

Santa Fe South Charter School

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1001 - Charter Agreement

 Charter Agreement, OCCC 2:2:2021.pdf

2000 - Administration


2001 - Safety and Security

2001 A Emergency Procedures during School Day

 EMERGENCY PROCEDURES 2022 (1).pdf November 28, 2017; Updated 9/26/2024

2001 B Emergency Procedures at Athletic and Other Events, Including Site Sudden Emergency Response Plans, Revised 9/16/2024

Each Santa Fe South secondary school will have a Sudden Emergency Response Plan for the school day and all events that is approved by the Board of Education and the District Safety Team. The plan must follow the guidelines established through the Santa Fe South Emergency Operations Plan in conjunction with the Riley Boatwright Act. Per Oklahoma State Requirements, all coaches will be trained in CPR, all Special Education Paraprofessionals will be CPR/First Aid certified, and each site will have at least 1 certified employee and 1 support employee who is CPR/First Aid certified.

 SFS Policy for Riley's Rule (1).pdf












In regard to the Chase Morris Sudden Cardiac Arrest Prevention Act, the following will be adhered to:

- All secondary students and their families will receive information annually regarding the nature and warning signs of sudden cardiac arrest, including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest, including but not limited to unexplained fainting, difficulty breathing, chest pains, dizziness and abnormal racing heart rate.
- Each year, every student participating in an athletic activity and the student's parent or guardian will sign and acknowledgement of receipt of information regarding sudden cardiac arrest symptoms and warning signs
- Any student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.
- A student removed or prevented from participating in an athletic activity pursuant to the statement above shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider.

- Each year, any coach of an athletic activity will complete the sudden cardiac arrest training course approved by the State Department of Health before coaching begins.

Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract or eliminate any civil liability on the part of any school or school employee.

Site Emergency Response Plans:

-  CHASE MORRIS ACT SFS HS COMPLIANCE SITE PLAN (Effective 11_25_2024) - Google Docs.pdf
-  CHASE MORRIS ACT SFS Pathways Mid College HS COMPLIANCE SITE PLAN (Effective 11_25_2024).pdf
-  CHASE MORRIS ACT SFS MS COMPLIANCE SITE PLAN (Effective 11_25_2024) - Google Docs.pdf
-  CHASE MORRIS ACT SFS West MS COMPLIANCE SITE PLAN (Effective 11_25_2024).pdf
-  ECC - CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  Penn Elementary CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  Hills- CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  Spero Lower CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  Spero Upper CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  Trinity Elementary CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)
-  SFS Shidler Elementary CHASE MORRIS ACT COMPLIANCE SITE PLAN (Effective 3-24-25)

2001 C Title IX/Non-Discrimination, Effective Date: 9/19/2022

TITLE IX

Santa Fe South Schools, Inc. (hereinafter referred to as “Santa Fe South Schools”, “district”, or “District”) does not discriminate on the basis of race, color, national origin, sex, disability, age or any other classification protected by applicable law with respect to employment, programs and activities.

Santa Fe South Schools is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive or disruptive, including sexual harassment. Actions, words, jokes or comments based on an individual’s sex, race, color, national origin, age, religion, disability, sexual orientation or any other legally protected characteristic will not be tolerated. Santa Fe South Schools prohibits discrimination. The district also prohibits retaliation, intimidation, threats or coercion against any individual who complains about discrimination or participates in the district’s discrimination complaint process.

Policy and Purpose

Santa Fe South Schools will address all incidents of sex discrimination and sexual harassment reported to the District’s Title IX coordinators. Title IX coordinators for Santa Fe South Schools are located at Santa Fe South Schools District Office, 7000 Crossroads Blvd, Suite 4000, Oklahoma City, OK, 73149. The coordinators can be emailed at titleix@santafesouth.org. This policy informs all students and all district employees of policies and procedures regarding sex discrimination and sexual harassment to which all students, instructional staff, and noninstructional personnel are expected to adhere. In addition,

comprehensive information is provided regarding the reporting of sex discrimination and sexual harassment and avenues to seek immediate assistance.

Santa Fe South Schools seeks to create a positive educational environment on and off campus through our academic programs, services, activities, policies, and procedures aimed at providing protection against sex discrimination and harassment. To that end, the Santa Fe South Schools condemns discrimination in its education programs and activities based on sex or gender, sexual orientation, gender identity or expression, sexual harassment, sexual violence, dating violence, and stalking. Notice of sex discrimination or a sexual harassment incident to the district's Title IX coordinators charges the district with actual knowledge and triggers its response obligations.

Scope of the Policy

Santa Fe South Schools must respond when sex discrimination and harassment occur in the school's education programs or activities. Education programs and activities include locations, events, or circumstances in which the district exercises substantial control over both the respondent and the context in which the discrimination or harassment occurred. Title IX applies to all of the district's education programs or activities, whether such programs or activities occur on-campus or off-campus, including online instruction. Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment. Reports may be made in person, by mail or by email, using the contact information listed for the Title IX coordinators, by completing the Title IX Complaint Form, or by any other means that results in the Title IX coordinators receiving the person's written report. Such a report may be made at any time, including during non-business hours, by using the email address or by mail to the office address listed for the Title IX coordinators. Individuals are responsible for immediately reporting any knowledge or information concerning sexual harassment to the district's Title IX coordinators.

Title IX Coordinators include:

Superintendent of Schools, Chris Brewster

- cbrewster@santafesouth.org
- 405-601-5440

Assistant Superintendent, Brooks Levonitis

- blevonitis@santafesouth.org
- 405-601-5440

Human Resources Director, Felisha Watson

- fwatson@santafesouth.org
- 405-601-5440

Title IX Coordinator contact Information:

Santa Fe South Schools
7000 Crossroads Blvd, Suite 4000
Oklahoma City, Oklahoma 73149
Email: titleix@santafesouth.org
Office Phone: (405) 601-5440

If the person filing the claim would prefer, the report may be sent to the Santa Fe South Governance Board at board@santafesouth.org

A report may also be made by completing the Santa Fe South Title IX Complaint Form:
<https://forms.gle/8UwRF96dRYRpDy7H8>

Assistance Following an Incident of Sexual Harassment

Victims of sexual violence should first attempt to seek to a safe place and call police. Obtain necessary medical treatment; time is a critical factor for evidence collection and preservation. An assault should be reported directly to a law enforcement officer, and district officials will assist in facilitating this process. Filing a police report will not obligate the complainant to prosecute, nor will it subject the reporting party to scrutiny or judgmental opinions from officers. Filing a police report will ensure that a victim of sexual violence receives the necessary medical treatment and tests and provides the opportunity for collection of evidence helpful in prosecution, which cannot be obtained later.

Complainant or Witness: Call OKC Police at 911 for immediate assistance.

Ongoing Assistance

In order to ensure the safety and well-being of the complainant, Santa Fe South Schools may take interim measures which may include but are not limited to changing academic schedules, work schedules, extracurricular activity modifications, withdraw from/retake a class without penalty, academic support (e.g., tutoring), leaves of absence, counseling, campus escort services, distance learning arrangements, or similar measures. In addition, while an investigation is pending, the district may initiate a “no contact order” between the parties that carries a sanction of short-term or long-term suspension if violated. The district offers internal counseling options. District officials and representatives are available to facilitate access to support services. Several service organizations in Oklahoma have provided telephone numbers and made available other services for students, staff and campus community members. District will assist any interested person, needing assistance, in contacting these agencies.

Support Services

Oklahoma Safeline: 1-800-522-7233 (SAFE)
Oklahoma Safeline: Oklahoma City Metro Area - 405-522-7233 (SAFE)
National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
Rape, Abuse & Incest National Network Hotline: 1-800-656-4673 (HOPE)
Communication Services for the Deaf (TTY): 1-800-252-1017 (TTY)
Communication Services for the Deaf (Voice): 1-866-845-7445 (Voice)
Oklahoma Coalition Against Domestic Violence/Sexual Assault: 405-524-0700

Title IX Coordinators and Staff

The Title IX coordinators have the primary responsibility for overseeing the process of coordinating the district's compliance efforts, receiving complaints, investigations, hearing, sanctions, appeals, and education and training associated with this policy. To file a complaint or submit questions concerning actions governed by this policy contact the Title IX coordinators at titleix@santafesouth.org or complete the Santa Fe South Title IX Complaint form at <https://forms.gle/8UwRF96dRYRpDy7H8>.

In the event that the person filing the Title IX complaint would prefer to contact someone other than the coordinators listed above, the complainant may email the Santa Fe South Governance Board at board@santafesouth.org.

Title IX investigators may also include but not be limited to other district administration. The primary responsibility of the investigators relates to formal complaints. The investigators are to collect statements and any evidence directly related to any allegations of a Title IX policy violation as directed by the Title IX coordinators. Investigators will receive appropriate Title IX training.

Title IX Hearing Officer (decision-maker) may include a district administrator, legal counsel or specially designated officer. The primary responsibility of the hearing officer is to ensure both parties receive due process in the event allegations of a Title IX policy violation are directed to a hearing by the Title IX coordinators. Hearing Officers will receive appropriate Title IX training.

For all Title IX processes, a translator will be provided upon request.

Definitions

Santa Fe South Schools defines sex discrimination and sexual harassment to include any of three types of misconduct on the basis of sex (or gender), all of which jeopardize the equal access to education that Title IX is designed to protect:

- Any instance of quid pro quo harassment by a school's employee
- Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access.
- Any instance of sexual assault, dating violence, domestic violence, or stalking as defined by Federal law.

Offenses prohibited under the district's policy include, but are not limited to: sex discrimination, sexual harassment, sexual violence to include nonconsensual sexual contact, nonconsensual sexual intercourse, sexual coercion, domestic/dating violence, stalking, and sexual exploitation.

Examples

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature (see §703, Title VII, U.S. Civil Rights Act of 1964; and Title IX of the Education Amendment of 1972). This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances
- Making or threatening reprisals after a negative response to sexual advances. Offering employment benefits in exchange for sexual favors.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Employee Reporting

All Santa Fe South School employees are responsible for taking all appropriate action to prevent sex discrimination or sexual harassment, to correct it when it occurs, and must promptly report it to the Title IX coordinators. Failure to do so may result in disciplinary action up to and including termination. All district employees are considered responsible employees with a duty to report any incident to the Title IX

coordinators. The only exception to the mandatory duty to report is a licensed counselor for whom the report is considered a privileged exchange.

Santa Fe South Schools strongly encourages anyone to report sexual violence and any other criminal offenses to the police. This does not commit a person to prosecution, but will allow the gathering of information and evidence. The information and evidence gathered preserve future options regarding criminal prosecution, district disciplinary actions and/or civil actions against the respondent.

Student Reporting

Students shall report any instances of sex discrimination or sexual harassment to any district employee and/or the Title IX coordinators. Only victims or their parents or guardians can file a formal complaint of sexual harassment. A complaint should be filed as soon as possible. If either the complainant or the respondent is a student, the incident will be addressed through the Title IX process. The report can be made in person, by phone, mail, or email using the contact information listed for the Title IX coordinators or by any other means that result in the coordinators receiving the report. The report can be made any time, even during non-business hours.

Process after Receiving an Initial Title IX Report

After receiving a report or notice of an incident, the Title IX coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint. A complainant's wishes with respect to whether Santa Fe South Schools investigates will be respected unless the Title IX coordinators determine that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Santa Fe South Schools will promptly take necessary steps to protect the complainant and ensure safety as necessary, including taking interim steps before the final outcome of any investigation once a report or knowledge of sexual harassment has occurred. In some instances, the district may implement an emergency removal of a student when a safety and risk analysis indicates that an imminent threat exists to the physical health or safety of a party. A party subject to an emergency removal shall have an opportunity to challenge the decision immediately following the removal. An employee may be placed on administrative leave or suspended during the pendency of the grievance process. Periodic updates on the status of the investigation will be provided to the complainant.

Written Notice of Complaint

Upon receipt of a formal complaint, the Title IX coordinators will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview.

Written notice includes:

- Notice of the grievance process, including any informal resolution process
- Notice of the allegations, including sufficient detail (i.e., names of known parties, the conduct alleged to be sexual harassment, and the date and location of the conduct, if known) to allow the respondent to prepare a response
- A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process

- Notice of the parties' right to have an advisor (who may be, but is not required to be, an attorney) and to inspect and review evidence;
- Notice that knowingly making false statements or providing false information in the grievance process is a violation of the code of conduct of students or a violation of performance and conduct standards for employees.

Investigation Process and Timeline

An investigator will be designated to investigate the allegations contained in the complaint or which are developed in the course of the investigation. The burden of gathering evidence and the burden of proof must remain on the district—not on the parties. An investigation will be conducted by a district Title IX official. This investigation will include:

- Meeting personally with the complainant (unless extraordinary circumstances prevent a personal meeting)
- Meeting personally with the respondent (unless extraordinary circumstances prevent a personal meeting)
- Presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made
- Collecting any physical evidence
- Meeting personally with any witnesses (unless extraordinary circumstances prevent a personal meeting with one or more witnesses)
- Reviewing any documentary evidence
- Preparing a report of the investigation

The investigation of complaints will be adequate, reliable and impartial. The investigation process can take up to 60 days. The Title IX coordinators will determine if a Title IX hearing is necessary. In making this determination, the coordinators will consider whether both parties request or consent to a hearing and will agree to participate in a hearing. If it is determined that the district will proceed with a hearing, the complainant and the respondent will be notified in writing of the hearing.

Rights

Complainants Rights:

- Be given a written explanation of the allegations and the hearing process
- Have access to evidentiary material in advance of the hearing
- Be present during the entire hearing
- Be accompanied by an advisor during the hearing. The advisor is limited to advising and may not present the case, or make statements during the proceedings
- Be given a timely live or non-live hearing
- Be provided written notification of the outcome of the hearing including any sanctions, remedies/accommodations for the complainant
- Be provided written notification of an avenue for appeal

Respondent's Rights:

- Be given written notice of the allegations and the hearing process
- Be given access to evidentiary material in advance of the hearing
- Be present during the entire hearing
- Have no violation presumed until found responsible
- Be given a timely hearing

- Be accompanied by an advisor during the hearing. The advisor is limited to advising and may not present the case, or make statements during the proceedings
- Be provided written notification of the outcome of the hearing including any sanctions, remedies/accommodations for the complainant or respondent
- Be provided written notification of external counseling services that may be available
- Be provided written notification of an avenue for appeal

Hearings

Witnesses and evidence need to be directly related to the claims. Parties will be notified in any instance in which responses, information or documents are not available because of a privilege (not waived by the party who asserts the privilege) or irrelevant information is involved (e.g., information involving prior sexual behavior or sexual predisposition is irrelevant; a privilege such as an attorney-client or doctor-patient or other privilege bars introduction of certain evidence). The standard of proof used in district Title IX hearings is the preponderance of the evidence, which means the determination to be made is whether it is more likely than not a violation occurred. This is significantly different than proof beyond a reasonable doubt, which is required for a criminal prosecution.

Outcomes

If it is determined under the preponderance of evidence standard (more likely than not to have occurred) that the respondent is not responsible for a sexual harassment policy violation the complaint will be dismissed. If it is determined under the preponderance of evidence standard that the respondent is responsible for a sexual harassment policy violation appropriate sanctions will be considered.

Appeal Procedures

An appeal is not a new hearing, but is a review of the record of the original hearing. It serves as a procedural safeguard for the parties. The burden of proof shifts from the district to the party found responsible for the policy violation. The appealing party must show one or more of the listed grounds for an appeal.

Appeals must be submitted in writing to the Superintendent within five (5) district working/calendar days of receiving the decision. Failure to file an appeal within the prescribed time constitutes a waiver of any right to an appeal.

The appeal must cite at least one of the following criteria as the reason for appeal and include supporting argument(s):

- The original hearing was not conducted in conformity with prescribed procedures and substantial prejudice to the complainant or the respondent Resulted.
- The evidence presented at the previous hearing was not “sufficient” to justify a decision against the student or group.
- New evidence which could have substantially affected the outcome of the hearing has been discovered since the hearing. The evidence must not have been available at the time of the original hearing. Failure to present information that was available is not grounds for an appeal.
- The sanction is not appropriate for the violation. This provision is intended to be utilized when a determined sanction is inherently inconsistent with district procedures or precedent. Simple dissatisfaction with a sanction is not grounds for overturning a sanction under this provision.

The final decision will be communicated in writing by the Superintendent or designee to both parties. The decision will be communicated within ten (10) calendar days of receiving the hearing officer's decision. The decision of the Superintendent or designee on appeal shall be final.

Training

Training on sexual misconduct: discrimination, harassment, and violence is included in the District's education program for students and the professional development program for staff members.

D. Save Women's Sports Act, Effective Date: 5/15/2023

The Save Women's Sports Act (OKLA. STAT. tit. 70, § 27-106(D)) states the following:

Prior to the beginning of each school year, the parent or legal guardian of a student who competes on a school athletic team shall sign an affidavit acknowledging the biological sex of the student at birth. If the student is eighteen (18) years of age or older, the student who competes on a school athletic team shall sign an affidavit acknowledging his or her biological sex at birth. If there is any change in the status of the biological sex of the student, the affiant shall notify the school within thirty (30) days of such change.

In response to the above, Parents or Guardians of all Santa Fe South student athletes will sign an affidavit acknowledging the biological sex of the student of birth or declaring and providing evidence of a legal change in the status of the biological sex of the student within thirty (30) days of that legal change. This affidavit will be required before a student is allowed to participate in any school athletics.

E. Bully and Harassment Revised 11/15/2021

BULLYING and HARASSMENT PREVENTION POLICY:

Harassment, Intimidation and Bullying have a negative effect on the social environment of schools, create a climate of fear among students, inhibit the ability to learn, and lead to other antisocial behavior. The purpose of this policy is to create an environment free of unnecessary disruption and create a safe climate conducive to the learning process.

Bullying is prohibited on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events. Bullying directed at students or school personnel by electronic communication is prohibited whether or not such communication originated at school or with school equipment.

Bullying means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication that a reasonable person should know will:

- A. Harm another student;
- B. Damage another student's property;
- C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or
- D. Insult or demean any student or group of students.

Definitions:

- A. Electronic Communication - the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless telecommunication device, or computer.
- B. Threatening Behavior - any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel or school property.

Investigative Procedures: Incidents of harassment, intimidation, bullying or threatening behavior are to be reported to the campus administrator or designee. Reports may be made anonymously, but no formal disciplinary action will take place solely on the basis of an anonymous report. Any school employee is to make an immediate report to the principal or designee, if he/she has reliable information that would lead a reasonable person to suspect an act of bullying. The administrator will take a statement from the one reporting the incident which details which part of the policy is being violated, who the person(s) are that are violating the policy, witnesses to the violation(s) and times and dates of the violation(s).

After taking the statement, the administrator will begin questioning witnesses and the person being harassed, intimidated, bullied or threatened (if different from the one reporting the violation(s)). Next, the administrator will question the person or persons accused of violating this policy to determine the extent of the violation. If it is determined that a violation of policy has occurred, and before appropriate disciplinary measures have been taken, the parents of both the victim and perpetrator will be notified of the occurrence and the action to be taken. Action will be taken in keeping with written procedures concerning violations of The Code of Student Behavior. The Principal or site administrator will be responsible for determining the severity of the incident, the potential for future violence and the administration of the policy. Such violations and the extent of punishment are listed on the following page.

In addition to any punitive measures taken by the administration, the bully, the victim and any other students affected by the prohibited behavior may be referred to any available community mental health care. Professional Development will be provided for all teachers to explore various methods for prevention of and education about threatening behavior, harassment, intimidation, and bullying as designed and developed by the State Department of Education and the Office of Juvenile Affairs. This Professional Development will be made available to all parents and students who wish to be informed as to prevention and reporting of bullying.

After consultation between the administrator, counselor, and other school officials that may have the necessary expertise, the student committing the act of bullying may be referred to a delinquency prevention and diversion program administered by the Office of Juvenile Affairs. Additionally, the specific incident may be reported to a law enforcement agency if it constituted criminal activity or could have the potential to endanger school safety. When a student is required to attend one of the counseling options available within the community, the administration may request the disclosure of any information concerning an explicit threat to the safety of students or school personnel. A generic State form is available for making this request.

If it is determined that no violation took place and that the student reporting the incident made a false report as a means of retaliation, reprisal or as a means of bullying, that student will be suspended from school for up to 5 days, parents or guardians will be called and the student referred to community agencies providing mental health care or to a program administered by the Office of Juvenile Affairs.

This policy will be posted at each campus. Further, it will be in the student handbook, employee handbook, and on the school internet website. Parents and guardians will be informed that a policy exists, through forms given to them in enrollment packets, and that a copy will be given to them upon request.

An accounting of the number of bullying incidents shall be kept by the appropriate administrator/designee at each school site and make that report available to the superintendent or his/her designee at the completion of each school year.

BULLYING: The act of bullying, in any form, including harassment, intimidation, threatening behaviors, physical acts, verbal or electronic communication, will not be tolerated and is punishable according to discipline guidelines. This infraction may fall under various disciplinary categories including, but not limited to: Harassment/Verbal Abuse, Sexual Harassment, Assault or Battery.

Examples of conduct which violate expectations	Definitions
HARASSMENT/VERBAL ABUSE	Disturb consistently or torment through actions, and/or words, both physically or electronically
SEXUAL HARASSMENT	Unwelcome sexual advances, requests for sexual favors or other unwelcome sexual conduct; i.e. verbal, physical or through use of texts or electronic media.
BATTERY	Any willful and unlawful use of force or violence upon the person of another.
AGGRAVATED ASSAULT AND BATTERY	Bodily injury is inflicted upon the person assaulted and battered.
EXTORTION	Obtaining property from another with his consent induced by a wrongful use of force or fear.
GANG BEHAVIOR	Disruption and/or intimidation caused by gesturing of any signs use of language, or confrontations identified or associated with gangs which could lead to violence.
RACIAL/HANDICAP HARASSMENT	Epithets, slurs, gestures or graffiti, even in jest, which are targeted toward an individual because of race, national origin or disability.

SEXUAL AND OTHER UNLAWFUL HARASSMENT: Santa Fe South Schools, Inc. is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature (see §703, Title VII, U.S. Civil Rights Act of 1964; and Title IX of the Education Amendment of 1972). This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Making or threatening reprisals after a negative response to sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Superintendent or any other designated staff or Governance Board member. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcome of the investigation. (Please refer to Grievance Policy should you disagree with outcome of the investigation.)

Any supervisor, faculty member, or other staff member who becomes aware of possible sexual or other unlawful harassment must immediately advise the Superintendent or any other designated staff or Governance Board member so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination.

F. Child Abuse and Neglect, Including Child Sexual Abuse Revised September 2021

Child Abuse & Neglect Hotline Act

HB 2432 went into effect on July 1 of 2016. The bill requires each public school to post a sign in English and Spanish containing the toll-free Child Abuse and Neglect Hotline maintained by DHS. The sign must be posted in a clearly visible location in an area of the school that is readily accessible to students.

Child Abuse & Neglect Reporting Policy

According to the information provided by the Oklahoma Department of Human Services in their manual for school reporting of child abuse/neglect, each district needs to have a written district policy for reporting child abuse and neglect based on Oklahoma law with input from the Department of Human Services and local law enforcement agencies.

WHO IS REQUIRED TO REPORT SUSPECTED CHILD ABUSE?

State law requires every health care professional, teacher, and every OTHER person who has reason to believe that a child under 18 is being abused or neglected, or is in danger of being abused or neglected, must report the suspicion of abuse promptly to the Oklahoma Department of Human Services (OKDHS).

Oklahoma DHS Hotline: 1-800-522-3511

Failure to report suspected abuse is a crime. No person, regardless of their relationship to the child or family, is exempt from reporting suspected abuse. A person reporting in good faith, however, is immune from both civil and criminal liability.

By law, reporting child abuse is an individual responsibility. The individual who suspects abuse is legally responsible for making certain that the report is made to OKDHS. Legal responsibility is NOT satisfied by merely reporting suspicions to a supervisor.

The individual making the request does not need proof of the abuse prior to reporting. Investigation and validation of child abuse reports are the responsibility of OKDHS or law enforcement officials. If reporting person becomes aware of additional incidents after the initial report has been made, another report to OKDHS with the additional concerns and information should be made.

OSDH Web Document Server - Home. (n.d.). Retrieved September 01, 2016, from <https://ok.gov/health2/>

Protocol:

Employee suspecting child abuse, neglect, sexual abuse, human trafficking and/or exploitation must contact the site administrator or designee immediately then report the matter to DHS, with the building counselor or administrator present if possible.

If physical or sexual abuse is suspected, call the campus resource officer if available, or call 911.

If the student needs to be removed from school supervision, ask the officer or DHS to contact the family BEFORE the student leaves the school.

When DHS and/or an officer talks with the student, the counselor should be present during the investigative conference if possible. The counselor is present to act as the student's advocate and as a witness only. If an interpreter is needed, please use the same interpreter if possible for all meetings.

Oklahoma State Department of Education reporting documents must be completed and copies given to the following: Building Counselor, Building Principal.

If substance abuse is involved or if further resources are needed, contact the District Drug and Alcohol Coordinator.

G. Suicide Ideation, Revised 12/16/2024

HB 1623

The Board of Education of each school district in this state MAY provide school-wide training to all students in grades seven through twelve and staff addressing suicide awareness and prevention. The Department of mental Health and Substance Abuse Services shall develop and make available to school districts curriculum which addresses suicide awareness and prevention, without cost to the school districts. If used, the course outline for the curriculum shall be made available to the public online through the school district website.

Suicide Warning Signs

These signs may mean someone is at risk for suicide. Risk is greater if it seems related to a painful event, loss, or change. Seek help as soon as possible if you or someone you know exhibits any of the following signs:

- Talking about wanting to die.
- Looking for a way to kill oneself, such as searching online or buying a gun.
- Talking about feeling hopeless or having no reason to live.
- Talking about feeling trapped or in unbearable pain.
- Talking about being a burden to others.
- Increasing the use of alcohol or drugs.
- Acting anxious or agitated; behaving recklessly.
- Sleeping too little or too much.
- Withdrawing or feeling isolated.
- Showing rage or talking about seeking revenge.
- Displaying extreme mood swings.

The following are procedures for dealing with students who express a desire to harm themselves.

Warning can be obtained through any of the following:

- GAGGLE notification of suicidal content in submitted work
- Self-reporting, either verbal or in written work
- Report from friends/other students
- Noticeable signs of self-harm or other suicidal warning signs

For Ethical Guidance regarding self-harm/suicidal risk, refer to the "ASCA Ethical Standards for School Counselors" document, section A9. To explain this a little further, in a December 2018 article on School Counseling Ethics, Dr. Carolyn Stone, chair of the American School Counselor's Association Ethics Committee, stated,

School counselors should never rely on a student's denial of suicide intent. Students who are bent on self-harm will escape our scrutiny by telling us what they think we want to hear. If something prompted you to question a student about suicide, then you should talk to the parents as well. In-school suicide assessments are dangerous if relied on for conclusive answers. If a school district performs suicide assessments, these assessments should only be used as a segue to convey to parents the urgency to monitor their child's safety and to get them professional mental health care to evaluate and, if necessary, treat the suicide risk. The standard of care for school counselors when informally assessing students who are identified as a potential suicide risk is to employ these assessments with extreme caution, with a follow-up assessment completed by a mental health professional who has been trained to assess the risk. School counselors who rely on an in-school suicide assessment for definitive answers are not only negligent but wanton and reckless in their evaluation.

SUICIDE INTERVENTION PROCEDURES

If a student indicates to ANY school employee or another student that they are thinking of harming themselves, call the school counselor to remove the student from the classroom. If the school counselor is not available, call the site administrator. Do not send the student from the room unattended.

Student must be advised that any information indicating harm to him/herself or others must be reported.

Counselor or administrator will interview the student to determine the following:

1. What is going on in their life that makes them want to harm themselves?
2. How long have they been having these thoughts?
3. Do they have a plan?
4. Do they have the means?

If there is a question of risk, confidentiality no longer applies. The following procedures must be followed:

1. If there are suicidal ideas but no plans, contact the parent/guardian.
 - a. If at all possible, parent/guardian must pick up child
 - b. Complete Form A and obtain parent signature
 - c. Complete Documentation of Suicide Risk Form
 - d. **If substance abuse is involved** or if further resources are needed, contact Angie Avella
2. If there is suicidal ideation AND a plan to carry out, contact the parent/guardian.
 - a. Parent/guardian **MUST** meet with the counselor **and** administrator.
 - b. Complete Form B and obtain parent signature
 - c. Complete Documentation of Suicide Risk Form
 - d. Discuss removing access to the means with the parent/guardian
 - e. Explain to parent/guardian that child should obtain a mental health evaluation before

- returning to school
- f. Notify school resource officer that referral has been made
 - g. **If substance abuse is involved** or if further resources are needed, contact Angie Avella (405-417-7688)
3. If the parent of a child with a suicidal plan and means refuses to pick up a child, or if it is too risky for a parent to transport the child, notify school resource officer..

H. Restrooms and Changing Areas Effective Date: 3/20/2023, Revised 10/21/2024

Each School shall require every multiple occupancy restroom or changing area to be designated as follows:

- (A) For the exclusive use of the male Sex; or
- (B) For the exclusive use of the female Sex.

Each School shall provide access to a single-occupancy restroom or changing room to an Individual who does not wish to utilize the multiple occupancy restroom or changing area. These single-occupancy restrooms or changing rooms will be made available to those who do not conform with the multiple occupancy restrooms or changing area designations based on the individual's original birth certificate.

Disciplinary actions may be instituted for individuals who refuse to:

- 1. Use the multiple occupancy restroom or changing area designated for their sex; OR
- 2. Use the single occupancy restroom or changing room available for individuals who do not wish to utilize the multiple occupancy restroom or changing area designated for their sex.

Students: Students are subject to the disciplinary actions provided in the student discipline code.

Staff: Staff members may be subject to disciplinary actions. Due process procedures will be followed as required by law and/or an applicable negotiated agreement.

Patrons: Patrons may be informed of the legal requirements but if not compliant after verbal or written notice of the law, may be removed and restricted from the premises for interfering with peaceful orderly conduct in accordance with 21 Okla. Stat. §§ 1375 and 1376.

Students, parents, teachers, school staff, and members of the public may file a complaint with the State Board of Education alleging a violation of 70 O.S. § 1-125 and/or this Rule. A copy of such complaint shall be submitted to the general counsel for the State Department of Education.

If a complaint is filed with the Oklahoma State Department of Education, District shall have fifteen (15) days to request an opportunity to appear before the State Board of Education and/or submit a written response. If the board of education or governing board of the School fails to request an opportunity to appear, the State Board of Education shall proceed without further notice or delay, to conclude the matter.

I. Visitor Management Revised 10/21/2024

The safety of Santa Fe South students and staff is our top priority. When visiting a campus, visitors entering the building must scan a form of identification and obtain a visitor's pass that must be worn for the duration of their visit.

In order to check out a student early, parents/guardians must present a valid form of identification and utilize the automated scanner. Parents/guardians must notify the school's front office if one of the student's emergency contacts listed will be checking out a student. To pick up a student in the car rider line, the driver must present a pickup tag provided by the school.

J. Student Identification (ID) Badges, Effective Date: 9/18/2023

All Santa Fe South secondary students will be held accountable to wear their current year Student ID around their neck if they are INSIDE any of our buildings. Students will receive 1 ID card with a lanyard, and then they must pay for a new one if they come to school without one. A temporary sticker can be obtained in the front office. Not wearing a Student ID can result in consequences.

2002 - Communication

A. Student-Staff Communications Policy, Effective Date: July 1, 2024.

Legal Reference 70 O.S. § 6-401, 70 O.S. § 1210.16

Definition of Terms:

"Electronic or digital communication" includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic digital means of communication.

"School personnel" means teachers, coaches, administrators, school bus drivers, or any other persons employed full-time or part-time by Santa Fe South Schools.

Student Communication

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school-approved platform and related to school and academic communications.

Santa Fe South (SFS) staff may use the following school-approved platforms for mass communication with classes, teams, grade levels, and schools:

- SwiftReach K12 (until September 1st, at which time SwiftReach will be replaced by SchoolMessenger)

- Remind
- Class Dojo
- Google Classroom
- Discord (for high school programs only)
- Edgenuity
- DeansList

A site administrator, district supervisor, or site Athletics Director must be added to these platforms prior to mass-communication use, and direct messages must be disabled on SFS staff accounts.

Staff may use school-issued accounts on the following school-approved platforms for one-on-one communications with students:

- SFS Gmail
- Google Classroom
- Edgenuity
- SchoolMessenger
- Along.org
- Go Guardian

The communication must be related to school or academics, even when a school-approved platform is used. School personnel shall make reasonable efforts to use school-approved platforms, systems, or applications that allow inclusion of parents or guardians in communications with students. Parents/Guardians have the ability to access all student-staff communication done through these permitted school-approved platforms. Exceptions to the requirement may be made in case of an emergency, subject to subsequent notification to the parent or guardian. If a student reaches out to a staff member through an unauthorized platform the employee may respond through a school-approved platform and remind the student which platform(s) should be used. This communication should then be reported to a school administrator, and the school shall contact the students' parents or guardians if they repeatedly use an unauthorized platform to contact staff members.

Any school personnel who is reported to be in violation of this policy shall be put on administrative leave while the school district investigates the incident and notifies the board of education or designee. If the investigation finds that no misconduct occurred, the school personnel shall be reinstated and the incident shall be noted in the school personnel's employee file.

If the investigation finds misconduct occurred, the school personnel shall be disciplined according to the school district board of education's policy, up to and including termination of employment, and the incident shall be reported to law enforcement pursuant to Section 1210.163 of Title 70 of the Oklahoma Statutes.

Staff who wish to propose additional communications platforms for district consideration may complete the online form found on Santa Fe South's Incident IQ under "Forms" or by visiting the following link: <https://sfs.incidentiq.com/agent/forms/3e2af033-a0d3-4a09-9a9d-c7afc8789c56/student-communication-app-request>

Training

Santa Fe South Schools shall provide training, developed by the State Department of Education, for school personnel on the student communication requirements of this section and are responsible for tracking, monitoring, and verifying training.

Additional Notes

- SFS faculty members MUST inform and require students to include a parent/guardian when the student sends any text or messages to school employees and inform and require the students to use only school-approved platforms and that messages be related only to school and academic communications.
- SFS faculty members MUST add a parent/guardian in any response to a student where the student initiated the communication and did not include a parent/guardian.
- If SFS faculty members have a familial relationship with the student but are not the parent/guardian, communication MUST include a parent/guardian.
- The bill/law is not written to extend to communications between college instructors and students. However, if the instructor is employed by Santa Fe South then the statute covers the communication even if the communication is for a class for college credit.

2003 - Child Nutrition and Student Wellness

A. Student Wellness Policy Revised 9/19/2022

Introduction

Santa Fe South Schools (hereto referred to as the LEA) is committed to the optimal development of every student. The LEA believes that for students to have the opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year.

This policy outlines the LEA's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

☐☐ Students in the LEA have access to healthy foods throughout the school day—both through reimbursable school meals

and other foods available throughout the school campus—in accordance with Federal and state nutrition standards; ☐☐ Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors; ☐☐ Students have opportunities to be physically active before, during, and after school;

☐☐ Schools engage in nutrition and physical activity promotion and other activities that promote student wellness; ☐☐ School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of

school; ☐☐ The community is engaged in supporting the work of the LEA in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and ☐☐ The LEA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives. This policy applies to all students, staff, and schools in the LEA.

school; ☐☐ The community is engaged in supporting the work of the LEA in creating continuity between

school and other settings for students and staff to practice lifelong healthy habits; and ☐☐ The LEA establishes and maintains an infrastructure for management, oversight, implementation, communication about, and monitoring of the policy and its established goals and objectives. This policy applies to all students, staff, and schools in the LEA.

I. School Wellness Committee

Committee Role and Membership

The LEA will convene a representative LEA wellness committee that meets at least two times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation, and periodic review and update of this LEA-level wellness policy (heretofore referred as “wellness policy”).

The Committee membership will represent, but not be limited to: parents; representatives of the school nutrition program (ex., school nutrition director); teachers; school administrators, school board members; health professionals; and the general public.

Leadership

The Executive Director or designee(s) will convene the Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

II. Wellness Policy Assessment Implementation, Monitoring, Accountability, Community Engagement, and Public Release

Annual Progress Reports and Assessment Implementation

The LEA will compile and publish an annual assessment report to share basic information about the wellness policy and report on the progress of the schools within the LEA in meeting wellness goals. This annual report will be published around the same time each year, and will include information from each school within the LEA. This report will include, but is not limited to:

- ☐☐The website address for the wellness policy and/or how the public can receive/access a copy of the wellness policy;
- ☐☐A description of the LEA’s progress in meeting the wellness policy goals;
- ☐☐A summary of the LEA’s events or activities related to wellness policy assessment implementation;
- ☐☐The name and position title of the designated LEA policy leader(s) identified in Section I; and
- ☐☐Information on how individuals and the public can get involved with the Committee. The LEA will actively notify households/families of the availability of the annual report. The Committee, will establish and monitor goals and objectives for the LEA.

Policy Review, Update and Responsible Parties

The Committee will work with stakeholders and the school administration to update or modify the wellness policy based on the results of the annual progress reports and assessments, and/or as LEA priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as needed.**

Community and Stakeholder Awareness, Outreach, and Communications

The LEA is committed to being responsive to community input, which begins with awareness of the wellness policy. The LEA will actively communicate ways in which representatives of Committee and other Stakeholders can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that LEA. The LEA will also inform parents of the improvements that have been made to school meals and compliance with school meal standards,

availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The LEA will use electronic mechanisms, such as email or displaying notices on the LEA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The LEA will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the LEA and individual schools are communicating other important school information with parents.

Public Release

The LEA will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum.

III. Nutrition

School Meals

Our school LEA is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs. The LEA participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP). The LEA is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The LEA offers reimbursable school meals that meet [USDA nutrition standards](#).)

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day* and throughout every school campus* ("school campus" and "school day" are defined in the glossary). The LEA will make drinking water available where school meals are served during mealtimes. In addition, students may be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages:

The LEA is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. Competitive Foods and Beverages will not be allowed. (See exemption under Fundraising)

Other Foods Provided at School:

Other foods and beverages provided (not sold) on campus (e.g., for classroom parties, celebrations, and afterschool-programming) must meet the USDA's Smart Snacks standards. The District, however, may allow two exemption celebrations during the school year, during which the foods and beverages served are not required to meet the Smart Snack standards.

Fundraising:

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. The LEA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Only fundraisers that feature non-food items or foods and beverages that meet the Smart Snacks standards will be permitted. The District, however, may allow exemption fundraisers during the school year, during which the foods and beverages sold are not required to meet the Smart Snack standards. These exempted fundraisers cannot be held during normal meal service times. Each site will have a fundraiser coordinator who will maintain documentation that includes: each fundraiser held at each school site; organization, class, activity or other group benefitting; dates conducted. Each site may have up to 30 fundraisers per semester, lasting up to 14 days.

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff and teachers, parents, students, and the community. The LEA will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs.

Nutrition Education

The LEA aims to teach, model, encourage, and support healthy eating by students. Schools will provide nutrition education and

engage in nutrition promotion that:

☐☐☐ Is designed to provide students with the knowledge and skills necessary to promote and protect their health;

☐☐☐ Is part of not only health education classes, but also integrated into other classroom instruction through subjects such

as math, science, language arts, social sciences, and elective subjects;

☐☐☐ Include enjoyable, developmentally-appropriate, culturally-relevant, and participatory activities;

☐☐☐ Promote fruits, vegetables, whole-grain products, low-fat and fat-free dairy products, and healthy food preparation methods;

☐☐☐ Emphasize caloric balance between food intake and energy expenditure (promotes physical activity/exercise); and

☐☐☐ Include nutrition education training for teachers and other staff.

IV. Physical Activity

Children and adolescents should participate in 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive, school-based physical activity program that includes these components: physical education, recess, classroom-based physical activity, and out-of-school time activities and the LEA is committed to providing these opportunities. Schools will ensure that these varied opportunities are in addition to, and not as a substitute for, physical education.

Physical activity during the school day (including but not limited to recess, physical activity breaks, or physical education) **will not be withheld** as punishment for any reason. The LEA will provide teachers and other school staff with a [list of ideas](#) for alternative ways to discipline students. To the extent practicable, the LEA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The LEA will conduct necessary inspections and repairs.

Physical Education

The LEA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts.

All students will be provided equal opportunity to participate in physical education classes. The LEA will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All LEA **elementary students** will receive physical education for at least **120 minutes per week** throughout the school year.

Essential Physical Activity Topics in Health Education

The LEA will include in the health education curriculum the following essential topics on physical activity:

- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community

Recess

The LEA may offer **recess** on all or most days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the school or LEA must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Physical Activity Breaks

The LEA recognizes that students are more attentive and ready to learn if provided with periodic breaks

when they can be physically active or stretch. Thus, students may be offered **periodic opportunities** to be active or to stretch throughout the day on all or most days during a typical school week. The LEA recommends teachers provide short (3-5 minute) physical activity breaks to students during and between classroom time. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

Before and After School Activities

The LEA offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods.

V. Other Activities that Promote Student Wellness

The LEA will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues, and physical activity facilities. The LEA will coordinate and integrate other initiatives related to physical activity, physical education, nutrition, and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development, and strong educational outcomes.

Community Partnerships

The LEA will develop relationships with community partners (i.e. hospitals, universities/colleges, local businesses, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

Community Health Promotion and Engagement

The LEA will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts. As described in the "Community Involvement, Outreach, and Communications" subsection, the LEA will use electronic mechanisms (such as email or displaying notices on the LEA's website), as well as non-electronic mechanisms, (such as newsletters, presentations to parents, or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Staff Wellness and Health Promotion

The Committee will have also focus on staff wellness issues, identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools in the LEA will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The LEA promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

B. Distribution of Medication, Revised July 25, 2022

The Santa Fe South Board of Education recognizes that under certain circumstances medicine may be dispensed to students by an administrator or other designated district employees. The following procedures will be used when medicine is dispensed:

1. Prescription medicine is defined as medication contained in a prescription vial with a label that correctly states the name and address of the pharmacy, date of filling, name of patient, name of prescriber, prescription number, directions for the administration of the medication, and whether the child has asthma or other disability which may require immediate dispensation of medication.

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

- A. purpose of the medication,
- B. time to be administered,
- C. whether the medication must be retained by the student for self-administration,
- D. termination date for administering the medication, and
- E. other appropriate information requested by the principal or the principal's designee.

2. The parent, custodial or legal guardian will be asked to fill out the "Permission Form for Prescribed and Over the Counter Medications." The following personnel shall be authorized to administer medicine at school: the school principal, other school employees who have been designated by the school principal, or designee of the superintendent.

3. No medicine shall be administered unless the parent or guardian of the student has given the school written authorization to administer the medicine. Each school site shall keep on file the written authorization to administer medicine to a student.

4. Prescription medication shall be administered pursuant to the directions for the administration of the medicine listed on the prescription vial with a label as defined in paragraph 1, above, or as otherwise authorized in writing by the physician prescribing the same. All medicine shall be properly stored in a locked cabinet, and not readily accessible to persons other than the persons who will administer the medication except the medication retained by a student per physician's order.

5. Self-administration of inhaled asthma medication by a student for the treatment of asthma is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication. In certain circumstances, self-administration of medication by a student with other life-threatening illnesses may be permitted.

- A. A student who is permitted to self-administer asthma medication shall be permitted to possess and use a prescribed inhaler at all times.
- B. Teachers and other appropriate school personnel will be given the names of students who have permission to self-administer medicine. Those names are to be kept confidential.

6. Nonprescription medication, including over-the-counter drugs such as aspirin, Midol, cough medicine, et cetera, may be administered by an administrator or designated school employee, pursuant to written authorization of a parent, guardian, or person having legal custody of the student when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician. All medicine shall be properly stored, and not readily accessible to persons other than those persons who will administer the medication.

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

Provisional Guidelines for Keeping a Sick Child Home from School

It is often difficult to tell how sick your child is in the morning before school. School is important, but sick children need to be at home. The following considerations can help you decide whether your child should stay home from school.

- Temperature- Though sick children may not have a fever and be sick, a temperature of 100 degrees or over is a sure sign to keep your child home. Giving a fever reducer, such as Tylenol, and sending your child to school will almost guarantee a call from school when the medicine wears off, as well as exposing other students to whatever your child has.
- Vomiting or diarrhea during the previous evening or night, please keep your child home. Consult a doctor if symptoms continue more than 48 hours or worsen instead of improving.
- A blistering rash, especially if accompanied by fever and a history of exposure may be chicken pox. Keep your child home until you know for sure. If it is chickenpox, your child will need to stay home until all areas are scabbed, usually 6-7 days.

C. AIDS and Communicable Disease, Revised 11/15/2021

AIDS and Communicable Disease

Students and/or Employees With Human Immunodeficiency Virus (HIV)/ Acquired Immune Deficiency Syndrome (AIDS)

The purpose of this document is to provide guidance and assist in local planning in regard to students and employees and their privacy in regard to HIV and AIDS.

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

record, computerized database or other record. The information regarding a student's or employee's communicable condition will be treated as confidential information.

The placement of students within the district who are infected with the Human Immunodeficiency Virus (HIV) or who have contracted Acquired Immune Deficiency Syndrome (AIDS) will depend upon the student's needs and the school's capabilities. In regard to an employee of the district, the Board is committed to providing a safe working environment for all employees. The Superintendent or designee will develop appropriate regulations governing the posture of the District when dealing with an employee who has been identified by a competent medical authority to have AIDS, HIV related complex, or tests positive to AIDS antibodies. Such regulations will fit with the above policy for confidentiality and non-discrimination of the employee. In accordance with state law, teachers and administrators who work with students will complete an annual professional development regarding blood-borne pathogens. Staff complete the professional development annually. Students receive HIV/AIDS education in 5th grade, 7th grade, and 10th grade.

D. Diabetes Policy, Including Diabetes Electronic Glucose Monitoring Effective 11/25/2024

All Santa Fe South Schools require parents/guardians to provide a current Diabetes Medical Management Plan (DMMP) for any student who has been diagnosed with Diabetes or Hypoglycemia. This plan must include directions regarding the administration of Glucagon.

Per OKLAHOMA STATUTES TITLE 70. SCHOOLS DIVISION III. § 1210.196.4 (G), schools may obtain permission from a student's parent or legal guardian to download necessary applications to monitor a child's glucose level. Santa Fe South Charter School discourages an employee to monitor a child's glucose level with an electronic device app loaded onto the employee's computer or phone. Monitoring of the electronic device is to be done by the parent or guardian and the student.

2004 - Drug Free Schools

Tobacco and Drug Free Policy, Including Medical Marijuana, Revised 7/25/2022

Tobacco and Drug Free Policy, Including Medical Marijuana

Neither students nor Employees are permitted to possess or use any form of tobacco or tobacco paraphernalia, including vapes on district property and at school-sponsored functions. This policy is in effect even when school is not in session. Tobacco is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes/vaping devices or any other product packaged for smoking or the simulation of smoking. Products will be confiscated. Employees will be subject to process

as described in the Employee Handbook. Parents/guardians will be notified each time a student is found in violation of this policy. Violation of this policy will also result in disciplinary actions.

In regard to medical marijuana, the district will not discriminate against an employee or student in hiring or enrollment or otherwise penalize an employee or student solely on the basis of status as a medical marijuana cardholder. Also, the district will not subject an employee or student holding a valid medical marijuana license to disciplinary action based solely on a positive drug test for marijuana. Students and employees are prohibited from use, possession, selling, distributing, purchasing or being under the influence of medical marijuana or medical marijuana products while at school or school-sanctioned activities and will be subject to discipline pursuant to school policy regardless of license holder status.

Drug-Free Schools

The purpose of this policy is to maintain an alcohol and drug-free workplace and safe and healthy environment for students and employees.

Santa Fe South Schools is resolved and determined to provide a drug-free, healthful, and safe environment for all employees, students, and their families. While on school premises, on or in any SFS work/school site, during the use of any SFS equipment, vehicles, or trailers, and while participating in school- and work-related activities off school premises, no student or employee may use, possess, manufacture, distribute, sell, or be under the influence of alcohol or illegal drugs.

Students or employees found in violation of this policy will be subject to disciplinary action as specified in both the student and employee handbooks. Said person(s) will receive information about drug and alcohol counseling and rehabilitative programs. Specific guidelines and discipline regarding use, distribution and/or being under the influence of alcohol and/or drugs while on school property or participating in school-related activities can be found in the Santa Fe South Employee Handbook (Section 8.02) and the Santa Fe South Student Handbook under "Discipline"

2005 - Student/Parent Device Policy, Revised 3-24-2025

Santa Fe South Schools (SFS) use technology as a way to enhance student learning and performance in school, and to prepare them for success in the 21st Century. A very important aspect of this process is to introduce students to the concepts of digital citizenship, proper communication and collaboration, and the protection and proper care of learning resources. SFS is very fortunate to have technology devices available that can be loaned to students during the course of their learning, and it is important for students and parents to ensure the protection of school devices left in their care. SFS will provide basic care instructions upon request for any devices issued by the school.

The following technology agreement outlines the requirements for all school-issued devices and must be agreed to by the parent:

1. Students and parents are responsible for the protection of devices from damage, loss, theft, improper or illegal use, copyright violation, and similar issues. A full list of requirements and guidance for proper use is available from your campus administration.
2. Students and parents must abide by all rules and regulations as outlined in the student handbook, the SFS Acceptable Use Policy, and as directed by the SFS Board of Education.

3. Keep in mind that the devices are school-owned and are not personal devices. Therefore, writing, painting, applying decals or stickers, removing parts, defacing, or damaging components or accessories of the device, including hardware and software, and all other destruction or enhancements are strictly prohibited except as directed by authorized IT personnel.

SFS offers insurance to students and parents as a way to offset the costs associated with accidental or inadvertent damage to a device. The insurance does not cover loss or intentional damage of devices. The insurance policy covers one incident per device. Students and parents will be required to purchase additional insurance after the first incident, second incident, etc.

Cost per item without insurance:

Chromebooks

- Screen Repair/Replacement - \$100
- Miscellaneous Damage Not Listed - \$50
- Damaged/Lost Case or Bag - \$30
- Keyboard Repair/Replacement - \$40
- Lid/Hinge Repair/Replacement - \$35
- Complete Device Replacement - \$300

iPads

- Screen Repair/Replacement - \$100
- Miscellaneous Damage Not Listed - \$50
- Damaged/Lost Case or Bag - \$30
- Complete Device Replacement - \$500

Lost or damaged power supplies for Chromebooks or iPads are not covered by insurance. The fee for replacing damaged or lost power supplies is \$25 for all devices.

This plan is effective until _____, and students not enrolled by _____ will be considered opting out for the _____ school year.

This plan does not cover lost equipment; only damaged or stolen equipment.

STOLEN DEVICE CLAIMS MUST BE SUBMITTED WITH A POLICE REPORT. CAMPUS OFFICERS CAN ASSIST WITH FILING A POLICE REPORT FOR THE STOLEN DEVICE. THERE IS A \$75 DEDUCTIBLE TO REPLACE A STOLEN DEVICE.

3000 - Personnel

3001 - Employee Handbook

 [SFS Employee Handbook, Rev 6-2022, Board Approved 7-2022.docx - Google Docs.pdf](#)

3002 - Adjunct Teachers, Revised 7/25/2022

Santa Fe South Schools, Inc., will allow the hire of Adjunct Teachers in accordance with Oklahoma State Guidelines. These District Guidelines will be followed:

- All Adjunct Teacher Candidates must be approved by the Superintendent and Board of Education.
- Candidates must be actively pursuing a Bachelor's Degree in Education or a related field.
- Adjunct contracts will be reviewed yearly by the Site Administrator, Superintendent and Board of Education.
- Salary scale for Adjunct Teachers will follow Santa Fe South payscale for this position.

4000 - Students

4001 - Student Handbook, Revised 7/25/2022

 **SFS Student Handbook, BOARD APPROVED 7-25-2022.docx (1).pdf**

4002 - Transfer, Application and Lottery Process, Revised 11/25/2024

Transfer Process

1. Because Santa Fe South Charter School does not have designated boundaries, and because Santa Fe South Charter School is not authorized by an Oklahoma Public School, all students are out of district transfers. Students are offered seats based on application requests and availability for the site(s) and grade requested.
2. Parents wishing to transfer their child from one Santa Fe South Charter School site to another Santa Fe South Charter School site must complete the Intra-District Transfer Request Form in Parent Portal. Intra-District transfer requests will be reviewed prior to the lottery. If a seat is available for the site and grade requested, the Principal will review attendance and discipline records for the student requesting the transfer. Transfer requests will be reviewed in the order of time and date the request was received.

Application Process

1. Charter School Law states that we must have an open policy in our application process and cannot deny anyone the right to apply. Anyone may apply using the online application accessible through the Santa Fe South website. A student on long-term suspension will not be considered for the lottery until the suspension is served.
2. The Priority Deadline for the first Santa Fe South electronic lottery is February 25 with the first lottery being held on February 28.
3. The second lottery will be held on the Wednesday after Spring Break.
4. Subsequent lotteries will be held on the 15th of each month (or the first school day after the 15th) beginning April 15th and continuing through July 15th.
5. Applicants are not carried forward from the previous year. Each new applicant must submit an application each year.
6. Provided they complete registration and are a Student in Good Standing (SIGS), all current SFS students automatically retain their seat at SFS for the next school year and do not complete an application.

7. Only one application will be accepted for each student. Parents have the option to designate 1st, 2nd and 3rd choice for schools.
8. Only applications completed by the 12th of each month will be considered for that month's lottery. Any students who receive a seat through the lottery but who had false information on the application will be removed from the seat and placed back into the lottery for the following month.
9. Students who are offered a seat but do not submit registration and required documents by the last day of the month in which they were offered a seat will be placed back into the lottery.
10. Once a student is offered a seat, their name is automatically removed from the other sites' waitlists. For questions regarding a different site from the one offered, please call the SFS Administration Office at 405-601-5440.
11. If a student is not offered a seat for the current year, a new application must be submitted for the next year. Applications for the following year are available by January 5 of each year.

Lottery Process

LOTTERY PRIORITY LEVELS

1. Children of SFS employees, Military children, Foster children living in the household of a Santa Fe South sibling or employee
2. Siblings of current SFS students or graduates
3. Children of SFS Alumni
4. All other applicants

WAITLIST INFO

1. Per the SFS Charter, student applications from the first lottery will be given priority over subsequent lotteries regardless of priority level. Exceptions will be made for faculty and staff children requesting a seat after the first lottery.
2. Per Info Snap regulations, only the District Power School Administrator has the ability to move students from the waitlist to the seated list after the lottery has been run. All movement is discussed so that students are moved consistent to SFS Lottery requirements. If a student declines an offered seat, that seat will remain open until the next lottery.
3. After June 15, lotteries will be triggered as needed to replenish the waitlist in order to fill any open seats.
4. Once the school year begins, any applicant who has a sibling given a seat in a previous lottery and actively attending a Santa Fe South School will become a sibling and prioritized accordingly.

NOTE: Alpha students and parents are required to attend an interview before being officially offered a seat. However, student priority levels and waitlist order must still be followed unless a student is being moved from SFS High School or Pathways Middle College High School to the Alpha Program.

Special Circumstances must be approved by the Director of Compliance in conjunction with the Superintendent.

4003 - SIPS (Students in Poor Standing) and SIGS (Students in Good Standing), Revised 9/19/2022

The purpose of the SIPS plan is to promote positive attendance and behavior. This plan was not developed as a punitive but rather a pro-active way to help students and families. It coincides with the State Transfer Law which states that a student's transfer can be revoked on the basis of poor attendance or excessive discipline.

Attendance Progress Plan and SIPS

- STEP 1: 5 total unexcused absences → Administrator's designee makes a call to the parents informing them of the number of absences and need for change.
- STEP 2: 7 total unexcused absences → District Crisis Counselor or Site Social Worker will make contact with family
- STEP 3: 10 total unexcused absences → Meeting with attendance staff to create progress plan that student must follow in order to remain in good standing (Student Progress Plan)
- STEP 4: 15 total unexcused absences or Progress Review date (whichever comes first) → Follow up meeting to discuss progress plan that was created Student Progress Review
- STEP 5: 18 total unexcused absences → student must reapply for lottery. Student in Poor Standing - final review meeting with attendance staff.

*If a student surpasses 18 unexcused absences, but progress has been made toward positive attendance, a principal may choose to place the child on an attendance contract instead. Please indicate that choice on the Final Review. The contract is found on the last page of the documents and can be used for all students if desired.

Discipline Progress Plan and SIPS

This piece will vary significantly between elementary and secondary. The type of infractions will be a key piece in determining if and when to carry out the plan. By utilizing this plan for discipline, we will be following the same basic protocol for all sites and students who have significant, recurring disciplinary problems.

4004 - Parent Policy, Effective 7/31/2013

Santa Fe South Schools, Inc. (SFSSI) recognizes that parent and family involvement is essential to educating our state's children to meet high academic expectations. Schools and families must partner together to develop strong programs and policies that meet the needs of each community. Educators must take the initiative in developing these vital collaborative efforts.

SFSSI's educational system includes numerous opportunities for active and meaningful parent and family involvement (e.g., governance board membership, parent-teacher organization, academic and athletic volunteer opportunities, parent academies, student shadowing, etc). SFSSI will continue to develop, implement and evaluate policies and programs that involve all parents and families. Successful programs will:

- Create a welcoming atmosphere for parents and families.

- Support parents and families as advocates for lifelong learning and as decision-makers in school issues and programs.
- Promote clear, two-way communication between schools and families about school programs and students' progress.
- Assist parents, families, and guardians in acquiring techniques to support their children's learning.
- Involve parents and family members, wherever appropriate, in a variety of instructional and support roles both within and without the school.
- Provide access to, and coordinate community and support services, for children and families.
- Identify and reduce barriers to parent/family involvement.
- Provide professional development for teachers, administrators, and staff with ways to effectively work with parents and families.
- Provide a written copy of the policy for each parent and/or family and post the policy in the school.

These forms of parent and family involvement require coordinated school-wide efforts and the support of parents, teachers, students, and administrators at each school site. The issue of parent and family involvement is fundamental to a healthy system of public education that expects all students to achieve at high levels.

4005 - FERPA, Revised 11/15/2021

All Santa Fe South employees will complete training on FERPA guidelines every year.

The District will maintain permanent records of student achievement, progress and other data required to facilitate the delivery of appropriate instruction and related educational services.

All individual student education records are confidential and should be treated as such. Pertinent information from these records will be accessible only to authorized officials. The Family Educational Rights and Privacy Act (FERPA) gives parents/guardians certain rights such as to copy, inspect and review student education records maintained by the District. These rights transfer to the student at age 18.

[FERPA 34 CFR PART 99—FAMILY EDUCATIONAL RIGHTS AND PRIVACY](#)

4006 - Parent Bill of Rights, Revised 4/14/2024

Santa Fe South reserves the following rights to parents/guardians of Santa Fe South Students:

- the right to access and review all school records relating to the minor child;
- the right to direct the upbringing of the minor child;
- the right to direct the moral or religious training of the minor child;
- the right to make healthcare decisions for the minor child, unless otherwise prohibited by law;

- the right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released;
- the right to consent in writing before a biometric scan of the minor child is made, shared or stored;
- the right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid (DNA) is created, stored or shared, except as required by Sections 1- 516 and 1-524.1 of Title 63 of the Oklahoma Statutes, or unless authorized pursuant to a court order;
- the right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless for a purpose related to a legitimate academic or extracurricular activity, a purpose related to regular classroom instruction, security or surveillance of buildings or grounds, and photo identification cards;
- the right to be notified promptly if it is suspected that a criminal offense has been committed against the minor child by someone other than a parent.

4007 - Minute of Silence and Voluntary Prayer 9/16/2024, Revised 10/21/2024

70 O.S.§ 11-101.2 The board of education of each school district shall ensure that the public schools within the district observe approximately one minute of silence each day for the purpose of allowing each student, in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.

70 O.S. § 11-101.1 The board of education of each school district shall permit those students and teachers who wish to do so to participate in voluntary prayer. Nothing in this act shall be construed to be in conflict with Section 11-101 of Title 70 of the Oklahoma Statutes.

In accordance with the Oklahoma Laws referenced above, every Santa Fe South student will observe one minute of silence each day. In addition, any student or employee who wishes to participate in voluntary prayer may do so without bias or prejudice. This includes the minute of silence and/or at school, sporting events and graduation ceremonies.

Provisions will be made for anyone choosing to participate in voluntary prayer at school and sporting events and graduation ceremonies in accordance with the US Supreme Court's decision in Kennedy vs. Bremerton School District, 142 S. Ct. 2407 (2022).

Anyone wishing to express concern or file a complaint may complete the following form:
<https://forms.gle/X3SuVNfjQ37RgEvy9>


4008 - Tribal Regalia Policy, Effective Date: 4/15/2024

Pursuant to SB429, Native American Students are allowed to wear tribal regalia with their graduation attire. All regalia not issued by Santa Fe South Schools, including tribal regalia, must be approved by the Site Administrator.

5000 - Instruction

5001 - Special Education

A. Special Education Policies and Procedures

 SFS special education P&P.pdf

B. Discipline of Students with Disabilities, Revised 11/15/2021

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534 of the Code of Federal Regulations (“CFR”)—that a disability exists may request to be disciplined in accordance with these provisions. The school (“School”) shall comply with sections 300.530-300.536 of the CFR and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. The School shall maintain written records of all suspensions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the course of the school year for a total of 10 days, such student shall not be further suspended without the involvement of the Individualized Education Program (IEP) team of the student’s district of residence prior to the 11th day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the IEP team is expected to follow its ordinary policies with respect to parental notification and involvement.

PROVISION OF SERVICES DURING REMOVAL

Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction within the 10 days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits, and one-on-one tutoring. During any subsequent removal that, combined with previous removals equals 10 or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination. During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving

the goals of his or her IEP. The IEP team will make these service determinations. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The IEP team will make the service determination.

DUE PROCESS

If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the school of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the IEP team shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action. If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal. If, upon review, it is then determined that the child's behavior was a manifestation of his or her disability, then the child may not be disciplined further in connection with that incident. A functional behavioral assessment shall be conducted if needed and a behavioral intervention plan either created or, if one already exists, revised. The school will then implement this plan. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise. Other: In addition to disciplinary actions provided for elsewhere in this policy, any breaches of state or federal law may be handled in cooperation with the local police department or other authorities. Where appropriate, school officials also will contact law enforcement agencies.

5002 - Gifted Education, Revised 11/15/2021

Statement of Philosophy:

The philosophy of Santa Fe South Charter Schools includes improving the educational outcomes of all students so they may develop their own unique talents, attitudes, and skills. The district will promote positive and constructive relationships between students, faculty, and community.

Introduction:

An important goal of Santa Fe South Charter Schools, Inc. is the identification and implementation of an appropriate educational experience for students who demonstrate high intellectual ability and/or a wide array of unique attitudes and skills.

Opportunities to demonstrate high academic performance include:

- Standardized testing sessions including thrice yearly NWEA (Northwest Evaluation Association) tests
- ACT (American College Testing) for eleventh graders and the Pre ACT for tenth graders
- Yearly OCCT (Oklahoma Core Curriculum Tests) testing for third, fourth, sixth and seventh graders in Math and ELA (English Language Arts)
- Yearly OCCT testing for fifth and eighth graders in Math, ELA, and Science
- Yearly intelligence quotient testing for third graders using a district selected testing instrument

I. Identification of Students

“Gifted” refers to students demonstrating high intellectual or artistic ability, academic performance and/or a wide array of unique attitudes and skills as well as being eligible for differentiated educational opportunities.

A. Identification and Placement Committee

1. This committee includes the district coordinator for gifted programming, administrators, parent, community member and teachers as appropriate.
2. This committee coordinates and uniformly implements the process for identifying students eligible for gifted programming.

B. Process for identifying students

1. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin, or handicapping condition.
2. Data will be collected on nominated students using the following sources:
 - a. Standardized test results
 - b. Student classroom performance based upon teacher identification and referral
3. Placement decisions
 - a. A score in the top 3% on a nationally standardized test of intellectual ability results in automatic placement into appropriate gifted programming options
 - b. Student placement decisions in the capability areas will be based on multiple criteria scoring. Multiple criteria selection of students will utilize a variety of measurable achievement markers

- c. Instructionally useful information obtained during the identification process will be communicated to appropriate instructional staff as appropriate and/or requested
 - d. Placement in the program will also be made by using the attached identification matrix
4. Identification of gifted students is a continuous process through all grade levels
- a. Identification and placement of students based upon standardized tests of intellectual ability shall be valid through the entirety of the student's enrollment at Santa Fe South
 - b. Student placement using multiple criteria criteria will be reviewed annually
 - c. Evaluation of the appropriateness of a student's placement in the program is a continuous process
 - d. Placement records on all nominated students will be kept on file for a minimum of five (5) years
5. Identification and placement process regarding parent/guardian involvement is as follows:
- a. Parents/guardians will be asked to grant written permission for individual testing. Group testing does not require written permission.
 - b. An additional evaluation will be available upon parent/guardian request. If an independent tester is desired, the parent/guardian must agree to use one approved by the district Gifted coordinator and must agree to pay the cost. Only one (1) additional test will be allowed.
 - c. Parent/guardian will be given written notice that their child has been identified for placement in gifted educational programming.
 - d. Parent/guardian will be provided with a summary of the gifted educational programming offered to their student, and any changes in the programming. This summary may be written or verbal.
 - e. Parent/guardian may appeal a placement decision. Parent/guardian shall have ten (10) working days from placement decision to notify the district Gifted coordinator of a hearing request with the placement committee. A hearing will be scheduled within ten (10) working days of hearing request. The parent/guardian must show cause of disagreement with placement decision.

II. Differentiated Education

Differentiated programming includes the elementary Gifted and Talented Education (GATE) program, middle school courses for high school credit, high school AP (Advanced Placement) courses, high school concurrent college enrollment, and targeted activities and opportunities for identified students to further education and skills in scientific, artistic, and leadership domains.

A. Programming Options

1. GATE Programming, middle school courses for high school credit, and high school AP courses include accelerated content. These classes are not limited to identified gifted students.
2. High School Concurrent Enrollment – Qualified high school students are concurrently enrolled in college credit hours. Concurrent enrollment students are automatically placed in the Gifted program.

3. Successful completion of program options will be noted in student's file. High school AP and concurrent enrollment courses will be entered into the student's high school transcript.

III. Program Staff

A. Qualifications and Training

1. Gifted Program Coordinator and Teachers directly involved with gifted education:
 - a. Must hold a valid Oklahoma Teaching Certificate, and
 - b. Participate in in-service training or college training in the area of gifted education.
2. Staff development or in-service can include, but is not limited to:
 - a. Implementation of the District Gifted Plan,
 - b. Learning Styles,
 - c. High Level Thinking Skills,
 - d. Problem Finding and Problem Solving,
 - e. Ideas and methods for teaching and challenging gifted students using the programming options.
 - f. Differentiated teaching.

B. Responsibilities

1. The District Coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing the district plan, coordinating the program options, and filing such reports and information as are required by the SDE relative to gifted education.
2. The Advisory Committee on gifted education will work with the District Coordinator to develop the district gifted plan each year.
3. The principal or designee will be responsible for coordinating gifted education programming related to the district plan at their particular site.
4. Delivery is addressed by both the regular classroom teachers and the District Coordinator. They work closely together to implement the program options as stated in II, B, 4 of this plan.
 - a. The District Coordinator provides professional support through consultation, co-teaching, collaborative problem solving, in-service training and assists classroom teachers in finding and securing resource material or persons. The District Coordinator is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.
 - b. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.

IV. Evaluation

A. Systematic Plan

A systematic plan for on-going evaluation will include students, teachers, parents, and administrators. They will evaluate the gifted educational programming, with attention to mastery of content, higher level thinking skills and creativity. Evaluation results will be compiled, analyzed and communicated in a timely and meaningful way to the appropriate people.

B. Evaluation Process

1. The evaluation process assesses each component of gifted educational programming. Data for evaluation are obtained from a variety of instruments, procedures and information sources. A plan for evaluation is developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis. These include:
 - a. Identification
 - b. Differentiated Education
 - (1) Curriculum
 - (2) Program options
 - (3) Community involvement
 - c. Program Staff
 - (1) Professional Development
 - (2) Responsibilities
 - d. Evaluation Process
 - e. Program Management
2. The evaluation process will utilize a variety of sources of information to provide accurate, timely and relevant information to the Local Advisory Committee so they can improve programming options offered.

C. Procedures for Evaluation

1. Identified students, parents/guardians of identified students, regular classroom teachers of identified students, gifted education teachers, and administrators will be given the appropriate evaluation form by the Program Coordinator.
2. Forms will be collected and data organized by the Program Coordinator. Then data will be analyzed by the Advisory Committee.
3. Results of the evaluations will be shared with the Local Advisory Committee, administration, staff, staff, parents/guardians and students as appropriate.
4. Results will be used to modify, expand, and upgrade the quality of the district educational programming annually.

V. Local Advisory Committee

- A.** The Local Advisory Committee members will be appointed by the Governance Board upon the recommendation of the Director. The committee will consist of the G/T Coordinator, one parent/guardian of an identified student, one administrator and two trained professional staff members. Terms of Advisory Committee members will be for two years.
- B.** Appointments for new members will be approved by September 15th of the school year in which a vacancy occurs. Members are appointed for two year terms.
- C.** The Local Advisory Committee will meet no later than October 1 of each year. At this meeting a chairman and vice-chairman will be elected.

D. The Local Advisory Committee will meet at other times during the year as necessary. All meetings will be at Santa Fe South Schools and will be subject to the Oklahoma Open Meeting Act.

E. The Local Advisory Committee for gifted education will assist in formulation of district goals, assist in development of district plan, assist in preparation of the district report, and perform other advisory duties as requested by the Board of Education.

VI. Budget

The District Coordinator for gifted educational programming and the Director of Santa Fe South Charter Elementary School will prepare a budget for gifted educational programming. The district budget for gifted educational programming will be prepared on forms required by the SDE and submitted as required.

VII. Expenditures Report

A. An expenditure report outlining the expenditures made by the district during the previous school year for gifted child educational programming will be submitted by the Superintendent by August 1 each year.

B. The report will identify expenditures by major object codes and program classifications pursuant to the OCAS. Since Santa Fe South Charter Schools, Inc. codes gifted educational expenses as program 250, this report will be generated by the Finance Section of the SDE and a copy of the report sent to the Gifted/Talented Section by August 1 each year.

5003 - Strong Readers (formerly Reading Sufficiency) Act, Revised 3/20/2023

A. Retention and Promotion

Retention is the process of delaying a child's promotion to the next grade. It is an educational alternative designed to meet the academic, social, emotional, developmental, physical, chronological, and/or intellectual needs of the student.

- Elementary Grades (PK-6th) A child should be considered as a candidate for retention only after all other available options are considered. With the exception of retention decisions at the third-grade level which are prescribed by state law, retention decisions will always take into account such additional factors as school adjustment, parental/guardian support, alternative programs, and teacher recommendations.
- Students at the third-grade level will be promoted or retained pursuant to 70 O.S. § 1210.508C.
- Secondary Grades (7th-12th) Students may be retained at the 7th or 8th grade level on the basis of performance in academic core subjects: math, reading, science, or social studies. Retention decisions at the middle school level also will take into account such additional factors as school

adjustment, parental/guardian support, performance on district and state assessments, and teacher recommendations.

- Students at the high school level must make adequate progress to be on track for graduation. All students will remain in their original cohort regardless of projected graduation year.

After receiving a decision to retain a student, a parent may request reconsideration of a retention decision. Parents who disagree with the District's decision to promote a student to the next grade may also appeal the decision upon receipt of the student's report card.

B. Mid-Year Promotion

Students who have been retained in the third grade due to a reading deficiency may qualify for mid-year promotion. To qualify for a mid-year promotion, a student must demonstrate that they are:

1. A successful and independent reader as demonstrated by reading at or above grade level;
2. Have progressed sufficiently to master appropriate fourth grade reading skills; and
3. Have met any additional requirements, such as satisfactory achievement in other curricular areas as determined by the policies of the school board.

Such mid-year promotions must occur during the first semester of the academic year and shall occur prior to November of that academic year.

5004 - Transcription of College Courses for Carnegie Credit, Effective 12/16/2024

Purpose: To establish a standardized system for transcribing concurrent enrollment classes to ensure that all students receive appropriate Carnegie credit for their coursework.

Policy:

1. Definition: A concurrent enrollment class is a course that a student takes simultaneously with their high school curriculum, either at a college, university, or through an accredited online platform, for dual credit.
2. Credit Allocation: All concurrent enrollment classes completed by students shall be transcribed as one Carnegie credit per course.
3. Eligibility: For a course to be eligible for transcription as a Carnegie credit:
 - The course must be approved by the high school administration.
 - The course must be offered by an accredited institution of higher education.
 - The student must successfully complete the course with a passing grade.
4. Documentation: Students must provide the following documentation for transcription:
 - An official transcript from the college or university where the course was taken.
 - A completed concurrent enrollment form approved by the high school counselor or principal.

5. Procedure:

- Upon completion of the concurrent enrollment course, students must submit the required documentation to the high school registrar.
- The registrar will verify the documentation and transcribe the course as one Carnegie credit on the student's high school transcript.

6. Review and Appeal:

- If a student or parent/guardian disagrees with the credit transcription, they may appeal in writing to the high school principal within 30 days of the transcription.
- The principal will review the appeal and make a final decision within 15 days of receiving the appeal.

Effective Date: This policy is effective immediately upon approval.

5005 - Library, Effective Date: 1/29/2024

All materials in Santa Fe South Schools libraries align to the educational mission of Santa Fe South Schools and the Department of Library Media Services. The goal of classroom and site libraries is to ignite a passion in students to become critical thinkers and thoughtful users of information through teaching, collaboration, and equitable access to a diverse collection of resources.

Resources for each school's library media center are selected by the Reading Specialist and Reading Content and Curriculum Coordinator in cooperation with district and site administration.

School Libraries Exist to:

- Provide materials which enrich and support educational programs.
- Create lifelong readers and learners who choose to read for both information and personal enjoyment.
- Foster critical analysis and informed decision making by providing materials representative of cultural, social and religious diversity.

Process for Selecting Library Materials:

Santa Fe South Charter School partners with The Heinemann Corporation for age appropriate reading lists. The Heinemann Corporation works with a team of experienced educators to 'curate' the lists that comprise their classroom library catalog. For K-3, a team of grade level reading experts were assembled to review and make recommendations. For grades 4-8, teams of subgenre specialists were assembled (ex: historical fiction, poetry, fantasy etc.) to review and make recommendations.

For each shelf that comprises a grade level classroom library, the team used the following criteria to score potential selections:

- Will this book lure a reader to read and give readers the right mix of support and challenges?
- Will this book help kids develop skills as powerful readers?

- Will this book support the curricular needs of this particular grade level?

For upper grades:

- For non fiction books: will this book support students in sustained reading?
- For fiction: will this book support rich interpretation, craft, and character work?

During the process of putting texts into circulation, titles are reviewed for appropriateness. The primary ways we do this are to consider:

- Age appropriateness of the theme of the text
- Reading level appropriate for the intended grade level

Materials donated, not purchased, are judged by the criteria outlined and shall be accepted or rejected by those criteria.

Reconsideration Process for Removal of School Library Media Materials:

Procedures for removal of school library media materials is an ongoing process that should include the removal of resources no longer appropriate, but also for the replacement of lost and worn materials still of educational value. This process keeps the collection current and relevant and is conducted by site and district professionals who are directly involved in the selection process.

Resources considered for removal may include but are not limited to items:

- In poor physical condition,
- Containing obsolete subject matter,
- No longer needed to support the educational program
- Superseded by more current information,
- Containing inaccurate information, or
- Deemed inappropriate for that particular site or grade level as the result of a submitted

Literature Request Review (see below):

Items withdrawn will have all school identification removed or blacked out. Items purchased with Federal Funds will be removed according to Federal Program Guidelines.

School Library Media Materials Reconsideration:

When school library media materials requested for reconsideration are challenged, both parties are given equal opportunity to defend their stance to the Superintendent or his designee and the School Board in case of an appeal.

Challenge Procedure:

Any patron may challenge school library media materials on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools while also considering the community who are not directly involved in the selection process. The reconsideration processes shall be strictly followed.

If a patron wishes to question materials contained in any school or classroom library or any content-related materials, the following form must be completed: <https://forms.gle/FaExMSyXVErcBRHX8>

Once the form is received by the Superintendent of Santa Fe South Schools, a conference will be set with the Reading Content and Curriculum Specialist, Site Reading Specialist or Library Media Specialist, and the Site Administrator. A decision will be made, and the patron will be notified in writing. If the patron is not satisfied with the ruling, he or she has the right to appeal to the School Board. After the final ruling by the Board of Education, all parties will be notified of the decision and proper actions taken.

5006 - Students Entering from Homeschool or Non-Accredited Private Schools or Requesting Proficiency Based Promotion, Revised 7/25/2022

Home schools/non-accredited private schools are not accredited by the State Board of Education, a student will be required to take a standardized achievement test if he/she re-enters the SFS. Results of tests may be used to determine grade placement and/or credit for the student. All examinations will be administered by the receiving school and results, as well as copies of the exam given, will be kept on file for one year.

5007 - Homebound, Revised 7/25/2022

Homebound Instruction is used only for short-term placements. It may be applied to students with or without disabilities. Students receiving homebound instruction are not able to attend school due to a short-term illness, injury or disciplinary removal. Students that are eligible for homebound instruction are both general and special education students who need to miss school temporarily due to a medical/psychological condition or a disciplinary removal.

- **Medical Homebound**
 - When homebound instruction is due to a short-term medical issue, parents should submit medical evidence that a student requires homebound services because of an illness or injury.
- **Disciplinary Homebound**
 - If the homebound instruction is due to a disciplinary removal, school will complete necessary discipline forms.

The length of services is determined by the district. However, the district will take into consideration the medical professionals' submission of length and type of services.

The IEP team makes the determination for students with disabilities. The school officials and administrators make the determination for students without disabilities.

Online curriculum &/or a teacher will be assigned to determine appropriate assignments/coursework.
Benchmarks &/or assessments must be supervised by a site approved representative.
To be counted present, a student must log in and complete work based on each site's expectations.