

July 13, 2026 Agenda
Board Questions and Responses
(Agenda item numbers are based on the draft 7.13.26 agenda)

E.13 - T-Town Sports Medicine Boosters, Inc.

1. Please provide more information about this booster. What site is it associated with? Who is the sponsor and/or officers? What is the intent/purpose of the organization? Will any medical and/or health services be provided to students through this booster?

The T-Town Sports Medicine Boosters was created to support all TPS Sports Medicine Programs. It would create a transparent, board-approved structure that allows community members, healthcare partners, alumni, and supporters to invest directly in TPS student trainers. The organization would support student leadership development, summer training camps, state and national clinic attendance, meals during long event days, and other educational experiences that are difficult to fund through traditional school activity accounts. This booster organization ensures that donations intended for sports medicine students are managed responsibly and used specifically to enhance student learning and career exploration opportunities in healthcare and athletic training. In addition, the T-Town Sports Medicine Boosters would provide a funding source for student athletic trainer uniforms and professional apparel to be worn at all athletic events.

Athletic trainers play a critical role in student-athlete health and safety, and sports medicine is recognized as an important healthcare career pathway. The booster organization creates a structured, board-approved avenue for supporting these students while expanding opportunities for career exploration, leadership development, and hands-on learning experiences. Tulsa Public Schools already recognizes the value of booster organizations as partners that support student programs and activities beyond what district funding alone can provide. While sports medicine booster organizations are not as common as football or all-sports booster clubs, many surrounding districts have created fundraising organizations or designated booster support structures specifically for athletic training and sports medicine programs.

Officers-Herb Rhea (non-TPS Employee); Kay Huddleston (non-TPS Employee)

E.45 - National Institute for Excellence in Teaching

2. What stakeholders were included on the evaluation and selection committee?

The [Teacher Leadership Development support RFP](#) opened on March 6, 2026, and the district accepted proposals from interested partners for a period of 30 days. The district's RFP selection committee included eight total representatives from the

following district teams: Organizational Learning, Teaching and Learning, Strategy, and Finance.

The 26-27 partnership with National Institute for Excellence in Teaching will support planning and coordination across a variety of stakeholders in order to develop a multiyear roadmap for future investments in teacher leadership structures and opportunities.

E.47 - Interim Guardrail 1.2

3. TPS is currently on track toward the interim guardrail target, with the suspension disproportionality ratio for Black students improving from 1.89x at baseline to 1.74x in SY25-26. However, the underlying suspension rates show that both Black student suspensions and overall student suspensions increased this year. The most concerning pattern appears at the elementary level, where Black students are suspended at roughly twice the overall elementary rate. What specific practices are driving those elementary suspensions and what interventions are being used to reduce both the total number of suspensions and the disproportionality?

The increase in suspensions this year is something we are monitoring closely. Districtwide, suspensions increased by approximately 0.9% compared to the previous school year. We recognize that increases in overall suspensions and particularly at the elementary level require continued attention.

At the elementary level, our data show that three behavior categories account for the majority of suspensions:

Disruptive Conduct – occurring across all elementary grade levels.
Unacceptable Minor Physical Contact – occurring most frequently in Early Childhood.
Fighting/Physical Contact – occurring most frequently in fifth grade.

These trends indicate that the majority of elementary suspensions are being driven by disruptive classroom behaviors and physical peer conflicts rather than a broad range of behavioral infractions.

To address the underlying behaviors contributing to elementary suspensions, we are investing in several districtwide initiatives for the 26-27 school year:

- Youth Mental Health First Aid training to help educators distinguish between a mental health crisis and behavioral misconduct so that students receive the most appropriate response and support.

- Implementation of the STRONG Educator Model and the district's vision for Safe and Healthy Classrooms, providing teachers with consistent classroom management practices, positive behavior supports, clear expectations, and early intervention strategies.
- A comprehensive revision of the Behavior Response Plan (BRP), for Pre-K students that is developmentally appropriate with the explicit goal of zero Pre-K suspensions.
- Launch of a districtwide No Fight Zone campaign focused on reducing physical altercations through prevention, student education, and consistent behavioral expectations.
- Expanded de-escalation training for teachers and administrators to help staff intervene earlier and prevent behaviors from escalating into suspension-level incidents.
- Ongoing coaching and professional learning for school leaders to ensure consistent implementation of behavior expectations and interventions across elementary campuses.

We believe one of the most effective ways to reduce disproportionality is through consistent implementation. When expectations, classroom management practices, behavior responses, and administrative decision-making vary from classroom to classroom or school to school, disparities are more likely to occur. For that reason, we are focusing on standardizing behavior expectations through the STRONG Educator Model, Safe and Healthy Classrooms framework, revised Behavior Response Plan, administrator training, and ongoing coaching. Consistency benefits all students and is an important strategy for reducing disproportionality.