

February 23, 2026 Agenda Board Questions and Responses

(Agenda item numbers are based on the [2.23.26 draft agenda](#).)

E.1 Routine Fieldtrips

(- Carver MS band/orchestra/choir, 250 students, 25 parents, 2 staff to Music in the Parks competition in St. Louis, May 1–3, 2026; 1 school day missed; no district cost, funded by booster club.

1. Are all student costs (especially for low-income families) subsidized as needed so participation is not limited by ability to pay?

Yes. 90% of students attending the trip participated in the booster fundraiser to cover all costs. And there were five scholarships given to students as well.

2. Is there a standard academic make-up plan for missed instructional time tied to these trips?

As a standard practice, students are provided with assignments to address any instructional time missed due to participation in field trips. It is also important to note that school-sponsored field trips are considered an integral part of the learning experience, as they are intentionally designed to reinforce and extend classroom instruction rather than replace it.

- Mayo Demonstration 5th grade, 46 students, 42 parents, 2 staff to St. Louis Zoo, City Museum, Arch Museum, May 13–15, 2026; 3 school days missed; no district cost, funded by parents/guardians.

- Policy reminder: Board authorization needed for all out-of-state field trips per Policy 3314.)

3. Are all student costs (especially for low-income families) subsidized as needed so participation is not limited by ability to pay?

All student costs associated with this event are covered by PTA funding, ensuring that every student has the opportunity to participate in the trip.

4. Is there a standard academic make-up plan for missed instructional time tied to these trips?

As a standard practice, students are provided with assignments for any classes missed due to participation in field trips. It is also important to recognize that field trips are an integral component of the overall learning experience. For this particular trip, teachers have engaged in advance planning, as it serves as a culminating activity reflecting the work students have completed throughout the year and is designed to deepen their understanding of 5th grade standards.

Additionally, the end-of-year flex days outlined in the 5th Grade Teaching and Learning calendars provide teachers with added flexibility to ensure sufficient time for make-up work and to offer additional student support, as needed.

E.3 Perry Weather, Inc

(Agreement for weather software and monitoring stations for 2025–26, with option to renew through 2029–30.

- Cost: Not to exceed \ \$55,000 for year 1 and \ \$35,000 annually for years 2–5; funded from bond.

- Weather stations at nine high schools and Carver MS; monitors lightning, heat, cold, severe storms, tornado tracking, snow, ice for safety of students, staff, patrons.

- Vendor: Perry Weather, Inc., via TIPS cooperative contract #240102.

5. questions / potential controversy:

- What existing weather/safety systems (NWS, local alerts, OSSAA tools, etc.) are currently in use, and how does this avoid duplication?

Currently, the District uses ThorGuard as a weather monitoring system that is limited to lightning prediction. Upgrading to Perry Weather, Inc. will provide the District with a comprehensive, all-in-one platform capable of monitoring heat, cold, lightning, rain, tornadoes, ice, wind, and air quality.

Perry Weather coordinates with local alerts and the National Weather Service while also delivering real-time, site-specific conditions at individual campuses and facilities. While the NWS may issue alerts at the airport or county level, Perry Weather allows the District to establish customized parameters for warnings and notifications tailored to our specific locations. In addition, Perry Weather provides 24/7 access to on-call meteorologists and the ability to push condition-based alerts directly to coaches and administrators.

To enhance the safety of athletes and students during the hot summer months, the gold standard and best practice is the use of the Wet Bulb Globe Temperature (WBGT) index. Perry Weather’s monitoring stations can track this index and provide real-time, site-specific alerts. The Oklahoma Secondary School Activities Association has recently adopted heat-related guidelines based on the WBGT index that will take effect this summer. This purchase will ensure the District has the necessary data to safeguard students and proactively meet OSSAA guidelines.

6. How was “not to exceed” pricing validated as reasonable for bond expenditure versus alternatives or other TIPS vendors?

The proposed purchase includes not only the equipment, but also installation and first-year implementation support and training. In subsequent years, the cost is reduced to the annual software subscription, which reflects ongoing monitoring and support services.

As part of our due diligence, we researched both TIPS and non-TIPS vendors that provide weather monitoring systems for K–12 environments. We did not identify any vendors offering a comparable scope of service, integrated equipment, or real-time monitoring capabilities to those provided by Perry Weather, Inc. Additionally, several districts in the Tulsa metro area—including Catoosa Public Schools, Jenks Public Schools, Union Public Schools, and Glenpool Public Schools—currently utilize Perry Weather for monitoring conditions at their campuses and athletic venues. Oklahoma City Public Schools and the University of Oklahoma also use Perry Weather to monitor weather conditions at their facilities.

In accordance with bond expenditure guidelines, equipment with a usable life of one year or greater is eligible for purchase with bond funds, and software subscriptions are likewise bond-eligible. This purchase meets both criteria, making it an allowable and appropriate use of bond funds.

7. Why are only nine high schools and one middle school receiving stations—what is the equity and prioritization rationale?

The rationale for installing stations at the proposed nine high schools and one middle school is based on where large outdoor events are most frequently conducted and where real-time, on-site tracking of weather conditions is critical for participant safety. These locations currently house the District’s existing ThorGuard systems, which will be replaced by stations from Perry Weather, Inc. to expand monitoring capabilities beyond lightning detection.

All remaining district sites will have access to real-time weather conditions from the nearest monitored location through the Perry Weather app, enabling informed decisions about outdoor activities such as recess, practices, and events. Additionally, the platform allows site-specific weather conditions to be displayed on individual school websites for public viewing.

Each weather station is also equipped with an audible horn and strobe light to provide immediate on-site alerts when conditions become hazardous, signaling that outdoor areas should be cleared and individuals should move indoors or seek appropriate shelter. This approach ensures that campuses hosting the largest and most frequent outdoor gatherings receive direct monitoring, while all other sites benefit from accessible, real-time data to support safe decision-making.

E.4 Amendment - Internship Program

(Amends item E-4 from Feb 2, 2026, to add organizations to the internship program for juniors and seniors to earn credit tied to ICAPs.

- Added organizations: AAON, Inc.; Barber and Bartz Attorneys at Law, PC; Children’s Discovery Lab, LLC; LaFortune Park Tennis Center, LLC.
- No cost to the district.
- Requirements: Safety inspection by coordinator, adherence to employer agreement, meaningful work and exposure to industry operations.)

8. How are sites vetted for alignment with board equity goals and for avoiding placements that are primarily menial rather than ****instructional****?

The internship coordinator at the school site and the district internship coordinator meet with each internship partner to align goals and discuss the tasks that students will complete in each internship. They also meet periodically throughout the school year to assess placements and make adjustments where needed.

9. What is the process for ensuring internships are accessible across schools and demographics, not limited to students with social capital or specific campuses?

Opportunities are not limited to specific campuses; each comprehensive high school has access to internship placements and support through a site-based internship coordinator and the district internship office. Students who are eligible for internships are able to request them through their school administrative team (including the principals, school counselors, and internship coordinators). To be eligible for an internship, students must be in their junior or senior year of high school, on track to graduate, and have room in their schedule to include travel time.

10. How are liability, supervision, and any wage/stipend issues handled, and are students ever doing work that would normally be paid labor?

The internship coordinator at the school is responsible for supervision and connecting with the employers to ensure students are participating appropriately and that the internship environment is a strong and safe learning environment. Students can participate in both paid and unpaid internships. If paid, students are onboarded to the company directly, and all pay and workers’ compensation coverage is handled under their normal human resources processes. TPS also holds liability insurance to cover students who are in an approved internship program.

E.5 Encumbrance Report

11. Which encumbrances represent new multi-year commitments or large one-time purchases, and do any materially change prior board guidance?

There are no multi-year commitments. There are several encumbrances ~\$25,000 or higher; these are part of approved bond projects. PO 22606315 to Varsity Brands was part of a board-approved RFP and is grant-funded. There are other encumbrances to replenish warehouse supplies; these followed the standard procurement process.

12. Are there any change orders exceeding typical thresholds or tied to projects that were previously flagged for overruns or performance issues?

None of these change orders are outside of the norm. Nothing has been flagged for performance issues, and the system prevents us from overcharging a purchase order.

13. For bond-funded items, do all uses clearly match the voter-approved purposes, and are any borderline items present?

All bond-funded expenditures are reviewed to ensure alignment with voter-approved bond purposes and applicable legal requirements.

E.6 RSI

(- Elections: numerous positions (teachers, apprentices at \ \$40,000, director of public relations at \ \$107,500, campus security, safety officers, custodians, paras, etc.) with hourly and annual rates listed.

- Adjustments: e.g., Dean of Students to Academic Content Manager, Fine Arts at \ \$70,500; upgrades such as Associate Application Manager to Application Manager.

- Separations: extensive list of resignations/terminations for teachers, support staff, and others, with effective dates through mid-2026.)

14. Director of Public Relations at \ \$107,500: How does this salary compare to similar-level instructional leadership roles and to peer districts? (How many does he manage and who does he report too?)

The Director of Public Relations position is a role critical to ensuring the district is responsive to media requests, community interests, requests made under the Open Records Act, and other important duties. The position, reporting to the Executive Director of Communications, is the primary public-facing spokesperson for media relations, specifically for elevating the successes and accomplishments of our students and teachers. Additionally, this role supports the creation of original content such as video production, storytelling, social media content, and other forms of media that positively represent Tulsa Public Schools.

The Director of Public Relations is also responsible for acting as a representative of the district at various community activities and is required to attend external events, often outside of business hours. This Director manages a high volume of requests across the district, and must be responsive to all stakeholders including, district staff, families,

community members, related organizations, and more, in addition to all incoming media requests.

The level of experience required for this role is typically aligned with a veteran communications professional with many years of experience in journalism, communications, and public relations work. This position is graded BG-11. As an example, [Fort Worth Independent School District](#) has three similar Director-level positions, in addition to a Chief-level position, Executive Director, and nine additional communications employees serving their district.

15. Apprentices at flat \ \$40,000: What is the program design, mentoring, and expected pathway, and how does pay compare to regular first-year teachers?

Apprentice teachers are hired at a flat salary of \$40,000 and serve on a support contract. Individuals in this role hold a bachelor's degree but have not yet secured a teaching certificate.

The apprentice contract is designed to be a short-term placement while the team member obtains an emergency or provisional certification from the State Department of Education. This certification process typically occurs within the first 90 days of employment.

During this time, apprentice teachers receive the same support provided to novice teachers, including mentoring, coaching, and structured professional development.

Once the apprentice teacher secures their teaching certificate, they are moved to a certified teaching contract, and their salary is adjusted to align with the first-year teacher salary of \$43,500.

16. High volume of teacher and counselor separations: Are exit trends consistent with prior years, and what are the impacts on vacancies in high-need schools/subjects?

(Now 17 teachers) what's causing this trend?

As of February 18, 2026, we have recorded 118 teacher resignations. At this same point last year, we had 105 resignations. This represents an increase of 13 resignations compared to this time last year.

Teachers, like employees in other roles across the district, choose to leave for a variety of reasons. These may include retirement, a career change, relocating to another state, workplace climate, or pursuing new professional opportunities.

E.7 National Board Certification

17. How many staff currently qualify, and what is the approximate pass-through amount by category (NBCT, SLP, school psych)?[1]

The following numbers are based on the certificates on file with the District:

American Speech Language Association – Speech Paths	27
National School Psychologist Certification – Psychologist	9

18. What is the approximate pass-through amount by category?

The National Board Certification stipend is based on their Full Time Equivalent (FTE) status.

FTE – 1	\$5,000
FTE - .9	\$4,500
FTE - .8	\$4,000
FTE - .6	\$3,000

19. Are there supports for more educators—especially in hard-to-staff schools—to obtain these advanced certifications?

The District, with limited capacity and funds, primarily focuses on the pathways to teacher certification for existing employees, recruitment, and retention. Additionally, the District is proactive in seeking state funds that support development of teachers and incentive pay for teachers. Tulsa Public Schools is the model district for the State’s Oklahoma Teacher Empowerment Program, receiving more State funds than any other district in Oklahoma

The State offers scholarships to obtain National Board Certification through [Education Leadership Oklahoma \(ELO\)](#).

E.8 Foundation for Tulsa Schools (FTS) acknowledgement update

20. What portion of the \$4.178M funds recurring operating costs (e.g., positions) versus time-limited pilots, and what is the “cliff risk” when grants end?

Of the \$4,178,000 in philanthropic funding:

- \$2,488,478 supports salaries and stipends
- \$1,689,071 supports programmatic costs

As with all philanthropic funding, there is inherent “cliff risk,” as continued funding is dependent upon donor discretion and renewal decisions. It is important that all contracts, agreements, and program planning acknowledge that these funds are time-limited and contingent upon continued philanthropic support.

21. How are sites and students selected for these grant-funded programs?

For district-led programs, site and student selection criteria are determined by Tulsa Public Schools administration based on district priorities and program design.

For Foundation-led programs, grants are awarded through a structured application process, with funding decisions guided by demonstrated need, alignment with program goals, and overall impact.

22. Are any funded initiatives effectively substituting for state/local core obligations, creating dependency on philanthropic dollars for basic services?

Philanthropic funding is intended to supplement and enhance district priorities rather than replace core state or local funding obligations.

23. What/who (vendors or employees) exact payments are we acknowledging?? If any?

This acknowledgment reflects the total philanthropic investment provided by the Foundation to the District. It does not serve as an acknowledgment of individual vendor payments or direct employee compensation made through those funds.

The grants acknowledged in this agenda item include: CARES, Climate and Culture, Google STEM, and Healthy Thriving Schools.