



STUDENT & FAMILY GUIDE TO SUCCESS



2026-2027

TABLE OF CONTENTS



OVERVIEW.....3

PATHWAYS TO OPPORTUNITY4

LANGUAGE AND CULTURAL SERVICES.....6

AT-HOME FAMILY ENGAGEMENT.....7

DISTRICT AND STATE ASSESSMENTS.....8

GRADES.....9

GRADUATION REQUIREMENTS.....10

ATTENDANCE.....11

SAFETY, SECURITY, AND CONCERNS.....12

HEALTH ISSUES.....15

BEHAVIOR RESPONSE PLAN OVERVIEW.....22

BEHAVIOR RESPONSE PLAN PRE-KINDERGARTEN.....23

BEHAVIOR RESPONSE PLAN – ELEMENTARY.....27

BEHAVIOR RESPONSE PLAN – SECONDARY.....37

**RULES, REGULATIONS, PROCEDURES,
RIGHTS AND RESPONSIBILITIES.....55**

IMPORTANT CONTACTS.....95

OVERVIEW

WORKING TOGETHER TO BENEFIT STUDENTS

This family guide provides information you need to ensure your child's success at Tulsa Public Schools.

Strong school and family partnerships are critical to students' academic, personal, and social success. We welcome our parents, guardians, and families to be involved with their child's schools as volunteers, advocates, and partners in education. We offer many programs and services to help meet the needs of students, parents, schools, and our community and to help our young people gain the tools they need to thrive within their educational journeys and beyond.



2022–2027 MISSION

Our students lead through literacy,
are empowered through experience,
and contribute to their community.



2022–2027 VISION

Tulsa Public Schools honors the diversity,
creativity, and passion of our students, elevating
every student to be designers of their destiny.



TULSA BOARD OF EDUCATION

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Tulsa Public Schools does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable law with respect to employment, programs and activities. The district also provides equal access to the Boy Scouts of America and other designated youth groups.

For more information, see Tulsa Schools Board Policy 4901 regarding nondiscrimination.

PATHWAYS TO OPPORTUNITY

Pathways to Opportunity is the culmination of many candid community conversations, insights and suggestions from every corner of our city, and the very best thinking of our system's educators, school leaders, support professionals, parents, students, partners, and advocates. This plan represents our promises to the people of Tulsa:

- Our schools will be places in which students can find and grow into the best version of themselves.
- Our students will become powerful readers, writers, speakers, and thinkers for whom language is a life-long asset.
- Our high schools will prepare young adults for a rich, choice-filled life.

Schools have always been the beating heart of vital communities, and Pathways to Opportunity is designed to create robust foundations for children to learn, grow, thrive, and achieve their greatest potential in college, careers, skilled trades, or military service.

LEARNERS, CONTRIBUTORS, AND DESIGNERS

Our approach is based on the belief that we are all learners, contributors, and designers of our schools and our own futures.

BEING A LEARNER: Through learning, application, reflection, and persistence we grow every day. We understand that challenges are important opportunities to build our knowledge and skills.

BEING A CONTRIBUTOR: We have responsibilities to each other and our world, so we are leaders who seek progress, affect change, and help others be successful. We are participants in and contributors to the well-being of our schools and larger communities.

BEING A DESIGNER: We solve problems and bring ideas to life. Our team members and students have the autonomy, time, and support necessary to reimagine, innovate, and iterate

OUR CORE VALUES

EQUITY: All children deserve the opportunity to develop their full academic and social potential. Valuing equity means that we must provide resources and supports matched to student need, for every student in every school. Our diversity is a community treasure, and we must foster an inclusive environment by resolving unfair practices.

CHARACTER: We are honest, trustworthy and have high standards of behavior. We make decisions, take action and approach our work based on what is best for our students and their success. We do the right thing even when it is hard. We face difficulty with courage and have the moral fortitude to act in accordance with our beliefs. While we do not always agree, we treat one another with kindness and respect.

EXCELLENCE: Tulsa needs and expects world-class public schools. We work hard together and expect a lot of one another because high standards produce exemplary knowledge, skills, abilities and mindsets. Achieving excellence means striving for it every moment of every day. It means sweating the small stuff while we focus on the big picture with determination and persistence.

TEAM: We care for one another, support the personal and professional development of one another, and work together to improve our community. Together we celebrate success, learn from struggles and invest in the development of our teams and team members. While we value our work together and invest mightily in it, we also honor and respect the commitments our team members have to their families and communities outside of work.

JOY: We love to have fun! Play is invaluable for students and adults alike. Joy at school and at work makes us more productive, because when we create, innovate and imagine, our motivation grows. At Tulsa Public Schools, we foster exuberant classrooms, schools and places of work where children and adults pursue their passions and are relentlessly curious. We want to ensure that everyone knows the excitement that comes from working deeply on a problem, task or concept and experiencing breakthrough moments.

PATHWAYS TO OPPORTUNITY

OUR BELIEFS

Our beliefs describe what we hold as inherent truths.

OUR STUDENTS CAN: Every child can learn. Every child has talent. Every child has value. Great education is demanding and engaging, structured and joyful, challenging and supportive. To succeed in a competitive world and to serve as the next generation of leaders, students must engage in their education, own their learning and feel accepted and supported in our schools.

OUR TEACHERS MAKE IT HAPPEN: Extraordinary teachers are the heart of successful schools. They must continually hone their craft and content knowledge to design engaging learning and facilitate success in every student. We require much of our teachers, and we must provide the conditions and work environments that promote professional satisfaction and student achievement. This means that our entire community must value, respect, and support teachers as the irreplaceable professionals they are.

OUR PRINCIPALS ARE KEY: Principals' responsibilities are strategic, vast and intense. As leaders, they must be visible, hire the right staff, cultivate talent, build relationships with families and communities, foster positive and safe school culture and ensure results. As such, the education service center must support principals' growth as instructional leaders and be their primary support system in strengthening the quality of teaching and learning in all classrooms.

OUR DISTRICT IS "ALL IN": Effective teams collaborate and continually assess and improve their service to schools. They attend to present needs while preparing for the future. This means our employees and board must work together, reflect, adjust, think ahead and innovate in service to powerful teaching and learning.

OUR COMMUNITY IS ESSENTIAL: Our children and schools need all of us—educators, families, and community partners. High quality schools are vital to the health of our community. We must engage our families and all of Tulsa by embracing transparency, holding ourselves accountable to high standards, proactively communicating and working as a team united in the success of every student.



WELCOMING FAMILIES

Welcome and value every family as their child's first, most important, and lifelong teachers



POWERFUL LITERACY

Powerful literacy that provides a lifetime of opportunity



HIGH SCHOOL EXPERIENCE

A rich, personalized, and real-world ready high school experience



CITY OF LEARNING

Tulsa as a city of learning and opportunity



HEALTHY SCHOOLS

Healthy schools in which students develop, achieve, and thrive



SKILLED TEAM

A skilled team that reflects our community and is deeply valued for their contributions

LANGUAGE AND CULTURAL SERVICES

PARENT NOTICE OF LANGUAGE ASSISTANCE SERVICES

At Tulsa Public Schools, we are committed to delivering high-quality, professional language assistance services—both oral interpretation and written translation—to ensure all families can actively participate in their child’s education and enable effective communication.

Interpretation and translation services are available **at no cost** to parents and guardians who may need language assistance, whether in speaking, reading, writing, or comprehending English.

If you need an interpreter for a spoken language or a translation of a school document, please contact the main office at your child’s school. School staff will first use site-based resources, such as an on-site or over-the-phone interpreter. If additional support is needed, they will contact the Language Assistance Services team.

INTERPRETATION PHONE LINES FOR PARENTS

Families also have direct access to interpreters over the phone when they need to contact their child’s school or a Tulsa Public Schools district office. Dedicated interpretation phone lines are available to parents who speak Spanish, Hmong, Marshallese, Pashto, Dari, and Arabic. To access an interpreter, parents need to dial the dedicated phone number for their language, and their call will be automatically connected to a professional interpreter who will stay on the line to support them throughout the entire call.

SPANISH LINE: (918) 387-8580

HMONG LINE: (918) 771-9617

PASHTO LINE: (918) 771-9382

DARI LINE: (918) 890-1439

MARSHALLESE LINE: (918) 228-4944

ARABIC LINE: (918) 818-3536

For any questions or concerns about translation or interpretation services in Tulsa Public Schools, please contact the Language Assistance Services team at **(918) 746-6730** or email LanguageAssistance@TulsaSchools.org.

INDIAN EDUCATION

Tulsa Public Schools provides culture and academic resources to pre-K-12th grade Indigenous students that are enrolled in the program. Eligibility for enrollment requires parent/guardian to complete a 506 form and provide tribal documentation to the Indian Education office. Records will remain on file as long as a student is enrolled in the district. Please contact IndianEd@TulsaSchools.org for any questions.

AT-HOME FAMILY ENGAGEMENT

SUCCESS IN THE CLASSROOM AND LIFE

There is no one more important in helping a child succeed than you. What you do at home can make a big difference in how your child performs in school.

- Attend conferences to find out how well your child is performing.
- Discuss the importance of going to school every day with your child.
- Make sure your child has a quiet place to study and that they complete all homework assignments.

YOU ARE YOUR CHILD'S GREATEST CHEERLEADER

Let your child know that school is important and that you are interested in their progress and...

- what they did at school.
- what homework must be finished for the next day.
- what needs to be done on future projects.

MATHEMATICS

- Review homework every day with your child to make sure assignments are completed. Ask your child to explain some of their math problems and how they solved them.
- Have your child help solve “real” mathematical problems as you play games, cook a meal, or prepare to do a home project.
- Show your child how math is used in everyday life, including cooking, shopping, making crafts, sewing or doing home repairs.
- Help your child read charts or graphs in newspapers and magazines. Read maps when going on family trips.

READING AND WRITING

- Listen to your child read. Read stories aloud to them.
- Talk about what you and your child are reading.
- Ask questions and discuss words that are new or difficult.
- Encourage your child to write lists, notes, journals, recipes, short stories and other types of writing used in everyday life.
- Talk with your child about writing assignments.
- Set a limit on the amount of time your child watches television or uses electronic devices.

NURTURING THE WHOLE CHILD

Supporting the whole child means addressing every aspect of a student's development academic, social, emotional, physical, and behavioral. Families are a child's first and most important teachers, especially in helping them build:

- Self-Awareness
- Self-Management
- Social Awareness
- Healthy Relationships
- Responsible Decision-Making

Children thrive when they experience consistent, supportive relationships at home, at school, and in the community. These connections help them feel safe, valued, and ready to learn. By working together, families and educators can create predictable, nurturing environments where every child is empowered to grow and succeed.

DISTRICT AND STATE ASSESSMENTS

Tulsa Public Schools students take a district assessment in the fall, winter, and spring. Elementary reading assessments provided three times per year meet the requirements outlined in SB1778 for the Strong Reader's Act. District assessments help measure student achievement and growth over time. Results provide teachers with information about students' individual academic strengths and areas for continued support. Teachers use assessment data to adjust instruction, monitor progress, and help students continue growing in their learning. Assessments also provide:

- An understanding of students' postsecondary readiness levels.
- An understanding of students' intervention needs.
- An understanding of how to best help students reach their goals.
- Academic data for magnet school applications.
- Individualized support for learners who need it and enrichment opportunities for students performing above grade level.

Students also take state-mandated assessments in grades 3rd-8 and 11th in the spring to determine their academic progress. You can support district and state assessments by:

PREPARING YOUR CHILD FOR THE ASSESSMENT

- Know when your child is taking the assessment.
- Discuss upcoming tests with your child and reassure them that test results provide useful information about what they know and what they still need to learn.
- Make sure your child attends school on testing days.
- Make sure your child gets a good night's sleep and has a nutritious breakfast.

MOTIVATING YOUR CHILD

- Explain why they are taking the assessment.
- Encourage them to do their best.
- Remind them to take their time.

CELEBRATING YOUR CHILD

- Congratulate them for giving their best effort at the end of the day.
- Let them know you are proud of them for persevering.



TEST SCORES

Learn how to check your student's state test scores at
TulsaSchools.org/TestScores

GRADES

POWERSCHOOL PARENT PORTAL

The Parent Portal keeps everyone connected – students stay on top of assignments, parents participate more fully in their students' progress, and teachers share important information. You can access the Parent Portal at TulsaSchools.org/Grades

Strong school and family partnerships are critical to students' academic, personal, and social success. We welcome our parents, guardians, and families to be involved with their child's schools as volunteers, advocates, and partners in education. We offer many programs and services to help meet the needs of students, parents, schools, and our community and to help our young people gain the tools they need to thrive within their educational journeys and beyond. Read the latest parent update at TulsaSchools.org/Update

If you don't have a parent portal account, please reach out to your child's school so they can assist you with getting it set up.

WEEKLY GRADE & ATTENDANCE EMAIL

We recognize that many parents have not set up their PowerSchool Parent Portal account but still need access to information about their student's progress. For this reason, parents who have not yet set up their accounts for parent portal with notifications enabled will receive weekly emails including attendance and grade summaries for each class. In addition, we will include information about how to set up your PowerSchool Parent Portal account, which is the best way to access complete attendance and academic details for your student.



GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS FOR TULSA PUBLIC SCHOOLS STUDENTS

In Oklahoma, students through cohort 2029 can earn a standard high school diploma using two different curriculum tracks: Core curriculum (2027, 2028, 2029) and College and Career Ready curriculum (2027, 2028, 2029).

All TPS students are automatically placed on the College and Career Ready (CCR) curriculum track when they enter high school. Schools will make every attempt to keep students on the CCR track. To place a student on the Core track, we require a meeting between the counselor and the parent/guardian, as well as signature(s) from the parent/guardian on the appropriate form that will be uploaded to the student's record in PowerSchool.

Beginning with cohort 2030, students will earn a standard high school diploma through one set of requirements outlined in HB3021. More information about those requirements can be found at TulsaSchools.org/2030Grad



REQUIREMENTS

For more information and a full list of graduation requirements, visit TulsaSchools.org/Requirements or contact your student's school counselor.

TO GRADUATE, STUDENTS MUST COMPLETE 23 ACADEMIC CREDITS AND 6 NON-ACADEMIC GRADUATION REQUIREMENTS.

Those 6 non-academic graduation requirements are:

1. The Oklahoma School Testing Program's College and Career Readiness Assessments (CCRA) in ELA and Math (ACT) and Science and U.S. History
2. Personal Financial Literacy (PFL)
3. CPR training (opt out form available)
4. Individual Career Academic Plan (ICAP) modules in each grade level, 9th-12th
5. U.S. Civics Knowledge Assessment (must pass with 60% or higher)
6. Complete and submit the FAFSA (opt out form available)

PARENTAL RIGHTS AND OPT-OUTS

In accordance with **Oklahoma Statute 25 O.S. § 2003**, parents have the right to withdraw their child from any class, activity, or program they find objectionable based on beliefs regarding sex, morality, or religion.

Please note: Withdrawing from a state-mandated course or assessment may affect a student's ability to advance grade levels or receive a high school diploma.

For Parent's Rights in Special Education see page 58.



ATTENDANCE



DID YOU KNOW?

Children can suffer academically even if they miss only one or two days of school per month.



ATTENDANCE MATTERS FOR PARENTS AND FAMILIES

Your child's daily, on-time attendance in school is critical to their academic and personal success. It is understandable that some challenges to your child's school attendance are unavoidable, such as an illness or a family emergency. However, it is important to understand the impact of absences from school, especially if they become frequent.

In Oklahoma, students who miss 10% or more of the school year are considered chronically absent. Chronic absenteeism not only affects learning but can also impact whether a student earns credit for their coursework. Oklahoma high schools require approximately 120 hours of instruction per course to receive credit. If a student misses too many class hours, they may not meet this requirement, even if they pass the course academically. Attending school every day is one of the best ways to stay on track for graduation.

TAKE ACTION TO HELP ELIMINATE CHRONIC ABSENTEEIS

Parents and families:

- Make getting to school on time every day a priority in your family.
- Talk with your child about the importance of school attendance from an early age and the negative effects of too many absences.
- When necessary, create a safe space for your child to share what is keeping them from participating in school on a regular basis. Communicate any concerns with your school's staff as soon as possible.
- Have a back-up plan for getting your child to school when there are difficulties with transportation, a family illness, or other challenges.
- Schedule appointments for after school hours whenever possible.
- Monitor school attendance to make sure your child is in class and on time every day.
- Contact your child's school to discuss supports and services that can help maintain regular school attendance.

SAFETY, SECURITY, & CONCERNS

SEE. HEAR. SHARE. REPORT A SAFETY CONCERN

At Tulsa Public Schools, student safety is everyone's responsibility. If you or your child see or hear anything that could make a school unsafe, please report it right away: Tell a trusted adult at school. Call: **(918) 480-SAFE**, Text: **480SAFE**, Go online: **[TulsaSchools.org/Report](https://tulsaschools.org/Report)**

WHAT TO REPORT:

- Weapons or drugs
- Bullying or harassment
- Threats or fights
- Vandalism
- Suicide risk or self-harm
- Abuse or neglect
- Any behavior that feels unsafe

STAY INFORMED:

Text "Y" or "Yes" to **67587** to receive important weather alerts and safety updates from the district.

CONCERNED ABOUT BULLYING?

Review our policies here: **[TulsaSchools.org/Policies](https://tulsaschools.org/Policies)**

- **Policy 2119:** Bullying Prevention & Intervention
- **Policy 2119-R:** Bullying Response Procedures

Together, we can help make every school safe and welcoming.

EMERGENCY PREPAREDNESS

Being prepared for emergencies is important to Tulsa Public Schools. The district's Safe Schools Plan, as required by **Oklahoma Title 70§23-100 and 24-100.5**, requires every school to have a Safe School Committee and a Healthy and Fit Committee. The committees may include teachers, parents, students, administrators, health care professionals, community members, law enforcement, citizens, clergy and non-profit health organizations.

EACH SCHOOL'S EMERGENCY MANAGEMENT PLAN IS REVIEWED AND REVISED ANNUALLY AND AFTER EACH EMERGENCY.

TPS Board Policy 7307 requires schools to have emergency plans for fires, bomb threats, suicide intervention, tornadic/severe weather, intruder on campus/lockdown, student endangerment, child abuse, accident/serious illness, student runaway, abduction and atmospheric chemical release.

FREQUENTLY ASKED QUESTIONS

HOW DOES TULSA PUBLIC SCHOOLS RESPOND IN THE CASE OF AN EMERGENCY?

When an emergency occurs, there are three possible plans of action:

1. **EARLY RELEASE PLAN:** Returns students to their homes as quickly and safely as possible. Each school maintains information for emergency contacts for each child. It is very important that parents and legal guardians inform the school when emergency contact information changes.
2. **SHELTER IN PLACE PLAN:** Keeps students in their buildings. Specific areas within each building are identified as safety zones. The shelter plan may include a secure status designation for the school. In this case, students remain in their classroom until otherwise notified. Students in buildings who are not in a classroom will be escorted by staff to supervised areas and remain there until otherwise notified. No one will be allowed to enter or leave the school for any reason.
3. **EVACUATION PLAN:** Requires that all building occupants exit the building and go to a previously identified, safe alternate location. Evacuation may mean only going outside and away from the building until an all-clear signal is given. In some circumstances, students and staff may need to be transported and housed temporarily in another location.

For more information about Tulsa Public Schools' standard response protocols, visit **<https://iloveugays.org/The-Standard-Response-Protocol.html>**

HOW WILL I KNOW WHERE TO PICK UP MY CHILD IF A SCHOOL IS EVACUATED?

In the event students must be moved to an alternate location, the school will use a number of communication tools to advise parents.

Schools have several alternative locations, depending on the severity of the emergency and the number of school buildings involved.

SAFETY, SECURITY, & CONCERNS

Police, fire, county and state authorities know of the alternate locations for each school. For security reasons TPS does not disclose alternate locations until an actual emergency occurs.

DOES TULSA PUBLIC SCHOOLS HAVE EMERGENCY PRACTICE DRILLS?

Oklahoma law requires schools to have a minimum of two lock down drills each school year and two fire drills each semester. The first fire drill is conducted in the first 15 days of each semester.

Emergency drills are conducted at various times during the school day so students and staff can practice what to do regardless of where they are or what they are doing. Additional drills and simulations may be conducted several times throughout the year.

SHOULD I PICK UP MY CHILD AT SCHOOL DURING AN EMERGENCY?

NO. While every guardian's instinct in an emergency is to go to the school to safeguard their child, doing so may interfere with the school's ability to effectively respond to the situation. We strongly encourage parents NOT to come to the school during an emergency unless directed to do so by the district. In most cases, school district administration and district and local emergency responders are the only individuals allowed to enter or leave campus or buildings during emergencies.

In the event of an emergency, school staff will work to ensure the safety of students. In a fast-moving situation that requires careful coordination and communication, extra vehicles and visitors to the school make the task of keeping track of students much more difficult.

WHAT PROVISIONS ARE MADE DURING EMERGENCIES FOR STUDENTS WITH DISABILITIES?

Contact your school for the plan of action that includes evacuation of students or staff who have special needs.

WHERE SHOULD I GET ACCURATE INFORMATION DURING A SCHOOL EMERGENCY?

It is critical that parents and guardians update their contact information at their child's school site. The district will use every communication method available to keep you up-to-date during an emergency. These may include:

- Tulsa Public Schools website (www.tulsaschools.org) or your school site's webpage (updates are posted on

the home page);

- Email, text or phone call from the district's message system using each student's emergency contact information;
- www.facebook.com/TulsaPublicSchools; or
- Talking Points

In emergency situations look for official Tulsa Public Schools statements. Do not assume other posts that are not official sources of information are accurate. Be sure to only use official channels for information during emergencies.

Major local media and their websites will carry public information about certain emergency situations. Be sure to listen carefully for official announcements from Tulsa Public Schools. In situations that impact the safety of a significant number of students, the media will be kept up to date on developments and will be asked to broadcast emergency information.

WHAT CAN I DO TO PLAN AHEAD?

The three most important things a parent or guardian can do to prepare are:

1. Make certain your child's school has up to date emergency and current contact information.
2. Talk with your child about the importance of following the instructions of their school's staff during emergencies.
3. Periodically review with your child alternative arrangements in case you cannot be reached in an emergency.

SAFETY, SECURITY, & CONCERNS

CONTACT NUMBERS FOR SCHOOL RELATED CONCERNS

Safety Hotline for Reporting Incidents.....	(918)480-7233
Student and Family Support Services.....	(918)746-6287
Social Services and Mental Health Services.....	(918)746-6364
Homeless Education.....	(918)746-6241
Health and Wellness.....	(918)746-6364
Parenting or Expecting Students.....	(918)746-6307
Parent Resource Center.....	(918)746-9665
Suspensions, Bans, Appeals.....	(918)746-6457
Special Education.....	(918)746-7575
Curriculum.....	(918)925-1100
Student Records.....	(918)746-7500
Before and After Care.....	(918)833-9571
Indian Education.....	(918)833-8360



HEALTH ISSUES

HOW CAN I HELP MAKE MY CHILD'S SCHOOL A HEALTHY PLACE TO LEARN?

To help keep your child and their school community safe and healthy, please notify the school nurse or health assistant if any of the following apply:

- Your child has specific medical needs, physical limitations, restrictions, or health concerns identified by a doctor, dentist, or other licensed healthcare provider.
- Your child has had any immunizations, boosters, exemptions, or health-related restrictions; provide official documentation from your healthcare provider as required by Oklahoma law.
- Your child has vision changes or requires accommodations based on an eye exam.
- Your child takes any medications at home or at school, whether prescription or over-the-counter (*e.g., allergy medicine, asthma inhalers, etc.*). Please complete the required medication authorization forms through the school nurse.
- Call the school office each day your child is absent due to illness. If your child is out for three or more consecutive days, a note from a healthcare provider may be requested to return.
- Keep the school updated with a current phone number and emergency contact so we can reach someone responsible for your child's care in case of an emergency.
- If you have any questions or concerns about your child's health at school, please contact the school health clinic or nurse directly.

WHEN SHOULD I KEEP A SICK CHILD HOME FROM SCHOOL?

General guidelines on when to keep your child home: [TulsaSchools.org/HealthGuidelines](https://tulsaschools.org/HealthGuidelines)

- If your child's temperature is 100.4 degrees or higher, the Centers for Disease Control recommends you keep your child home until 24 hours after the fever is gone (*without the use of medications*).
- A child with a severe cough, sore throat, runny or stuffy nose, chills, or headache with a fever should stay at home and possibly see a doctor.
- If your child has two episodes of diarrhea and/or vomiting, keep them at home until 24 hours after the last episode (*without medication*).
- If you have concerns about your child's health, call your healthcare professional.

SHOULD MY CHILD GO TO SCHOOL IF OTHER CHILDREN ARE SICK?

It is not unusual for children to get sick during school. It is up to you to decide whether to send your child to school. You might want to check with your doctor, especially if your child has other health problems.

HEALTH ISSUES

WHAT SHOULD I DO DURING FLU SEASON (OCTOBER THROUGH MAY)?

According to the CDC, the flu (*influenza*) is an infectious illness of the nose, throat and lungs that is caused by the influenza virus. Most people with the flu feel better after about a week of serious illness.

A flu vaccine is the best way to protect against the flu. Flu shots can be given to children six months and older. Nasal spray vaccines can be given to healthy children two years and older. Children under five years old who have had wheezing in the past year, or any child with chronic health problems should get the flu shot.

Most people with the flu feel tired and have a fever, headache, dry cough, sore throat, runny or stuffy nose and sore muscles. Some people, especially children, may also have upset stomachs and diarrhea. A cough can last two or more weeks. Call or take your child to a doctor right away if they:

- Have a high fever or fever that lasts a long time
- Have trouble breathing or breathes fast
- Have skin that looks blue
- Signs of dehydration (*hasn't been drinking fluids, dry mouth, little or no urination*)
- Severe nausea and/or vomiting
- Confused, will not wake up, does not want to be held, or has seizures (*uncontrollable shaking*)
- Gets better but then worsens again; or has other conditions (*like heart or lung disease, diabetes*) that get worse
- Rash that looks like red/purple freckles



Tulsa Health Department
(918) 582-9355
www.Tulsa-Health.org

Tulsa Public Schools Health and Wellness
(918) 746-6364
tulaschools.org/health

TPS partners with the Tulsa Health Department and Oklahoma Caring Van to offer free flu vaccines at various school sites for students who qualify.

HEALTH ISSUES

WHAT HAPPENS IF HEAD LICE OR BED BUGS ARE REPORTED AT MY CHILD'S SCHOOL?

Lice can be found on persons of any age, race, gender or socioeconomic class. Having head lice is not an indication of insufficient hygiene or poor living conditions. Lice do not jump or fly. They crawl from one person to another or use an object as a transmission vehicle.

As advised by the Oklahoma Health Department, TPS uses the following protocol, which focuses on prevention and treatment of identified cases.

HEAD LICE SCREENINGS

Classrooms may be screened when a case is identified. Siblings and other students residing in the residence of an affected student are also screened, regardless of the Tulsa Public Schools site.

BED BUGS

Bed bugs are usually active at night when people sleep. They are usually not seen during daylight hours. Although bed bugs are becoming a very common problem, they are not known to transmit diseases. The home of any person can be infested by bed bugs, regardless of gender, race or economic status. If a suspected bed bug is found on a student, the following protocol will be followed:

1. The student will not be sent home. The parent, legal guardian or person responsible for the student's care will be notified.
2. The student will temporarily be removed from the classroom. An inspection of clothing, belongings, etc. will be done in a confidential and private area.
3. There will be positive identification of the bug by a pest management company. If positive identification, appropriate actions will be taken as outlined in the TPS Bed Bug Protocol.
4. The Bed Bug Protocol has helpful suggestions for the home when bed bugs are suspected or present.

The TPS protocol on head lice screenings and bed bugs can be found on the TPS Health & Wellness website at [TulsaSchools.org/HealthGuidelines](https://tulsaschools.org/HealthGuidelines). You can also contact your child's school health clinic or TPS Health and Wellness at (918) 746-6364.

HEALTH QUESTIONS?

Contact your child's school health clinic, TPS Health and Wellness Department at (918) 746-6364 or Tulsa Health Department at 918- 582-WELL(9355).

HEALTH ISSUES



MENTAL HEALTH RELATED SERVICES

Mental health services are an important part of helping students and families stay well. If your family would like a referral to a Tulsa Public Schools Approved Mental Health Services Partner, please contact your child's school. School staff can help connect you to the agency that best fits your needs.

In many cases, agencies provide an initial assessment or screening at no cost to families. The criteria for a free assessment may vary by agency.

To explore agencies directly, visit the list of Approved Mental Health Services Partners at:

TulsaSchools.org/HealthPartners

For more details about mental health services and school-based support:

- School-Community Mental Health Protocol & Partnership Guidance:
TulsaSchools.org/Guidance
- Confidential Crisis Intervention Protocol/Report:
TulsaSchools.org/Protocol
- Information for stakeholders:
TulsaSchools.org/Stakeholders

If you or someone you know is experiencing a mental health crisis, help is available 24/7:

- Call or text **988** or chat at 988lifeline.org
- Call COPES (Community Outreach Psychiatric Emergency Services) anytime at **(918) 744-4800** for free, local crisis response.

HEALTH ISSUES

MENTAL HEALTH ASSESSMENT PROVIDERS

***Please note:** TPS approved Mental Health Providers may vary throughout the year.

A New Way	(918)599-7277	https://anewwaycenter.com/
Anchored Behavioral Health Consulting	(918)295-5055	https://www.anchoredbhc.com/
Betty Jackson Counseling Services	(918)902-5348	https://bettyjacksoncounselingservices.com/
Counseling and Recovery Services	(918)492-2554	https://www.crsok.org/
CREOKS Behavioral Health Services	(877)327-3657	https://www.creoks.org/
DaySpring Community Services, Inc.	(918)712-0859	https://pfh.org/locations-details?q=3015+e+skelly+dr.+suite+103
Domestic Violence Intervention Services, Inc.	(918)743-5763	https://dvis.org/
Essence of Life counseling Services, LLC	(539)743-5763	https://www.eolcs.org/index.html
Family and Children's Services	(918)587-9471	https://www.fcsok.org/
Flow Counseling Services, LLC	(918)378-0171	N/A
Gilead Counseling Center	(918)600-2966	https://www.gileadcounselingcenter.com/
Grand Mental Health	(844)458-2100	https://www.grandmh.com/
Improving Lives Counseling Services, Inc.	(918)268-7365	https://improvinglivescounseling.com/counseling-tulsa-ok/
Mental Health Association of Oklahoma	(918)585-1213	https://mhaok.org/
Morton Comprehensive Health Services, Inc.	(918)295-6185	https://www.mortonhealth.com/
Overcross Counseling	(539)202-7898	https://www.overcrosscounseling.com/
Palmer Continuum of Care	(918)832-7763	https://palmer-tulsa.org/
Parent Child Center of Tulsa	(918)599-7999	https://www.parentchildcenter.org/
Restorative Justice Institute of Oklahoma	(918)236-5719	https://www.restorativejusticeok.org/
Sassin & Associates	(918)949-4430	N/A
SYD-LYFE Counseling Services, LLC	(918)949-4212	https://www.sydlyfe.com/
Therapeutic Life Choices	(918)406-3420	https://therapeuticlifechoices.com/
Tristesse - The Grief Center of Tulsa	(918)587-1200	https://www.thegriefcenter.org/
Youth Services of Tulsa	(918)582-0061	https://www.yst.org/

HEALTH ISSUES

WHAT IMMUNIZATIONS DOES MY CHILD NEED FOR THE 2026-2027 SCHOOL YEAR?

Oklahoma law requires that all children enrolled at a public or private school must have documentation of the required immunizations or an exemption on file in order to attend school, preschool, or childcare, including those attending an alternative school, vocational technical school or virtual school. The immunization records must be on file at the school, preschool or childcare on or before the first day of attendance.

Immunizations help to prevent or lessen the severity of certain diseases and many health experts believe they are the key to promoting a healthier community. The Tulsa Health Department provides childhood immunizations following the CDC's recommended childhood and adolescent immunization schedule. All children 2 months of age and older must present an immunization record or file for an exemption before they are allowed to attend childcare or school in Oklahoma.

More information regarding immunization exemptions from the Oklahoma State Department of Health can be found at: TulsaSchools.org/Health

If you have questions about immunizations, contact your child's school health clinic; TPS Health and Wellness at **(918) 746-6364** or Tulsa Health Department at **918-582-WELL(9355)**.



HEALTH ISSUES

REQUIRED IMMUNIZATION DOSES FOR THE 2025-2026 SCHOOL YEAR

CHILD CARE

Up to date for age

Required

- 4 DTaP (diphtheria, tetanus, pertussis)
- 1-4 PCV (pneumococcal)
- 1-4 Hib (Haemophilus influenza type B)
- 1 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)
- 3 IPV (polio)
- 2 Hep A (hepatitis A)
- 3 Hep B (hepatitis B)

Recommended

- Seasonal influenza (flu)

PRESCHOOL / PRE-K

Required

- 4 DTaP (diphtheria, tetanus, pertussis)
- 1 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)
- 3 IPV (polio)
- 2 Hep A (hepatitis A)
- 3 Hep B (hepatitis B)

Recommended

- Seasonal influenza (flu)
- 2nd varicella at 4 years old
- Polio on or after 4th birthday

KINDERGARTEN – 6TH

Required

- 5 DTaP (diphtheria, tetanus, pertussis)
- 2 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)
- 4 IPV (polio)
- 2 Hep A (hepatitis A)
- 3 Hep B (hepatitis B)

Recommended

- Seasonal influenza (flu)
- 2nd varicella at 4 years old
- Polio on or after 4th birthday

7TH – 12TH

Required

- 1 Tdap (tetanus, diphtheria, pertussis)
- 5 DTaP (diphtheria, tetanus, pertussis)
- 2 MMR (measles, mumps, rubella)
- 1 Varicella (chickenpox)
- 4 IPV (polio)
- 2 Hep A (hepatitis A)
- 3 Hep B (hepatitis B)

Recommended

- Seasonal influenza (flu)
- 2-3 HPV (human papillomavirus)
- 1-2 MCV4 (meningococcal ACWY)
- 2-3 Men B (meningococcal serotype B)

BEHAVIOR RESPONSE PLAN OVERVIEW

The Behavior Response Plan is focused on the well-being and success of our students and schools through fostering safe, supportive, joyful learning environments and a student culture of care and respect. Our approach is based on building, maintaining, and restoring relationships in the school community. This plan is reviewed annually by the Student and Family Support Services department, the Tulsa Classroom Teachers Association, Tulsa Association of Elementary School Principals, & Tulsa Association of Secondary School Principals.

APPLICABILITY

These policies, rules, regulations, and procedures published in this booklet apply to the following:

- On school property – immediately before and after school hours as well as during the school day without regard to whether adults are present.
- On athletic fields, on school buses, in areas immediately adjacent to the school and in all other places where school functions occur or where school activities take place.
- Throughout the course of any school field trip or other officially sponsored school activity.
- Off-campus conduct where the student's continued attendance at school is a threat or would have an adverse impact on order, discipline, or the educational process.

See also **TPS School Board Policy 1202**, Authority in the Absence of Policy at [TulsaSchools.org/Policy1202](https://tulsaschools.org/Policy1202)

EXPECTATIONS FOR STUDENT BEHAVIOR IN TULSA PUBLIC SCHOOLS

At Tulsa Public Schools, our behavioral expectations are grounded in our belief that all students deserve a safe, and supportive environment where they can thrive academically and socially.

Students are expected to:

- Show respect for themselves, others, and the school community.
- Engage in learning with curiosity and responsibility.
- Resolve conflict peacefully and seek help when needed.
- Follow school expectations while developing the skills to manage emotions and make positive choices.
- Take care of personal hygiene and follow the school uniform or dress code policy.
- Contribute to a learning environment that values empathy, accountability, and growth.

Our approach to discipline emphasizes prevention, support, and accountability. Teachers may refer students to a designated authority if behavior disrupts learning, and principals may recommend changes in placement when necessary. However, our first response is to understand the root of the behavior and work collaboratively toward positive outcomes.

Corporal punishment is strictly prohibited. No student will be subject to corporal punishment by teachers, administrators, students, or other school personnel.

Physical restraint may only be used when a student's behavior poses an imminent danger of serious physical harm to self or others, and it is used as a last resort when less restrictive interventions have failed or are determined to be ineffective. It must be reasonable, proportionate, and limited to the minimum amount of time necessary to protect the student or others from harm.

This Behavior Response Plan (BRP) is intended to guide school responses to student behavior but cannot address every possible situation that may arise in our diverse and dynamic school environments.

Administrators may need to apply interventions or disciplinary actions not explicitly outlined in this plan, based on the specific circumstances.

The selection of appropriate responses will consider several factors, including the nature, context, and severity of the behavior. In many cases, primary responses or school-based interventions may be most appropriate. In others, a combination of district-level disciplinary actions and student supports may be necessary.

BEHAVIOR RESPONSE PLAN - PRE-KINDERGARTEN

Tulsa Public Schools will provide a comprehensive student support program including guidance services, opportunities for restorative practices, conflict mediation, and student engagement opportunities. Each school has an intervention system in place for early identification of students in need of intervention and/or support services.

- Short term suspension is defined as 10 days or less
- Long term suspension is defined as 11 days or more
- Students in pre-K and kindergarten will not receive suspensions of more than 5 consecutive days at a time

Level 100

Level 100 – Persistent Challenging Behaviors: Classroom Managed Behaviors		
PK101: Disruption	Student displays a difficulty regulating their emotions. Examples may be crying, yelling, dropping to the floor. Consequence Focus: Co-regulation, teaching self-regulation skills Teach: • Emotion labeling • Calm-down strategies • How to request help or ask for a break	Supports: Tier 1: Calm-down spaces, feelings chart Tier 2: Small-group SEL, check-in/check-out Tier 3: Individual regulation/support plan Responses: • Ignore minor behaviors when safe • Calm presence and co-regulation • Delay attention until student is calm • Short break from activity if overstimulated • Parent involved response and support in collaboration with the school team.
PK102: Verbal Aggression/ Harassment/Teasing	Student uses unkind or unsafe language. Examples may be name-calling, threats, mean words. Verbal and non-verbal profanity.	Supports: Tier 1: Kind words lessons, modeling Tier 2: Social skills groups, role-play

	Consequence Focus: Immediate correction, modeling, repairing harm Teach: • Kind words vs hurtful words • Social scripts • Empathy and role-play	Tier 3: Individual regulation/support plan Responses: • Immediate correction (“We use kind words”) • Model appropriate language • Repair harm (kind words, drawing for peer) • Loss of group privilege briefly if behavior continues • Parent involved response and support in collaboration with the school team.
PK103: Non-Compliance/Defiance	Student chooses not to comply with classroom and/or school expectations. Examples may be tantrums, refusal to follow directions, verbal or non-verbal adherence to expectations. Consequence Focus: Follow-through, consistency, teaching expectations Teach: • Following directions practice • Transition warning • Visual schedules	Supports: Tier 1: Visual schedules, choices Tier 2: First-then strategies, task chunking Tier 3: Individual regulation/support plan Responses: • Offer limited choices • Use first-then language • Follow through calmly on expectation • Brief loss of preferred activity if refusal continues • Parent involved response and support in collaboration with the school team.

Level 200

Level 200 – Safety-Related Behaviors		
*PK201: Physical Aggression	Student displays physical aggression or unsafe body use towards peers or others. Examples may be hitting, kicking, biting, pushing or targeted throwing of objects of significant size with intent to harm. Consequence Focus: Immediate safety, guided repair, teaching safe alternatives Teach: • “Hands are for helping” • Use words, gestures, or visuals to express feelings • Practice safe body choices during calm times	Supports: Tier 1: Teach “safe hands,” model gentle touch, visual rules (e.g. Second-Step, etc.) Tier 2: Increased supervision, social-emotional small groups, behavior modeling (e.g Behavior academies,) Tier 3: Individual Behavior Support Plan, functional behavior assessment, possible safety plan Responses: • Immediate physical separation using calm, neutral language • Remove from situation to a calm-down space with adult support (not isolation) • Loss of access to the activity where aggression occurred (short duration) • Guided repair once calm (apology, helping peer, gentle touch practice) • Parent involved response and support in collaboration with the school team. • Reverse suspensions
*PK203: Eloping (Running Away)	Student displays unsafe movement and/or leaving the supervised area. Examples running from line, classroom, or adult.	Supports: Tier 1: Transition routines, stop/wait cues Tier 2: Assigned adult proximity, movement breaks Tier 3: Safety plan, environmental modifications

	Consequence Focus: Immediate retrieval, loss of independent transitions, practice safe movement Teach: • Stop/wait cues • Staying with the group • Asking for help or a break	Responses: • Immediate retrieval & close supervision • Restricted movement temporarily (hand-holding, proximity to adult) • Loss of independent transition privileges • Practice walking safely with adult support • Parent involved response and support in collaboration with the school team. • Reverse suspensions
PK204: Property Damage	Student exhibits unsafe use of materials. Examples may be throwing toys, breaking items, overturning furniture. Consequence Focus: Removal of unsafe materials, repair, redirection Teach: • Gentle hands • What items are for throwing • Expressing frustration appropriately	Supports: Tier 1: Explicit teaching of material use Tier 2: Structured access, adult-guided play Tier 3: Individualized supports, sensory alternatives Responses: • Remove unsafe objects immediately • Help clean up or fix when calm • Temporary loss of access to damaged materials • Redirection to safe alternatives • Parent involved response and support in collaboration with the school team. • Reverse suspensions

** Severe behavior infractions may be considered and reviewed by the principal and School Leadership Director for possible suspension.*

BEHAVIOR RESPONSE PLAN - ELEMENTARY

Tulsa Public Schools will provide a comprehensive student support program including guidance services, opportunities for restorative practices, conflict mediation, and student engagement opportunities. Each school has an intervention system in place for early identification of students in need of intervention and/or support services.

- Short term suspension is defined as 10 days or less
- Long term suspension is defined as 11 days or more
- Students in pre-K and kindergarten will not receive suspensions of more than 5 consecutive days at a time

Repeated or persistent violation of Level 100 infractions can result in Level 200 or Level 300 disciplinary responses and interventions when Level 100 interventions are not effective.

Level 100 Infractions

Level 100 Infractions are minor, lower-level incidents that are addressed through teacher-led, classroom-based strategies. While ordinarily not managed through the office, Level 100 codes may also be used by other school personnel to document and address minor behaviors that occur in common areas. Teachers are encouraged to use positive behavior supports and interventions to help students correct behavior and remain engaged in learning.

Level 100 infractions	Range of disciplinary responses and interventions
101: Inappropriate dress	• Verbal reminders • Positive reinforcement chart • Student conference • Time out • Student-teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Removal from class
102: Inappropriate personal property (including cell phones)	
103: Gang symbols	
104: Tardiness	
105: Gambling	

106: Insubordination	• Review of school's rules and policies • Academic penalties
107: Verbal or non-verbal profanity	
108: Disrespect	
109: Failure to follow classroom rules	
110: Academic dishonesty/cheating	
112: Truancy	

Level 200 Infractions

Administrators or Deans will most likely be involved. However, classroom interventions may also be utilized. Schools are expected to use a range of interventions and supports before considering out-of-school suspension, unless the infraction is more severe in nature. Disciplinary responses can range from a warning to restorative practices, behavior plans, or a short-term suspension (10 days or fewer). The specific response will depend on the circumstances of the incident and the needs of the student. If Level 200 infractions become chronic, more intensive Level 300 interventions and responses may be considered.

Level 200 infractions	Range of disciplinary responses and interventions
201: Inappropriate use of technology/computers (not cell phones) See page 49	• Verbal reminders • Positive reinforcement chart • Time out • Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Removal from class by teacher (student goes to buddy teacher) or AET if available • Student Success Plan and/or Behavior Intervention Plan • Mental Health Referral • Nicotine Awareness Class • Short term out of school suspension Students shall not receive out-of-school suspension for AI-related violations. Interventions will include instruction and reflection activities related to responsible technology use, academic integrity, digital citizenship, intellectual ownership, and the appropriate use of AI. Repeated infractions may lead to initiation of SOAR Academy referral. Each referral is reviewed by the District Review Committee. SOAR Academy is a short-cycle intervention program embedded within an elementary school that provides targeted therapeutic and behavioral supports in a structured environment. Students remain connected to
203: Smoking, vaping, or use of smokeless tobacco or e- cigarettes.	
204: Skipping or cutting class	
205: Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations; Campus Police notification required for gang activity.	
206: Conspiracy	
207: Possession of stolen property (minor); School may notify Campus Police	
208: Petit larceny (theft <\$1000); School may notify Campus Police	
209: Extortion; School may notify Campus Police	
210: Unacceptable physical contact	

213: Failure to follow bus rules/regulations; revocation of bus privileges may be made by the Principal or Director of Transportation. Decision is not appealable	their home school while receiving intensive support, progress monitoring, and individualized interventions from a specialized team of educators and support staff. <i>See above for range of disciplinary responses</i>
214: Disruptive conduct (Includes cell phones and social media)	
216: Failure to identify	
218: Leaving campus without permission	
219: Intimidation or threatening behavior (see level 300; code 315 for discriminatory harassment) single incident	
220: Refusal to serve minor sanctions	
221: False reporting of bullying, intimidation, or harassment	
222: Inappropriate public displays of affection	

Level 300 Infractions

Level 300 behaviors are more serious violations that require both interventions and disciplinary responses. School Administrator and/or Deans will be involved. Schools will apply appropriate supports while also addressing the behavior with consequences that may range from in-school disciplinary actions to long-term suspension, depending on the severity of the incident. The specific response will be based on the details of the situation, the student's needs, and their prior behavior.

Parent/guardian conference is required for all 300 level infractions.

Level 300 infractions	Range of disciplinary responses and interventions
300: Fighting	• Student conference • Student/teacher conference • Parent/guardian conference required • Team conference • Restorative conference • In school disciplinary action • Mental Health Referral REQUIRED for substance use, misuse, or abuse. • Student Success Plan, No Contact Contract • Behavior Intervention Plan • Short term suspension • Repeated infraction may lead to initiation of SOAR Academy referral • Long term suspension (not to exceed 45 days) based on totality of the circumstances and repetition of the behavior • If the misconduct is sexual in nature, school and district staff must consult with the Human Rights/Title IX Coordinator before any short or long-term out of school suspension to ensure federally required procedures are followed. Schools are required to develop a re-entry plan for any student returning from a long-term
301: Possession of mace, chemical agents or similar materials or devices; Immediate Campus Police notification required	
302: Disorderly conduct	
303: Forgery or falsification of information	
304: Falsely reporting a crime; Campus Police notification required	
305: Verbal abuse of staff	
306: Abusive behavior toward school personnel; Staff should not block egress unless to protect the health and safety of others. Should evidence indicate that staff incited	

the student's behavior, counseling will be the extent of the consequences for the student; Campus Police notification required	suspension. This plan ensures a smooth and supportive transition back to the learning environment. As part of the re-entry process, schools may need to implement a Safety plan, Student Success Plan, a Behavior Intervention Plan (BIP), or a referral for a Child Study Team to address the student's academic, social, emotional, and behavioral needs. Repeated infractions may lead to initiation of SOAR Academy referral. Each referral is reviewed by the District Review Committee. SOAR Academy is a short-cycle intervention program embedded within an elementary school that provides targeted therapeutic and behavioral supports in a structured environment. Students remain connected to their home school while receiving intensive support, progress monitoring, and individualized interventions from a specialized team of educators and support staff.
307: Trespassing (including during suspension) Immediate Campus Police notification required	
308: Failure to permit a lawful search or inspection by a school official (School Board Policy 2602 and 2602R) Immediate Campus Police notification required	
309: Inappropriate use of Cell Phone	
310: Theft or receipt of stolen property; Campus Police notification required	
311: Breaking and entering/vandalism (\$500+); Campus Police notification required	
312: Grand larceny (Theft >\$1000); Campus Police notification required	
313: Use, possession of alcohol, drugs or drug paraphernalia; or	

under the influence of alcohol and or drugs. Campus police notification is discretionary; School will provide referral for screening and counseling	<i>See above for range of disciplinary responses</i>
314: Assault	
315: Discriminatory harassment; Contact Title IX Coordinator before proceeding.	
316: Misconduct based on sex or gender; Contact Title IX Coordinator before proceeding.	
317: Consensual sexual misconduct	
318: Title IX sexual harassment; contact Title IX Coordinator immediately before proceeding.	
319: Bullying/cyberbullying (documented investigation required) See page 53. See Board Policy 2119 and 2119-R. School officials must complete bullying investigation. School may notify Campus Police	<i>See above for range of disciplinary responses</i>
320: Physical aggression	

Level 400 Infractions

Level 400 Infractions are the most serious violations of the district's code of conduct and involve threats to safety, significant disruption, or illegal activity. These incidents require both disciplinary consequences and appropriate interventions, which may include short-term or long-term suspension. The school's response will depend on the severity of the incident and the specific circumstances involved. A parent teacher conference is required and the school may also be required to contact Campus Police.

Some Level 400 behaviors may also result in criminal consequences, which are not under the school's discretion.

Level 400 infractions	Range of disciplinary responses and interventions
401: Robbery	Administration may refer to level 200 or level 300 responses and interventions when warranted by circumstances of the infraction • Parent/guardian conference required • In school disciplinary action • Weapon report • Short term out of school suspension based on the totality of the circumstances • Long term out of school suspension based on the totality of the circumstances • Student Success Plan, Behavior Intervention Plan, Re-Entry Plan • If the misconduct is sexual in nature, school and district staff must consult with the Human Rights/Title IX Coordinator before any short or long-term out of school suspension to ensure federally required procedures are followed. The Department of Human Services must be contacted when staff has direct knowledge or reasonable suspicion of child abuse and/or neglect. • Threat Assessment
402: Possession of weapon(s) or facsimile; Weapon report required for all weapons	
403: Arson; Fire Marshall notification required; Campus Police notification required	
404: Inciting a riot	
405: Threat with a dangerous weapon; Weapon report required	
407: Battery	
408: Assault or battery on staff School Employee Assault form Required	

409: Threat with intent to kill; Threat assessment required	Schools are required to develop a re-entry plan for any student returning from a long-term suspension. This plan ensures a smooth and supportive transition back to the learning environment. As part of the re-entry process, schools may need to implement a Student Success Plan, a Behavior Intervention Plan (BIP), or a referral for a Child Study Team to address the student's academic, social, emotional, and behavioral needs. Repeated infractions may lead to initiation of SOAR Academy referral. Each referral is reviewed by the District Review Committee. SOAR Academy is a short-cycle intervention program embedded within an elementary school that provides targeted therapeutic and behavioral supports in a structured environment. Students remain connected to their home school while receiving intensive support, progress monitoring, and individualized interventions from a specialized team of educators and support staff.
410: Aggravated assault and battery; Medical documentation required	
411: Off campus conduct	
412: Fighting/battery or riotous behavior at an extra-curricular activity	
413: Reckless vehicle use	
414: False alarms and 911 calls; Fire Marshall notification required; Campus Police notification required	
415: Shooting of fireworks; Fire Marshall notification required; Campus Police notification required	
416: Possession and/or use of explosives	
417: Disregard for health or safety not otherwise defined	

418: Possession of firearm; mandatory suspension for a minimum of one (1) calendar year; Campus Police notification required; Weapon report required	<i>See above for range of disciplinary responses</i>
419: Sexual related offenses; Contact Title IX Coordinator; documented investigation required)	
420: Drug/alcohol sale or distribution; Campus Police notification required	<i>Referral required for mental health supports for substance use, misuse and abuse</i>

Oklahoma School Protection Act: No student enrolled in a school shall assault, attempt to cause physical bodily injury, or act in a manner that could reasonably cause bodily injury to an education employee or a person who is volunteering for the school. Any student grades six (6) through 12 who violates the provisions of this section shall be subject to out of school suspension as provided for in Section 24-101.3 of Title 70 of the Oklahoma Statutes. This section shall be in addition to and does not limit the criminal liability of a person who causes or commits an assault, battery, or assault and battery upon a school employee as provided for in Section 650.7 of Title 21 of the Oklahoma Statutes. 70 O.S.§6-149.7, School Protection Act.

The Superintendent or their designee reserves the right to review and/or modify any long-term suspensions and make recommendations for alternative to suspension programs, including prior to an appeal.

BEHAVIOR RESPONSE PLAN - SECONDARY

Tulsa Public Schools will provide a comprehensive student support program including guidance services, opportunities for restorative practices, conflict mediation, and student engagement opportunities. Each school has an intervention system in place for early identification of students in need of intervention and/or support Services.

- Short term suspension is defined as 10 days or less
- Long term suspension is defined as 11 days or more

Repeated or persistent violation of Level 100 infractions can result in Level 200 or Level 300 disciplinary

Responses and interventions when Level 100 interventions are not effective.

Level 100 Infractions

Level 100 infractions are minor, lower-level incidents that are addressed through teacher-led, classroom-based strategies. While ordinarily not managed through the office, Level 100 codes may also be used by other school personnel to document and address minor behaviors that occur in common areas. Teachers are encouraged to use positive behavior supports and interventions to help students correct behavior and remain engaged in learning.

Level 100 infractions	Range of disciplinary responses and interventions
101: Inappropriate dress	• Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference • Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Removal from class • Review of school rules and policies • Verbal reminders • Academic penalties
102: Inappropriate personal property (including cell phones)	
103: Gang symbols	
104: Tardiness	
105: Gambling	

106: Insubordination	<i>See above for range of disciplinary responses</i>
107: Verbal or non-verbal profanity	
108: Disrespect	
109: Failure to follow classroom rules	
110: Academic dishonesty/cheating	
112: Truancy	

Level 200 Infractions

Administrators or Deans will most likely be involved. However, classroom interventions may also be the correct discipline response. Schools are expected to use a range of interventions and supports before considering out-of-school suspension, unless the infraction is more severe in nature. Disciplinary responses can range from a warning to restorative practices, behavior plans, or a short-term suspension (10 days or fewer). The specific response will depend on the circumstances of the incident and the needs of the student. If Level 200 infractions become chronic, more intensive Level 300 interventions and responses may be considered.

Level 200 infractions	Range of disciplinary responses and interventions
201: Inappropriate use of technology/computers (not cell phones) Middle School interventions will be limited to researching the importance of intellectual ownership and/or ISS, only. High School	• Student conference • Student/teacher conference • Parent/guardian conference • Team conference • Restorative conference

Interventions will be limited to researching the importance of intellectual ownership and/or up to 3 days out of school suspension (maximum). See page 49	• Detention (teacher or site-based) • Community service (with parent/guardian consent) • In school disciplinary action (loss of privileges) • Behavior Intervention Plan • TRAICE satellite (In School Suspension) • Student Success Plan, No Contact Contract • Substance Use Education • Mental Health referral for support of substance use, misuse, and abuse. • Bus suspension - denial of bus privileges may be made by the Principal or Director of Transportation. Decision is not appealable • Short term out of school suspension • Referral to TRAICE Academy alternative school Students may be placed at TRAICE Academy as an alternative to long-term suspension, or when a student has short term suspensions adding up to 10 days. Placement is required and is not optional once determined by the committee. Students recommended for placement will be automatically enrolled at TRAICE Academy. According to Tulsa Public Schools Board Policy, this decision is final and cannot be appealed. TRAICE placement lasts a minimum of nine weeks and up to 18 weeks, depending on the student's needs. The program provides a structured, supportive environment with
203: Smoking, vaping, or use of smokeless tobacco or e- cigarettes.	
204: Skipping or cutting class	
205: Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations; Campus Police notification required for gang activity.	
206: Conspiracy	
207: Possession of stolen property (minor); School may notify Campus Police	
208: Petit larceny (theft <\$1000); School may notify Campus Police	
209: Extortion; School may notify Campus Police	
210: Unacceptable physical contact.	

213: Failure to follow bus rules/regulations; revocation of bus privileges may be made by the Principal or Director of Transportation. Decision is not appealable	individualized instruction and strong relationships to help students build skills and successfully return to their home school.
214: Disruptive conduct (cell phones and social media)	
216: Failure to identify	
218: Leaving campus without permission	
219: Intimidation or threatening behavior (see level 300; code 315 for discriminatory harassment) single incident	
220: Refusal to serve minor sanctions	
221: False reporting of bullying, intimidation, or harassment	
222: Inappropriate public displays of affection	

Level 300 Infractions

Level 300 infractions are more serious violations that require both interventions and disciplinary responses. School Administrator and/or Dean will determine these codes. Schools will apply appropriate supports while also addressing the behavior with

consequences that may range from in-school disciplinary actions to long-term suspension, depending on the severity of the incident. The specific response will be based on the details of the situation, the student's needs, and their prior behavior.

Parent/guardian conference is required for all 300 level infractions.

Level 300 infractions	Range of disciplinary responses and interventions
300: Fighting	• Student conference • Student/teacher conference • Parent/guardian conference required • Team conference • Restorative conference • In school disciplinary action • TRAICE Satellite (In school suspension) – limited use based on totality of circumstances • Referral for mental health supports for substance use, misuse, and abuse • Short term suspension • Long term suspension (11 or more days not to exceed a semester plus one full semester) based on totality of the circumstances • Referral to TRAICE Academy • Student Success Plan, Behavior Intervention Plan • If the misconduct is sexual in nature, school and district staff must consult with the Human Rights/Title IX Coordinator before any short or long-term out of school suspension to ensure federally required procedures are followed.
301: Possession of mace, chemical agents or similar materials or devices; Campus Police notification required	
302: Disorderly conduct	
303: Forgery or falsification of information	
304: Falsely reporting a crime; Campus Police notification required	
305: Verbal abuse of staff	
306: Abusive behavior toward school personnel. Staff should not block egress unless to protect the health and safety of others. Should evidence indicate that staff incited the student's behavior, counseling will be the extent of the consequences for the student; Campus Police notification required	

307: Trespassing (including during suspension); Campus Police notification required	Schools are required to develop a re-entry plan for any student returning from a long-term suspension. This plan ensures a smooth and supportive transition back to the learning environment. As part of the re-entry process, schools may need to implement a Safety Plan, Student Success Plan, a Behavior Intervention Plan (BIP), or a referral for a Child Study Team to address the student's academic, social, emotional, and behavioral needs. Students may be placed at TRAICE Academy as an alternative to long-term suspension, or when a student has short term suspensions adding up to 10 days. Placement is required and is not optional once determined by the committee. Students recommended for placement will be automatically enrolled at TRAICE Academy. According to Tulsa Public Schools Board Policy, this decision is final and cannot be appealed. TRAICE placement lasts a minimum of nine weeks and up to 18 weeks, depending on the student's needs. The program provides a structured, supportive environment with individualized instruction and strong relationships to help students build skills and successfully return to their home school.
308: Failure to permit a lawful search or inspection by a school official (School Board Policy 2602 and 2602R); Campus Police notification required	
309: Inappropriate use of Cell Phone	
310: Theft or receipt of stolen property; Campus Police notification required	
311: Breaking and entering/vandalism (\$500+); Campus Police notification required	
312: Grand larceny (Theft >\$1000); Campus Police notification required	
313: Use, possession of alcohol, drugs or drug paraphernalia; or under the influence of alcohol and or Drugs; Campus Police notification required. School will provide a referral for drug screening and counseling; assessment required.	
314: Assault	

315: Discriminatory harassment; Contact Title IX Coordinator before proceeding.	
316: Misconduct based on sex or gender; Contact Title IX Coordinator before proceeding.	
317: Consensual sexual misconduct	
318: Title IX sexual harassment; Contact Title IX Coordinator immediately before proceeding.	
319: Bullying/cyberbullying (documented investigation required) See page 53. See Board Policy 2119 and 2119-R. School officials must complete bullying investigation; School may notify Campus Police	
320: Physical aggression	<i>See above for range of disciplinary responses</i>

Level 400 Infractions

Level 400 behaviors are the most serious violations of the district's code of conduct. These incidents may involve threats to safety, major disruption to the school environment, or illegal activity. School Administrator and/or Deans will determine these codes. In all cases, schools are required to apply both disciplinary consequences and appropriate interventions. Depending on the severity and specific circumstances, responses may include short-term or long-term suspension.

Some Level 400 infractions may also result in criminal consequences, which fall outside the school's authority and may involve law enforcement action.

The following mandatory actions must be taken in response to any Level 400 infraction:

- Implementation or revision of a Re-Entry Plan, Student Success Plan or Behavior Intervention Plan
- Immediate notification of Campus Police
- Submission of a Weapon Report Form to the Operational Superintendent, if applicable
- If the behavior is sexual in nature, school and district staff must consult with the Human Rights/Title IX Coordinator prior to issuing any suspension to ensure compliance with federal requirements
- In-school disciplinary response, when appropriate and feasible
- Required referral for mental health supports when behaviors involve substance use, misuse, or abuse

Level 400 infractions	Range of disciplinary responses and interventions
401: Robbery	Administration may refer to level 200 or level 300 responses and interventions when warranted by circumstances of the infraction • Parent/guardian conference required • Short term out of school suspension based on the totality of the circumstances • Long term suspension based on totality of the circumstances • Referral to TRAICE Academy Referral REQUIRED for mental health supports for substance use, misuse, and abuse Schools are required to develop a re-entry plan for any student returning from a long-term suspension. This plan ensures a smooth and supportive transition back to the learning environment. As part of the re-entry process, schools may need to implement
402: Possession of weapon(s) or facsimile; Weapon report required for all weapons	
403: Arson; Fire Marshall notification required	
404: Inciting a riot	
405: Threat with a dangerous weapon; Weapon report required	
407: Battery	
408: Assault or battery on staff; *See 2014 School Protection Act below; mandatory suspension for the current	

semester and next semester. Complete School Employee Assault Form	a Safety Plan, Student Success Plan, a Behavior Intervention Plan (BIP), or a referral for a Child Study Team to address the student's academic, social, emotional, and behavioral needs.
409: Threat with intent to kill; Threat assessment required	
410: Aggravated assault and battery; Medical report required; School employee assault form required	
411: Off campus conduct	
412: Fighting/battery or riotous behavior at an extra-curricular activity	
413: Reckless vehicle use	
414: False alarms and 911 calls; Fire Marshall notification required	
415: Shooting of fireworks; Fire Marshall notification required	
416: Possession and/or use of explosives	
417: Disregard for health or safety not otherwise defined	

418: Possession of firearm; mandatory suspension for a minimum of one (1) calendar year; weapon report required	<i>See above for range of disciplinary responses</i>
419: Sexual related offenses; contact Title IX Coordinator; documented investigation required	
420: Drug/alcohol sale or distribution; Campus Police notification required	<i>Referral required for mental health supports for substance use, misuse and abuse</i>

The Superintendent or their designee reserves the right to review and/or modify any long-term suspensions and make recommendations for alternative to suspension programs, including prior to an appeal.

OSCN 2014 School Protection Act: No student enrolled in a school shall assault, attempt to cause physical bodily injury, or act in a manner that could reasonably cause bodily injury to an education employee or a person who is volunteering for the school. Any student grades six (6) through 12 who violates the provisions of this section shall be subject to out of school suspension as provided for in Section 24-101.3 of Title 70 of the Oklahoma Statutes. This section shall be in addition to and does not limit the criminal liability of a person who causes or commits an assault, battery, or assault and battery upon a school employee as provided for in Section 650.7 of Title 21 of the Oklahoma Statutes. 70 O.S.§6-149.7, School Protection Act.

The Superintendent or their designee reserves the right to review and/or modify any long-term suspensions and make recommendations for alternative placement.

Pre-Kindergarten Level PK100 - Classroom Managed Behaviors Codes and Definitions for Persistent Challenging Behaviors

- **PK101: Disruption:** Student displays a difficulty regulating their emotions. Examples may be crying, yelling, dropping to the floor.
- **PK102: Verbal Aggression/ Harassment/Teasing:** Student uses unkind or unsafe language. Examples may be name-calling, threats, mean words. Verbal and non-verbal profanity.

- **PK103: Non-Compliance/ Defiance:** Student chooses not to comply with classroom and/or school expectations. Examples may be tantrums, refusal to follow directions, verbal or non-verbal adherence to expectations.

Pre-Kindergarten Level PK200 - Safety-Related Behaviors Codes and Definitions

- **PK201: Physical Aggression:** Student displays physical aggression or unsafe body use towards peers or others. Examples may be hitting, kicking, biting, pushing or targeted throwing of objects of significant size with intent to harm.
- **PK203: Eloping (Running Away):** Student displays unsafe movement and/or leaving the supervised area. Examples running from line, classroom, or adult.
- **PK204: Property Damage:** Student exhibits unsafe use of materials. Examples may be throwing toys, breaking items, overturning furniture.

Level 100 – Classroom Managed Behavior Codes and Definitions for Minor Classroom and Minor Common Area Infractions

- **101 Inappropriate Dress:** Dressing or grooming in a manner that violates the dress code or disrupts the educational process.
- **102 Inappropriate personal property:** Possession of personal property prohibited by school rules or board policy or is otherwise disruptive to the education process; including but not limited to food, beverages, lighters, electronic equipment, laser pointers, cameras, cell phones, smart watches, ear buds, headphones, and/or other electronic devices.
TPS IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED ITEMS.
- **103 Gang symbols:** Behavior such as the gesturing of gang signs, gang symbols, visible body markings/adornments or verbal or written language that connotes street gang affiliations or membership in other prohibited groups or organizations at school, on a school vehicle or at school related activities are prohibited and will be considered violations.
- **104 Tardiness:** Failure to be in the place of instruction at the assigned time without a valid excuse.
- **105 Gambling:** Playing a game of chance for something of tangible value. All property used in such activity will be confiscated, not returned, and may be deposited in the School Activity Fund.
- **106 Insubordination:** Failure to obey rules and regulations and/or reasonable instructions from teachers, administrators, teacher assistants or other district staff.
- **107 Verbal or nonverbal profanity:** The use of profanity, verbally abusive, obscene, or inflammatory language in the school environment.

- **108 Disrespect:** Behaving in a rude and/or impertinent manner toward school personnel.
- **109 Failure to follow classroom rules:** Not following oral or written classroom rules established by the teacher.
- **110 Academic dishonesty/cheating:** Any dishonest act related to academic work, including copying, misunderstanding the use of artificial intelligence (AI), submitting someone else's work, failing to credit sources, or helping others cheat.
- **112 Truancy:** Failure to report to school without permission, knowledge or excuse by the parent/guardian.

Level 200 – Site based intervention Codes and Definitions for intermediate Behaviors

- **201 Inappropriate use of technology/computers (not cell phones):** The use of technology or computers (not cell phones) to access, store or distribute obscene, pornographic, lewd, sexually explicit or otherwise similarly inappropriate material is prohibited.

The use of district technology or computers to intentionally access, create, store, transmit, or distribute inappropriate material; exploit personal information; violate privacy; circumvent security measures; gain unauthorized access to accounts, systems, or networks; compromise the integrity of educational programs; or use artificial intelligence (AI), software, websites, applications, or other digital tools in a manner that intentionally circumvents academic expectations, assessment requirements, or district technology policies.

Any student who encounters inappropriate material while using district technology is expected to immediately notify a teacher or staff member. Violations may result in loss of technology privileges and disciplinary action in accordance with the Behavior Response Plan and district policy.

- **203 Smoking, vaping, or use of smokeless tobacco (e-cigarettes):** Smoking or possession of matches, vape, lighters, lighter fluids, or tobacco products of any kind on district property, at a school related activity or on the school bus is prohibited.
- **204 Skipping or cutting class:** Failure to report to class, leaving class, or in an unauthorized location without permission, or knowledge, or the school staff.
- **205 Participation in prohibited clubs, street gangs, fraternities, sororities or similar organizations:** Students will not participate in secret societies or organizations of any kind while on school property, at school sponsored activities or while on the way to or from school in school vehicles. Street gangs, hate groups, cults or similar groups, whether organized in the community or in other settings are prohibited on school grounds, school vehicles

or at any school sponsored activity. Campus police must be notified of gang activity.

- **206 Conspiracy:** Any two or more persons mutually agreeing to do a prohibited action on school property or at a school activity.
- **207 Possession of stolen property:** Having in one's possession property obtained without permission of the owner.
- **208 Petit larceny (theft):** Taking of personal property with the intent to deprive another of their property. (larceny where value of the property is under \$1000).
- **209 Extortion:** Obtaining or attempting to obtain money or property from an individual by threat, intimidation or false pretense.
- **210 Unacceptable Physical Contact:** Initiating or participating in any unacceptable physical contact including but not limited to horse playing or deliberate touching of a non-sexual nature upon another person.
- **213 Failure to follow bus rules and regulations:** All school rules and regulations and board policy governing student behavior apply to conduct on the school bus. Students who misbehave on a bus will receive a disciplinary sanction as outlined in the behavior response plan. All regulations and sanctions pertaining to student behavior and safety apply to students while they are riding until they normally arrive at their bus stops.
- **214 Disruptive conduct:** Inappropriate and/or disrespectful behavior, including but not limited to: offensive language, arguing, engaging in or instigating social media activity, or using a cell phone or other personal electronic device in a way that substantially disrupts, hinders, or interferes with school activities or the educational process.
- **216 Failure to identify:** Refusal to stop, provide name or other information when asked to do so by a staff member.
- **218 Leaving campus without permission:** Leaving campus without prior consent and authorization from school administration.
- **219 Intimidation or threatening behavior:** A single incident of intimidation or threatening behavior. Does not meet the definition of bullying.
- **220 Refusal to serve minor sanctions:** A student who fails to serve level 1 or level 2 sanctions when directed to do so by a school administrator or other authorized school personnel.
- **221 False Reporting:** Any person who knowingly makes false accusations against another person.
- **222 Inappropriate public display of affection:** Socially unacceptable displays of affection in a school setting. Specific examples include but are not limited to kissing, cuddling, inappropriate touching, rubbing/massaging, caressing/stroking/petting, excessive hugging, or other expressions of affection not in keeping with the social expectations of the school setting.

If the behavior constitutes a health or safety risk, then an out of school suspension may be imposed. This Behavior Response Plan cannot cover every set of circumstances that

may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any level not specifically covered in these regulations.

Level 300 – Infractions: Definitions and Intervention Codes for Serious or Chronic Behaviors Requiring District-Level Support

- **300 Fighting:** Mutual combat in which participants intentionally inflict bodily injury to another person. This is prohibited. All participants in a fight will be disciplined according to their degree of involvement.
- **301 Possession of mace, chemical agents, or similar materials/devices:** Possession by students of mace, pepper spray or other chemical agents that may cause irritation or physical discomfort or bodily harm on school district property, at a school related activity or on the school bus. Possession of fireworks is also prohibited. All such items will be confiscated by school district personnel.
- **302 Disorderly conduct:** Engaging in violent or significantly inappropriate behavior that disrupts the educational process. Note: This code is typically used when law enforcement is called to cite a student for extreme disruption. It should not be used for typical classroom disruptions that result in office referrals.
- **303 Forgery or falsification of information:** The act of falsifying teacher/administrator signatures or information on official school records, hall passes, documents, and any items requiring staff signatures.
- **304 Falsely reporting a crime:** Knowingly providing false information to law enforcement or school authorities as to criminal conduct by another.
- **305 Verbal abuse of staff:** The use of violent, abusive, or obscene language or gestures addressed to a teacher or staff person (including school resource officers and security personnel) in a threatening manner. These actions do not pose an immediate threat to school personnel but are considered unacceptable in the educational setting and may be interpreted as a threat to the safety of the person it is directed toward. This includes hand gestures, written communication, electronic communications, verbal statements, and threats.
- **306 Abusive behavior toward school personnel:** Inappropriate physical contact with any school employee or volunteer where such physical contact does not rise to the level of battery but is physical contact that reasonably could be expected to be injurious. This includes physical contact committed recklessly and without specific intent. NOTE: Staff should not block a student's egress or ingress unless to protect the health and safety of others.
- **307 Trespassing:** Entering any school property or into any school facility without proper authority (include any entry during a period of suspension).
- **308 Failure to permit a lawful search or inspection by a school official:** The act of preventing or impeding a school official from conducting a search or inspection authorized by board policy or the behavior response plan is prohibited. The school principal or designee may authorize the search of a student's personal property and the seizure of prohibited illegal or harmful items in a

student's possession. (See student searches TPS board policy 2602 and 2602R at tulsaschools.org/policies)

- **309 Inappropriate use of Cell Phone:** The act of inappropriately using a cell phone that rises to the level of violence or disruption of the learning environment. This includes uploading, downloading, transmitting, sending/receiving, exchanging video, images or other electronic files that disrupt the learning environment and/or the safety of the school or school events. The possession or transmission of pornographic material on school property is strictly prohibited and is subject to both administrative and criminal sanctions. If the incident involves explicit images or video of a minor, contact campus police and the Title IX Coordinator/Investigator.
- **310 Theft or receipt of stolen property:** The act of larceny will not be tolerated. To steal school property or property belonging to another person or to knowingly receive stolen property. The student and parent/guardian is responsible for making full restitution for any property stolen and for all damage to property caused by the student's actions.
- **311 Breaking and entering/vandalism (including computer hacking):** The act of breaking into property belonging to another person or belonging to the school district; the act of intentionally destroying property, cutting defacing or otherwise damaging property belonging to another person, including class assignments, buses or property belonging to the district. Also, the act of physically damaging, modifying or abusing computer hardware, software or computer files or accessing or hacking into the computer files of others. The parent/guardian is responsible for all damage to property caused by his/her child. Law enforcement may be called if the circumstances warrant.
- **312 Grand larceny:** Grand larceny is defined as the taking of property of value exceeding \$1000 or when property of any value if taken from the physical person of another.
- **313 Use, Possession of alcohol, drugs or drug paraphernalia; or under the influence of alcohol and/or drugs:** The use or possession of drugs, drug paraphernalia, alcohol, hallucinogens, marijuana or any unauthorized drug or substance; or being at school or a school event while under the influence of alcohol, controlled/unauthorized substances is prohibited. In addition to disciplinary action, students will be advised to enroll in and complete an approved drug/alcohol counseling program before reinstatement to the home school. Campus police notification is required for secondary students in possession of a controlled substance. For elementary students, campus police notification is discretionary and should be reserved for circumstances involving distribution or an immediate safety threat; a referral to the Department of Human Services is required, consistent with the district's child abuse and neglect reporting obligations, given the likelihood that a young child's possession of a controlled substance reflects exposure or lack of supervision in the home. A medical evaluation should be sought immediately if ingestion is suspected. Drug assessment referral is required for all students.

- **314 Assault:** An act, gesture, or verbal expression initiated by one or more persons that purposely or recklessly creates apprehension of imminent physical injury to another person. i.e. threatening or menacing.
- **315 Discriminatory harassment:** Unwelcome remarks or behavior based on a student's real or perceived race, religion (including antisemitism), disability, gender, sex, sexual orientation, gender expression, gender identity, or ethnic heritage that is severe, persistent, or pervasive enough to create an intimidating or hostile learning environment. Contact IX Coordinator before proceeding. All schools are required to electronically report incidents and complaints of antisemitic discrimination or harassment to brittany.zentner@sde.ok.gov, Title VI Coordinator at the Oklahoma State Department of Education (OSDE).
- **316 Misconduct based on sex or gender:** Unwelcome or otherwise unlawful sexual or gender-based remarks, displays, advances, requests for favors or sexual contact that is severe, persistent or pervasive enough to interfere with, deny or limit another individual's ability to participate in or benefit from the district's education programs and/or activities. Contact IX Coordinator; document investigation required.
- **317 Consensual Sexual Misconduct:** Consensual participation in sexual intercourse or other intentional sexual touching of another person's genitals. NOTE: These activities are prohibited even though participants may perceive them as "consensual". The district will consider the age and capacity of the student, the nature of the conduct involved and other relevant factors in determining whether a student had the capacity to consent to sexual conduct. Consultation with Title IX Coordinator may be necessary.
- **318 Title IX Sexual Harassment:** Unwelcome conduct of a sexual nature or on the basis of sex that is so severe and pervasive and objectively offensive that it effectively denies a person equal access to the district's education programs or activities; or a single incident of "sexual assault", "dating violence", "domestic violence", or "stalking." Contact IX Coordinator before proceeding.
- **319 Bullying/Cyberbullying:** Any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's education mission or the education of any student. Bullying Investigation is Required

If the behavior is a health or safety risk, an out-of-school suspension may be imposed. This Behavior Response Plan cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any level not specifically covered in these regulations.

- **320 Physical Aggression:** Use of physical aggression by a student on a student when there is no major injury as determined by the school administrator,

but there is a clear aggressor or initiator of the physical aggression and physical contact was made.

Level 400 – Out of District intervention Codes and Definitions of inappropriate Behaviors.

Tulsa Public Schools Campus Police notification is required for all Level 400 behaviors.

- **401 Robbery:** The taking of any good, money or other valuable items from another person by force, threats or with a weapon.
- **402 Possession of weapon(s) (non-firearm) or facsimile weapon(s):** The possession of a knife, box cutter, brass knuckle, martial arts implement, razor, ice pick, BB gun, pellet gun, pump gun, stun gun, blackjack, unauthorized tools, sword, spear in a cane, billy club, sap facsimile weapon or any other instrument that is specially designed, made or adapted, or is capable of inflicting physical injury to another person, including unused or unspent bullets or shells. (see also board policy 7312 at tulsaschool.org/policies) Weapons report required
- **403 Arson:** The willful and deliberate burning of or attempting to burn school property.
- **404 Inciting a riot:** An act/conduct resulting in a riot or urging others to commit acts of force/violence or participation in a gang fight or disturbance at school, in school vehicles or at school activities.
- **405 Threat with a dangerous weapon:** Using a sharp or dangerous weapon to threaten another person with bodily injury. Weapon report required.
- **407 Battery:** The act of purposely causing physical injury to another person by beating/striking.
- **408 Assault or battery on staff:** Assaulting or attempting to cause physical bodily injury or acts in a manner that could reasonably cause great bodily injury as defined by OSDE to an employee or school volunteer. The length of elementary suspension will be determined based upon the totality of the situation. Employee Assault Form Required.
- **409 Threat with intent to kill:** Any willful or unlawful offer to attempt with force or violence to kill another.
- **410 Aggravated assault and battery:** When bodily injury is inflicted to a person which normally requires the person's medical treatment, including but not limited to treatment for bone fractures, cuts requiring stitches, disfigurement, dislocations or any similar or greater injury or when a weapon is used or any instrument is used as a weapon directed toward another regardless of whether there is any injury or the degree of injury inflicted.
- **411 Off-campus conduct:** Any off-campus conduct by a student including social media where the student's continued attendance at school would have an adverse impact on order, discipline or the education process or could pose a serious threat of violence or disruption

- **412 Fighting/battery or riotous behavior at an extra-curricular event:** Involves intentional physical contact (with or without injury) battery or inciting to riot, etc.
- **413 Reckless vehicle use:** Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health safety or as a disruption to the education process.
- **414 False alarms and 911 calls:** The act of pulling or attempting to pull or calling in an alarm of a fire, bomb threat or other emergency without a lawful purpose. The act of communicating a false alarm to or about a school, a school bus, a school sponsored or related activity or any public facility is a felony. Fire Marshall notification required.
- **415 Shooting of fireworks:** The demonstration of fireworks is a misdemeanor offense. Shooting fireworks inside a building is also a fire hazard and violation of fire laws. A fine may be issued. Fire Marshall notification is required.
- **416 Possession or use of explosives:** The possession, use or threat to use any explosives or other such devices capable of inflicting bodily harm, including fake devices or devices claimed to be explosive devices.
- **417 Disregard for health or safety not otherwise defined:** Engaging in conduct similar to the violent offenses mentioned in this document which are violent acts or acts showing deliberate disregard for health or safety and which are not specifically described in another item.
- **418 Possession of firearm:** Possessing a firearm, whether loaded or unloaded, on school district property or at any school-sponsored or school-related event is prohibited. The term firearm is defined in Board Policy 2616: Gun-Free Schools at tulaschools.org/policies. Mandatory out of school suspension for not less than one year for any student found in possession of a firearm on school property or in a school vehicle.
- **419 Sexual related offenses:** An act or attempt of an act that is lewd or unlawful sexual behavior. This includes allegations or behaviors related to fondling, sexual battery, rape, lewd molestation of a child, indecent exposure, forced sexual contact or an act outraging public decency. Contact Title IX Coordinator
- **420 Drug/Alcohol sale or distribution:** The sale, giving away and/or distribution of alcohol, marijuana, prescription drugs, hallucinogens or similar substances including fake drugs/substances passed off as contraband. Student disciplined for this violation will be recommended to successfully complete an approved drug/alcohol counseling and/or treatment program to reinstatement to the home school.

Rules, Regulations, Procedures, Rights & Responsibilities

ADULT VISITORS

All visitors must enter through every building's secure entry, show their ID, state the purpose of the visit, and sign in.

Adults who are volunteering at school events on or off campus, inclusive of field trips, athletic events, or supporting at bus stops or with events requiring transportation, are also expected to show their ID to the TPS staff in charge of the event/transportation.

Anyone on school property must identify themselves and state a valid reason for being there, and show their ID upon request by a school personnel. Refusal to comply will be considered trespassing, and appropriate steps will be taken.

OSDE Bulletin: We respect you. Please respect our staff. Any person committing an aggravated assault or battery on any school employee will not be tolerated and could result in a FELONY conviction.

ADVERTISING

Advertising may be permitted if it is for approved school-related activities. Such activities may include school newspapers, yearbooks and other fund-raising projects. Advertising material that promotes the use of alcohol, gaming or tobacco is strictly prohibited. No person may display, offer to sell or sell any item or service to student or school district personnel on school property, at school sponsored events or on school transportation unless they have the written permission of the school principal, the superintendent or authorized designee.

AGGRAVATED ASSAULT/BATTERY

Oklahoma state law provides that felony charges may be filed against any person(s) committing an aggravated assault or battery on any school employee.

ALCOHOL/DRUG USE/ABUSE

The Board of Education recognizes the complexity of problems associated with student alcohol/drug use or abuse. Concern for the well-being and best interest of students requires teachers and administrators to report students who appear to be under the influence of a mood/behavior altering substance including, but not limited to, alcoholic beverages, controlled dangerous substances, over the counter medications, inhalants, etc.

Rules and regulations regarding drugs/alcohol; illegal and illicit drugs and alcohol:

- Use of illicit drugs and unlawful possession and use of alcohol is prohibited.
- Students are prohibited from using, being under the influence of, possessing, furnishing, distributing, selling, conspiring to sell or possess or being in the chain of sale or distribution of alcoholic beverages, non-intoxicating alcoholic beverages, illegal or illicit drugs or other mood-altering substances at school, while on a school vehicle, or at any school sponsored event.
- "Illicit drugs" includes steroids, prescriptions and over the counter medications being used for an abusive purpose, i.e. when they are not used in compliance with the prescription or directions for use and are not being used to treat a current health issue.
- "Mood altering substances" include, but are not limited to, paint, glue, aerosol sprays, salts, incense and similar substances which may be used as an intoxicating substance.
- Violation of this rule will result in disciplinary measures, which may include suspension for the rest of the current semester and the following semester.
- Student violation of this rule, which also constitutes illegal conduct, will be reported to law enforcement authorities.

Necessary medications:

- Students may not retain possession of and self-administer any medication at school unless the legal guardian completes the form Contract for Exception to Self-Administer and Retain Medication on Person.
- Students who have a legitimate health need for over-the-counter prescription medication at school shall deliver such medications to the school nurse or principal with parental authorization in compliance with Oklahoma law, and school policy and procedures regarding administering medicine to students.
- Violations of this rule will be reported to the student's parent or legal guardian by the principal and may result in discipline which can include suspension.

The following procedures will be used for this reporting requirement:

- Whenever a teacher suspects a student is under the influence of mood/behavior altering substance in the classroom, the teacher will report the matter in writing to the school principal or designee. Whenever possible, the teacher should attempt to obtain a corroborative observation from another teacher.
- The teacher's report will state the date, time and place and will describe the actions of the student or other circumstances from which the teacher concluded that the student appeared to be under the influence of a mood/behavior altering substance.
- The administrator will immediately notify the student's parent or legal guardian of the report and that the student is being referred to school-based health services. The notification to the student's parent/guardian may be verbal but will be promptly confirmed in writing.
- The principal or designee should refer the student to the school-based health services staff for a medical observation.

NOTE: Oklahoma State Law (70-24-138) provides that no employee of the district or member of the Board of Education shall be subject to civil liability for any statement, report or action taken in assisting or referring for assistance to any medical treatment, social service agency, facility or any substance abuse prevention and treatment program, any student reasonable believed to be abusing or incapacitated by the use of alcoholic beverages or a controlled dangerous substance, unless such assistance or referral was made in bad faith or with malicious purpose.

No district employee or Board of Education member shall be responsible for any treatment costs incurred by a student because of any such assistance or referral to any medical treatment, social service agency or facility or substance abuse prevention and treatment program. Any district administrator, teacher or counselor having reasonable cause to suspect a student is under the influence of alcoholic beverages or controlled dangerous substances, or has any of the foregoing in the student's possession, and who report such information to the appropriate school official, court personnel, community substance abuse prevention and treatment personnel or any law enforcement agency, pursuant to this policy shall have immunity from any civil liability otherwise incurred or imposed as a result of the making of such a report.

ALTERNATIVE EDUCATION PROGRAM

Tulsa Public Schools has created a comprehensive system of alternative education programs designed specifically for a wide range of youth who may benefit from a more personalized setting. Many alternative education programs are designed to support and educate students currently experiencing academic or behavioral/social difficulties. Alternative programming requires enrollment applications. Alternative programs include Tulsa MET, North Star Academy, Phoenix Rising, and Street School.

ALTERNATIVE TO SUSPENSION PROGRAMS

Tulsa Public Schools offers alternative to suspension programming at TRAICE ACADEMY and Project ACCEPT. Students are under the supervision of credentialed teachers and counselors who will present a program that offers a proactive approach to instilling the skills, habits and behaviors necessary to be successful in school and life. Students who are placed at TRAICE Academy for disciplinary reasons in lieu of out of school suspension will be provided with core academic courses only. Accordingly, this does not include honors courses, advanced placement courses or international baccalaureate courses.

ALTERNATIVE SCHOOL ACTIVITIES

Students placed at an alternative school or who have chosen to attend one for non-discipline reasons may attend school sponsored extracurricular activities. Students suspended out of school or placed in an alternative school setting for disciplinary reasons, in lieu of suspension, are not allowed to attend school-sponsored extracurricular activities.

Extracurricular activities include all school-sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school-sponsored activities and organizations.

APPEALS OF SUSPENSIONS - PARENT/LEGAL GUARDIAN PROCEDURAL GUIDELINES FOR SUSPENSION APPEALS

Appeals Of Suspensions

Students who have been suspended (meaning students suspended out of school as opposed to being placed in in-school suspension) have a right to appeal their suspension by requesting a hearing before the site suspension review committee (SSRC), the superintendent or designee, or a Board of Education hearing officer, as may be appropriate. While a hearing is pending, the suspension will be held in abeyance, allowing the student to have the right to attend school under such in-school-intervention restrictions as the principal deems proper. However, participation in any extracurricular activity is prohibited.

The exceptions, at the discretion of the principal, is that the student may be prohibited from attending school and participation in extracurricular activities pending the appeal hearing, if in the judgment of the principal, the conduct for which the student was suspended reasonably indicates that continued attendance by the student would be dangerous to other students, staff or school property and/or interfere with the educational process at school.

District Review Committee

Discipline reviews of all long-term suspensions (11 days or more) and requests for assignment to alternative to suspension programs will be conducted by the District Review Committee. The review is to ensure fairness and equity in accordance with the established policies and procedures outlined in this Student and Family Guide to Success and Board Policy Behavior Response Plan.

Suspension Appeal Process:

Instructions:

1. Complete a letter requesting an appeal of suspension to the School Principal. (Must be signed by parent/guardian)
2. When the Principal receives the letter, the Principal or designated staff member will notify the student and parent/guardian at least 24 hours in advance of the time and place for the Site Suspension Review Committee hearing and will provide a suspension appeal packet with additional information related to the process and your ability to choose staff members to serve on the committee.

3. The hearing will be held during regular school hours, Monday through Friday, with consideration given to working parents/guardians' hours when possible.
4. If no appeal is requested within five school days from the date of suspension, or within 5 days from notification of the District Review Committee, the suspension will stand.
5. The hearing before the Site Suspension Review Committee will be conducted on an informal basis. The student and parent/guardian will have a right to attend but the use of an attorney at this level is discouraged.
6. At the hearing, the chairperson will read the rule or regulation the student is charged with violating and ask the student and parent/guardian if they understand the regulation. The chairperson will outline the student's conduct causing the suspension.
7. The principal or designated staff member and other staff members involved in the case will be requested to present information relative to the suspension. The student and parent/guardian will be given a full opportunity to present the student's side of the matter.
8. The student and the student's parent/guardian will have the opportunity to hear and question those persons having charged the student with a violation of the rule or regulation. (This refers to school staff only)
9. The hearing before the Site Suspension Review Committee will be based on the following criteria:
 - Is the student guilty of a violation?
 - Is the penalty in keeping with the severity of the infraction?
10. If the suspension is for ten days or less, The decision of the Site Suspension Review committee is final.
11. If the suspension is for eleven days or longer, the parents/guardians will be notified of their right to appeal the decision of the Site Suspension Review Committee to the Superintendent or designee. The principal may also appeal an adverse decision of the Site Suspension Review Committee to the Superintendent or designee.
12. Written minutes will be made of each hearing and a written report of the hearing filed with the Secretary of the District Review Committee.
13. The principal or designated staff member also will notify the parents/guardians of the results of the Site Suspension Review Committee hearing in writing as soon as possible.
14. Please arrive early as the committee will only be held for 10 minutes. If a parent/guardian does not appear for the meeting, the committee will be released, and it will be the responsibility of the parent/guardian to reschedule the hearing.

Right of appeal to the Superintendent or Designee (If the out of school suspension is 11 days or more) Within five (5) school days from the date of suspension or 5 school days from the date of notification from the District Review Committee the student's

parent/guardian may request, in writing, a hearing of the Site Suspension Review Committee as described above:

- The Site Suspension Review Committee will review the recommendation from the DRC, not the original suspension request.
- If the student's parent/guardian is not satisfied by the Site Suspension Review Committee's decision, a request for a further hearing by the superintendent or designee may be made in writing to the office of Student and Family Support Services within five (5) school days after the parent/guardian receives notice of the SSRC's decision
- The principal may also appeal the Site Suspension Review Committee's decision to the superintendent or designee within five (5) school days after the Site Suspension Review Committee's decision to the Executive Director of Student and Family Support Services.
- The superintendent or designee will schedule a hearing as soon as possible, notify the parent/guardian of the time and place of the hearing at least 24 hours prior to the hearing, and notify the parent/guardian that they and the student have a right to be present at the hearing.
- The superintendent or designee will review the facts, determine the guilt or innocence of the student, the reasonableness of the term of the suspension, and decide to sustain, rescind or modify the out of school suspension (including change of category by the superintendent designee only) or change the out of school suspension to an alternative to suspension. The superintendent's designee will notify the student's parent/guardian of the decision in writing.
- If the parents or students are not satisfied with the decision of the superintendent or designee, the parent/student may further appeal to a hearing officer.

Right of Further Appeal to a Hearing Officer

Superintendent Designee Appeal Process Requirements:

- A written request from the student's parent/guardian may be made to the Clerk of the Board of Education. Or the office of Student and Family Support Services within five (5) school days after the parent/guardian has been notified of the Superintendent or designee's decision.

If no written request for appeal is received by the Clerk of the Board of Education or the Office of Student and Family Support Services within the five (5) days, the decision of the superintendent or designee is final.

- In accordance with applicable provisions of Oklahoma law, district boards of education are authorized to appoint Hearing Officers to conduct certain hearings for out-of-school student suspensions and render final decisions. Accordingly, the

Tulsa Public Schools Board of Education will utilize a Hearing Officer to hear cases of students suspended out-of-school for eleven days or longer.

NOTE: For special education students see additional information for: suspension for students with disability. Please complete the required paperwork and return it to the principal's secretary in the main office so that an appeal hearing date can be scheduled for your student.

NOTE: The superintendent reserves the right to review and/or modify any decision concerning disciplinary actions prior to an appeal to the hearing officer.

ATHLETIC/EXTRACURRICULAR ACTIVITY MISCONDUCT

Suspension from School

Any student participant who violates the Behavior Response Plan in connection with any school contest or activity will be disciplined according to existing policies, rules and regulations of the district. Any student who has their athletic privileges revoked cannot participate on other athletic teams at any other Tulsa Public School sites. Suspension from school is in addition to suspension from participation in athletics/extracurricular activities.

Disqualification; Grievous Misconduct

Athletes are advised and informed in writing that participation in athletics with Tulsa Public Schools is a privilege and not a right. All athlete's conduct is expected to bring both honor and respect to themselves and their teams and schools as well as to Tulsa Public Schools. Any behavior bringing dishonor to the student, the team, the school, or the district will not be tolerated. Grievous misconduct, as determined by the superintendent or designee, may therefore result in permanent disqualification from participation in any and all athletic activities for the remainder of a student's enrollment in Tulsa Public Schools. Grievous misconduct may include, but is not limited to, bullying, hazing, brutality in any form, physical attack upon an official, coach, other athlete or event attendee, violence of any nature and/or any criminal act.

Notice: Any student athlete whose privilege to participate in sports is revoked shall be provided with written notice of this circumstance simultaneously with notice to the student's parent/guardian by the principal of the school upon direction by the superintendent or designee. The appropriate district administrators, Director of Athletics and the Executive Director or the Oklahoma Secondary School Activities Association (OSSAA) shall be copied. See regulation 3316R.

ATTENDANCE (GENERAL)

Please take time to familiarize yourself with board policy 2204, Student Attendance, and discuss it with your family. If you have questions, please contact the school principal.

PURPOSE: To specify the Board's intention regarding student attendance expectations and to clarify the impact absenteeism may have upon a student's potential for promotion or earning passing grades.

All absences must have a written or verbal explanation provided by the parent/guardian within 48 hours of the student's return to school.

An absence with proper documentation will be excused. An absence for which no acceptable explanation is received shall be deemed unexcused. Both unexcused and excused absences count towards your child's overall attendance. An absence without documentation but with notification from the parent/guardian will be entered as explained.

Make-Up Work

Excused absences: Students are encouraged to make up work for all absences. Students who have excused absences may receive credit for their work completed in a timely manner after their return to school. Students are responsible for securing and completing make-up assignments. Students will be allowed one-day make-up time for each day's absence. Preannounced tests are taken on the assigned dates. Absences the day prior to the test does not excuse the student from taking the test. Work satisfactorily made up within the prescribed time after returning to school will receive full credit.

Unexcused absences: Credit will be disallowed for work missed due to an unexcused absence, but students are encouraged to complete work to ensure success in future learning.

For the full board policy 2204 Student Attendance, go to tulsaschool.org/policies.

Parent/guardian must notify the school regarding the reason for the absence of a school age child. The school will notify the parent/guardian of a child's absence.

Regardless of in-person, remote or virtual class instruction, students shall be in attendance a minimum of 90% of instructional time scheduled for a particular class/course in that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for a passing grade. All absences (excused and unexcused) shall be included in the calculation of the 90% attendance minimum except that excused absences for religious holidays shall not be counted for the purpose of determining a student's eligibility for promotion or credit. Students attending schools on a transfer are subject to transfer revocation if their absenteeism exceeds 10%.

Attendance problems requiring action include the following:

- The student is officially enrolled but fails to report to school, fails to attend every class (cuts class) or fails to remain on campus until dismissed.
- A student is habitually tardy without a valid excuse
- A student has been absent without a valid excuse for four (4) or more days or parts of days within a four-week period and the school has not been notified by the parent/guardian.
- Administrative procedures to be following regarding non-attendance include the following sequence:
 1. The school will notify the parent/guardian that they are in violation of state law
 2. The case will be turned over to an attendance officer
 3. The case will be filed with the district attorney for prosecution (may result in fines/court costs)

ATTENDANCE – INTERSCHOLASTIC ACTIVITIES

All students who participate in interscholastic activities must adhere to the attendance rules established by the Oklahoma Secondary Schools Activities Association as well as all rules and regulations of district related to participation in such activities. See the current OSSAA Administrators handbook online.

BANS (ADULT)

Oklahoma state law 21-1376 provides that any person who interferes with the peaceful conduct of activities at any institution of learning, including but not limited to, actions that interfere with classes, study, student or faculty safety, housing or parking areas or extracurricular activities may be directed to leave the institution and not return, without specific written permission, for a period of six (6) months. See school board policy 7313-R on tulsaschool.org/policies.

BEHAVIOR ON DISTRICT-OWNED VEHICLES

All students are under the supervision of the driver while on district-owned vehicles. Except for special needs transportation, riding in a vehicle is a privilege, not a right. For inappropriate behavior or actions, a student's privilege to ride in a vehicle may be removed by the principal/designee or Director of Transportation, or the student may be suspended out of school by the principal/designee under appropriate categories within the Behavior Response Plan.

The Decision is non appealable. Refer to board regulation 7102R, "Transportation Services Student Conduct on School Buses".

BULLYING/CYBERBULLYING

Any student who is or has been subjected to bullying (which includes cyberbullying) by another student, or knows of any student who is, or has been subjected to bullying should report all such incidents to the principal, teachers or other staff members and the TIPS online reporting system.

All harassment, intimidation, bullying and threatening behavior complaints will be investigated. See the related board policies at tulsaschools.org/policies.

- Board policy 2119 and 2119R: Student Bullying Prevention and Intervention
- Board policy 4901: Nondiscrimination (including harassment, retaliation, and intimidation)
- Board regulation 4901-R: Discrimination, harassment and retaliation and related complaint procedures

Tulsa Public Schools Policy 2119: Student Bullying Prevention and Intervention

Purpose - To address student bullying behavior effectively through a multifaceted approach that includes education and the promotion of a positive school atmosphere. The board expressly prohibits any form of bullying behavior by students at school as well as active or passive support for acts of bullying. In addition, the board prohibits bullying behavior by students outside of the regular school day if it causes a substantial and material disruption at school or an interference with the rights of students and personnel to be secure. This includes, but is not limited to, bullying through electronic communication whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns bullying at school. The superintendent or his/her designee will develop a regulation to support and provide specific procedures for implementation of this policy. This superintendent or designee will also ensure that each site principal implements administrative regulations in furtherance of this policy. Students who engage in bullying behavior shall be subject to school discipline, up to and including suspension out of school in accordance with the policies, rules and regulations of the district's Board of Education.

Student and Staff Education and Training

The district is committed to providing appropriate and relevant training annually to students and staff regarding preventing, identifying, responding to and reporting incidents of bullying. A full copy of this policy will be posted on the district's website and included in all district handbooks. Parents, guardians, community members and volunteers will be notified of the availability of this policy through the district's annual written notice of the availability of the district's anti-bullying policy.

Written notice of the policy will also be posted at various places in all district school sites. Students and staff will be periodically reminded throughout the year of the

availability of this policy, the district's commitment to preventing bullying and help available for those affected by bullying. Anti-bullying programs will be incorporated into the district's other violence prevention efforts. All staff will receive annual training regarding prevention, identifying, reporting and managing bullying. The district's bullying coordinator and individuals designated as school site investigators will receive additional training regarding appropriate consequences and remedial action for bullies, helping targets of bullies and the district's strategy for counseling and referral for those affected by bullying.

Student will receive annual education regarding behavioral expectations, understanding bullying and its negative effects, disciplinary consequences for infractions, reporting methods and consequences for those who knowingly make false reports. Any person who knowingly makes false accusations against another person will be appropriately disciplined pursuant to district policy. Any accusation confirmed to be false will be removed from the falsely accused student's file. Parents and guardians may participate in a parent education component.

Student Reporting

Students are encouraged to inform school personnel if they are the target of or a witness to bullying. To make a report, students should notify a teacher, counselor or principal. The employee will give the student an official report form and will help the student complete the form, if needed. Reports can also be made by any student, parent, or patron through the district's TIPS (Threat Assessment, Incident Management and Prevention Services) online reporting system found on the district's website or by telephone at 918-746-6868. Students may make an anonymous report of bullying and such report will be investigated as thoroughly as possible. However, it is often difficult to fully investigate claims which are made anonymously, and disciplinary action cannot be taken against an alleged bully solely on the basis of an anonymous report.

Staff Reporting

Staff members will encourage students to report bullying. All employees are required to report acts of bullying to the school principal or his/her designee on an official report form. Any staff member who witnesses, hears about or has reliable information that would lead a reasonable person to suspect that a student is a target of bullying is required to submit a report.

Bullying Investigators

Each school site will have a designated individual and an alternate to investigate bullying reports. These individuals will be identified in the site's student and staff handbooks, on the district website and in the bullying prevention education provided annually to students and staff. The district's anti-bullying program is coordinated at the district level by the Office of Student Family Support Services.

Investigating Bullying Reports

For any alleged incidents of bullying reported to school officials, the designated school official will investigate the alleged incident(s) and determine (i) whether the bullying occurred; (ii) the severity of the incident(s); and (iii) the potential for future violence. In conducting an investigation, the designated official shall interview relevant students and staff and review any documentation of the alleged incident(s). School officials may also work with outside professionals, such as local law enforcement, as deemed appropriate by the investigating official. In the event the investigator believes a criminal act may have been committed or there is a likelihood of violence, the investigator will immediately call local law enforcement and the superintendent or his/her designee. At the conclusion of the investigation, the designated employee will document the steps taken to review the matter, the conclusions reached and any additional action taken, if applicable. Further, the investigator will notify the district's bullying coordinators that an investigation has occurred and the results of the investigation.

Upon completion of an investigation, the school may recommend that available community mental health care or substance abuse options be provided to a student, if appropriate. The school may provide a student with information about the types of support services available to the student bully, target, and any other students affected by the prohibited behavior. These resources will be provided to any individual who requests such assistance or will be provided if a school official believes the resource might be of assistance to the student/family. No school employee is expected to evaluate the appropriateness of the quality of the resource provided, nor is any employee required to provide an exhaustive list of resources available. All school employees will act in good faith.

The school may request a disclosure of information concerning student who have received substance abuse or mental health care (pursuant to the previous paragraph) if that information indicates an explicit threat to the safety of student or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Education Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, OKLA STAT tit 12§1376 of the Oklahoma Statutes or any other state or federal laws regarding the disclosure of confidential information. The school may request the disclosure of information when it is believed that the student may have posed a danger to him/herself and having such information will allow school officials to determine if it is safe for the student to return to the regular classroom or if alternative education arrangements are needed.

Parental Notification

The assigned investigator will notify the parents of a target within two (2) school days that a bullying report has been received. Within two (2) school days of the conclusion of the investigation, the investigator will provide the parent of a target with the results of the investigation and any community resources deemed appropriate to the situation. If the report of bullying is substantiated, within two (2) school days of the conclusion of

the investigation, the investigator will contact the parents of the bully to discuss disciplinary action and any community resources deemed appropriate to the situation.

Parental Responsibilities

All parents/guardians will be informed in writing of the district's program to stop bullying and will be given a copy of this policy upon request. An administrative response to a reported act of bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students.

They will also be told that to help prevent bullying at school they should encourage their children to:

- Report bullying when it occurs
- Take advantage of opportunity to talk to their children about bullying
- Inform the school immediately if they think their child is being bullied or is bullying other students
- Watch for symptoms that their child may be a target of bullying and report those symptoms
- Cooperate fully with school personnel in identifying and resolving incidents

Monitoring And Compliance

In order to assist the State Department of Education with compliance efforts pursuant to the School Safety and Bullying Prevention Act 70 OKLA STAT §24-100.2 et.seq., the district will identify a bullying coordinator who will serve as the district contact responsible for providing information to the State Board of Education. The bullying coordinator shall maintain updated contact information on file with the State Department of Education and the school district will notify the State Department of Education within fifteen (15) days of the appointment of a new bullying coordinator. A copy of this policy will be submitted to the State Department of Education by December 10th of each school year as part of the district's annual performance report.

The administration recognizes that there are many motivations behind the act of bullying, one of which may be for a discriminatory purpose. If the bullying behavior constitutes discriminatory harassment, intimidation or bullying, it is targeted toward an individual because of race, color, religion, sex, sexual orientation, age, national origin, marital status, veteran status, disability or genetic information, the misconduct is prohibited pursuant to District Policy 4901 regarding non-discrimination and is subject to the procedure and protections specified in 4901 in addition to policy 2119. Retaliation is expressly prohibited against any person who participates in reporting, investigating, or addressing any incident of bullying behavior. Legal reference: "School Safety and Bullying Prevention Act, 70 O.S. §24-100.2 et. seq"; cross reference: 4901, Non-Discrimination and 4901-R Nondiscrimination/Grievance Procedure for Discrimination Complaints.

CELL PHONE AND PERSONAL ELECTRONIC DEVICES

Oklahoma's Governor has signed Senate Bill 139 into law, which requires all students to have cell phones and personal electronic devices turned off and put away during the entire school day, from the first bell to the last bell. Devices must be off and out of sight at all times. Violations of this policy will be addressed in accordance with the Behavior Response Plan, which considers medical emergencies and health monitoring.

CHILD ABUSE REPORTING

See TPS Board Policy 2110 AND 2110-R at tulsaschools.org/policies. See the complete policy at tulsaschools.org/policies.

The purpose for TPS' board policy on child abuse is to comply with Oklahoma law requiring school personnel to report suspected cases of child abuse or neglect. When there is a good faith suspicion or report of abuse or neglect, no proof is needed to trigger the need to report the allegation to the appropriate authorities. Reporting is a request for further investigation to protect a child from potential abuse.

Oklahoma law requires every school employee having reason to believe that a student under the age of 18 is a victim of abuse or neglect shall report the matter immediately to the Department of Human Services and local law enforcement if student is younger than eighteen (18) years of age, and to local law enforcement regardless of the student's age. 10A O.S. § 1-2-101. Reports to law enforcement should be made to Tulsa Public School's campus police.

Who Needs to Report:

- Oklahoma law requires that every person, including, but not limited to, teachers, nurses and all other school personnel having reason to believe that a child under the age of eighteen (18) years is a victim of abuse or neglect to immediately report to the Department of Human Services. Reports may be made in writing, personally or any other method prescribed by the department. School nurses, health assistants or any other health care professional examining, attending or treating the victim of what appears to be criminally injurious conduct, including, but not limited to, child physical or sexual abuse as defined by the Oklahoma Crime Victims Compensation Act, must report orally or by telephone the matter promptly to the nearest law enforcement agency in the county where in the criminally injurious conduct occurred, or if the location where the conduct occurred is unknown, the report shall be made to the law enforcement agency nearest to the location where the injury is treated. Failure to report such information promptly, making false reports, or reporting with lack of factual foundation, shall be a misdemeanor.

Penalties for Not Reporting:

- If you know about child abuse or neglect and don't report it promptly, or if you interfere with someone else reporting it, you could face criminal charges.

- Not reporting ongoing abuse or neglect (knowledge of at least 6 months) can lead to felony charges.
- Making a false report can also lead to criminal charges.

Legal Protection:

- The law grants immunity from any civil or criminal liability to a person who in good faith makes such a report. It is not the responsibility of school personnel to prove the child has been abused or neglected.

What Counts as Abuse or Neglect:

- Abuse: Harm or risk of harm to a child's health or safety. This includes physical injury, sexual abuse, and neglect.
- Neglect: Failing to provide basic needs like food, shelter, medical care, or supervision.
- Sexual Abuse: Includes rape, incest, or inappropriate acts.
- Sexual Exploitation: Encouraging or allowing a child to participate in illegal sexual activities or pornographic materials.

Reporting Procedure:

- By law, reporting child abuse or neglect is an individual responsibility. As the individual who suspects abuse or neglect, you are legally responsible for making certain that the report is made to DHS.
- After reporting to DHS, you must inform your school principal or their supervisor, or the Director of Health Services.
- The principal will then arrange for the school nurse to assess the child, and they may also report to DHS and the police if needed.

Privacy and Confidentiality:

- Investigators from DHS or the District Attorney's office can talk to a child without prior notice to the parents or guardians.
- The principal will keep the report confidential and only share it with the required parties. Reports are kept private and destroyed when the student turns 18.

CHILD FIND NOTICE

This notice informs parents that Tulsa Public Schools is maintaining an ongoing Child Find search to locate, identify and evaluate any child age 3-21 with an established or suspected disability. Child Find efforts include all individuals aged 3-21 not enrolled in school and those who attend public and private schools, Head Start, state institutions, and other childcare or treatment facilities. Children not of school age must reside within Tulsa Public Schools' boundaries to be included in the Child Find efforts.

Tulsa Public Schools has established and maintains a comprehensive screening and multidisciplinary referral, evaluation, and eligibility process for identifying children with suspected disabilities. Child Find activities mandate public awareness of contact,

location, and screening procedures. Information regarding evaluation procedures is available at no cost to parents/guardians upon request by contacting Tulsa Public Schools Special Education Department by email at specialeducation@tulsaschools.org or by calling (918)-746-7575.

As mandated by the Oklahoma State Department of Education (<https://sde.ok.gov/special-education>), Tulsa Public Schools is required to fully inform parents that personally identifiable information is maintained on all children who are referred and evaluated under the provisions of Child Find.

The information sought may include but is not limited to: Parent concerns, developmental, adaptive behavior, social-cultural, health/medical, vision, hearing, motor, perceptual/processing, behavior, psychological, vocational, and information gained through observations in the classroom or other environments.

Tulsa Public Schools must inform parents/guardians of their rights under the Federal Education Rights and Privacy Act (FERPA):
www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html?

CHROMEBOOK HANDBOOK

The focus of the Chromebook Program in the Tulsa Public School District (District) is to prepare students for their futures in a world of digital technology and information. As we navigate the 21st century, excellence in education requires that technology, including access to the Internet, be readily available and seamlessly integrated throughout the educational process. The primary learning tool of these 21st-century students in Tulsa Public Schools is the Chromebook. This web-oriented device provides the opportunity to connect student learning to all the resources and information available online, anywhere, at any time. The individual use of Chromebooks is a way to empower students to learn at their full potential, to communicate and collaborate on analytical thinking and problem-solving, and to prepare them for the real world of college and the workplace.

Technology immersion does not diminish the vital role of the teacher. To the contrary, teachers are critical to the effective use of technology in the learning process. To facilitate that, we have established a support structure to enable our teachers to learn about, implement, and enhance technology integration in instruction. Learning results from the continuous dynamic interaction among students, educators, parents, and the extended community.

The policies, procedures, and information in this document apply to Chromebooks and all other technology devices used by users within Tulsa Public Schools. Administrators and teachers may enact additional requirements for computer use on their campus or in their classrooms.

Chromebooks and other district-issued devices, email/Google accounts are the property of the Tulsa Public School District and, as a result, may be subject to inspection at any time. The user has no explicit or implicit expectation of privacy of materials found on a Chromebook, their Google account, or school network account. Supplied devices are educational tools not intended for gaming, social networking, or high-end computing.

General Information/Getting Started

Installed Software – Google Workspace for Education/Google Apps for Education (GAPE)

- All Chromebooks are supplied with the latest version of the Google Chrome Operating System (Chrome OS), and many other applications useful in an educational environment. The Chrome OS will automatically install updates when the computer is restarted. Google provides multiple layers of protection against viruses, malware, and ransomware, including data encryption and verified/secure boot.
- Chromebooks seamlessly integrate with the Google Workspace productivity and collaboration tools. This workspace includes Google Docs (word processing), Spreadsheets, Presentations, Drawings, Sites, and Forms. The District will provide G Suite for Education accounts for all teachers, support and administrative staff, and students. Grade-level apps are installed remotely onto Chromebooks and managed by Tulsa Public Schools Information Technology (IT) Department.
- Students will create and save their school-related files on Google Drive, stored in the cloud. Students can access their Google Drive from their Chromebook and any web-enabled device. Students will understand that their G Suite for Education account is monitored and should only contain school-appropriate items.
- Secondary students are assigned a district email as part of G Suite for Education. Students can communicate with other students and staff within Tulsa Public Schools using the district-issued email address. All emails are monitored and subject to filtering for inappropriate content. Students are expected to adhere to the rules and regulations outlined in the signed Tulsa Public Schools Internet and Other Computer Networks Acceptable Use and Internet Safety Policy ("AUP") and Behavior Response Plan.

Additional Apps and Extensions

- Chrome Web Apps are advanced websites that are similar to other types of programs that are installed on a computer. The main difference from other programs is that apps can be used within the web browser rather than installed on the device. Some Web Apps (for example, Google Docs) are available when the Chromebook is not connected to the internet.
- Extensions and Add-Ons are custom features that you can add to Google Chrome to enhance the functionality of apps. The district will install additional apps,

extensions, and add-ons as they are recommended and approved by teachers and administrators for a particular course.

Chromebook Care: Protecting and Storing Your Chromebook

General Care and Precautions:

- Chromebook battery must be fully charged before the start of each school day.
- Vents are not to be obscured.
- Cords, cables, and removable devices must be carefully inserted into the Chromebook.
- Chromebooks should be kept away from food and drinks.
- Do not bump the Chromebook into or against lockers, walls, floors, etc.
- Chromebooks must never be left in an unsupervised area. Unsupervised areas include, but are not limited to, school grounds, cafeteria, bathrooms, computer labs, library, unlocked classrooms, and hallways. If a Chromebook is found in an unsupervised area, it should immediately be returned to the school office.

Chromebook Screen Care:

The Chromebook screen is particularly sensitive and can be easily damaged if subjected to rough treatment and/or excessive pressure. Protect the Chromebook screen by following these rules.

- Do not lift Chromebooks by the screen. When moving a Chromebook, support it from the bottom with the lid closed.
- Clean the screen only with a soft, dry, anti-static or micro-fiber cloth.
- Do not use any type of liquid to clean the screen.
- Do not leave or place anything on top of the Chromebook.
- Do not place anything on the keyboard before closing the lid (e.g., pens, pencils, notebooks, hands).
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not poke the screen.

*For screen adjustments, do not grasp the screen by wrapping your hand around the screen; your thumbs can crack the screen.

Carrying Chromebooks:

- Backpacks, bags, purses, notebooks, etc. not specifically designed for protection and use with Chromebooks are prohibited.
- Never carry the Chromebook while the screen is open.
- Do not transport a Chromebook with the power cord attached.

Storing Chromebook:

- All Chromebooks should be stored in assigned carts.

- Chromebooks should be returned to the appropriate cart during assigned times and at the end of the class.
- Students who leave school early must return their Chromebooks before leaving the building.
- Students are responsible for carefully putting their Chromebooks into their assigned position in the appropriate cart and properly inserting the power adapter to allow for overnight charging.
- Students are to not leave Chromebooks in unsecured locations around campus for easy access.

Using Your Chromebook

Student Responsibilities and Legal Propriety:

Chromebooks should be stored in carts in the teacher's classroom or designated area in the building assigned by the school leader. Students are responsible for the general care of the district-owned Chromebook. Chromebooks that are broken or fail to work properly must be immediately reported to a classroom teacher or the school office as soon as possible. Students may be selected at random by teachers or administrators to provide their Chromebook for inspection for damage or misuse.

- Follow each teacher's rules and expectations regarding Chromebook use in the classroom.
- Do not loan your Chromebook to anyone or leave it unattended.
- Do not modify District settings; remove any District identification tags or barcodes from any district-issued devices.
- Follow all internet safety guidelines in accordance with the AUP, Responsible Use Agreement, and any other school or district policy.
- Keep all personal information and identity secure and private. Never reveal your full name, phone number, home address, Social Security Number, credit card or bank account numbers, or usernames and passwords of yourself or others.
- Obey general school rules concerning behavior and communication that apply to technology use. Do not send anonymous or misleading communications for any purpose.
- Comply with trademark and copyright laws and all license agreements. Ignorance of the law is not immunity. If you are unsure, ask a teacher, parent, or other school official.
- Plagiarism is a violation of the student policy. Give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet such as graphics, movies, and text.
- Use the District's network, services, devices, or equipment in a manner that is not disruptive to others, such as disseminating inappropriate content, spam/viruses, transferring large amounts of data across the network, or attempting to hack into other networks or online systems. Do not attempt to

bypass District network security measures, attempt to gain access, or use/change another person's accounts, files, or data.

- Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary action. Violation of any applicable local, state, or federal law will result in criminal prosecution or disciplinary action by the District.
- Students must not use the school's internet/email accounts for financial or commercial gain, or for any illegal activity, including bullying, harassment, credit card fraud, electronic forgery, or other forms of illegal behavior.

Managing Your Files

- Students will be logged into the TPS GAFE domain and will save documents to Google Drive via the Chromebook or any device that has internet access.
- Any documents, images, or other files, which are critically important, should be backed up on another location in the event of irreversible data loss on the GAFE account.
- Tulsa Public Schools and Google are not responsible for any type of data loss for any reason including, but not limited to Ransomware attacks, accidental or intentional file deletion by users, or loss due to device destruction.
- Storage space will be available on the Chromebook, but since the device has storage limitations it is vital the storage space be used for educational use only.
- Chromebooks are not and will not be backed up by the District. It is the student's responsibility to ensure their work is backed up and therefore not lost due to mechanical failure, accidental deletion, or deletion by District staff for purposes of reimaging or resetting the device.

If technical difficulties occur and cannot be repaired, the Chromebook may need to be restored to factory defaults. All student created files stored on an external media or Google Drive will remain intact after the Chrome OS is restored. However, all other data stored on the Chromebook's internal memory will not be restored or recovered. Chromebook malfunctions are not an acceptable excuse for failure to submit assignments.

Photos, Screensavers, and Backgrounds

- Inappropriate media may not be used as a screensaver or background.
- Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drugs, and gang related symbols or pictures will result in disciplinary actions.
- Photos and videos require a large amount of storage space on the device. Only photos that will be used for educational purposes should be saved to the device. All other photos or videos should not be taken or stored.

Sound, Music, and Games

- Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.
- Students should have their own personal set of headphones or earbuds, which may be used in the classroom at the discretion of teachers (secondary students).
- Data storage on the Chromebooks is limited and should be managed by the students so that the full educational potential of the Chromebook is available. Any instance of downloading apps that are not approved by the District is carefully monitored. Students may be directed by school personnel to remove apps, music, or videos if the storage of instructional materials becomes compromised.

Network Security

- Tulsa Public Schools will be responsible for providing network access and content filtering at school.
- Tulsa Public Schools makes no guarantee their network will be available 100% of the time. In the rare instances the network is unavailable; Tulsa Public Schools will not be responsible for any lost or missing data.
- The District utilizes a cloud based internet content filter that is hard coded into the Chromebook configuration. Additionally, it is required for the school and district's participation in the E-Rate program and is federally mandated by the Children's Internet Protection Act (CIPA). All Chromebooks will have all internet activity logged, filtered, and monitored by the District. If any educationally valuable site is blocked, students should contact their teachers to request the site be unblocked.

Privacy

- All files stored on a Tulsa Public Schools GAFE account or the TPS network are property of the District and are subject to regular review and monitoring for responsible use. Internet history and email checks may occur at the discretion of District Administration. Users have no expectation of confidentiality or privacy, neither implicit nor explicit, with respect to the usage of a District issued Chromebook or computer, regardless of whether that use be for district related or personal purposes, other than explicitly specified by law.

Take Home Program

- Students attending a TPS school site participate in the District's Chromebook cart model. Students can request to check out a Chromebook to take home based on certain criteria.

- Students are expected to care for their Chromebooks at home as they are in school.
- A signed borrowing agreement must be signed by both student and parent/guardian before a device is checked out.
- Devices must be checked out to the student in the fixed asset system Follett-Destiny with the borrowing agreement signed by the student and parent/guardian attached. Borrowing agreement is available at tulsaschools.org/agreement.

Damage and Repairs

Chromebook Repairs:

- Any Chromebook that is damaged or fails to work properly must be taken immediately to a classroom teacher or the school office. This includes, but is not limited to Chrome OS, battery issues, loss of internet connectivity, failure of apps to launch, etc.
- If deemed necessary, a replacement will be issued if one is available.
- The technology department will document the issue and collect the device for repair.
- If a repair is required as a result of abuse or neglect, the school may also refuse to provide a loaner or reissue a Chromebook in certain circumstances.
- Any hardware/software repairs not due to misuse or intentional damage will be covered by the original manufacturer warranty.
- Incidents of accidental or intentional damage will be documented and recorded in the fixed asset system.
- Chromebook inspections will be performed randomly during the school year in various forms as deemed necessary by the Technology Department.

Appendix A: Actions Requiring Disciplinary Actions

As mentioned throughout this document, misuse of Chromebooks has disciplinary action, such as, but not limited to, lunch detentions, after school detentions, In-School Suspensions, and Out-of-School Suspensions in addition to possible loss or suspension of Chromebook privileges.

Examples of conduct warranting disciplinary action include, but are not limited to the following:

- Leaving Chromebook unattended or in an unsupervised area
- Inadequate care for Chromebook, case, charger, and other peripherals
- Multiple damage instances caused by abuse or neglect of Chromebooks and peripherals
- Resetting Chromebook to factory defaults
- Placing the Chromebook in developer mode
- Removal of District Asset Tags

- Downloading inappropriate apps and media
- Adjusting settings on someone else's Chromebook
- Deleting school-installed settings from a Chromebook
- Adding a credit card to a Google Account (Google Wallet) to purchase music/unapproved apps
- Failure to properly plug in Chromebook for charging; lack of preparation for classes
- Bringing Chromebook to Physical Education (P.E.) class, unless directed to by P.E. teacher
- Loaning of student device to other students
- Logging in under personal Google account to download purchased apps for yourself or another student(s)
- Attempting to bypass TPS Network Security, including, but not limited to web and content filtering
- Attempting to gain access to other student's accounts
- Illegal installation or transmission of copyrighted materials
- Transmission or accessing materials that are obscene, offensive, threatening or otherwise intended to harass or demean recipients
- Non-compliance to Tulsa Public School's Authorized or Responsible Use policies and/or any other applicable Tulsa Public Schools or school policy.

Failure to comply with the guidelines listed in this handbook, or repeated occurrences of Chromebook damages caused by neglect or abuse, may result in the further disciplinary action and the loss of use privileges.

Internet/Computer Networks Acceptable Use and Internet Safety Policy

In order for TPS to ensure students and staff may continue to use its computer network and the internet, all users must take responsibility for appropriate and lawful use. While the school staff will make reasonable efforts to supervise student use of network and internet access, students must cooperate in exercising and promoting responsible use of district computers.

What is digital citizenship?

Digital citizenship is the responsible use of technology by anyone who uses computers, the internet, and digital devices. For additional information regarding digital citizenship and resources for families, please visit the following websites:

- Learning.com Online Safety (www.learning.com/online-safety-definition-basics/)
- AES-What is digital citizenship? (www.icevonline.com/blog/what-is-digital-citizenship)

Personal Responsibility:

Each student agrees to follow the rules in this policy and to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy and has the effect of harming another or his or her property.

Acceptable Uses of Network, Educational Purposes Only:

The district is providing access to its computer network and may consult with the person(s) designated by the school to help decide if a use is appropriate.

School use must support education and research and must be consistent with educational objectives. Use of other organizations' network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret. Use in political lobbying is also prohibited.

Unacceptable Uses of Network:

The uses considered unacceptable, and which constitute a violation of this policy, include:

1. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use of any substance, the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or material that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information or copyrights materials. Even if materials on the networks are not marked with a copyright symbol, the user should assume that all materials are protected unless there is explicit permission on materials to use them.
2. Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the internet.
3. Uses that jeopardize the security of students and staff access of the computer network or other networks on the internet.
4. Uses that are commercial transactions. Students may not sell or buy anything over the internet. Students should not give other private information about the user or others, including credit card numbers and social security numbers.

Etiquette:

An internet user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent or threatening language.
2. Avoid language and uses that may be offensive to other users. Do not access to make, distribute or redistribute jokes, stories, or other material based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, disability or sexual orientation.
3. Do not assume that a sender of emails is giving his/her permission for the user to forward or redistribute the message to third parties or to give his/her email address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
4. Be considerate when sending attachments with email (where permitted). Be sure the file is not too large to be accommodated by the recipient's system and is in a format the recipient can open.
5. Do not reveal personal addresses or phone numbers of students or colleagues.
6. Note that electronic mail (email) is not private. People who operate the system have access to all mail. Messages related to or in support of illegal activities may be reported to the authorities.
7. Do not use the network in such a way to disrupt the use of the network by other users.
8. All communications and information accessible via the network should be assumed to be private property.

Security:

Security on any computer system is a high priority, especially when the system involves many users. If you feel you have identified a security problem on the network, you must notify a teacher. Do not demonstrate any problems to other users. Do not use another individual's account. Attempts to log in to the internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the internet.

Computer Resources

All students must adhere to district policies and regulations dealing with use and misuse of computer resources. See board policies 6201 "Computing Resources"; 6501 "Internet Protections"; and Regulation 6201-R "Computing Resources" at tulsaschools.org/policies.

CLUBS (NON-CURRICULAR)

A non-curricular student club is any club not related directly to a subject taught or soon to be taught at the school. Student religious clubs are permitted to meet, to have equal access to campus media to announce their meetings and to have equal access to campus facilities and meeting times equivalent to the permission granted by the school to any other non-curricular student clubs.

COLLECTION OF FUNDS

No person may solicit contributions or collect funds for any purpose from students or school personnel on school property, at school sponsored events or on school transportation unless in receipt of written permission of the school principal, the superintendent or respective designee(s).

CONCERNS/COMPLAINTS

Individuals or groups may submit a complaint or share a concern regarding the district's policies, procedures or operations in writing (see board policy 1302 and 1302-R at tulsaschools.org/policies) by following the procedures listed below:

- If the issue is not satisfactorily resolved and it involves a student, contact the appropriate grade level counselor and share (in writing) the complaint and/or concern.
- If the issue involves an employee, contact an immediate supervisor and share (in writing) the complaint or concern.
- If the issue is unresolved or not addressed satisfactorily, contact the principal or the administrator responsible for the program/service involved and share (in writing) the complaint or concern.
- If the issue remains unresolved, contact the superintendent or designee and share (in writing) the complaint or concern.

Issues not resolved within the chain of command for the district may be referred, in writing, to the members of the board of education. The board will, at its discretion, determine the disposition of all complaints and/or investigate concerns consistent with its policies and procedures.

DEMONSTRATIONS/MEETINGS

The Principal has the final decision to approve/disapprove any requests for demonstrations/meetings. As part of the consideration for approval, the principal will determine if the activity will be orderly and peaceful and will not interfere with the rights of others or disrupt the educational process.

See Board Policy 2611 and Policy 2611-R at tulsaschools.org/policies.

DIRECTORY INFORMATION

Tulsa Public Schools directory information may include student names, class designation, school of enrollment, addresses and phone numbers. It is the practice of the district to provide student names and addresses to institutions of postsecondary education who desire to notify students of educational and scholarship opportunities and the armed services for recruitment purposes. Additionally, the district allows schools to publish directories which include student names, addresses and telephone numbers. Directory information may also be provided to other entities pursuant to a request under the Oklahoma Open Records Act, except that parents must notify the District in writing if they wish for directory information to be shared with another school district, charter school, private school or any third party who is working on behalf of such an organization or otherwise providing directory information to such an organization.

The district may release this information unless parents or eligible students object to the use of the student information in this manner. After the parents or eligible students have been notified, they will have two weeks to advise the district in writing if they do not wish the district to provide directory information as described above, or if they wish for directory information to be shared with another school district, charter school, private school or third party working on behalf of such an organization or otherwise providing directory information to such an organization. At the end of the two-week period, each student's records will be appropriately marked by the records custodian. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

Written requests should be submitted to the office of accountability at the Education Service Center, 3027 S. New Haven Ave., Tulsa, OK 74114.

This provision constitutes notice of rights to parents and students with regard to the release of directory information as required under state and federal law.

DISCRIMINATION COMPLAINTS (INCLUDING HARASSMENT, RETALIATION AND INTIMIDATION)

The district 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.

The following person is designated to handle complaints and inquiries regarding the Tulsa Public Schools' non-discrimination policies:

Human Rights & Title IX Coordinator
Tulsa Public Schools
3027 S. New Haven Ave.
Tulsa, Oklahoma 74114-6131
918-746-6985

General Counsel: tulsaschools.org/about/teams/civil-rights

Prohibited conduct includes harassment and discrimination against Jews, in compliance with Title VI of the Civil Rights Act of 1964 and antidiscrimination regulations issued by the U.S. Department of Education and the U.S. Department of Justice. Harassment of or discrimination against students or employees motivated by or including antisemitic intent must be treated in the same manner as discrimination motivated by race.

See the related board policies at tulsaschools.org/policies:

- Board Policy 4901: Non-discrimination
- Board Regulation 4901-R: Harassment and Retaliation and Related Complaint Procedures

DISRUPTIVE ACTS AT THE END OF SCHOOL TERM

Any student who engages in disruptive behavior on or near the last day of school with the obvious intent of avoiding disciplinary action may be suspended for the remainder, if any, of the current school year and into the first semester of the following school year.

DRESS CODE FOR STUDENTS

Board of Education Policy 2601 "Student Dress Code" and Regulation 2601-R "Student Dress Code" specify student dress and grooming requirements. A student's individualism in dress or grooming is encouraged within the constraints of reasonable rules and appropriate standards. The board expects each student's attire and grooming to promote a positive, safe and healthy environment within the school.

The board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning.

While the board recognizes individual students have the right to free expression, that right must be balanced with the board's responsibility to provide a safe, secure, and orderly educational environment for all students. The board wishes for each student to accept responsibility for following the rules in Regulation 2601-R "Student Dress Code" and solicits the support of parents/guardians in the enforcement of this dress code. The superintendent or designee will develop and publish the rules in accordance with this policy. The responsibility of upholding and enforcing this code rests with students, parents/guardians, teachers, and principals.

Where there is a judgment to be made, the principal will make the decision in accordance with the site policy within the policy approved by the board. For the full Board Policy 2601, "Student Dress Code", go to tulsaschools.org/policies.

All students in TPS will follow the specific uniform policy for their site. Uniforms will conform to TPS dress code requirements. Variations in grade level or school colors are decided at each site. Principals must approve uniforms for student organizations worn at school.

DYSLEXIA AND DYSGRAPHIA

For more information visit: tulsaschools.org/dyslexia

EXTRACURRICULAR ACTIVITIES

Extracurricular activities include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

FAILING A COURSE

A parent/guardian may request reconsideration of a failing grade by contacting the principal. See Board Policy 2406 at tulsaschools.org/policies.

Appeal Process

First Level: Appeal to the principal in writing within 5 school days of receiving the initial decision.

Second Level: If dissatisfied, appeal to the Superintendent or their designee in writing within 5 school days of the principal's decision.

Final Level: Appeal to the Board of Education in writing within 5 school days of receiving the Superintendent's decision. The Board's decision is final.

FERPA (NOTIFICATION OF RIGHTS UNDER FERPA AND PPRA)

The Family Educational Rights & Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. This includes:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parents of eligible students of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write to the principal (or appropriate school official), clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will

notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorized disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instruction of support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the board of education, a person or company with whom the school has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee or assisting another school official in performing his or her tasks.
 - a. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
4. Additional rights under the Protection of Pupil Rights Amendment (PPRA) afford parents certain rights regarding the administration of surveys, collection and use of information for marketing purposes and certain physical exams. These include the right to:
 - a. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
 - i. Political affiliations or beliefs of the student or student's parent
 - ii. Mental or psychological problems of the student or student's family
 - iii. Sexual behavior or attitudes
 - iv. Illegal, anti-social, self-incriminating, or demeaning behavior
 - v. Critical appraisals of others with whom respondents have close family relationships
 - vi. Legally recognized privileged relationships such as with lawyers, doctors or ministers
 - vii. Religious practices, affiliations, beliefs of the student or parents, or
 - viii. Income, other than as required by law to determine program eligibility
 - b. Receive notice and an opportunity to opt a student out of:
 - i. Any other protected information survey, regardless of funding
 - ii. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its

- agent and not necessary to protect the immediate health and safety of a student, except for hearing, vision or scoliosis screening, or any physical exam or screening permitted or required under state law
- iii. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- c. Inspect, upon request and before administration or use
- i. Protected information surveys of students
 - ii. Instruments used to collect personal information from students for any of the above marketing, sales or other distribution purposes, and
 - iii. Instructional material used as a part of the educational curriculum
5. Parents and eligible students may obtain a copy of the district's student records policy from their building principal or the superintendent's office.
6. Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA or PPRA. The name and the address of the office that administers FERPA and PPRA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202-5901.

GANG CULTURE

To maintain the safety of students and staff and to ensure the appropriate learning environment, Tulsa Public Schools will not tolerate behavior which is indicative of the criminal street gang culture. This includes, but is not limited to, gangster style clothing, gangster rap music and gang style language, graffiti or gestures. Tulsa Public Schools recognizes that this criminal street gang culture is dynamic and ever changing and has trained personnel to recognize behavioral indications (i.e. showing certain colors and certain manners of dress) of this culture. Students participating in such behavior will be counseled and consequences may be imposed.

Tulsa Public Schools realizes that many of these characteristics may be fashionable with students and the district is not accusing persons exhibiting these behaviors or having gang affiliations. However, these behaviors are known to endanger students and disrupt the learning environment and will not be tolerated.

HAZING AND INITIATIONS

Hazing is defined by state law to be "an activity which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization." See Board Policy 2113 at tulsaschools.org/policy2113.

INDIAN EDUCATION

TPS provides culture and academic resources to PK-12th grade Indigenous students that are enrolled in the program. Eligibility for enrollment requires parent/guardian to complete a 506 form and provide tribal documentation to the Indian Education office. Records will remain on file as long as a student is enrolled in the district.

MEDICATIONS

Prescription and non-prescription medicines and drugs, over the counter medications and relevant medical equipment and/or supplies must be delivered to the school health clinic in person by the legal custodian (or the legal custodian's designated adult) of the student, unless the medication must be retained by the student for immediate administration.

The legal custodian must complete the form "Administration of Medication" authorizing the medication to be administered. If the legal custodian requests self-administration, the form "Contract for Exception to Self-Administer and Retain Medication on Person" must be completed. These forms are available at any school clinic. Additional information and requirements related to medication administration can be found in board policy 2105, Administering Medication to Students, and board regulation 2105-R, Administering Medications to Students at tulsaschools.org/policies.

MENINGOCOCCAL DISEASE

What is meningococcal disease?

Meningococcal disease is caused by the bacteria *Neisseria meningitidis*, also called meningococcus. This bacterium can infect the blood and cause septicemia. It can also infect the covering of the brain and spinal cord, causing meningitis.

How is the disease spread?

Meningococcal disease spreads through direct contact with the saliva or with respiratory droplets from the nose and throat of an infected person.

Who is at risk of getting this disease?

Some groups of people have a higher risk of meningococcal disease such as first-year college students living in dormitories or new military recruits living in barracks. Other persons at increased risk include household contacts of a person known to have had the disease, immunocompromised people, people without a spleen, and people traveling to parts of the world where meningococcal disease is more common. Exposure to tobacco smoke and having a concurrent upper respiratory infection also increase the risk of meningococcal disease. Infants are at highest risk, but rates decrease after infancy and then increase in adolescence and young adulthood.

What are the symptoms?

Ten percent or more of people are thought to be carrying *Neisseria meningitidis* in their nose and throat without being ill, which is called "asymptomatic carriage". Of these people, about 1% can develop illness, which may be meningitis or a blood stream infection called septicemia or meningococemia. As described above, some people can carry the bacteria in their nose and throat without ever becoming ill. Signs of illness may include fever, severe headache, nausea, vomiting and a rash. People who develop meningitis can have fever, intense headache, nausea, vomiting, stiff neck and extreme sensitivity to light. It is important to seek care from a health care provider as soon as possible if these symptoms appear. Meningococcal disease has a 15% risk of death if it is not treated properly.

How soon do the symptoms appear?

Symptoms may appear two to ten days after infection, but usually within three to four days.

What is the treatment for meningococcal disease?

Antibiotics such as penicillin or a cephalosporin such as ceftriaxone are used to treat meningococcal disease.

Should people who have been around a person infected with meningococcal disease be treated?

When meningococcal disease occurs in one person, only people who have been in close contact with that person's respiratory secretions are recommended to receive antibiotics. These include household members, intimate contacts, health care personnel performing mouth-to-mouth resuscitation, day care center playmates, etc. Such people are usually advised to obtain a prescription for a specific antibiotic (rifampin, ciprofloxacin, ceftriaxone or azithromycin) by their physician. The health department will contact the individuals who are recommended to receive antibiotics and advise them of the option to obtain antibiotics. Casual contacts including classmates, co-workers or those in a factory setting are not at increased risk of disease when a single person has meningococcal illness. When clusters or outbreaks occur, the health department may expand the recommendations for which groups need to receive antibiotics to prevent possible spread. Antibiotics do not protect people from future exposure to *Neisseria Meningitidis*.

Is there a vaccine to prevent meningococcal disease?

Three types of meningococcal vaccines are available in the United States. They are effective against four of the five most common disease-causing types of meningococcal disease: A, C, Y and W-135. An additional vaccine is now available that protects against serogroup B but is currently only licensed for high-risk children over ten years of age. Consult with your health care provider or the local health department about receiving the vaccine.

Oklahoma state law 70§1210.195 requires dissemination of the following information on meningococcal disease. Source: Communicable Disease Division – Oklahoma State Department of Health

MENTAL HEALTH RESPONSE PROTOCOL

Oklahoma law (70 O.S. § 24-159) requires all public school districts, including Tulsa Public Schools (TPS), to support students during a mental health crisis. These protocols are developed to prevent student suicide, self-harm, and violence. Schools will notify parents or guardians immediately if a student exhibits signs of a mental health crisis or suicidal ideation. Tulsa Public Schools partners with COPES a mobile mental health crisis response team for support.

MOTOR VEHICLES ON SCHOOL GROUNDS

Each school principal has the responsibility of establishing motor vehicle regulations according to the needs of the school. Students in violation may have their school parking privileges revoked and may be subject to suspension. A principal's decision to limit or revoke parking privileges is final and may not be appealed.

NOTICE REGARDING H.B. 1775

As required by Oklahoma Administrative Code 210:10-1-23(g), parents and legal guardians are expressly notified of their rights under Okla. Stat. tit. 70 § 24-157 and Oklahoma Administrative Code 210:10-1-23, prohibiting "discrimination on the basis of race or sex in the form of bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex. Public schools in this state shall be prohibited from engaging in race or sex-based discriminatory acts by utilizing these methods, which result in treating individuals differently on the basis of race or sex or the creation of a hostile environment." Any individual who alleges a violation of Okla. Stat. tit. 70 § 24-157 or Oklahoma Administrative Code 210:10-1-23 and wishes to file a complaint with the district must do so by contacting the Executive Director of Student and Family Services at HB1775complaints@tulsaschools.org, 918-746-6287.

OKLAHOMA PARENTS BILL OF RIGHTS 25 O.S. § 2002

This statute affirms that parents (natural/adoptive/legal guardians) retain all rights over their minor children's upbringing and education. See Tulsa Public Schools Board Policy 9404 and Policy 9404-R at tulsaschools.org/policies.

ONLINE EXPECTATIONS FOR STUDENTS

We believe in building safe, equitable and engaging school communities in order for every student to have a positive learning experience that helps prepare them for success in higher education, career, and life. This document will provide guidance and the implementation of guidance around digital citizenship responsibilities and the implementation of guidance around student behavior and the discipline process in the virtual classroom. We recognize effective teaching and learning take place in a safe,

secure, and welcoming environment whether it is virtual or face- to-face. Safe learning environments contribute to improved engagement and increase student achievement.

Parents, teachers, and students themselves play a role in good digital citizenship. As an online resource to students, families, and staff, the Student and Family Guide to Success includes information to help navigate the school year. The online handbook includes links to policies and procedures, resources for families and important information on the rights of TPS students, families, and staff to learn and work in safe and supportive environments.

The same expectations posted in the Student and Family Guide to Success will extend to our virtual learning community. The guidance here provides information intended to be a support in the virtual learning environment to include positive, proactive and restorative behavior strategies (see examples below).

Prevention First

Student discipline is accomplished by preventing misbehavior and using effective interventions if it occurs. Although our learning environments are virtual, the support from your allies in learning is still available to you, including school counselors, our Student and Family Support Services team members and other key faculty/staff members.

Relationships Are Essential

Building strong positive relationships between student and school faculty and staff members is essential even in the virtual classroom to support engagement in learning. Building positive relationships with parents can also help with managing student responsibilities in being a good digital citizen during virtual learning.

Discipline As Learning

Equitable instruction and guidance by school faculty/staff when misbehavior occurs provides students with the opportunity to learn the interpersonal and problem-solving skills necessary to be successful and avoid a disciplinary consequence. If a discipline consequence occurs, it must be timely, fair, age appropriate and match the severity of the misbehavior.

Early Learning Experiences

Positive school experiences for all students in the earliest grades create a positive perception of school and builds social and academic skills necessary for later school success.

Frequently Asked Questions:

What is digital citizenship?

Digital citizenship is the responsible use of technology by anyone who uses computers, the internet, and digital devices. For additional information regarding digital citizenship and resources for families, please visit the following websites:

- Learning.com Online Safety (www.learning.com/online-safety-definition-basics/)
- AES-What is digital citizenship? (www.icevonline.com/blog/what-is-digital-citizenship)

What if my student needs home internet access?

There are programs available to help with reduced cost Internet access for families. To see if you qualify, please contact Tulsa Responds at (918) 900-0918 or www.tulsaresponds.org/internet.

Are there virtual dress code requirements?

There is no standard school attire required for the remote setting. Students shall dress in an appropriate manner as not to distract or interfere with the operation of the school. (Example: Students will not wear any clothing that displays drugs/alcohol, paraphernalia, or is sexual in nature.) When we return to in-person teaching, the school dress code will be enforced.

When a student is dressed in a manner that is likely to cause disruption or interference with the operation of the school, the teacher should follow the remote response plan guidelines.

Do discipline codes still apply to virtual learning?

Tulsa Public Schools believes in supporting the safe and responsible use of all online and digital technologies for teaching and learning. During this period of remote learning, all students are responsible for continuing to practice positive digital citizenship by protecting and respecting their peers and teachers. We all must understand, practice, and model positive and productive behaviors when we are online. Because a remote learning environment is still a classroom, school behavior norms are rules to be followed just as expected in the regular educational setting/classroom.

PARENTS RIGHTS IN SPECIAL EDUCATION

Parents/guardians of children with disabilities are entitled to protections under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act before the district may change the student's educational placement for disciplinary reasons. For specific information explaining these procedural protections under IDEA, consult the handout entitled "Parents Rights in Special Education: Notice of Procedural Safeguards", copies of which are available at school sites at no charge. For specific information explaining procedural protections under Section 504 and Title II, consult the handout entitled

"Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards", copies of which are also available at all school sites without charge. Contact the Special Education Services department, located at the Enrollment Center at 918-746-7575 with questions or for additional information.

Oklahoma Parents Bill of Rights ([https://sde.ok.gov/sites/default/files/210.10-2-1 Parental Rights.pdf](https://sde.ok.gov/sites/default/files/210.10-2-1_Parental_Rights.pdf)) reserves specific rights to parents including the right to direct the education of the minor child and all rights of parents identified in Title 70 of the Oklahoma Statutes.

PUBLIC OFFICE/POLITICAL CAMPAIGNS

Distribution on school premises of literature of commercial advertising advocating the nomination or election of any person for public office is expressly prohibited.

PROTECTION OF PUPIL RIGHTS ACT

The Protection of Pupil Rights Amendment (PPRA) gives parents and students (18 years or older or emancipated) certain rights when a school conducts student surveys, collects and uses information for marketing purposes, and administers certain physical exams to students.

Related resources at tulsaschools.org/pupilrights

RETENTION AND PROMOTION

Promote or promotion - As used in this policy means to place a student successfully completing the requirements of a particular grade level into the next higher grade level following the end of the school year and to record on the student's permanent cumulative record that the current grade level has been successfully completed. Retain or retention - As used in this policy, means a decision to decline to advance a student into the next higher grade level following the end of the school year and to indicate on the student's permanent cumulative record that the current grade level has not been successfully completed. See policy 2406 for specific information at tulsaschools.org/policies.

SEARCHES

Search of school property by school officials

All school property (lockers, desks, chromebooks, IT Equipment, etc.) assigned to students is the property of Tulsa Public Schools. The student is given a temporary right to use the property which may be revoked at any time.

School property may not be used to store contraband or other prohibited materials, objects, etc. that are in violation of school rules. The school principal or designee may at his/her discretion authorize the search of any school property without the permission of the student or the presence of the student. Students have no expectation of privacy as to lockers, desks or other school property temporarily assigned for their personal

use. School personnel may remove from lockers or desks any articles that are prohibited at school or could be used to interfere with or disrupt the educational process.

Tulsa Public Schools adheres to a clear bag policy. No person attending a school sponsored event may conceal on his/her person, in a purse, handbag, etc. any weapon, narcotic, dangerous drug, alcohol, or any other substance or object that is in violation of local or state ordinances or school rules.

Search of student's person/possessions by school officials

Any individual entering a TPS facility may be subjected to scans by either walk through or handheld metal detectors. As set out below, the school principal or designee may also authorize the search of a student's person or personal property and seize prohibited, illegal or harmful items in the student's possession. Except for a metal detector search, there must be a reasonable suspicion by school authorities to believe the student is in possession of an item, the possession of which constitutes a crime or a school rule or board policy violation.

Procedures regarding searches other than those conducted by use of a metal detector are as follows: The student must be told, prior to the search, what item or substance is being sought. The search must be done in a manner that avoids undue humiliation to the student.

The search of a student's person must be conducted by a person of the same gender as the person being searched and should normally be witnessed by at least one other authorized person, said person to be of the same gender, if practical. Under no circumstances shall a strip search be conducted.

Searches of persons and personal property by law enforcement officials shall be made in accordance with relevant state and federal law.

SMOKING/TOBACCO/E-CIGARETTES/PERSONAL VAPORIZER

All Tulsa Public Schools facilities are tobacco and smoke free. Tobacco use by students or staff is strictly prohibited. It is against Oklahoma state law 37-600.4A for persons under the age of 21 to possess tobacco or tobacco products. Student smoking or in possession of tobacco will be subject to discipline procedures by the school. Smoking means the carrying by a person or having access to a lighted cigar, cigarette, pipe or other smoking article. Smoking also includes using products which mimic or simulate smoking behavior, regardless of whether such products actually contain tobacco. This prohibition includes but is not limited to e-cigarettes, personal vaporizers and electronic nicotine delivery systems. See related board policies 2108 and 4402.

STUDENT DISTRIBUTION OF WRITTEN MATERIALS IN SCHOOL

Public school students have a constitutional right to distribute written materials in school facilities, subject to reasonable regulation by school authorities of the time,

place, and manner of distribution and subject to certain restrictions concerning the content of the materials. Distribution of written materials by students in school facilities is governed by board policy 2604 and regulation 2604-R.

SUSPENSIONS

Board policy 2619, Student Suspension at tulsaschools.org/policies and Oklahoma State Law 70-24-101-3

Suspensions During Remote Learning

- If a student is suspended while learning remotely or in a virtual academy, the Director of Student Advocacy will review the situation to decide on the next steps and support for that student.

Home-Based Instruction

- Suspended students will receive help only for core subjects (like English, math, science, and social studies). This does not include honors, advanced placement, or international baccalaureate courses.

Suspension for Students with Disabilities-disciplinary removal of students with disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act

- “Disciplinary removal” includes any out-of-school suspension or disciplinary action that changes a student with a disability’s educational placement.
- The district can suspend a student with a disability for up to 10 school days for violating school rules, just like any other student.
- If a student with a disability is to be suspended for more than 10 days, it must be for behavior that is not linked to their disability. Before the eleventh day of suspension, a manifestation meeting must be held to discuss the situation.
- After the eleventh day, students must receive special education services according to their Individualized Education Plan (IEP).
- Special education services, as determined by the IEP team, must be provided to the student for the duration of the suspension beginning on the eleventh day as determined by the IEP team.

Homework Policy During Suspension

- Parents/guardians need to get homework assignments for suspended students.
- If a student is suspended for six days or more, an education plan is required by law.
- Students suspended for five days or less will not receive an education plan.
- Students suspended for having a dangerous weapon or drugs will also not receive an education plan.
- Students suspended for more than five days can continue learning in an alternative setting.

- The education plan will cover core subjects like English, math, science, and social studies.
- Special education services must be provided based on the student's IEP.
- Parents will receive copies of the education plans.

Off-Campus Conduct

The school principal or designee may suspend a student based upon off-campus conduct by the student when the principal/designee concludes that the off-campus conduct indicates that the student's continued attendance would have an adverse impact on order, discipline or the educational process at the school.

VIOLENT BEHAVIOR

Tulsa Public Schools is committed to providing a safe and orderly learning environment for all students and will not tolerate behavior which is dangerous or disruptive to the learning process. Any student exhibiting violent behavior on school property or at a school function may be subject to immediate suspension pending an investigation of the incident. Additionally, the student may be subject to prosecution by law enforcement authorities.

IMPORTANT CONTACTS

Accreditation and Accountability	918-746-6221
Alternative Education	918-833-8376
Appeals (suspensions/bans)	918-746-6457
Athletics/Activities	918-746-6453
Attendance Boundaries/Residency Information	918-746-7500
Bond Projects/Energy Management	918-746-6684
Campus Police Department	918-480-SAFE (7233)
Child Nutrition	918-833-8670
Communications	918-746-6304
Compliance Employee/Student Legal Issues	918-746-6147
Concerns/Complaints	918-746-6287
Counseling/Student Services: Elementary	918-746-6287
Counseling/Student Services: Middle and High School	918-746-7535
Crisis Support	918-746-6322
Crossing Guards (City of Tulsa)	918-591-4283

Curriculum and Instruction	918-925-1100
Discipline Review	918-746-6457
Discrimination/Retaliation Complaints	918-746-6985
Education Service Center	918-746-6800
Enrollment Information	918-746-7500
Facilities Rental	918-746-6534
Fine Arts	918-925-1137
Foundation for Tulsa Schools	918-746-6600
Health and Wellness Services	918-746-6364
Homeless Education	918-746-6241
Instructional Leadership Directors	918-746-6401
Indian Education Office	918-746-6785 918-833-8360
Language Assistance Services	918-746-6730
Library and Media Services	918-925-1100
Parent Resource Center	918-746-9665
School Safety	918-480-SAFE (7233)
Special Education	918-746-6199

Special Education Records	918-746-7575
Student and Family Support Services	918-746-6287
Student Records/Transcripts	918-746-7500
Social Services and Mental Health Services	918-746-6364
Talent Management	918-746-6310
Title IX Coordinator	918-746-6985
Transfers: Elementary	918-746-6335
Transfers: Middle and High School	918-746-6823
Transportation Customer Service	918-833-8100
Truancy Information	918-746-6296

- Education Service Center hours are from 8:00 a.m. – 4:30 p.m., Monday through Friday
- Enrollment Center hours are from 8:00 a.m. - 5:00 p.m.