,000	BG-7 \$50,000 - \$75,000
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	Coordinate administrative support for the office of the Superintendent including operations, logistics coordination, budget maintenance, and related duties. Support the Superintendent and executive team as needed with program/project coordination, which may include planning, budgeting, leading project teams and executing project priorities. Manages the schedule and correspondence of the Superintendent while ensuring preparedness for meetings and timely responses to emails. Develops high quality materials and communications that are public-facing and/or require a high level of confidentiality. Lead and facilitate professional development for administrative support staff to maximize efficiencies in the executive team offices. Ensure strategic collaboration with appropriate internal and external personnel to accomplish district goals and objectives.	Coordinate administrative support for the office of the Superintendent including operations, logistics coordination, budget maintenance, and related duties. Support the Superintendent and executive team as needed with program/project coordination, which may include planning, budgeting, leading project teams and executing project priorities. Manages the schedule and correspondence of the Superintendent while ensuring preparedness for meetings and timely responses to emails. Develops high quality materials and communications that are public-facing and/or require a high level of confidentiality. Lead and facilitate professional development for administrative support staff to maximize efficiencies in the executive team offices. Ensure strategic collaboration with appropriate internal and external personnel to accomplish district goals and objectives.
<b>Budget Difference</b>	<b>\$6,000 - \$9,000</b>	
<b>Reason for Action</b>	Alignment with department duties and needs.	

<b>POSITION UPGRADE</b>	<b>Create</b>	<b>Delete</b>
<b>Title - Site / Department</b>	<b>Human Rights &amp; Title IX Coordinator and Investigator - ESC / General Counsel</b>	<b>Human Rights &amp; Title IX Coordinator and Investigator - ESC / General Counsel</b>
<b>Funding Source</b>	11-00000-2572-501210-000-000000-337-09-006	11-00000-2572-501210-000-000000-337-09-006
<b>Pay Grade &amp; Range</b>	BG-9 \$63,000 - \$94,400	BG-8 \$56,000 - \$84,000
<b>Contract Period</b>	12 Months	12 Months
<b>Duties</b>	Oversees site-based work regarding civil rights and Title IX matters and performing assigned workplace and school-based investigations regarding allegations of civil rights violations and employee misconduct.	Oversees site-based work regarding civil rights and Title IX matters and performing assigned workplace and school-based investigations regarding allegations of civil rights violations and employee misconduct.
<b>Budget Difference</b>	<b>\$7,000 - \$10,400</b>	
<b>Reason for Action</b>	Alignment with district and department needs.	

## EMPLOYMENT OF ADJUNCT TEACHERS

An individual without a valid teaching certificate may teach in the district even though they do not possess a teaching certificate if they are authorized by state law to teach as an adjunct teacher. Adjunct teachers must have recognized, meritorious expertise, or distinguished qualifications in their field.

The Oklahoma Department of Education recognizes two types of adjunct teachers:

1. a certified employee adjuncting to teach outside of their area of certification (“certified adjunct teacher”)
2. a person who does not hold a valid teaching certification of any kind, including educators with an expired certificate, who are serving as an adjunct teacher (“non-certified adjunct teacher.”).

District staff will determine whether the individual possesses the necessary level of expertise and qualifications by evaluating whether the individual has:

1. minimum of two years of demonstrated full-time work experience in an instructional or supervisory role, with an audience consisting primarily of school-age children (e.g., summer camp, youth groups, parks, and recreation, etc.); and
2. enrolled in a bachelor’s degree completion program and within 36 credit hours of completion of a bachelor’s degree; or
3. an associate’s degree from an accredited institution; or
4. successful experience as a classroom teacher, but otherwise ineligible for emergency certification.

In addition to possessing the required expertise/qualifications, the individual must:

- a. be 21 years of age;
- b. meet all district employment requirements, including but not limited to references regarding the individual’s ability to relate to students must be satisfactory;
- c. complete successful background check review, including drug screening; and
- d. if hired as an adjunct teacher, comply with all ongoing training requirements for both the district and the Oklahoma State Department of Education.

For adjunct teachers employed more than 3 hours per day, the following requirements also apply:

1. Adjunct teachers must complete additional professional development components in the fall and spring semesters.
2. Adjunct teachers teaching core content classes must complete a degree or a certification within five (5) years unless additional time is granted by petition.

Compensation and Contract Matters:

1. A certified employee who is adjuncting in an area outside of their current certificate area will be employed pursuant to a teaching contract (temporary or otherwise, as applicable), and the teacher will remain on the certified teacher salary scale.

2. A non-certified adjunct instructor will be employed pursuant to a support employee and be paid as an Apprentice Teacher until a degree and certification are earned.

The district will comply with all requirements set forth by the Oklahoma State Department of Education concerning the employment of an adjunct teacher. This includes requirements related to annual renewal and exclusions to adjuncts in the fields of special education, Pre-K, and Kindergarten.

DRAFT

**Legal Reference:** 70 O.S. § 6-122.3  
70 O.S. § 17-10