MCLOUD SCHOOL DISTRICT NUMBER 01

Policy Manual

Pottawatomie County
Oklahoma

MCLOUD BOARD OF EDUCATION
INTRODUCTION

POLICY MANUAL

McLoud School District Number 01

Pottawatomie County, Oklahoma

The McLoud School District operates according to policies developed and established by the board of education. The board, which represents the local community, develops policies after careful study and deliberation, and the school administration implements those policies through regulations and procedures. The board will appraise the effects of its policies and make revisions as necessary.

This manual contains the policies, regulations, procedures, and exhibits which govern the McLoud School System. Policy development in a modem, progressive school system is a dynamic, ongoing process. New problems, issues, and needs give rise to the continuing need to develop new policies of to revise existing ones. To facilitate periodic updating, the board uses a loose-leaf format for the manual.

Each person, office, or agency should update its copy of this manual as new policies are distributed.
Manual Organization

This manual is organized according to the classification system used by the Oklahoma State School Boards Association. The system provides an efficient means of coding, filing, and finding policies. There are seven major classifications, each bearing an alphabetical code:

A - School District
B - School Board Operations
C - Business and Support Services
D - Personnel
E - Instruction
F - Students
G - Community Relations

Subclassification under each heading is based on logical sequence and alphabetic^ sub coding. A policy statement is first filed according to its major classification. Personnel policies are found in the D Section, student policies in the F Section, etc. Policies are then sub coded within various sections under the major classification For example, FM is Student Activities, FMA is Extracurricular Activities, and FMAC is Cheerleaders and Spirit Groups. For an example of the sub coding system, examine the pages immediately following the tab for Section A- School District.

The pages that follow the tabs for each major section present the classification for that section and serves as a table of contents.

How to find Policy

There are two ways to find a policy in this manual:

> Consider where the policy would be filed among the seven major classifications. Turn to the table of contents for that section. Glance down the listing until you find die term that most closely fits the topic you are seeking. Use the code letters given for that term to locate the page that will appear in alphabetical order by code within that particular section. All pages of the manual are coded in the upper right comer.

or

> Turn to the cross-reference index, which is an alphabetical index of many terms used in education. Find your topic as in any index, find the code, and use the code to locate the correct page in the manual. The cross-reference lists more than 1800 terms, but no index of useful size could include every possibility. If the term you want is hot included, use a synonym or a more general or specific term appropriate to that topic. If you can find the term and code but there is no policy, the school system probably has no written policy for that particular topic. All terms used in the codification system appear in the sectional tables of contents and the cross-reference to accommodate the coding, insertion, and finding of policies that may be adopted later. There is one other possibility. A brief statement related to the policy that you are seeking may be incorporated in a "superior" policy that covers that general area. This "superior" policy will be coded under a more general term. To find it, read up the classification system.

Legal References

Pertinent legal references are given to inform the reader as to where applicable statutes Mating to a particular policy may be found. Unless otherwise noted, all legal references direct the reader to the Oklahoma Statutes Amotated. It is important to mention that other laws and court decisions may be applicable to a particular policy.

Cross-References

Certain policies are related to other policies. Cross-references may follow some statements to help the reader find all the related information regarding that particular topic.

Board Policies

Generally, the role of a board of education is to set policy, and the role of the school administration is to execute and support that policy. Following is the basic distinction between policies and regulations as set forth by the National School Boards Association-

> Policies are principles adopted by the board to chart a course of action. They tell what is what and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-to-day problems; they need to be narrow enough to give the administration clear guidance.
>
> Regulations are the detailed directions developed by the administration to put die board's policy into practice. They tell how, by whom, where, and when things are to be done. Often the state and federal governments require school boards to make detailed rules. Many regulations are established by law and the Oklahoma State Board of Education. Additionally, the public may demand that the board, not the administration, establish specific rules and procedures in certain sensitive areas. Therefore, for the purposes of this manual, all edicts of the state (even though regulations) are considered to be mandated board policy. Where the board has written regulations required by law or in particularly sensitive areas, and has incorporated them into policy, the entire statement is presented as policy.

This manual contains all the current written policies of the McLoud Board of Education. The need for reducing policies to writing, adopting new policies, and revising old ones is apparent. Further, state law and state school board regulations may change. Therefore, a policy manual can never be totally complete and current. Policy development is a continuing process. From time to time, new policies will be developed, coded according to the classification system and issued for insertion in this manual.

Order of Precedence

Board policies must be read and interpreted in the light of appropriate Federal and Oklahoma Statutes and regulations and state school board regulations. If, and where, inconsistencies of interpretation arise, the law and state regulations prevail.

Acknowledgment

The undersigned members of the McLoud Board of Education hereby acknowledge an agreement between the board of education and the Oklahoma State School Boards Association. The OSSBA has agreed to develop a manual of school policies for the board of education on a contractual basis with the understanding that in adopting the school policies, said board releases the OSSBA from any and all liability that might arise as a result of the implementation of said policies,

ADOPTED:

Date _____

MCLOUD PUBLIC SCHOOLS

MCLOUD SCHOOL DISTRICT NO. 7

SCHOOL POLICY MANUAL

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MCLOUD BOARD OF EDUCATION

SCHOOL POLICY REFERENCE MANUAL
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MCLOUD BOARD OF EDUCATION

AE - PHILOSOPHY OF MCLOUD PUBLIC SCHOOLS

The philosophy of the McLoud Public School System is based on the concept that the school exist for individual students at all socioeconomic levels. It should concentrate on providing, through teaching and counseling, equal and adequate opportunities for all students to develop intellectually, physically, socially, and vocationally in order that they might make. a contribution to society, that they might be capable of enjoying a cultural, moral and spiritual life, and that they might recognize and accept their responsibilities in preserving the democracy which has provided for these opportunities. If laws are changed, they will supersede board policy.

REFERENCE: **Board Minutes dated February 4, 1991**
Board Minutes dated April 29, l99l

MCLOUD BOARD OF EDUCATION

AEA - MISSION STATEMENT

It is the mission of McLoud Public Schools to ensure that all McLoud students will be adaptable, articulate and literate problem solvers who, as critical thinkers, are self-motivated and responsible citizens. We will know we have achieved our mission when all students demonstrate they are:

Skillful Communicators, who know how to express ideas orally and in writing, are independent thinkers, can follow written and oral instructions and can effectively communicate in a global society.

Cooperative and Creative Problem Solvers, who can analyze situations, think critically, know how and where to find needed information and can adapt to a variety of life situations and produce quality solutions.

Collaborative Contributors, who use effective leadership and group skills to foster, develop, and sustain supportive relationships with and between others in culturally diverse work, community and family settings.

Life-Long Learners, who are capable of adaptation to and participation in an ever-changing world.

Self-realized Individuals, who are flexible, responsible, and can establish and maintain a positive network for continuous emotional growth and support; are caring adults that recognize the dignity and worth of others and can empathize with the plight of others; and are not threatened by those who are different from themselves.

MCLOUD BOARD OF EDUCATION

BA - BOARD OF EDUCATION
LEGAL STATUS

The McLoud Board of Education is a legislative body of five (5) members elected by a vote of the district. The board of education derives its authority from the state legislature. The board's power is judicial and legislative, and the superintendent elected by the board serves as its executive officer. **When not in legal session, a board member has no legal authority whatsoever.**

The legislative functions of the board are to make plans and policies, select the superintendent, and delegate to the superintendent" the placing of plans and policies into operation and provide the financial means for their achievement.

The judicial functions of the board are to hear and resolve termination hearings, grievance petitions, disciplinary appeals, public complaints and other actions of a judicial nature.

REFERENCE: 70 O.S. §5-106, §1-115, §1-116, and §5-117, et seq.

MCLOUD BOARD OF EDUCATION

BAA - BOARD OF EDUCATION
POWERS AND DUTIES

The McLoud Board of Education shall have the power to:

1. Elect its own officers: President, Vice-President, Clerk, and shall appoint an Encumbrance Clerk and a Minutes Clerk and in its discretion, a Deputy Clerk. The board may appoint one person as Encumbrance/Minutes Clerk.

2. Make rules, not inconsistent with the law or rules of the State Board of Education, governing the board and the school system of this district.

3. Maintain and operate a complete public-school system of such character as die board of education shall deem best suited to the needs of the school district.

4. Designate the schools to be attended by the children of the district.

5. Provide and operate, when deemed advisable, cafeterias or other eating accommodations, thrift banks or other facilities for the teaching and practice of thrift and economy, bookstores, print shops, and vocational and other shops.

6. Provide informational material concerning school bond elections and millage elections, including but not limited to all pertinent financial information relative to the bond issue, a statement of revenue sources necessary to retire proposed bonds, a statement of current bonded indebtedness of the school district, and a statement of proposed use of funds to be generated by the proposed bond issue. The informational material shall not contain the words "vote yes" or "vote no" or any similar words or statement any place on such informational material.

7. Purchase, construct or rent, and operate and maintain classrooms, libraries, auditoriums, gymnasiums, stadiums, recreation places and playgrounds, teacherages, school bus garages, laboratories, administration buildings and other schoolhouses and school buildings and acquire sites and equipment therefor.

8. Have school district or its employees' property insured.

9. Acquire property by condemnation proceedings in the same manner as land is condemned for railroad purposes. School district funds may be used to erect buildings on leased land on which other buildings have been erected prior to April 3, 1969, or on land which is leased from a governmental entity.

10. Lease real or personal property to the state or any political subdivision thereof or a not-for-profit entity operating pursuant to state law for nominal cash consideration for so long as the use of the property by the lessee substantially benefits, in whole or in part, the same public served by the school district.

11. Dispose of personal or real property no longer needed by the district by sale, exchange, lease, lease-purchase, and partial lease back, or otherwise as prescribed by state law.

12. Purchase necessary property, equipment, furniture, and supplies necessary to maintain and operate an adequate school system.

BAA - BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)

13. Incur all expenses, within the limitations provided for by law, necessary to perform all powers granted by law.

14. Contract with and fix the duties and compensation of physicians, dentists, optometrists, nurses, attorneys, superintendents, principals, teachers, bus drivers, janitors, and other necessary employees of the district.

15. Establish a written policy for reimbursement of necessary travel expenses of employees and members of the board, the policy may include in-district travel from the site of employment assignment which is necessary in the performance of employment duties, The written policy shall specify procedures, contain documentation requirements, and may include payment of meal expenses during authorized travel on a per diem allowance basis rather than itemized documentation.

16. Pay necessary travel expenses and other related expenses of prospective employees for sponsored visits to the school district pursuant to a written policy specifying procedures containing documentation requirements equal to or greater than the requirements specified by law for state employees in the State Travel Reimbursement Act.

17. Provide for employees' leaves of absence without pay.

18. Exercise sole control over all of the schools and property of this district, subject to other provisions of the Oklahoma School Code.

19. Allow district-owned school buses to be used for transportation of students from other districts or educational institutions while within the district on educational tours. This shall not restrict the authority of the board to authorize any other use of such buses which may now be permitted by law or rule of the State Board of Education.

20. Enter into contractual agreements with the board of trustees of a multicounty library system, a city-county library commission, of a rural single county library system, as defined by state law, on such terms as may be mutually agreed, except no district board of education may enter into any agreement under which the library services for the school would be provided at any site other than the school site or which would result in library services that do not meet accreditation standards as required by law or rule.

21. Perform all functions necessary to the administration of a school district in Oklahoma as specified in the Oklahoma School Code, in addition to those powers necessarily implied but not delegated by law to any other agency or official.

22. Prepare and distribute at the expense of the school district any and all material which has the purpose of informing the public about district activities.

23. Solicit and accept any gift, grant, or donation of money of property for the use of the school district. Any gift, grant, or donation of money may be deposited in the general fund of building fund of the school district.

BAA - BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)

24. Pay necessary meal and lodging expenses of school district students and sponsors involved in authorized school-sponsored cocurricular activities. The board shall establish a written policy for reimbursement of necessary meal and lodging expenses of school district students and sponsors. The written policy shall specify procedures, contain documentation requirements, and designate the hinds from which reimbursement may be made. Reimbursement may be made from the general fund.

25. Adopt and maintain on file in the office of the superintendent of schools an appropriate personnel policy and sick leave guide for all teachers employed. The guide shall be made available to die public.

26. Exercise complete control over all funds on hand or hereafter received or collected from all school activities conducted in this school district.

27. Provide for an annual audit of all such school activity funds. The original reports of such audit shall be delivered to the board, and a copy thereof shall be furnished to the treasurer of the school district.

28. Rent the gymnasium, auditorium, or cafeteria.

29. Cause all school funds to be audited annually.

A board member shall not be considered to be directly or indirectly interested in any contract with a company, individual, or business concern that employs such board member or the spouse of the board member if the board member or the spouse of the board member has an interest of five percent (5%) or less in the company, individual, or business concern.

The superintendent of schools is the executive officer of the board and shall carry out all policies adopted by the board.

On or before the thirty-first day of December each year, the board of education shall prepare an estimate of the funds needed for support and maintenance of the schools for the ensuing year. If the assessed valuation of the school district for the current fiscal year is not sufficient by a levy of five mills to provide such funds, the board shall determine the additional amount of an excess levy above the five mills that shall be required. The board shall make an itemized statement showing:

1. The funds estimated to be on hand at the end of the current fiscal year;

2. The estimated income from sources other than ad valorem taxation, including the apportionment of income from the common school fund based upon the distribution of the next preceding year; and

3. The sinking fund sufficient to pay at maturity any bonded indebtedness coming due on any bonds issued by the school district, and the amount necessary to pay the interest coupons falling due on such bonded indebtedness and the amount necessary to pay installments on judgments.

BAA - BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)

Such estimate shall be posted in five public places in the district or published in one issue of a newspaper of general circulation in die district. The notice shall contain die number of mills exceeding five. At the time said notice is published or posted, the board of education may issue a call for an election to be held on the second Tuesday in February to vote upon the amount of excess levy needed to finance the school district for the ensuing fiscal year. Such election shall immediately follow the regular school district election and shall be conducted by the county election officials.

REFERENCE: 21 O.S. §355
26 O S. §13A-105
62 O S. §371
70 O S. §1-117, §5-105, §5-1078, §5-117, §5-119, §5-124, §5-134

MCLOUD BOARD OF EDUCATION

BAAB - NEPOTISM

This school district will not consider for employment any relative of a board member who is related within the second degree by affinity or consanguinity to the board member. Such relatives include the following persons:

Board Member's:	**Spouse's:**
Spouse	Child (adopted)
Child	Parents (mother-in-law, father-in-law)
Child's spouse (son-in-law, daughter-in-law)	Grandchild (step-grandson, step-granddaughter)
Parent	Grandparents (grandmother-in-law, grandfather-in-law)
Parent's spouse (stepmother, stepfather)	Brother/stepbrother (brother-in-law)
Grandchild	Sister/stepsister (sister-in-law)
Grandchild's spouse (grandson-in-law, granddaughter-in-law)	
Grandparent	
Grandparent's spouse (step-grandmother, step-grandfather)	
Brother (half-brother)	
Sister (half-sister	
Sisters spouse/half-sister's spouse (brother-in-law)	

If the relationship is based on affinity (marriage), then those members of the board who are serving on September 1, 1995, may complete the term for which they were elected and any successive terms for which they may be elected unless it is the member's spouse who is a member of the board of education or an employee of the school district. In which case, the prohibition against employment or serving as a school board member will apply. The board member may not participate in any regular or executive session of the board held to consider any personnel matter or litigation relating to said relative except that the board member may vote on collective bargaining agreements for the renewal of contracts as a group if the vote is necessary to establish a quorum. If more than one board member is related to a teacher or employee, only the minimum number of board members necessary to establish a quorum may vote. Length of service bn die board of education shall be used in order to determine which of these board members shall be allowed to vote when necessary to establish a quorum.

The following relatives of a board member may be employed by the school district:

Aunt/Uncle (third degree)
Niece/Nephew (third degree)
Great-grandparent (third degree)
Great-grandchild (third degree)
Cousin (fourth degree)

The prohibitions in this policy shall not apply to the employment of substitute teachers or to the employment of temporary substitute support employees, as long as the district's ADM is less than 5,000 students.

REFERENCE: **70 O S. §5-113,5-113.1**

MCLOUD BOARD OF EDUCATION

BAC - STATUS OF SCHOOL BOARD MEMBERS AS INDIVIDUALS

The McLoud Board of Education is a governing body composed of five (5) members. Board members as individuals or in concert outside a legal meeting are not the board, It is an usurpation of authority for any one member, such as the board president, to assume authority for acting in the name of the board without specifically delegated authority to do so from the board. An officer of the board has no more authority than any other member.

Individuals or groups often confront a single board member with issues that should usually be handled by the superintendent of schools. In those cases of apparent exception, it is suggested that the board member withhold commitment and/or opinion until the matter has been presented to the whole board. It is often wise for a board member to postpone the formulation of an opinion until having had the benefit of hearing the issue discussed by the board where all aspects of the problem are aired. A board member should not obligate Other members of the board by predicting how they will vote.

Any board member who, before serving or while serving on the board of education, initiated litigation against the school district, the school board, or an individual board member; or who is a governing member of a group or organization who authorized and initiated such litigation may be excluded Upon a majority vote of the board members from any executive session where the litigation is discussed or from any other form of participation in the board's defense of the litigation, including any vote on issues that relate to that legal action.

REFERENCE: 70 O S. §5-106, §5-107A, §5-113.2

MCLOUD BOARD OF EDUCATION

BBB - BOARD VACANCIES

It is the policy of the McLoud Board of Education that as mandated by Oklahoma Statute, Title 26, Section 13A-103, an annual election, held for the purpose of electing a member or members of the board of education, shall be held on the second Tuesday in February, unless another date is established by the state legislature. Every candidate for a position on the board shall file a notification and declaration for that office with the Pottawatomie County election board between the hours of 8 a.m. on the first Monday in December and 5 p.m. on the following Wednesday.

To be eligible to file a notification and declaration of candidacy, the prospective candidate must have been a registered voter in the election district, or ward, and a resident residing within said election district for at least six months immediately preceding the filing period. No person is eligible to be a candidate or to be elected to a hoard of education unless die person has been awarded a high school diploma or certificate of high school equivalency.

Board members shall be elected to serve a term of five years or until such time as their successors are duly appointed or elected and have qualified as prescribed by law. Terms of office shall be staggered so that one member shall retire from the board each year.

A vacancy on the board of education will occur by law when a board member:

1. Dies;
2. Resigns;
3. Moves out of the school district;
4. Fails to timely complete required workshop hours;
5. Is convicted of any felony or any offense involving a violation of the member's official oath;
6. Pleads guilty or nolo contendere to a felony or any offense involving a violation of the member's oath;
7. Abandons the office; or,
8. Assumes the duty of a second public office when the holding of such office and being a board member violates the dual office-holding provisions of the law. This does not apply to any elected or appointed member of a local school board who is a member or an officer of a volunteer fire department; and directors or officers of a rural water district, chiefs of municipal fire departments or rural fire districts who are appointed or elected to an unsalaried office, except where the duties of the office would create a conflict of interest.
9. Ceases to be a resident of the board district or ward for which the person was elected.

The board of education shall determine if and when a vacancy occurs on the board. Such vacancy shall be filled by appointment and the appointee shall serve until the next regular election if the person is appointed to fill such vacancy in the first half of the term of office for the board position. If the person is appointed to fill such vacancy after the first half of the term of office for the board position, then the appointee shall serve for the balance of the unexpired term. If no one is appointed within sixty (60) days of the date the board declared the seat vacant, a special election shall be held, and the elected member shall fill the vacancy for the unexpired term.

Each board member is expected to attend all board meetings. If an emergency situation should arise which will pre vent a board member from attending a scheduled meeting, the board member should notify the board president or the superintendent. _____*(number)* or more consecutive unexcused absences from board meetings may constitute abandonment of office and the board may declare the position vacant and fill the vacancy as prescribed by law.

BBB - BOARD VACANCIES (Cont.)

REFERENCE: 26 O S. §13A-103, §13A-110
51 O S. §6
70 O.S. §5-107A
70 O S. §13A-105, §13A-110

OSSBA POLICY SERVICES REVIEW NOTES:

The board should be aware that a decision to declare a seat vacant, based on a certain number of unexcused absences may be contested in a court of law by the person whose seat is declared to be vacated.

MCLOUD BOARD OF EDUCATION

BBB-E3 - APPLICATION FOR VACANT BOARD POSITION

Name: _____

Address: _____

Telephone: _____

1. I received a high school diploma or G.E.D. on(date) from (name of institution).

2. I have resided at the above-referenced address for_____(number years/months). (Must have been a resident of the district and of the geographical ward for the vacant position, if one exists, for six months.) If you have recently moved within the district and/or ward, please explain:

3. I registered to vote on..... ..... (date) with the county election board. (Must have been registered to vote at an address located within the district for six months.)

4. I have not been convicted of a felony nor have I pleaded nolo contendere to a felony within the past fifteen (15) years.

5. I am not related to any employee of the district within the second degree. (Those within the second degree include the following: spouse, child, child's spouse, parent, parent's spouse, grandchild, grandchild's spouse, grandparent, grandparent's spouse, brother, brother's spouse, sister, sister's spouse, spouse's child, spouse's parents, spouse's grandchild, spouse's grandparents, spouse's brother, spouse's sister.)

I wish to be considered as a viable candidate for the vacant board position.

Dated this_____ day of_____, 20_____.

_____
Signature

Subscribed and sworn to before me this_____ day of_____, 20_____,

_____
Notary Public

MCLOUD BOARD OF EDUCATION

BBB-P - FILLING BOARD VACANCIES (PROCEDURE)

The board may fill a vacancy on the board by appointment or by special election. The Attorney General has ruled that a school board may interview candidates for appointment in executive session (AG Op. No. 92-23). The following suggested agenda language does not represent approval or disapproval of any action that may be taken by the board of education:

> Proposed executive session to interview candidates and to discuss appointment of a volunteer to the McLoud Board of Education. 25 O.S. §307(B)(1) and 70 O.S. § 5-118.
>
> Vote to convene or not to convene in executive session.
>
> Vote to return to open session.
>
> Executive session minutes compliance announcement.
>
> Vote to appoint or not to appoint a volunteer to the position of board member of the McLoud Board of Education.

If the filing period has closed for an open position on the school board and no candidate has filed resulting in a vacancy, the board may appoint to fill the vacancy. In this very limited circumstance, the board may determine that the person appointed does not have to reside in the board election ward. The person appointed would have to fulfill all other requirements as set forth in law for school board candidates. Any person appointed who does not reside in the board election ward may only serve the appointed term of office and would not be eligible to refile for that board seat.

If the board cannot reach a decision with regard to appointing an individual to fill the position within 60 days, the board is required to call a special election. (See BBB-E1 for a sample resolution calling for a special election.) The resolution calling for a special election must be delivered to the secretary of the county election board no fewer than 60 days preceding the election. However, the board is not required to wait until the next date the county is holding an election. It is at the discretion of the board as to when the election will be held, as long as the resolution is provided to the secretary of the county election board no fewer than 60 days prior to the date requested for the election. Individuals elected to fill a vacancy serve for the remainder of the unexpired term

If an individual is appointed to the seat, the appointee shall serve until the next regular election if the person is appointed to fill such vacancy in the first half of the term of office for the board position. If the person is appointed to fill such vacancy after the first half of the term of office for the board position, then the appointee shall serve for the balance of the unexpired term.

REFERENCE: 26 O.S. §13A-110

MCLOUD BOARD OF EDUCATION

BBF - CODE OF ETHICS FOR BOARD MEMBERS

The McLoud Board of Education will be guided by the following Code of Ethics,

1. As a member of the McLoud Board of Education, representing all the citizens of this district, I recognize:
   A. That my fellow citizens have entrusted me with the educational development of the children and youth of this community.
   B. That the public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are, what their background may be, or where they may live.
   C. That the future welfare of this community, of the State, and of the Nation depends in large measure upon the quality of educational experiences provided in public schools,
   D. That my fellow board members and I must take the initiative in providing the people of this community with all facts about their school.
   E. That the authority of the board is derived from the State which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power provided to the board and the people of this community for the exercise of local autonomy.
   F. That I must never ne gleet my personal obligation to the community and my legal obligation to the State, nor surrender these responsibilities to any other person, group, or organization.
2. In view of the foregoing consideration, it will be my constant endeavor:
   A. To devote time, thought, and study to the duties and responsibilities of a school board member so that I may render effective and creditable service.
   B. To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of Opinion that arise during vigorous debate of points at issue.
   C. To base my personal decision upon all available facts in each situation; to vote my honest conviction in every Case, un-swayed by partisan bias of any kind; thereafter to abide and uphold the final majority decision of the board.
   D. To remember at all times that as an individual I have no legal authority outside the meetings of the board, and to conduct my relationships with school staff, the local citizenry, and all media of communication on the basis of this fact.
   E. To resist every temptation and outside pressure to use my position as a board member to benefit either myself or any other individuals or agency apart from the total interest of the school district.
   F. To recognize that it is as important for the hoard to understand and evaluate the educational program of the schools as it is to plan the business of school operation.

BBF - CODE OF ETHICS FOR BOARD MEMBERS (Cont.)

G. To bear in mind under all circumstances that the primary function of the board is to establish the policies by which the schools are to be administered, but that the administration of the conduct of school matters will be left to the employed superintendent of schools and professional staff.

H. To welcome and encourage active cooperation by the citizens of the community.

I. As an organized group, plan goals and objectives for each school year to improve the educational program of the district.

MCLOUD BOARD OF EDUCATION

BBH - DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS

The school board in modem America faces a difficult set of challenges. It must fashion a quality educational program to prepare children for an unpredictable tomorrow. It must decide complex issues of policy and principle. It must oversee the prudent management of our community's extensive school facility. It is right and proper for the public to expect its elected and/or appointed board members to demonstrate high qualities of leadership as they deal with affairs of the public schools. It is also right and proper for a school board to expect public support for its efforts to enlarge the horizons and abilities of its members.

The board of education places a high priority on the importance of a planned and continuing program of in-service education for its members. The central purpose of the program is to enhance the quality and effectiveness of public school governance in our community. The board shall plan specific in-service activities designed to assist board members in their efforts to improve their skills as members of the policy-making body; to expand their knowledge about trends, issues, and new ideas affecting the continued welfare of bur local schools; and to deepen their insights into the nature of leadership in a modem democratic society.

Funds may be budgeted annually to support the program. Individual board members shall be reimbursed for out-of-pocket expenses incurred through participation in approved activities. The board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities. The public shall be kept informed through the news media about the board's continuing in-service education and about the programs anticipated for short- and long-range benefits to our schools.

The board regards the following as the kinds of activities and services appropriate for implementing this policy:

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations.

2. District-sponsored training sessions for board members.

3. Subscriptions to publications addressed to the concerns of board members.

In order to control both the investment of time and funds necessary to implement this policy, the board establishes these principles and procedures for its guidelines:

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the superintendent. The board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.

2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.

3. Reimbursement to board members for their travel expenses will be in accordance with the travel expense policy for staff members. (See policy DEE and DEE-R.)

BBH - DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS (Cont.)

4. When a conference, convention, or workshop is not attended by the full board, those who do participate will be requested to share information, recommendations, and materials acquired at the meeting.

School board members are encouraged to attend workshops presented by the county, state, and national school boards associations. Professional journals and books in the school libraries shall be made available to every board member. The Superintendent shall provide information to the full school board as to the status of school board member training credits under an appropriately worded agenda item. The report shall include the number of new or incumbent credits, as well as the number of continuing education credits each board member has earned. This report shall be provided to the members of the board of education at the August, November, February, and May regular meetings of the board of education.

By March 1, the Oklahoma State Department of Education will notify school board members who have not yet completed training requirements that they are required to do so. If the board member fails to earn training credits in the timeline set by statute, the Oklahoma State Department of Education will notify by certified mail the school boards and the superintendent that a board member has failed to earn the required training credits. The board of education will then have thirty (30) days to declare the seat vacant.

REFERENCE: 70 O S. §5-110
70 O S. §5-110.1

MCLOUD BOARD OF EDUCATION

BD - SCHOOL BOARD
INTERNAL ORGANIZATION

The McLoud Board of Education shall be reorganized at the beginning of the first meeting following the annual school election and certification of election of new members. The term of office of newly elected board members shall begin at the first regular, special, or emergency board meeting after the member has been certified as elected.

The board shall elect from its membership, at the first meeting, a president and vice-president, each of whom shall serve for a term of one year and until a successor is elected and qualified. The board shall also elect a clerk and, in its discretion, a deputy clerk, either of whom may be one of the members of the board, and each of whom shall hold office during the pleasure of the board and each of whom shall receive such compensation for services as the board may allow.

Board President

The president of the board of education serves as the presiding officer, appoints all committees, and performs other duties that are delegated to him or her by state law or by order of the board of education.

Board Vice-president.

It shall be the duty of the vice-president to perform all of the duties of the president in ease of the president's absence or disability.

REFERENCE: 70 O.S. §5-107A
70 O S. §5-119
70 O.S. §5-120
70 O S. §5-121

MCLOUD BOARD OF EDUCATION

BDAE - BOARD OF EDUCATION OFFICERS TREASURER

It is the policy of the McLoud Board of Education to employ a treasurer for the district. The treasurer shall serve at the pleasure of the board and for such compensation as the board may determine, and shall perform those duties previously performed by the county treasurer of Pottawatomie County, and any other duties as the hoard may in its discretion confer upon said treasurer including the following:

The treasurer shall maintain the following records:

1. SEI 208 Treasurer's General Ledger
2. SEI 2061 Treasurer's Cash Ledger
3. SEI 2062 Treasurer's Investment Ledger
4. SEI 207 Treasurer's Warrant Register
5. SEI 411 Treasurer's Receipt
6. SEI 410 Treasurer's Check
7. SEI 1141 Bond Register
8. Deposit Books
9. Such other books or records as may be deemed advisable or useful.

The treasurer shall maintain adjunct files of:

1. Paid warrants.
2. Voided warrants.
3. Paid bonds and coupons.
4. Canceled bonds and coupons.
5. Bank and fiscal agency statements, including deposit tickets and paid checks.
6. County Clerk's remittance advices.
7. Copies of any directive from the County Clerk Or County Excise Board supplementing, changing, or transferring appropriation balances.
8. State Board of Education notices and allocation of state and federal aid,
9. School board resolutions pertinent to the conduct of the treasurer's office and duties.
10. A copy of the claim and encumbrance clerk's certificate to substantiate the registration of a warrant or warrants.
11. Letters, memos, and other supporting data pertaining to transactions of the school district or to the operation of the treasurer's office.
12. Any other files which may be considered advisable or useful.
13. The board of education shall require a minimum bonding capacity of $50,000.00 when using an independent treasurer and may increase that amount as circumstances warrant.

When deposits are made for the district in accordance with the Security for Local Public Deposits Act, the treasurer shall not be liable for any loss resulting from the default or insolvency of a public depository in the absence of negligence, malfeasance, misfeasance, or nonfeasance on the part of the treasurer.

The board of education shall review the investment performance of the treasurer each month at its regularly scheduled board meeting. Such review shall include, but is not limited to, a determination of whether the treasurer is making informed investment decisions regarding the safety, return, liquidity, costs, and benefits of various investment options in selecting investments for the school district.

BDAE - BOARD OF EDUCATION OFFICERS, TREASURER (Cont.)

Within nine (9) months of employment, the district treasurer shall complete at least twelve (12) hours of instruction on school finance laws of this state, accounting, ethics, and the duties and responsibilities of a school district treasurer. In addition to these requirements, the district treasurer is required to complete a minimum of twelve (12) hours of continuing education every three (3) years. Any instruction completed by the treasurer within three (3) years prior to employment in the position shall count towards satisfying the requirements of this section. The requirements of this paragraph shall not apply to any county treasurer who also acts as a school district treasurer.

NOTE: Standard forms for the treasurer's General Ledger, Cash Ledger, Investment Ledgers, Warrant Registers, Bond Registers, Receipt Books, and Check Books have been designed to facilitate and standardize the treasurer's bookkeeping system.

REFERENCE: 51 O S. §8
62 O S. §517.1, et seq.
70 O S. §5-114, §5-190
Atty. Gen. Op. No. 80-292 (January 19,1981)

BDD - BOARD OF EDUCATION ATTORNEY

The McLoud Board of Education will retain an attorney or legal firm for legal counsel and services as necessary. Compensation will be determined at the time of appointment.

Only the superintendent and the president of the board of education will confer with the attorney except at official board meetings. However, any legal advice to be relied upon by the board must be in writing or directly communicated to the board by the attorney. Copies of all legal opinions will be furnished to each board member by the superintendent.

REFERENCE: 70 O.S. §5-117 (A)(14)

MCLOUD BOARD OF EDUCATION

BDF - ADVISORY COMMITTEES

The McLoud Board of Education may, from time to time, appoint private citizens as official Advisory Committees to the board. Any recommendations of such committees are advisory only and will not be binding upon the board of education. Following the completion of specific functions, the committees shall be dismissed. Advisory committees shall serve as a two-way channel of communication and shall have the following specific purposes:

1. To study questions concerning the McLoud Public School System submitted to the committee by the board of education,
2. To assist interpreting public opinion, and
3. To assist the board in explaining issues and problems to the community.

MCLOUD BOARD OF EDUCATION

BDFC - SAFE SCHOOL COMMITTEE

Not later than October 1 of each school year, each school district site shall select a Safe School Committee composed of at least seven members. The committee will include an equal number of teachers, parents of the children affected, and students. In addition, the committee shall include a school official and a school resource officer who participates in the investigation of reports of harassment, intimidation, bullying, and threatening behavior. The committee will study and make recommendations to the principal concerning:

1. Unsafe conditions, possible strategies for students, faculty and staff to avoid physical and emotional harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school;

2. Student bullying at school;

3. Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying.

4. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams and resources that include counselors and other behavior health and suicide prevention resources within or outside the school system;

5. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines; and

6. Professional development needs of faculty and staff to recognize and report suspected human trafficking

The committee shall meet *each semester.*

Responsibilities of the Safe Schools Committee include, but are not limited to, the following:

1. Study unsafe conditions in the schools, student victimization, school violence, and other issues concerning school safety.

2. Make recommendations to the principal regarding possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety, and methods to encourage the involvement of the community members and students.

3. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. The State Department of Education will provide a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education.

4. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.

The principal shall give consideration to recommendations of the committee.

REFERENCE: 70 O.S. §24-100.5

MCLOUD BOARD OF EDUCATION

BDFD - HEALTHY AND FIT SCHOOL ADVISORY COMMITTEE/SAFE SCHOOL COMMITTEE

In accordance with state law, the McLoud Board of Education has established that each school site shall select a single committee to perform the functions of both the Healthy and Fit School Advisory Committee and the Safe School Committee. The committee will be composed of at least seven members. The committee will include an equal number of teachers, parents of the children affected, and students. In addition, the committee shall include a school official who participates in the investigation of reports of harassment, intimidation, bullying, and threatening behavior and may also include administrators, health care professionals, and business community representatives. The committee will be selected not later than October 1 of each school year.

The committee shall be involved in the monitoring, implementation, and evaluation of 70 O.S. § 5-147 which limits access to foods of minimal nutritional value.

The committee will study and make recommendations to the school principal regarding:

1. Health Issues
   A. Health education
   B. Physical education and physical activity
   C. Nutrition and health services

2. Safety Issues
   A. Unsafe conditions, possible strategies for students, faculty and staff to avoid physical and emotional. Harm at school, student victimization, crime prevention, school violence, and other issues that prohibit the maintenance of a safe school; ,
   B. Student bullying at school;
   C. Professional development needs of faculty and staff to implement methods to decrease student bullying
   D. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff and use of problem-solving teams and resources that include counselors and other behavior health and suicide prevention resources within or outside the school system.
   E. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines.
   F. Professional development ne eds of faculty and staff to recognize and report suspected human trafficking.

The committee shall meet *annually*

BDFD - HEALTHY AND FIT SCHOOL ADVISORY COMMITTEE/SAFE SCHOOL COMMITTEE (Cont.)

Responsibilities of the committee include, but are not limited to, the following:

1. Study unsafe conditions in the schools, student victimization, school violence, and other issues concerning school safety.

2. Make recommendations to the principal regarding health issues and services, possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety and student health, and methods to encourage the involvement of the community members and students

3. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. The State Department of Education will provide a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education.

4. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.

The principal shall give consideration to recommendations of the committee.

REFERENCE: 70 O.S. § 24-100.5
70 O.S. § 24-100a
70 O.S. § 24-100b

NOTE 1: District boards of education should establish the appropriate reporting procedures following the presentation of recommendations to the principal or other school administrator. These procedures may include preparation of a report to be presented to the board of education.

MCLOUD BOARD OF EDUCATION

BDFD-R1 - SCHOOL WELLNESS REGULATION

Purpose:

The link between nutrition, physical activity, and learning is well documented. Healthy eating and activity patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being. Healthy eating and physical activity, essential for a healthy weight, are also linked to reduced risk for many chronic diseases. Schools have a responsibility to help students learn, establish, and maintain lifelong healthy eating and activity patterns. Well-planned and effectively implemented school nutrition and fitness programs have been shown to enhance students' overall health, as well as their behavior and academic achievement in school. Staff wellness also is an integral part of a healthy school environment since school staff can be daily role models for healthy behaviors.

Overall Goal:

All students in McLoud School District shall possess the knowledge and skills necessary to make nutritious food choices and enjoyable physical activity choices for a lifetime. All staff in McLoud School District are encouraged to model healthful eating and physical activity as a valuable part of daily life.

To meet this goal, the McLoud School District adopts this school wellness policy with the following commitments to nutrition, nutrition education, physical activity, and other school-based activities that support student and staff wellness.

NUTRITION GUIDELINES/STANDARDS

School Meals

Minimum Policy Statements:

Per USDA Regulations §210.10 and §220.8, school lunches and breakfasts will meet menu-planning system guidelines as required by USDA

Per USDA Regulation §210.10, school lunches will provide 1/3 of the recommended dietary allowances (RDA) for calories, protein, calcium, iron, vitamin A and vitamin C as required by USDA

Per USDA Regulation §220.8, school breakfasts will provide Vi of the RDA for calories, protein, calcium, iron, vitamin A and vitamin C as required by USDA

Per USDA Regulations §210.10 and 220.8, the total calories from fat in school meals will be limited to 30 percent when averaged over one week.

Per USDA Regulations §210.10 and §220.8, the total calories from saturated fat in school meals will be less than 10 percent when averaged over one week.

Per USDA Regulations §210.10 and §220.8, school meals will meet the Dietary Guidelines for Americans.

BDFD-R1 - SCHOOL WELLNESS, REGULATION(Cont.)

Local Policy Statements:

School staff will support and encourage student participation in the USDA school meals program.

Other Food Items Sold on School Campuses
Minimum Policy Statements:

Per USDA Regulation §210, Appendix B, foods of minimal nutritional value (FMNV) are prohibited from being sold or served during student meal services in the food service area where USDA reimbursable meals are served or eaten.

Per the Child Nutrition and WIC Reauthorization Act of2004, beverage contracts will not restrict the sale of fluid milk products at any time during the school day or at any place on the school premises.

Per Oklahoma Senate Bill 265 (effective school year 2007-2008), students in elementary school will not have access to FMNV except on special occasions.

Per Oklahoma Senate Bill 265 (effective school year 2007-2008), students in middle and junior high schools will not have access to FMNV except after school, at events which take place in the evening, and on special occasions.

Per Oklahoma Senate Bill265 (effective school year 2007-2008), diet soda, and FMNV, will be available for sale at the junior high only in vending areas outside of the cafeteria.

Per Oklahoma Senate Bill 265 (effective school year 2007-2008), healthy food options will be provided at the high school and priced lower than FMNV in order to encourage students and staff to make healthier food choices.

NUTRITION EDUCATION

Minimum Policy Statements:

Per USDA Regulations §210.12 and §227, nutrition education is offered in the school cafeteria as well as the classroom.

Per Oklahoma Senate Bill 1627, the Healthy and Fit School Advisory Committee at each school site will study and make recommendations regarding health education, nutrition, and health services.

Local Policy Statements:

Nutrition education is integrated into the core curriculum, including math, science, and language arts.

Advertising and other materials that promote FMNV (Foods of Minimum Nutritional Values) will be eliminated on all school campuses.

School staff will work with local county extension educators to incorporate nutrition education activities in school.

Students will receive consistent nutritional messages throughout the school, classroom, cafeteria, and school events.

BDFD-R1 - SCHOOL WELLNESS, REGULATION (Cont.)

PHYSICAL ACTIVITY

Minimum Policy Statements:

Per Oklahoma Senate Bill 1627, the Healthy and Fit School Advisory Committee at each school site will study and make recommendations regarding physical education and physical activity.

Per Oklahoma Senate Bill 312 (effective school year 2006-2007), students in Grades K through 5 will participate in 60 minutes of physical activity each week.

Local Policy Statements:

Students will participate in an annual health-related fitness test (e.g.. Fitness Gram, President's Challenge to Physical Fitness, etc.).

Elementary school sites will provide 20 minutes of daily recess that promotes physical activity beyond what is provided through physical education classes.

Staff will serve as physical activity role models for students.

All playgrounds will meet the recommended safety standards for design, installation, and maintenance.

All school sites will provide adequate equipment (e.g., balls, rackets, and other manipulatives) for every student to be active.

SCHOOL-BASED ACTIVITIES

Minimum Policy Statements:

Per Oklahoma Senate Bill 1627, each school site will establish a Healthy and Fit School Advisory Committee that meets and makes recommendations to the school principal. The school principal shall give consideration to recommendations made by the Healthy and Fit School Advisory Committee,

Per the school district's Child Nutrition programs Agreement, school meals may not be used as a reward or punishment.

Per USDA Regulations §210.12 and §227, students and parents will be involved in the NSLP. Parent and student involvement will include menu-planning suggestions, cafeteria enhancement, program promotion, and other related student-community support activities.

Local Policy Statements:

Students will be provided with a clean, safe, enjoyable meal environment.

Students will be provided with an adequate amount of time to eat breakfast and lunch.

MCLOUD BOARD OF EDUCATION

BD-R3 - BOARD OF EDUCATION
ENCUMBRANCE CLERK
(REGULATION)

The board of education has established the following duties for the encumbrance clerk:

1. Keep all books and documents of this school district;

2. Enter the authorized amounts of appropriations in the various appropriations accounts;

3. Charge the appropriate appropriation accounts and credit the affected encumbrances outstanding accounts with approved encumbrances after determining that the encumbrances do not exceed the balance of the appropriation charged;

4. Receive certification from the proper district employee that services or merchandise billed to the district have been received, file bills and invoices in official records, debit encumbrances outstanding account and credit the accounts payable account for the amounts of the approved bills,

5. Pay approved bills by issuing warrants against the designated funds, charging the warrants against the appropriate accounts payable account and crediting to the appropriate warrants issued account, or, by notifying the board treasurer that the bills are approved for payment in lieu of issuing warrants so that the treasurer can record payments by check, wire transfer, direct payroll deposit or other disbursement through the Federal Reserve System.

6. Receive all warrants, certificates of indebtedness, or bonds from the treasurer after the treasurer has registered the warrants in numerical order.

7. Perform such other duties as directed by the board of education.

The encumbrance clerk will post a surety bond in the amount of $1,000.00 before discharging any duties as encumbrance clerk.

Within nine (9) months of employment, the district encumbrance clerk shall complete at least twelve (12) hours of instruction on school finance laws of this state, accounting, ethics, and the duties and responsibilities of a school district encumbrance clerk. In addition to these requirements, the district encumbrance clerk is required to complete a minimum of twelve (12) hours of continuing education every three (3) years. Any instruction completed by the encumbrance clerk within three (3) years prior to employment in the position shall count towards satisfying the requirements of this section.

REFERENCE: 70 O.S. §5-119, §5-190

NOTE: **The encumbrance clerk cannot be a member of the board of education. Superintendents, principals, treasurer, assistant treasurer, instructors, and teachers employed by the board may not serve as the encumbrance clerk.**

MCLOUD BOARD OF EDUCATION

BE - BOARD OF EDUCATION MEETING

The McLoud Board of Education shall transact all business at official meetings of the board. No meetings will be held by teleconference. These may be either regular, special, or emergency meetings, defined as follows:

Regular Meeting - the usual, official legal action meeting held regularly.

Special Meeting - an official legal action meeting called between scheduled regular meetings to consider specific topics as listed on the agenda.

Emergency Meeting - an official legal action meeting held only for dealing with situations involving either injury to persons or damage to public or personal property or an immediate financial loss so severe that the 48-hour notice period of a special meeting would be impractical and increase the likelihood of injury or damage or immediate financial loss.

A "meeting" is defined as the gathering of a quorum of the board of education to propose or take legal action including any deliberations with respect to such action.

The regular meeting of the McLoud Board of Education shall be the scheduled during the December meeting of the preceding year and recorded with the county clerk. The board of education may change the meeting place and hour of the meeting by agreement of a majority of the whole number elected. No meeting will go beyond 12:00 p.m. unless an extension is agreed upon by a majority of the board members present.

Special meetings of the board may be called any member of the board of education or the superintendent may call a special meeting. Any member of the board of education shall call special meetings whenever requested, in writing, by any three members of the board.

Business transacted at any special meeting may be for either a specific or a general purpose.

Board meetings shall be regarded as public meetings except a board meeting for the sole purpose of considering recommendations of a multidisciplinary team and deciding the placement of any child who is the subject of such recommendations.

Handling of complaints against the school shall follow the rules and regulations set forth elsewhere in this policy manual.

REFERENCE: 70 O S. §5-118
25 O S. §303
SB 996 (§307.1)

MCLOUD BOARD OF EDUCATION

BE-R - BOARD OF EDUCATION MEETINGS VIDEOCONFERENCE REGULATIONS

In accordance with state law, the McLoud Board of Education may hold board meetings by videoconference. Whenever the *(board president/superintendent)* may determine that a meeting of the entire board could be best accomplished by videoconference, these guidelines must be followed:

1. Each board member must be visible to each other member and to the public via a video monitor.

2. No less than a quorum of board members must be present in person at the meeting site.

3. The agenda posted for the meeting must indicate that the meeting will include videoconferencing locations and shall state:

   A. The location, address, and telephone number of each available videoconference site, and

   B. The identity of each board member and the specific site from which each board member shall be physically present and participating in the meeting.

4. After the agenda is prepared and posted, no board member shall be allowed to participate in the meeting from any location other than the specific location posted on the agenda.

5. In order to allow the public, the maximum opportunity to attend and observe each board member carrying out official duties, a board member of board members desiring to participate in a meeting by videoconference must do so from a site and room from within the district or political subdivision from which elected or appointed.

6. The site and room where a board member is present for the meeting must be open and accessible to the public and the public must be allowed into that site and room. The board of education may provide additional videoconference sites as a convenience to the public, but additional sites must not be used to exclude or discourage public attendance at any videoconference site.

7. The public must be allowed to participate and speak, as allowed by board policy, in the meeting at the videoconference site in the same manner and to the same extent the public is allowed to participate or speak in a meeting that is held on-site. (See also policy BED and BED-R.)

8. Any materials shared electronically between board members, before or during the videoconference, must also be immediately available to the public in the same form and manner as shared with the board members.

9. All votes occurring during any meeting conducted using videoconferencing must occur and be recorded by roll call vote.

10. Executive sessions cannot be conducted if a board meeting is being held via videoconference.

MCLOUD BOARD OF EDUCATION

BEA - SCHOOL BOARD MEETINGS
AGENDA PREPARATION AND DISSEMINATION

As executive officer of the McLoud Board of Education, the superintendent of schools, in consultation with the president and other members of the board is responsible for the preparation of the agenda for board meetings. Items for the agenda may be suggested by board members, staff members, students, or patrons of the district. The inclusion of items suggested by staff members, students, or patrons will be at the discretion of the Superintendent and President.

If the item "new business" is on the regular meeting agenda, matters that qualify as "new business", because they were not known or could not have been reasonably known 24 business hours prior to the meeting, may be considered and may be acted upon.

Proposals for executive sessions will be included on the agenda, including a reference to the specific section of the Oklahoma Statutes which authorizes an executive session for the proposed item. The proposal must contain sufficient information to advise the public that an executive session will be proposed, what matters are proposed to be discussed, the names of school employees (if any) to be discussed, and what action, if any, is contemplated. Executive sessions must be authorized by a vote of the majority of members in attendance.

The agenda and any supporting material will be distributed to members of the board as far in advance of the meeting date as possible, but not less than 3 calendar days. Copies of the agenda will be made available to the media and the public upon request. The school district will offer and consistently maintain an email system for distribution of the agenda and a process for people to obtain a copy of the agenda at the school district during normal business hours at least twenty-four hours prior to the meeting. Those interested in receiving a copy of the agenda via email should contact the business office of the school district during normal business hours. *In addition, a copy of the agenda will be posted on the school district's Internet web site located at www.mcloudschools.us.*

REFERENCE: 25 O S. §311
74 O S. §3106.2

MCLOUD BOARD OF EDUCATION

BEAA - BOARD OF EDUCATION
NOTIFICATION OF MEETINGS

Notice of all meetings of the McLoud Board of Education shall be in accordance with the Oklahoma Open Meeting Act except that a board of education is not considered a public body and is not subject to the Oklahoma Open Meeting Law when the board meets for the sole purpose of considering recommendations of a multidisciplinary team and deciding the placement of any child who is the subject of such recommendations. Written notice of the date, time and place of the meeting will be mailed and delivered to each person, newspaper, wire service, radio station, and television station that has filed a written request for such notice. Such notice will be mailed or delivered at least 48 hours prior to special meetings.

REFERENCE: 25 O S. §311

MCLOUD BOARD OF EDUCATION

BEAA-P - BOARD OF EDUCATION NOTIFICATION OF MEETINGS (PROCEDURE)

Prior to December 15 each year, the board of education shall provide the county clerk a listing of the time, date, and place of all regular meetings for the coming calendar year.

Any change in the date, time, or place of a regular meeting shall be provided in writing to the county clerk at least ten days prior to implementing the change.

At least 24 hours prior to a regular or special meeting, an agenda shall be posted which shall include the date, time, and place of the meeting and the business to be undertaken at the meeting.

Notice of the time, date, and place of a special meeting shall be provided to the county clerk in person, in writing, or by telephone at least 48 hours prior to the meeting.

Emergency meetings may be held without the required public notice if it is reasonably believed that delay would increase the likelihood of personal injury, property damage, or immediate financial loss to the district. The person calling an emergency meeting shall give as much advance notice as it is possible in person or by telephone.

Any person, newspaper, wire service, radio station, and/or television station may file a written notice of meetings of the board of education. Such requests must be renewed annually and an annual fee of Eighteen Dollars ($18.00) will be charged each person or entity who requests written notification.

REFERENCE: ***25*** **O S. §303, et seq.**

MCLOUD BOARD OF EDUCATION

BEC - EXECUTIVE SESSIONS

The McLoud Board of Education may, at its discretion, enter into executive session after the executive session is authorized by a vote in open session only if a proposed executive session is listed on the agenda and the specific section of law authorizing an executive session is also listed on the agenda. If new business arises within the statutory time limitations and otherwise qualifies for an executive session, it may be discussed in executive session.

The board may enter into executive session for any of the following reasons:

1. To discuss the employment, hiring, appointment, promotion, demotion, disciplining, or resignation of any or all of the employees or volunteers of the school district. 25 O.S. §307 (B) (1) [including the appointment of an individual to fill a board vacancy pursuant to 70 O.S. §5-118]

2. To discuss negotiations concerning employees and representatives of employee groups. 25 O.S. §307 (B) (2)

3. To discuss the purchase or appraisal of real property. 25 O.S. §307 (B) (3)

4. To have confidential communications with its attorney concerning a pending investigation, claim, or action if the school district, with the advice of its attorney, determines that disclosure will seriously impair the ability of the district to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest 25 O.S. §307 (B) (4)

5. To hear evidence and discuss the expulsion or suspension of a student when so requested by the student, the parent, an attorney, or the legal guardian. 25 O.S. §307 (B) (5)

6. To discuss matters involving a specific handicapped child. 25 O.S. §307 (B) (6)

7. To discuss any other matter where disclosure of information would violate confidentiality requirements of state or federal laws. 25 O.S. §307 (B) (7)

8. To engage in deliberations or to render a final or intermediate decision in an individual proceeding pursuant to Article II of the Administrative Procedures. 25 O.S §307 (B) (8)

9. Discussing matters involving safety and security at state penal institutions or correctional facilities used to house state inmates. 25 O.S. §307 (B) (9)

10. Discussing contract negotiations involving contracts requiring approval of the Board of Corrections, which shall be limited to members of the public body, the attorney for the public body, and the immediate staff of the public body. No person who may profit directly or indirectly by a proposed transaction which is under consideration may be present or participate in the executive session. 25 O.S. §307 (B) (10)

11. To discuss the following, all of which should be cited 25 O.S. §307 (B) (11):

    A. The investigation of a plan or scheme to commit an act of terrorism;

    B. Assessments of the vulnerability of government facilities or public improvements to an act of terrorism;

    C. Plans for deterrence or prevention of or protection from an act of terrorism;

BEC - EXECUTIVE SESSIONS (Cont.)

D. Plans for response or remediation after an act of terrorism;

E. Information technology of the public body but only if the discussion specifically identifies:

1. design or functional schematics that demonstrate the relationship or connections between devices or systems;

2. system configuration information;

3. security monitoring and response equipment placement and configuration;

4. specific location or placement of systems, components, or devices;

5. system identification numbers, names, or connecting circuits;

6. business continuity and disaster planning, or response plans; or

7. investigation information directly related to security penetrations or denial of services; or

F. The investigation of an act of terrorism that has already been committed.

The term "terrorism" means an act of violence resulting in damage to property or personal injury perpetrated to coerce a civilian population or government into grating illegal political or economic demands; or conduct intended to incite violence in order to create apprehension of bodily injury or damage to property in order to coerce a civilian population or government into granting illegal political or economic demands. Peaceful picketing or boycotts and other nonviolent action shall not be considered terrorism (21 O.S. §1268.1).

No action, decision, or vote shall be taken while the board is in executive session. The board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

An executive session for the purpose of discussing the purchase or appraisal of real property shall be limited to members of the public body, the attorney for the public body, and the immediate staff of the public body. No landowner, real estate salesperson, broker, developer, or any other person who may profit directly or indirectly by a proposed transaction concerning real property which is under consideration may be present or participate in the executive session, unless they are operating under an existing agreement to represent the public body.

In the interest of maintaining confidentiality of the information discussed during executive sessions, under no circumstances will audio/video recording or camera photos of executive sessions be permitted. Board members and those persons requested to enter an executive session are required to turn off all cellular telephones prior to the start of the session, unless there is a legitimate reason of personal health or safety involved.

REFERENCE: 25 O.S. §307
70 O S. §5-118
Atty. Gen. Op. 82-114 (April 12,1982)

MCLOUD BOARD OF EDUCATION

BED - BOARD OF EDUCATION MEETING PUBLIC PARTICIPATION

All regular, special, and emergency meetings of the McLoud Board of Education shall be open to the public.

The board wishes to hear the viewpoints of citizens throughout the district and considers the responsible presentation of these viewpoints vital to the efficient operation of the school system. The board also recognizes its responsibility for the proper governance of the schools and the need to conduct its business in an orderly and efficient manner. The board, therefore, directs the superintendent to establish procedures providing for limited participation at school board meetings for the citizens of this district.

REFERENCE: 70 O.S. §5-118

MCLOUD BOARD OF EDUCATION

BED-R - BOARD OF EDUCATION MEETINGS PUBLIC PARTICIPATION (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern visitors attending board
meetings.

1. Any individual wishing to address the board of education shall communicate such wish to the superintendent by letter. The letter must state the nature of die matter to be discussed, the full name of the person making the request, and what is expected from the board. The letter must be received by the superintendent at least five days prior to the next regularly scheduled meeting. Five days means five business days excluding Saturdays, Sundays, and legal holidays. This will allow time for the issue to be placed on the agenda and permit the board to research the issue prior to the meeting.

2. The visitor's register will be provided for all visitors to list their names.

3. The board may allow discussion with audience participation. The president of the board shall recognize speakers, maintain proper order, and adhere to time limits, if any established. Discussions will be terminated at the end of anytime limit.

4. Board members and administrative staff may not respond to questions from the public. Proper questions from members of the public may be referred to the superintendent for later report to the board. The board will not, in most instances, be able to vote on matters brought forward by the public during public participation time if such matters are not specific agenda items. Such items may be placed on the agenda for the next meeting.

5. Members of the public may not be recognized while the board is conducting its official business.

6. The board shall not hear personal complaints unless the proper administrative procedures concerning complaints have been followed. The board will not tolerate personal attacks on members of the board, school personnel, or individual students. If such attacks occur, the board president has the discretion to automatically terminate the discussion.

MCLOUD BOARD OF EDUCATION

BED-E - REQUEST TO ADDRESS BOARD OF EDUCATION (EXHIBIT)

Request form must contain:

1. Nature of item.
2. Action expected from the board.
3. Full name, address, telephone number to contact requesting person.

I request permission to address the Board of Education on the following topic:

_____

_____

_____

_____

_____

_____ _____

(Date) (Full Name)

Request must be received five (5) days prior to the next regular meeting.

_____

(Street Address)

_____

(City) (State) (Zip)

_____

(Telephone Number)

_____

(Representing)

Adoption Date: July 15, 2014	***Revision Date (s):***	***Page 1 of 1***

MCLOUD BOARD OF EDUCATION

BEF - BOARD OF EDUCATION
MINUTES

The McLoud Board of Education recognizes that title board speaks through its board meeting minutes. The minutes clerk shall record the minutes of each board meeting. The superintendent shall maintain the minutes in a fireproof vault. The approved minutes are public records and may be examined by any citizen of the district upon proper request except for minutes of executive sessions.

The media is entitled to tentative minutes of school board meetings. Upon request, the school district will provide tentative minutes to the media within four business days, excluding the date of the meeting, after the meeting. Business days will not include Saturday, Sunday, or holidays legally declared by the State of Oklahoma.

In order to protect the school board and to maintain the integrity of executive session, upon the return of the board to open session, an announcement should be made stating:

1. Names of those present and absent during the executive session;
2. All matters considered and that no other matters were discussed; and
3. The fact that ho action was taken.

These items recorded in the minutes constitute executive session minutes. Generally, a verbatim transcript of what is said during an executive session is not information that is available for public record due to the inherent confidentiality of the information.

In the interest of maintaining confidentiality of the information discussed during executive sessions, under no circumstances will audio/video recording of pictures of executive sessions be permitted.

Refer to BEF-P for procedures on preparing board minutes.

REFERENCE: 25 O.S. S 115 and 312
70 O.S. §5-119

MCLOUD BOARD OF EDUCATION

BF - ADMINISTRATION IN ABSENCE OF POLICY

It is the policy of the McLoud Board of Education that, upon the recommendation of the administrator, the board will adopt general and personnel policies to serve as a basis for the administration of the school and as a guide to the administrator and other employees in conducting their respective duties. The policies will be in published form and available to employees, patrons, and the Department of Education. School board policies will be reviewed and updated as needed.

In cases where action must be taken involving the operation of the school district and where no guidelines have been established by board of education policy, the superintendent will have the authority to act In such cases, the superintendent shall use his/her own best judgment based on what he/she believes the policy would be if it existed. Such emergency policy decisions will be reported to the president as soon as practical and to the board of education at its next meeting. The board will then determine whether a permanent policy should be established.

REFERENCE: Department of Education, Administrator s Handbook

MCLOUD BOARD OF EDUCATION

BFA - BOARD POLICIES

The McLoud Board of Education believes that the formulation of school policy is its primary function and responsibility.

School policies are statements that set forth the goals of the community and the board of education. School policies serve as guidelines for the successful and efficient functioning of the school system. They Create a framework within which the administrative staff can successfully discharge its responsibilities in organizing and carrying out a sound educational program.

Policies may be cooperatively formulated by the board of education working with students, teachers, and parents, but the final authority rests solely with the board. The implementation of school policy is the responsibility of the superintendent and the administrative staff.

A board policy statement may be added, or an existing policy statement may be changed or deleted at any board meeting by the approval of a majority of the membership, provided such action is properly announced by the agenda of that meeting.

REFERENCE: 70 O S. §5-105, et seq.

MCLOUD BOARD OF EDUCATION

BFAE - POLICY DISTRIBUTION

The superintendent shall maintain a current policy manual that contains the policies of the district. The superintendent will establish and maintain an orderly plan for keeping and making accessible the policies, rules, and regulations adopted by the McLoud Board of Education.

The manual is intended both as a tool for school district management and as a source of information to patrons, staff, and others about the operations of the district. To that end, each board member and administrator shall have ready access to the manual In addition, a manual shall be available in each school library and such other places as the superintendent may determine for the use of staff, students, and patrons.

All policy manuals distributed shall remain the property of the district and will be considered as “on loan” to anyone who may have them at any time. They policy manuals shall be subject to recall at any time.

The board's policy manual is a public record and will be open for inspection during regular business hours in the superintendent's office.

The master copy of the manual will be maintained in the superintendent's office. This copy will be used to resolve any discrepancies existing between other copies of the manual.

REFERENCE: 70 O S. §5-117

MCLOUD BOARD OF EDUCATION

BFAF - POLICY REVIEW AND EVALUATION

In an effort to keep its written policies current so that they may be used consistently as a basis for board action and administrative decision, the board shall review its policies regularly.

The board will evaluate whether the policies were followed, whether the policies were effective, and whether or not there is a continuing need for the policies.

Any change or addition to existing policy will be presented to the board at a regularly scheduled board meeting for consideration. It will then be reviewed and tabled until the next regularly scheduled board meeting. This is to give the board sufficient time to consider the revision and its effect on the students, staff, and patrons. However, this policy may be suspended by a majority vote of the members present when it is considered to be in the best interests of the school or to come into compliance with new state or federal regulations.

The superintendent is given the continuing commission of calling to the board's attention all policies that are out of date or for other reasons appear to need revision.

MCLOUD BOARD OF EDUCATION

BFAG - SUSPENSION OF POLICY

The operation of any section or sections of board policies not established and required by law or vested by contract may be temporarily or permanently suspended by majority vote of board members present at a properly constituted regular, special, or emergency meeting.

MCLOUD BOARD OF EDUCATION

BJ - BOARD OF EDUCATION
EXECUTIVE OFFICER – SUPERINTENDENT

The McLoud Board of Education certain duties as those of the superintendent and recognizes its obligation to support the superintendent in the execution of its policies, to study the superintendent's reports and recommendations, and to refuse to act on complaints from other employees or the public until the superintendent has made a report to the board on the matters at issue. The board recognizes the superintendent as the chief executive office of the board of education and the administrative head of the school system whose responsibility it is to carry out the adopted policies of the board and to delegate such details as is deemed necessary to other employees of the school district.

The superintendent must hold an administrator's certificate recognized by the State Department of Education. If the superintendent is employed for the first time in Oklahoma, he or she must attend training seminars as required by the Oklahoma Department of Education.

In general, the superintendent will be responsible to the board for the administration of all activities of the school system. The following duties have been established for the office of the superintendent of schools.

1. The renewal of the superintendent shall be considered by the board and normally announced no later than its regular meeting in January each year. It is the duty of the president of the board to notify the superintendent as soon as possible following the board's decision.

2. The superintendent is the executive officer of the board and the leader of the educational forces of the community. The board shall seek the superintendent's recommendation on school matters.

3. The superintendent shall attend the regular and special meetings of the board (except when his/her employment is being considered), be a nonvoting member, and advise the board on all school matters.

4. The superintendent shall make recommendations to the board of candidates for principal, teacher, and supervisory positions, as well as other employees of the school system as the need arises. The board shall not normally employ a school employee against the recommendation of the superintendent. The board will direct the superintendent to make additional recommendations if necessary.

5. The superintendent shall devote himself or herself to the study of pub lie educational trends, keep the board informed on conditions of the schools of the district, and present recommendations for the determination of policy. The superintendent shall, once policies have been established, devise ways and means for their operation and make periodic reports on the success of such policies.

6. All purchases of supplies, materials, or equipment shall be made on authority of a purchase order approved by the superintendent or by the superintendent's designee in the superintendent's absence.

7. Responsibility for the operation and maintenance of the lunch program is delegated to the superintendent. Monthly reports regarding the financial status of the program shall be made available to the board of education.

8. Responsibility for the operation and maintenance of the activity funds shall be delegated to the superintendent or the superintendent's designee.

9. The superintendent shall, each year, compose a calendar reflecting the days on which school will be dismissed, when school will end for the year, etc. The calendar shall be subject to approval by the board of education.

BJ - BOARD OF EDUCATION, EXECUTIVE OFFICER - SUPERINTENDENT (Cont.)

10. The superintendent shall prepare procedures for admitting non-resident children who apply for permission to attend school in this district, and for the transfer of children who apply to attend schools in other districts.

11. The superintendent shall be responsible for the administration of suspensions, expulsions, and exclusions of children of compulsory school age because of any mental, physical, or other reason.

12. The superintendent shall be responsible for providing the ways and means for teaching the subjects required by the State Board of Education and such other subjects as may be designated or approved by the McLoud Board of Education.

13. The superintendent shall administer a complete high school course, consisting of a two-year junior high school, and a four-year senior high school program, in conformity with the regulations established by the State Department of Education.

14. The superintendent shall have all school accounts audited each year, and a copy of it filed with the secretary of the board of education.

15. The superintendent shall visit personally all the schools of the district as often as practical, carefully observing the methods of instruction and the discipline of teachers; suggest improvements; suggest improvements; remedy defects in their management; advise as to the best methods of instruction and discipline; and pay special attention to the classification of students, the program of studies, and the apportionment of time allotted to each of the prescribed subjects.

16. The superintendent shall secure adequate plant facilities; standardize supplies, equipment and other materials used in the school; and formulate standard procedures for purchasing equipment in all departments of the school.

17. The superintendent shall prepare a well-coordinated budget by requiring the various divisions of the school system to participate in its development.

18. The superintendent shall have the authority to close any of the public schools in case of emergency.

19. The superintendent shall visit schools in other cities to observe developing educational trends and to suggest appropriate means for the advancement of the McLoud Public Schools.

20. The superintendent is encouraged to be willing to cooperate with organized civil/civic organizations and to belong and work with his/her own professional organizations, study groups, and workshops.

REFERENCE: 70 O S. §1-115, §116, §5-106

MCLOUD BOARD OF EDUCATION

BJB - SEPARATION/RECRUITMENT OF SUPERINTENDENT

The McLoud Board of Education may elect not to renew the contract of the superintendent following a due process hearing. The hiring of a superintendent is a function of the board.

When a vacancy in the superintendency occurs, the board shall conduct an active search to find the person it believes can most effectively translate into action the policies of the board and the aspirations of the community and the professional staff

The board may solicit applications from qualified members of the staff and may list the vacancy with placement offices as determined by the board. The board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection.

Records submitted to the district by an applicant for the position of superintendent shall remain confidential.

Applications for the superintendency shall be screened by the board and/or a search committee. Those candidates who appear to meet district needs shall be interviewed by the board. The board shall consider only those candidates who meet both state and local qualifications and who display the abilities to successfully carry out the duties of the superintendent.

As a condition of employment for superintendents hired after July 1,2006, the superintendent shall be required to reside within the boundaries of the district.

Final selection shall rest with the board after a thorough consideration of qualified applicants. The application of the individual hired for the position shall become a public record.

REFERENCE: 70 O S. § 5-106, § 5-138

MCLOUD BOARD OF EDUCATION

BJCD - EVALUATION OF THE SUPERINTENDENT

The McLoud Public School Board, in recognition of its accountability to the people of McLoud School District and its obligations under the statutes of the State of Oklahoma shall conduct annual formal evaluations of the Superintendent of McLoud Public School. Said evaluations shall be conducted toward the goal of improving McLoud Public School through an improving superintendency.

Members of the Board will first evaluate the Superintendent independently, using a written firm adopted for this purpose by the Board, The Board will convene to discuss the assessments and prepare a composite evaluation which will be discussed by the full Board and the Superintendent. The Board and the Superintendent will each retain a copy of the written evaluation report.

Evaluation of the Superintendent shall be conducted in such manner as to:

1. Provide positive and constructive feedback to the Superintendent that will support and promote his/her professional growth and development.

2. Help the Board evaluate their work in planning the educational program in this community.

3. Strengthen the working relationship between the Board and the Superintendent by providing a comprehensive vehicle of communication.

The Superintendent's evaluation will take place during a special session of the Board of Education prior to the January board meeting of each year. The Board may choose to renew the Superintendent' s contract at the time of the evaluation.

REFERENCE: 70 O S. §6-101.10

MCLOUD BOARD OF EDUCATION

BJCD-R - SUPERINTENDENT EVALUATION FORM

Name of Superintendent_____ Date_____

All items rated with a "1" require additional explanation. The reverse side of the page may be used for explanations and additional comments. The school board is no longer required to have any of the items marked with an asterisk in the evaluation instruments. Each board of education should carefully review this document to determine which items the board wishes to utilize in the evaluation of the performance of the Superintendent. The board of education is certainly, free to adopt any or none of the items enumerated below.

3- Commendable 2 - Meets Expectations 1 - Needs Improvement

ADMINISTRATION	**3**	**2**	**1**
1. The superintendent exhibits strong educational leadership, develops a strong management team, and delegates responsibility.			
2. The superintendent provides a written site improvement plan that supports the districts' Comprehensive Local Education Plan describing school goals, objectives, and staff development activities. *			
3. The superintendent achieves the board's goals and policies successfully.			
4. The superintendent and Staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input *			
5. The superintendent employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel.			
6. The superintendent provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program. *			
7. The superintendent recommends for employment personnel who have proper certification and skills for the position.			
8. The superintendent organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system.			
9. The superintendent provides to the board and the general public an organized and informative annual report on the state of the district.			
10. The superintendent maintains communications with state and federal legislators, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement.			
11. Routine - The superintendent uses a minimum of instructional time for noninstructional routines thus maximizing time on task. *			

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

12. Discipline - The superintendent works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior. * _____
13. The superintendent provides written discipline policies to which students are expected to perform. * _____
14. Learning Environment - The superintendent establishes and maintains rapport with staff and students, providing a pleasant, safe and orderly climate for learning. * _____

COMMENTS: _____

_____

Rating for this Category

In the area of administration, what is the superintendent's strongest asset? _____

_____

What specific area could be most improved? _____

_____

3 – Commendable 2 - Meets Expectations 1 - Needs Improvement

INSTRUCTION	3	2	1
1. The superintendent identifies and facilitates instruction and student achievement as the focal point of the school district .			
2. The superintendent works with the staff to develop a program to recognize academic achievement. *			
3. The superintendent works with the staff to assure that all learners are involved in the learning process. *			
4. 4.to meet their diverse needs.			
5. The superintendent assists the staff in monitoring student progress. *			
6. The superintendent provides needed resources for staff. *			
7. The superintendent works with staff to establish Curriculum objectives, sequence and lesson objectives, *			

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

8. The superintendent maintains a working knowledge of current educational research, reports, and useful new concepts and shares that information with the board. _____

9. The superintendent keeps the board informed of the analysis, planning, implementation, and evaluation of instructional activities. _____

10. The superintendent keeps the community informed about the program of instruction and plans for school improvement. _____

COMMENTS: _____

_____

_____
Rating for this Category

In the area of instruction, what is the superintendent's strongest asset? _____

_____

What specific area could be most improved? _____

_____

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

RELATIONSHIP WITH THE BOARD	3	2	1
1. The superintendent works with the board in analyzing, planning, implementing, and evaluating policies.			
2. The superintendent informs the board about issues, operations, the instructional program, and needs of the school system.			
3. The superintendent informs the board about educational activities at the state and national levels.			
4. The superintendent maintains a harmonious working and professional relationship with members of the board.			
5. The superintendent interprets and supports board policy and decisions to the public and staff.			
6. The superintendent provides board members with reports and information that will enable them to sufficiently review the operations of the district.			

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

7. The superintendent gives constructive advice and guidance to the board regarding opportunities for district improvement. _____
8. The superintendent states his/her convictions in matters before the board. _____
9. The superintendent utilizes the strengths of individual board members and the board itself in the decision-making process. _____
10. The superintendent offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis. _____

COMMENTS: _____

_____

_____

Rating for this Category

In the area of board relationships, what is the superintendent's strongest asset? _____

_____

What specific area could be most improved? _____

_____

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

RELATIONSHIP WITH THE STAFF **3 2 1**

1. The superintendent encourages the participation of faculty and staff in the establishment and implementation of district-wide goals, objectives, and programs _____
2. The superintendent works with the staff in collegial and nonthreatening ways to promote and improve instruction. * _____
3. The superintendent sets high expectations for staff. * _____
4. The superintendent educates the staff to recognize and display the teaching criteria upon which evaluation is conducted. * _____
5. The superintendent promotes programs for staff growth and development. _____

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

6. The superintendent strives to maintain positive morale by:

A. Avoiding arbitrary decision-making and favoritism; _____

B. Offering fair and impartial treatment to all parties to a dispute; and _____

C. Granting recognition and appreciation for a job well done. _____

7. The superintendent instills confidence and self-respect among staff. _____

8. The superintendent meets and confers with employee groups and represents the interests and directives of the board. _____

9. The superintendent effectively communicates the concerns of employee groups to the board and board responses to these concerns to employee groups. _____

COMMENTS:_____
_____

_____
Rating for this Category

In the area of staff relationships, what is the superintendent's strongest asset? _____

What specific area could be most improved? _____

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

RELATIONSHIP WITH THE COMMUNITY 3 2 1

1. The superintendent facilitates communication within the community through an effective public information program based on the needs and successes of the district _____

2. The superintendent seeks meaningful community involvement in the establishment, implementation, and evaluation of district-wide goals, objectives, priorities, and programs. _____

3. The superintendent develops and maintains a cooperative relationship with the news media. _____

4. The superintendent establishes a procedure for investigating and responding on complaints, criticisms, and concerns of individuals and/or the community. _____

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

5. The superintendent is actively involved in the community.

6. The superintendent maintains a professional posture with Other public officials and community leaders.

7. The superintendent has the ability to face controversy and work through it effectively.

8. The superintendent understands and responds to the unique and changing needs of the community.

9. The superintendent solicits and considers input from interested groups and individuals in the decision-making process.

COMMENTS:_____

_____

_____
Rating for this Category

In the area of community relationships, what is the superintendent's strongest asset?

_____

What specific area could be most improved?

_____

_____

3 – Commendable 2 - Meets Expectations 1 - Needs Improvement

PERSONAL QUALITIES 3 2 1

1. The superintendent defends professional principle and conviction in the face of pressure and partisan influence yet is able to reasonably compromise. _____

2. The superintendent maintains high standards of ethics, honesty, and integrity in all matters. _____

3. The superintendent uses grammar effectively in dealing with staff members, the board, and the public. _____

4. The superintendent employs strong speaking skills before large and small groups, expressing ideas in a logical and forthright manner. _____

5. The superintendent accepts and shares failure as well as success. _____

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

6. The superintendent is able to identify and discuss his/her own strengths and weaknesses. _____

7. The superintendent welcomes questions and open discussion when presenting ideas. _____

8. The superintendent exercises good judgment and involves others as appropriate in the decision-making process. _____

9. The superintendent maintains a balance of professional development by reading, attending conferences, working on professional committees, visiting other districts, and meeting with other superintendents. _____

10. The superintendent plans time effectively so that matters of greatest importance are dealt with thoroughly. _____

COMMENTS:

_____

_____.

_____
Rating for this Category

In the area of personal qualities, what is the superintendent's strongest asset?

_____

_____

What specific area could be most improved?

_____

_____

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

FINANCIAL 3 2 1

1. The superintendent keeps informed of the needs of the school program—supplies, equipment, plant, and facilities. _____

2. The superintendent assumes responsibility for the overall financial planning of the district, including short-term priorities and long-range planning. _____

3. The superintendent coordinates the preparation of the annual budget utilizing teacher and staff input and submits the budget to the board for input arid approval. _____

4. The superintendent evaluates the district's financial needs and makes timely recommendations for adequate funding. _____

BJCD-R - SUPERINTENDENT EVALUATION FORM (Cont.)

5. The superintendent ensures that funds are spent and invested wisely and that adequate controls and accounting are achieved. _____

6. The superintendent provides leadership in solving major problems and achieving maximum utilization of resources. _____

COMMENTS:

_____

_____

_____
Rating for this Category

In the area of finances, what is the superintendent's strongest asset?

_____

_____

What specific area could be most improved?

_____

_____

COMMENTS:

_____

_____

_____

_____

Signed: _____
President of the Board

_____
Superintendent

Date: _____

MCLOUD BOARD OF EDUCATION

BJD - SUPERINTENDENT AND STAFF CODE OF ETHICS

The superintendent and staff of McLoud Public Schools will conduct themselves in a manner that is consistent with the following code of ethics recommended by the American Association of School Administrators, September 1976:

An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator subscribes to the following statements of standards.

The educational administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.

2. Fulfills professional responsibilities with honesty and integrity.

3. Supports the principle of due process and protects the civil and human rights of all individuals.

4 Obeys, local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.

5. Implements the board of education's policies and administrative rules and regulations,

6. Pursues appropriate to measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.

7. Avoids using positions for personal gain through political, social, religious, economic, or other influences.

8. Accepts academic degrees of professional certification only from duly accredited institutions,

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development

10. Honors all contracts until fulfillment or release.

MCLOUD BOARD OF EDUCATION

BK - LINE IN STAFF RELATIONS

Unless limited by statute or board action, any of the powers and duties assigned to the superintendent may be delegated. The superintendent shall be responsible to the board for the execution of delegated powers and duties. Lines of authority shall be clearly outlined by the superintendent by means of organizational charts, job descriptions, and administrative regulations and procedures.

In accordance with the policy of the board of education, the following regulations shall govern line in staff relations. Any vacancies will fall under the responsibility of the superintendent or the superintendent's designee.

Line Relationships

1. General

A. Each employee in the district shall be responsible to the board of education through the superintendent of schools and the employee's immediate supervisor.

B. Whenever possible, each member of the staff shall be made responsible to only one immediate supervisor for any one function.

C. In the absence of the superintendent, the assistant superintendent shall be the person in charge. In the absence of the superintendent and the assistant superintendent, the superintendent shall have established clear lines of authority.

2. Instructional Program

The principal shall have line authority over the following positions assigned to the principal's building and the employees shall report directly to the principal:

Assistant principal
Counselors
All teachers, including specialized teachers

3. Operational (Support Services)

A. Persons serving in the following positions will report directly to the superintendent of schools:

Director of Technology and/or Instructional Media
Director of Transportation
Director of Federal Programs
Director of Building and Grounds
Food Services Director
Director of Special Services

B. The principal shall have direct line authority over all support personnel assigned to the building, including but not limited to:

Secretaries
Clerical aides
Teachers' aides
Cafeteria workers
Custodians

BK - LINE IN STAFF RELATIONS (Cont.)

Staff Relationships

1. Instructional

A. The superintendent shall clarify the working relationships between the board of education and the superintendent, between the superintendent and the assistant superintendent, building principals, and other administrative-supervisory personnel and between the principals and their respective staffs in regulations issued by the principals which shall be of such nature that they foster cooperative, effective administration. The quality of personal relationships existing between members of the staff is more important that the organizational structure.

B. A cooperative advisory relationship shall be maintained between the following:

Assistant superintendent
Building principals
The principal and instructional and curriculum specialists

C. All auxiliary supervisory personnel and coordinators of instruction, whether members of the building staff, the central office staff or the State Department of Education, shall work through the principal in the Performance of their duties within the school.

2. Operational Staff (Support Services)

A Where the activities of operational and other non-instructional personnel are related to the authority of the principals and conflicts arise, the schedule and details of their activities shall be determined by conference among the persons involved. If agreements cannot be reached, the final determination shall be the responsibility of the superintendent.

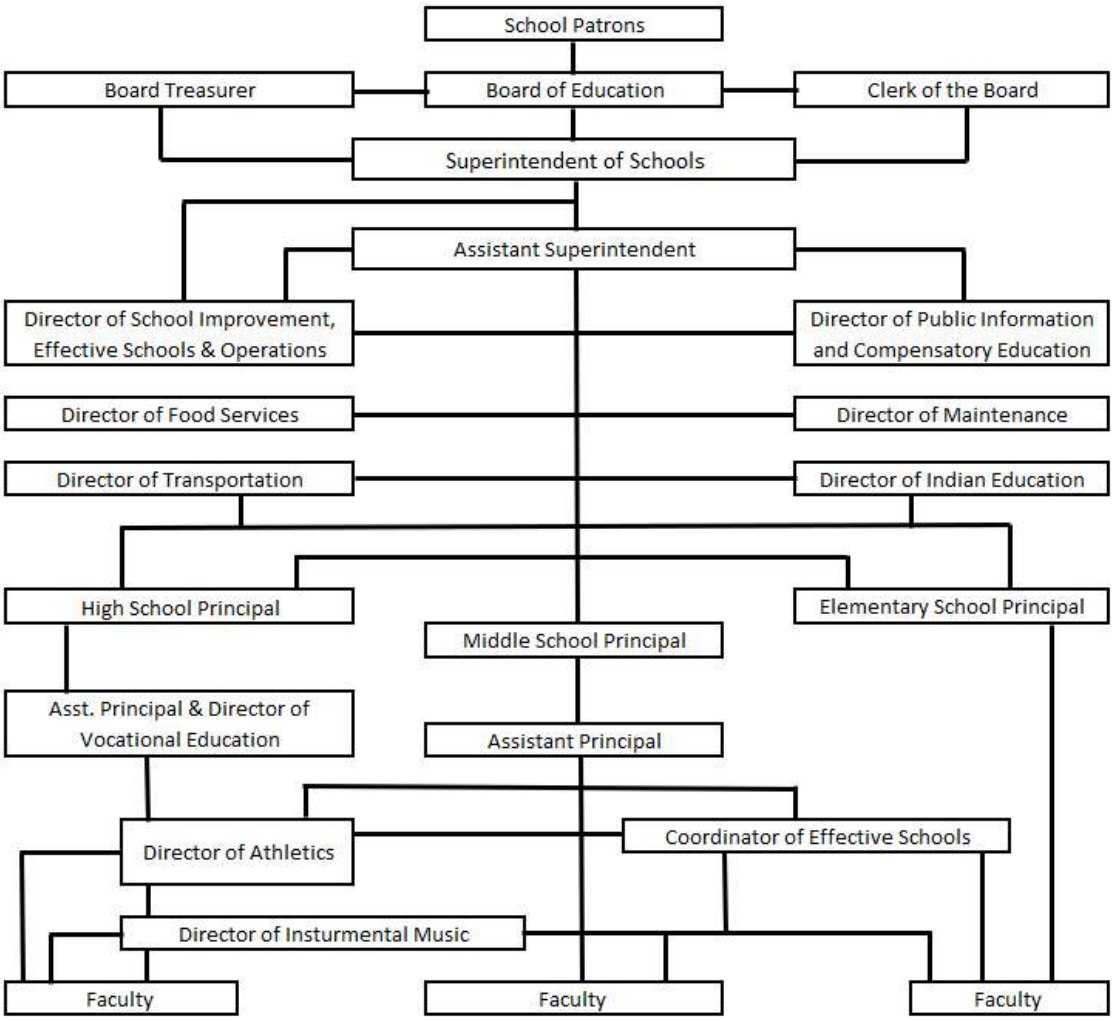
B. A cooperative, working relationship shall be maintained between the following:

Assistant superintendent and all administrative and supervisory personnel
Director of Buildings and Grounds and the principal
Director of Transportation and building principals

C. All operational personnel, whether members of the building staff or operational staff shall work through the principal in the performance of their duties within the school.

MCLOUD BOARD OF EDUCATION

BK-E - ORGANIZATIONAL CHART



MCLOUD BOARD OF EDUCATION

CA - EXPENDITURE OF DISTRICT FUNDS

The McLoud Board of Education recognizes its responsibility for safeguarding the expenditure of district funds and for determining that all funds expended are by proper authority, in proper amounts, and for proper purposes as provided by law and by the direction of the board.

All expenditures shall be approved by the board of education or the superintendent when authorized. No expenditures shall be made except on a board or superintendent approved purchase order or contract. No expenditure may be authorized or made which exceeds the appropriation for any fund of the budget as adopted or amended. Employees of this district will hot create or authorize creation of a deficit in any fund, Expenditures or encumbrances will not be authorized, made, or incurred in excess of any fund balance.

Employees of this district who authorize or contract for any obligation in violation of this policy shall assume personal responsibility for the payment of the obligation, shall be subject to dismissal from employment, and shall be subject to applicable civil and criminal proceedings. Any obligation, authorization for expenditure, or expenditure made in violation of the law and this policy shall be illegal and void.

REFERENCE: 70 O S. §5-157

MCLOUD BOARD OF EDUCATION

CBB - POLICY FORBIDDING THE SUPPLANTING OF FEDERAL FUNDS AND GRANT MONIES FOR LOCAL REVENUE

The McLoud Public Schools assures the federal government that payments received from the federal government in the nature of grant programs shall be used solely for such programs and in accordance with the applicable grant regulations. The district will restrict fund uses to the purposes provided in the federal legislation creating the grant. Federal funds received will be used to supplement and, to the extent practical, increase the level of funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of students participating in programs and projects assisted by the federal grants. In no case shall federal grant funds be used to supplant funds received by the district from non-federal sources. State and local funds will be used to provide services in federal grant projects and such services, taken as a whole, will be at least comparable to services provided in district projects that are not receiving federal grant program funds. Comparability applies to schools with more than one building for each grade span.

The school district shall receive federal funding for any fiscal year only if the Oklahoma State Department of Education finds that the local educational agency has maintained the school district's fiscal effort in accordance with maintenance of effort requirements as outlined in section 8521 of ESS A.

The board delegates to the central administration the authority to sign federal grant "assurance statements" that are required for the receipt of federal funds.

Legal Reference: **Sections 1118 and 8521 of ESSA**

MCLOUD BOARD OF EDUCATION

CBBA - GRANT POLICIES AND PROCEDURES

GRANT SUBMISSIONS

A grant offer and acceptance constitute a contractual agreement between the grantor (funding source) and the grantee (teacher, school, department, or district). This agreement should not be entered into without appropriate approval.

Applicants must obtain approval from the Superintendent prior to submitting a grant proposal or application to any funding source. To ensure that each proposal from the school district represents the highest quality possible, the final draft of each grant application will be reviewed by the Superintendent or designee. Proposals requiring approval or signature of the Board of Education must be submitted a minimum of 5 Days prior to a board meeting.

NOTICE OF GRANT AWARD OR REJECTION

Upon receipt of a notice of grant award or rejection from the funding agency, the applicant will send a copy to the Superintendent. Applicants are also encouraged to send a thank you letter to the binding source even if funding is not awarded during this grant cycle.

If the grant is awarded, the superintendent or designee will meet with the applicant to establish a grant budget. Grant funds cannot be expended until a budget has been established. Grant recipients will adhere to all fiscal and programmatic reporting requirements imposed by the funding source.

The superintendent will establish and maintain the official files for all grant awards. Files must be kept for five years after the conclusion of the grant.

After the Board of Education accepts grant funding from governmental agencies, private companies, organizations, and foundations for various educational programs or projects, the funds will be budgeted for each program or project according to the amount and regulations of the grant awarded.

This district will have internal control systems to provide reasonable assurance that it is managing federal financial assistance programs in compliance with applicable laws and regulations as directed by the State Department of Education. Methods and procedures will be in place to minimize the time elapsed between the transfer of funds from the State and the disbursement of these funds by the district.

Whenever possible the superintendent will provide a formal request for quotes or accept bids for goods or services that will be purchased with the grant funds. Goods and services received in consideration for grant funds will be monitored and careful consideration will be provided as to the quality of the goods received and/or the performance of services rendered prior to the district entering into future contracts for goods and services.

The district will maintain financial records of all expenditures made from the grant funds and such records will be available for inspection and will be deemed to be public records. These records, whenever practicable, shah be collected, transmitted and stored electronically.

Legal Reference: 2 C.F.R. 200.302

MCLOUD BOARD OF EDUCATION

CBBB - INTERNAL CONTROLS

The Board of Education directs all school district personnel to maintain appropriate internal controls in accordance with this policy. Internal Controls are to be an integral part of the school district's financial and business policies and procedures. The objectives of internal controls are:

- Protecting resources against waste, fraud, and inefficiency;
- Ensuring accuracy and reliability in accounting and operating data;
- Securing compliance with the policies of the organization;
- Ensuring compliance with applicable laws and regulations;
- Evaluating the level of performance in all organizational units of the organization;
- Providing management with reasonable assurance that all leave and payroll transactions are authorized, valid, complete and accurate;
- Safeguarding leave and payroll documents from theft, loss and destruction; and
- Internal controls are simply good business practices.

Internal controls are the practices performed by employees to provide the board of education with reasonable assurance that assets are safeguarded, and transactions are authorized, valid, complete and accurate.

Internal control systems operate at different levels of effectiveness. Determining whether a particular internal control system is effective is a judgment resulting from an assessment of whether the five components - Control Environment, Risk Assessment, Control Activities, Information and Communication, and Monitoring - are present and functioning. Effective controls provide reasonable assurance regarding the accomplishments of established objectives.

The Superintendent or designee shall evaluate and monitor compliance with statute, regulations and the terms and conditions of federal awards. When instances of noncompliance are identified, the Superintendent or designee shall take prompt action. All school personnel shall take reasonable measures to safeguard personally identifiable information that is protected by state or federal law.

Control Environment
The control environment, as established by the organization's administration, sets the tone of an institution and influences the control consciousness of its people. Leaders of each department, area or activity establish a local control environment.

Risk Assessment
Every entity faces a variety of risks from external and internal sources that must be assessed. A precondition to risk assessment is the establishment of objectives, linked at different levels and internally consistent. Risk assessment is the identification and analysis of relevant risks to achievement of the objectives, forming a basis for determining how the risks should be managed. Because economic, regulatory and operating conditions will continue to change, mechanisms are needed to identify and deal with the special risks associated with change.

The process of identifying and analyzing risk is an ongoing process and is a critical component of an effective internal control system. Attention must be focused on risks at all levels and necessary actions must be taken to manage. Risks can pertain to internal and external factors. After risks have been identified, they must be evaluated.

Managing change requires a constant assessment of risk and the impact on internal controls. Economic, industry and regulatory environments change and entities' activities evolve. Mechanisms are needed to identify and react to changing conditions.

CBB - INTERNAL CONTROLS, (Cont.)

Control Activities
Control activities are the policies and procedures that help ensure management directives are carried out. They help ensure that necessary actions are taken to address risks to achievement of the entity's objectives. Control activities occur throughout the organization, at all levels, and in all functions. They include a range of activities as diverse as approvals, authorizations, verifications, reconciliations, reviews of operating performance, security of assets and segregation of duties.

Control activities usually involve two elements: a policy establishing what should be done and procedures to affect the policy. All policies must be implemented thoughtfully, conscientiously and consistently.

Information and Communication
Pertinent information must be identified, captured and communicated in a form and time frame that enables people to carry out their responsibilities. Effective communication must occur in a broad sense, flowing down, across and up the organization. All personnel must receive a clear message from top management that control responsibilities must be taken seriously. They must understand their own role in the internal control system, as well as how individual activities relate to the work of others. They must have a means of communicating significant information upstream.

Monitoring
Internal control systems need to be monitored - a process that assesses the quality of the system's performance over time. Ongoing monitoring occurs in the ordinary course of operations, and includes regular management and supervisory activities, and other actions personnel take in performing their duties that assess the quality of internal control system performance.

The scope and frequency of separate evaluations depend primarily on an assessment of risks and the effectiveness of ongoing monitoring procedures. Internal control deficiencies should be reported upstream, with serious matters reported immediately to top administration and governing boards.

Internal control systems change over time. The way controls are applied may evolve. Once effective procedures can become less effective due to the arrival of new personnel, varying effectiveness of training and supervision, time and resources constraints, or additional pressures. Furthermore, circumstances for which the internal control system was originally designed also may change. Because of changing conditions, management needs to determine whether the internal control system continues to be relevant and able to address new risks.

Responsibility

It is the responsibility of the superintendent and board of education to work together to develop and implement a system of internal controls. However, everyone within the school district has some role in internal controls. The roles vary depending upon the level of responsibility and the nature of involvement by the individual. The Board of Education, Superintendent, and administrative staff establish the presence of integrity, ethics, competence and a positive control environment. The employees of the district have oversight responsibility for internal controls within their areas. Each employee is to be cognizant of proper internal control procedures associated with their specific job responsibilities and is responsible for complying with internal controls.

CBBB - INTERNAL CONTROLS, (Cont.)

Components of the Control Activity

Internal controls rely on the principle of checks and balances in the workplace. The following components focus on the control activity:

Personnel need to be competent and trustworthy, with clearly established lines of authority and responsibility documented in written job descriptions and procedure manuals. Organizational charts provide a visual presentation of lines of authority and periodic updates of job descriptions ensures that employees are aware of the duties they are expected to perform.

Authorization Procedures need to include a thorough review of supporting information to verify the propriety and validity of transactions. Approval authority is to be commensurate with the nature and significance of the transactions and in compliance with School District policy.

Transactions should be authorized and executed by persons acting within the range of their authority.

- Policies and procedures should clearly identify which individuals have authority to approve different
- types of transactions.
- Authority comes with accountability and responsibility.
- Individuals should understand what they are approving. Individuals should have firsthand knowledge of transactions being approved, or they should review supporting information to verify the propriety and validity of transactions.
- Authorization of adjustments should be timely.
- Authorization for leave, overtime and change of work schedule should be obtained in advance and in
- writing.
- Authorization should be from at least one level above,
- Employees should not authorize their own transactions.
- Adjustment documents should proceed directly for processing after approval by a supervisor and not
- return to the employee where it can be falsified. Many frauds occur after approval.
- Supervisors should not sign blank forms.
- The supervisor and employee should initial corrections or adjustments.
- Delegation of authority in writing is required for grants and recommended for other bud gets.
- Leave and payroll documents should proceed directly for processing after approval by a supervisor and not returned to the employee where they can be falsified. Many frauds (i.e. unauthorized or excessive overtime hours charged) occur after approval,
- Supervisors should not sign blank timesheets or leave request forms.
- Corrections or adjustments should be initialed by the supervisor and employee.

Segregation of Duties reduce the likelihood of errors and irregularities. An individual is not to have responsibility for more than One of the three transaction components: authorization, custody, and record keeping. When the work of one employee is checked by another, and when the responsibility for custody for assets is separate from the responsibility for maintaining the records relating to those assets, there is appropriate segregation of duties. This helps detect errors in a timely manner and deter improper activities; and at the same time, it should be devised to prompt operational efficiency and allow for effective communications.

CBBB - INTERNAL CONTROLS, (Cont.)

Physical Restrictions are the most important type of protective measures for safeguarding school district assets, processes and data.

Documentation and Record Retention is to provide reasonable assurance that all information and transactions of value are clearly, thoroughly, and accurately recorded and retained. Records are to be maintained and controlled in accordance with the established retention period and properly disposed of in accordance with established procedures.

Monitoring Operations is essential to verify that controls are operating properly. Reconciliations, confirmations, and exception reports can provide this type of information.

Reconciliation is the process of comparing the entries in the general ledger to supporting documentation and resolving any discrepancies or differences. Accounts Payable, Accounts Receivable, and Cash, Property depreciation, Interest Income and other.

An independent person should perform a reconciliation of the district financial records at least annually and when an employee transfers, requests extended leave without pay, or separates employment from the school district.

Risk Assessment
The process of assessing risk is an opportunity for management and directors to look at their operations, determine the areas of significant risk, and evaluate what actions can be taken to minimize the risk and enhance the effectiveness and efficiency of the operation, while following applicable laws and regulations. The risk assessment and internal control evaluation can be integrated into the strategic planning process and program review.

All levels of the organization should participate in an annual risk assessment. The process of assessing risk is an opportunity for review of operations, determination of the areas of significant risk, and evaluation of what actions can be taken to minimize the risk and enhance internal controls.

Determination of an effective means of managing the risks, determining the likelihood of occurrence, minimizing the risks, and providing compensating controls is management's responsibility.

Managing an Audit

These are suggestions when interacting with auditors, to expedite the audit process while minimizing disruptions to day-to-day departmental operations. It is important to both the auditors and the departments to have accurate and objective audit results.

- Designate an audit liaison person (Department manager),
- Clarify the audit object and scope (areas to be tested and period covered by the audit).
- Determine auditor needs (records, workspace, and resources).
- Consider giving the auditor a general tour of your facilities.

Access to Records by Auditor
Ensure original documents do not leave department premises without prior approval. If a request is ambiguous, ask the auditor for the purpose of reviewing the document. Be prepared to recommend alternate documents that would achieve the auditor's purpose. Unless absolutely necessary, do not allow full access to your file drawers, storerooms, etc. Auditors are expected to obtain permission and state their objective for accessing these areas. Have documents

CBBB - INTERNAL CONTROLS, (Cont.)

available upon their arrival. Maintain a list of records provided to the auditor. Review records you are providing to anticipate questions. If records will hurt the School District's interest, notify department management of the issue.

Responding to Audit Findings
Keep informed of issues throughout the audit. Ensure an exit interview is held. Use it to verify facts and respond to the audit. Ask a representative from the Treasurer's Office to attend if there are questioned or disputed findings. Ask for time to review findings, and then re-verify calculations and source data. Concede valid findings, but do not speculate on whether they apply to other areas on campus. Discuss with the auditor the dispositions of audit issues, i.e. verbal comment, exit item, management summary or report item. If necessary, appeal the auditor's conclusion with their supervisors.

"Must Do" Management Actions

'Hard' Controls (Mandatory Internal Control and Checks and Balances)

1. Use only original signatures to approve documents.
2. Provide departmental reports
    a. Review and document the reconciliations of the monthly department financial statements to the appropriate supporting documents to assure all items are authorized School District purchases/charges.
    b. Budget the best annual estimate of the department's earnings and expenditures.
    c. Compare actual results to the budget and follow up significant variances.
3. Issue Payroll
    a. Reconcile labor distribution reports to timesheets/exception reports (including reconciling leave accrual amounts to leave slips).
    b. Collect from Staff & Administration a signed Attendance Calendar for each pay period.
    c. Collect from nonexempt and exempt staff a signed Attendance Calendar for each pay period.
    d. Collect from hourly classified and student employees a signed positive timesheet for each pay period.
    e. Have supervisors with direct knowledge of the actual time worked sign Attendance Calendars and positive timesheets.
    f. Review the monthly departmental labor distribution report and reconciliation.
    g. Budget the best annual estimate of the department's labor expenses.
4. Separate incompatible duties (e.g. pro-card holder/approval authority, cash receipts handling/accounts receivable posting, payroll preparation/verification, etc.) among different department staff members.
5. Identify active/inactive research accounts used by departmental faculty, and assure/implement a process through which the activity (including personnel requisitions, expenditures, and document retention) is approved by the Principle Investigator (PI) and periodically reviewed by the department chair and that this process is in accordance with School District and funding source (grant, department program, etc.) requirements (capital equipment approval, contract approval, etc.). Ensure that inactive project grants are closed according to School District procedures.
6. Count and balance your petty cash/change fund as determined necessary and reconcile (by another person) as appropriate.
7. Issue Cash Receipts
    a. Deposit daily or periodically with the Cashier's Office any cash/checks received in your department as authorized in the policy and procedures manual.
    b. Issue a pre-numbered receipt for all cash transactions.
    c. Collect Sales tax when taxable goods are sold

CBBB - INTERNAL CONTROLS, (Cont.)

d. Use a cash receipts form for all checks and cash and submit them to the central office for deposit.
e. Safeguard cash and checks against theft or loss.

8. Review purchases
   a. Review in detail the supporting documentation for any action that you authorize, approve, review, or sign.
   b. Use the School District account with General fund for as much of the departmental purchasing needs as possible.
   c. Establish a mechanism for ensuring that all departmental purchases are appropriate.
   d. All contracts and credit applications require Treasurer's Office approval.
   e. Always submit original receipts as proof of payment.
9. List and account for each equipment asset and its location valued at less than $25,000 (assets not included on the School District's inventory listing).
10. Reconcile external bank accounts and credit card transactions (if applicable) at least monthly.
    a. Establish procedures to ensure that cardholders comply with the reimbursable business expense policy.

'Soft' Controls (Internal Controls to Strengthen Oversight and Encourage Compliance)

1. Complete an Annual Risk Assessment and/or Internal Control Review at least annually.

2. Be familiar with the Policies and Procedures of the School District.

3. Avoid circumventing any established internal controls over department operations.

4. Review operational processes on a continuous basis for duplication of effort.

5. Identify strengths/weaknesses within your employee pool and re-organize duties accordingly to develop a stronger team. Encourage employees to participate in professional development activities.

6. Be alert to fraud risks and 'red flags' for fraud occurring in your unit's operations.

7. On a regular basis compare/analyze the actual revenue and expenditures to the amount of budgeted revenue/expenditures (i.e. financial analysis).

8. Provide relevant financial reports/status updates to appropriate Dean/Director on a regular basis.

9. Document all reconciliation's, verifications, approvals, etc. to assure a defined audit trail of all transactions exit.

Legal Reference: 2 C.F.R. S 200.303

MCLOUD BOARD OF EDUCATION

CDA - MANAGEMENT AND INVESTMENT OF FUNDS

This investment policy is adopted in accordance with the provisions of applicable law by the Board of Education of the McLoud Public School District (the "District"). This policy sets forth the investment policy for the management of the public funds of the District. The policy is designed to ensure prudent management of public funds, the availability of funds when needed, and reasonable investment returns,

INVESTMENT AUTHORITY:

The District Treasurer is required by the Board of Education to invest District monies in the custody of the Treasurer in those investments permitted by law. The Treasurer shall, to the extent practicable, use competitive bids when purchasing direct obligations of the United States Government or other obligations of the United States Government, its agencies, or instrumentalities.

It is the policy of the McLoud Board of Education that all general fund receipts shall be transmitted to the treasurer of the board of education. A receipt shall be issued by the person receiving the funds to the person depositing the funds and a copy of the receipt shall be forwarded to the treasurer. All disbursements shall be issued by the treasurer in the form of legal warrants, bonds, or interest coupons.

The board of education, at its regularly scheduled meeting, shall set aside funds to an operating account and to an investment account. The board may direct the treasurer to satisfactorily complete an investment education program approved by the State Board of Education and the State Board of Career and Technology Education,

The District Treasurer shall execute surety bonds as required by law before the performance of all duties required by the District's investment policy and shall limit investments to:

1. Direct obligations of the United States Government to the payment of which the full faith and credit of the Government of the United States is pledged; provided, the District Treasurer, after completion of an investment education program in compliance with applicable law, may invest funds in the investment account in other obligations of the United States Government, its agencies or instrumentalities;

2. Obligations to the payment of which the full faith and credit of this state is pledged;

3. Certificates of deposit of banks when such certificates of deposit are secured by acceptable collateral as in the deposit of other public monies;

4. Savings accounts or savings certificates of savings and loan associations to the extent that such accounts or certificates are fully insured by the Federal Savings and Loan Insurance Corporation;

5. Repurchase agreements that have underlying collateral consisting of those items specified in paragraphs 1 and 2 above including obligations of the United States, its agencies and instrumentalities, and where the collateral has been deposited with a trustee or custodian bank in an irrevocable trust or escrow account established for such purposes;

6. County, municipal, or school district direct debt obligations for which an ad valorem tax may be levied or bond and revenue anticipation notes, money judgments against such county, municipality or school district ordered by a court of record or bonds or bond and revenue anticipation notes issued by a public trust for which such county, municipality or school district is a beneficiary thereof. All collateral pledged to secure public funds shall be valued at not more than market value;

CDA - MANAGEMENT AND INVESTMENT OF FUNDS (Cont.)

7. Money market mutual funds regulated by the Securities and Exchange Commission and which investments consist of obligations of the United States, its agencies and instrumentalities, and investments in those items and those restrictions specified in paragraphs 1 through 6 above;

8. Warrants, bonds, or judgments of the District; or

9. Any other investment that is authorized by law. Qualified pooled investment programs, the investment of which consist of those items specified in paragraphs 1 through 8 as well as obligations of the United States agencies and instrumentalities, regardless of the size of the district's budget. To be qualified, a pooled investment program for school funds must be governed through an interlocal cooperative agreement formed pursuant to 70 O.S. § 5-ll7b and the program must competitively select its investment advisors and other professionals. Any pooled investment program must be approved by the board of education.

SAFEKEEPING AND CUSTODY:

The Treasurer will maintain a list of the financial institutions pursuant to **70 O.S. §5-117b** which are authorized to provide investment services, and will maintain a separate list of financial institutions with collateral pledged in the name of the District All security transactions entered into by the District shall be conducted on a delivery - versus - payment basis.

1. Securities purchased from a bank or dealer, including any collateral required by state law for a particular investment shall be placed under an independent third-party custodial agreement. The Trust Department of a financial institution will be considered to be independent from the financial institution.

2. All securities will be book entry form, and physical delivery of securities will be avoided.

3. Telephone transactions may be conducted, but such transactions must be supported by written confirmation, which may be made by way of a facsimile on letterhead with authorized signatures of the safekeeping institution.

4. Written transactions and confirmations of transactions by computer connections will be kept in the Treasurer's office.

REPORTING AND REVIEW OF INVESTMENT:

The Treasurer will prepare an investment report to be submitted to the Board of Education on at least a monthly basis.

The report will include:

1. A list of individual securities held at the end of the reporting period,

2. The purchase and maturity dates of these securities.

3. The name and fund for these securities.

CDA - MANAGEMENT AND INVESTMENT OF FUNDS (Cont.)

4. The yield rate of these securities.
5. Any collateral pledged by a custodian.

The Board of Education shall review the Treasurer's investment performance on a regular basis that is no less frequent than monthly.

DEPOSITING OF INTEREST:

Unless otherwise directed by the Board of Education through policy or by special directive, by the Oklahoma Constitution, or by the federal government, income earned from the investment of activity funds shall be deposited in the General subaccount in the School Activity Fund and used for Board of Education approved purposes.

Any interest received from investments shall be placed in the building fund from which the investment was made as approved by the board of education at a lawfully convened board meeting.

The treasurer shall place primary emphasis on safety and liquidity in the investment of funds. Taking into account the need to use sound investment judgment, prior to purchasing direct obligations of the United States Government or other obligations of the United States Government, its agencies or instrumentalities, the school district shall utilize competitive bids, to the extent practicable. All investments shall be designed to maximize yield within the class of investment instrument, consistent with the safety of the funds invested.

To determine that school funds are properly secured, the treasurer shall, on a monthly basis, obtain from each bank where funds are deposited a listing of collateral pledged, setting forth the par value and market value of such collateral. The board shall utilize said documents in reviewing the investment performance of the treasurer.

The board of education shall review the investment performance of the treasurer each month at its regularly scheduled board meeting. Such review shall include, but is not limited to, a determination Of whether the treasurer is making informed investment decisions regarding the safety, return, liquidity, costs, and benefits of various investment options in selecting investments for the school district.

REFERENCE: 62 O.S. §333, et seq.; §348.1, §471
70 O.S. §5-115

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

CDAC - GENERAL FUND BALANCE

Fiscal Management Priority

An adequate level of general fund balance is required in order to maintain efficient cash flow, cover emergency expenditures adjust for revenue shortfalls and avoid paying interest on non-payable warrants. In order to maximize the efficient use of this fund, the board of education establishes the fiscal management priority objective of achieving and maintaining a general fund balance of eight percent (8%). Should the general fund balance drop below a minimum level of five and one quarter percent (5.25%), the administration shall give first priority to restoring this minimum level with any additional funding received and with the development and implementation of an expenditure reduction plan.

Carryover Balances

In accordance with 70 O S. §18-200.1, a school distinct shall have its state aid funds reduced by an amount equal to the amount of carryover in the general fund of the district as of June 30 of the preceding fiscal year that is in excess of the following standards for two consecutive years:

Total Amount of General Fund Collections, Excluding Previous Year Cash Surplus as of June 30	Amount of General Fund Balance Allowable
Less than $1,000,000	40%
$1,000,000 - $2,999,999	35%
$3,000,000 - $3,999,999	30%
$4,000,000 - $4,999,999	25%
$5,000,000 - $5,999,999	20%
$6,000,000 - $6,999,999	18%
$8,000,000 - $8,999,999	16%
$10,000,000 or more	14%

For purposes of calculating the general fund balance penalty, the terms “carryover” and “general fund balance” shall not include federal revenue.

MCLOUD BOARD OF EDUCATION

CE - ANNUAL BUDGET

The preliminary estimate of needs and the annual budget will serve as a financial plan for the McLoud school district. They will include expenditures by classifications for the preceding year and the proposed expenditures for the ensuing year. They will also contain a report on receipts from all sources for the previous year with an estimate of anticipated income for the ensuing year.

As soon as all facts and figures are available, the annual budget will be prepared by the superintendent and staff for presentation to the board for its consideration.

The superintendent shall submit to the board of education an estimate of needs for funds and tax rates required for the following year in accordance with the applicable law. The estimate of needs shall be prepared on forms prescribed by the State Department of Education

The McLoud Board of Education shall prepare a budget that shall represent a Complete plan for the school district and shall present information necessary and proper to disclose the financial position and condition of the school district. It shall contain a budget summary in tabular form for each fund:

1. Actual revenues and expenditures for the immediate prior fiscal year;

2. Revenues and expenditures for the current fiscal year as shown by the budget for the current year as adopted or amended;

3. Estimates of revenues and expenditures for the budget year.

On or before October 1, each year, the board of education shall prepare a statement of actual income and expenditures of the district for the fiscal year that ended on the preceding June 30 after the financial activity has been recorded, the annual Foundation and Salary Incentive Aid Allocations have been released, and the property tax valuation has been certified. The amended budget shall contain all of the following information, if applicable:

1. Valuation of the school district by county and classification, excluding homestead exemptions;

2. Bonded debt and judgments outstanding, including interest rates by maturity;

3. Matured debt and judgments;

4. Sinking fund balance, including cash and investments;

5. Sinking fund levy calculations, including surplus/deficit, principal accrual, annual interest, judgment installment and interest, total net levy and delinquency;

6. Levies in millage for general fund, building fund mid Sinking fund;

7. Millage adjustment factor, if applicable;

8. Previous year sinking fund collections, including total proceeds as certified, additions or deductions, reserve for delinquent tax, reserve for protest pending, tax apportioned, net balance in process of collection, and excess collections; and

CE - ANNUAL BUDGET (Cont.)

9. Surplus analysis, including itemized sources of excess and deductions.

The board will post a copy of the statement in the administrative office of the board in an area accessible to the public and in at least one public library within the district within five (5) days after the statement is prepared.

No later than September 1, each year, the district shall transmit a copy of the required income and expenditures data to die State Department of Education for posting on the Department's Internet web site in a form that is accessible to the public.

Prior to October 1, each year, the board shall submit the statement of income and expenditures to the county excise board and shall file the itemized expenditure budget and request for state appropriated funds for the ensuing fiscal year, and an estimate of revenues to be received by the district with the State Board of Education.

Not later than 45 days after the estimate of needs is approved by the county excise board, the board of education shall adopt a final budget for the current fiscal year.

The final budget may be revised by the board in open meeting.

REFERENCE: 68 O.S. §3002
70 O.S. §5-114, §5-129, §5-133, §5-134.1, §5-135, §5-154, §5-155
70 O.S. §5-128, §5-128.1

MCLOUD BOARD OF EDUCATION

CEA - PRELIMINARY ESTIMATE OF NEED

Not later than December 31 of each year, the McLoud Board of Education shall prepare, on a form prescribed by the State Board of Education, a preliminary estimate of the amount(s) of money and tax rate(s) which it then believes will be required for the district for the ensuing fiscal year; and, if such preliminary estimate shows an estimated need for a levy requiring the approval of the school district electors of the district under Section 9 or Section 10, Article X, of the Oklahoma Constitution, as amended on April 5,1955, such preliminary estimate shall contain a call for an election to be held on the second Tuesday in February, or on such other date as may be provided for the election of the members of the board of education, to vote on the question of making such levy or levies. The preliminary estimate shall be published in one issue of a newspaper having general circulation in the district at least ten days before such election.

REFERENCE: 70 O.S. §5-134 School Laws of Oklahoma, Section 87

NOTE: These requirements shall not apply to school district that have adopted a permanent millage pursuant to subsection (d-2) of Section 9 of Article X of the Oklahoma Constitution.

MCLOUD BOARD OF EDUCATION

CEB - ANNUAL BUDGET REPORTS

The McLoud Board of Education shall make annual statistical and financial reports to the State Board of Education in a timely manner. The statistical report shall be made as of June 30. Each of such reports shall be filed with the State Board of Education as soon as information is available following the effective date of such reports.

No later than September 1, each year, the district shall transmit a copy of the income and expenditures data to the State Department of Education. The Department shall post the data on the Department's Internet web site in a form that is accessible to the public.

REFERENCE: 70 O.S. §5-128
School Laws of Oklahoma, Section 79
70 O S. §5-134.1

MCLOUD BOARD OF EDUCATION

CFA - SCHOOL FINANCE

It is the policy of the McLoud Board of Education that the superintendent of schools shall work with the school auditor and the board in the preparation of both a financial estimate and the annual budget, and to publish these documents, as well as any other necessary publications as required by law. The superintendent or designee shall report to the board monthly on the status of the budget.

The superintendent shall make to the board such fiscal recommendations as deemed necessary and shall furnish to the board all information pertaining thereto.

After recommendations made by the superintendent have been considered by the board, the board shall adopt those recommendations which it deems advisable.

Minor purchases may be made by school employees and charged to the school, provided such purchases are previously approved by the superintendent or made in accordance with procedures established by the superintendent.

The superintendent shall cause to be prepared all claims against the school district for consideration by the board. The superintendent shall furnish explanations of such claims.

When claims are approved by the board for payment, the board encumbrance clerk shall issue warrants in payment with the school district treasurer. The clerk shall insure that a record of such warrants is made in the school district warrant register, and that the warrants are distributed to the proper creditors.

Should school personnel receive a report that an issued warrant or check has been lost or destroyed, a second or duplicate may be issued. The school district cannot legally issue a second or duplicate warrant or check until such time as the school district has stopped payment on the initial document or the district has received an affidavit from the payee as to the facts concerning the loss or destruction of the original document.

The superintendent shall make such financial reports as may be required by the State Department of Education and such other financial reports as the board may require. The superintendent shall present to the board in July a financial statement reflecting the fiscal condition of the district as of the close of the previous fiscal year arid an itemized statement of estimated needs and the probable income including ad valorem tax for the current fiscal year. These financial statements and estimates shall be published in one issue of a newspaper of general circulation in this area and shall be filed with the county excise board on or before September 1 of each year.

REFERENCE: 68 O.S. §3002
70 O S. §5-128, §5-128.1
70 O S §5-134, §5-134.1
70 O.S. §5-135

MCLOUD BOARD OF EDUCATION

CFAA - BOARD APPROVAL OF CONTRACTS

It shall be the policy of the McLoud School District that all contracts shall be brought to the Board of Education for a vote and approval.

MCLOUD BOARD OF EDUCATION

CFB - ACTIVITY FUNDS

The McLoud Board of Education shall exercise complete control over all activity funds and shall adopt appropriate rules and regulations for handling, expending, and accounting for all such funds.

At the beginning of each fiscal year, the board shall approve all school activity fund subaccounts, all subaccount fund raising activities and all purposes for which the monies collected in each subaccount can be expended. The board will approve any activity fund raising events during the fiscal year.

The activity account shall be audited annually by a certified public accountant who will be selected by the board. The audit shall be furnished to the board and the cost of the audit shall be paid from the general fund.

No expenditures shall be made from activity funds except by check and on the authorization of the sponsor of the group to whom the fund belongs. All such checks are to be issued and signed by the custodian of the activity fund and countersigned by a person designated by the board.

All activity monies shall be deposited daily in the designated account.

The activity fund custodian shall keep complete and accurate accounts of all activity funds and shall see that monthly reports are made to proper parties.

The board of education may establish a petty cash fund in the amount of $50.00 for each building to be used only for the purpose of making change*

The school activity fund custodian will be appointed by the board of education. The custodian will provide a surety bond in an amount determined by the board, but not less than one thousand dollars ($1,000).

These provisions shall hot apply to funds collected by student achievement programs or parent-teacher associations and organizations that are sanctioned by the board of education. Guidelines adopted by the board for the sanctioning of such organizations and associations may include, but not be limited to, examinations of financial and performance audits performed bn each such organization and association.

Annually, the board shall approve the various activity funds, beginning balances depository bank for fund, authorized signers on the account, and location where interest will be placed.

The custodian of a school activity fund may provide cash advances to sponsors for travel expenses on behalf of school district students and sponsors of certain school activities. The cash advances may come only from the school activity subaccount directly involved in the travel of such students or sponsor and, only if the travel is one of the stated functions or purposes for the establishment of the subaccount. Receipts must be turned in to the custodian.

The principal shall cause to be kept complete and accurate accounts of all activity funds, and shall see that monthly reports are made to appropriate parties.

The superintendent is directed to establish a regulation governing activity funds. Such regulation, when approved by the board of education shall be incorporated into this policy and shall become a part hereof.

The board alone has the authority to approve the establishment of accounts by whatever name or style it deems best suited to its needs for the revenue collected.

CFB - ACTIVITY FUNDS (Cont.)

The board shall prohibit purchases from the activity fund for materials or equipment unless invoices or delivery tickets are furnished.

The board shall require that receipts for collections by the custodian be given proper internal control by using pre numbered tickets for admission and providing written reconciliation made of tickets sold to actual revenues collected. Reconciliation documents will be filed and kept as documentation for the activity fund by the duly appointed activity fund custodian.

The board shall evaluate and adopt standard forms for the documentation of cash receipts.

The board shall require the custodian to deposit receipts in the local bank in a timely manner as prescribed by statute.

Recognizing that students will also be involved in the collecting and accounting of funds through fundraising and student activities, the board encourages student participation and instruction in proper accounting procedures.

The board further requires the following procedures for the activity fund account:

1 The accounting system will be under the direction of one individual (activity fund custodian), who is responsible for keeping all accounts and preparing all financial reports. The activity fund custodian may delegate some of these duties to a central bookkeeper.

2 Records will be maintained and will include books of original entry, a general ledger, cash receipts records, expenditure records, and subsidiary ledgers.

3 Summary financial reports will be prepared on a monthly and annual basis.

4 Records will reflect that the budget has been planned and adopted cooperatively by students, sponsors, and school officials.

5 A centralized system of accounting and uniform method of handling funds shall be used.

6 Pre-numbered receipts for all money received will be utilized.

7 All money received will be deposited in tie bank in a single account, in the name of McLoud School Activity Fund.

8 All expenditures will be substantiated by an invoice or a signed receipt.

9 Pre-numbered checks will be Used for all disbursements.

10 Two designated signatures will be required to authorize each expenditure.

11 All spoiled pre-numbered receipts will be marked void and will be retained.

CFB - ACTIVITY FUNDS (Cont.)

REFERENCE: 70 O S. §5-129, §5-129.1
70 O.S. §5-135
70 O.S. §22-103
*** Board Minutes dated July 6, 1992**

MCLOUD BOARD OF EDUCATION

CFB-R4 - EXEMPT FOOD FUNDRAISERS

During the school day and while the school district's food program is offering meals, there shall be no sales of competitive foods at school. The board of education may approve Up to thirty (30) exempt food fundraisers for each school site, each semester that may sell foods that do not meet the guidelines of *the Healthy Hunger-Free Kids Act of 2010.* These fundraisers cannot be held during school hours or during the time that the school district's food program is offering meals. Each fundraiser cannot last more than fourteen (14) days.

Those groups wishing to have an exempt food fundraiser approved should submit a written request to the superintendent. The superintendent will make a determination as to whether the request will be recommended for approval at an upcoming board meeting under an appropriately worded agenda item.

MCLOUD BOARD OF EDUCATION

CFBB - SANCTIONING OF PARENT ORGANIZATIONS AND BOOSTER CLUBS

Booster clubs and parent organizations are encouraged to promote a positive relationship between the school and the community. The primary purpose of these organizations is to assist and support the school in recognizing and promoting students' activities. The principal is responsible for maintaining close communication with such organizations to ensure the organizations' goals are in compliance with district policies. After receiving the superintendent's recommendation, the following criteria will be used in determining if an organization will be recognized (sanctioned) by the McLoud Board of Education as a viable booster club or parent organization.

1 The organization must be managed or operated by adults, rather than students, and will present its by-laws and/or constitution to the board of education. These will clearly identify the organization as a parent organization or booster club separate from school district student organizations and will provide details of the structure of the organization including:

   A. Officers and their duties;

   B. Election of officers and term limits;

   C. Purpose and goals;

   D. Dues structure, if any;

   E. Intended use of funds generated by the organization.

2 The organization must include one representative from the school faculty as a sponsor.

3 No fund-raising activities will be conducted within the school by the organization during school hours and students will not participate during regular class periods.

4 The organization may not use school materials in advertising its activities. Use of school property by the organization for its activities will meet all regulations established by the board. (See policy GK.)

5 All funds raised by the organization will be used to achieve the stated purposes and goals of the organization. No administrative fees or stipends to officers or others will be permitted.

6 The organization must maintain bank, financial, and tax-exempt status separate from the school. The organization will provide to the board of education, annually or upon request, a complete set of financial records or detailed treasurer's report.

7 Any plan, project, or movement instituted to expand* modernize, renovate, or render maintenance to school controlled and/or owned properties, or provide academic achievement awards and other educational recognition to students or student bodies will be presented to the board of education in official session for its consideration, comment, evaluation, approval, and sponsorship. This must be done before any public announcement is made.

CFBB - SANCTIONING OF PARENT ORGANIZATIONS AND BOOSTER CLUBS (Cont.)

8 In no manner will board sanctioning of an organization preclude the organization from compliance with state and federal laws as they pertain to equal opportunity and treatment of all students. Gifts or services provided to the school should benefit both boys' and girls' activities.

9 The board of education reserves the right to revoke the sanctioning of any organization if it is found that the organization's operations and purpose are not consistent with the policies and procedures adopted by the board of education.

REFERENCE: 70 O.S. §5-129.1
Title IX, Education Amendment of 1972,20 U.S.C. §1681, et seq.

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

CFBB-E - APPLICATION FOR SANCTIONING

This is a request for sanctioning by the Applicant to the McLoud Board of Education, pursuant to which the funds collected by the Applicant are exempt from the statutory controls Over school activity funds. The Applicant is a student achievement program or a parent-teacher association or organization.

Name of Applicant: _____

Applicant's Address: _____

_____

_____

Applicant's Taxpayer LD. Number: _____

Applicant's Representative from whom
additional information may be obtained:_____

Applicant's Telephone Number: _____

Applicant's Purpose, Goals, and
Organizational Structure:

_____

_____

_____

Describe how the school district and its
students will benefit if the Applicant is
sanctioned:

_____

_____

_____

Applicant certifies that it does not and will not discriminate with respect to its benefits, membership, programs, operation, or organization on the basis of race, gender, age, religion, national origin, or disability.

Applicant acknowledges that the board of education has the discretion to sanction or decline the Applicant, and the decision of the board of education is final and no appealable. Applicant further acknowledges that (a) the board of education may, at any time, request the records maintained by the Applicant, which the Applicant will promptly make available, and (b) the board of education may, at any time it believes it is in the best interests of the school district to do so, withdraw sanctioning, and the decision of the board of education is final and non-appealable.

CFBB-E - APPLICATION FOR SANCTIONING (Cont.)

Applicant also acknowledges that, in order for the school district to consider whether to maintain the sanctioning action of Applicant, Applicant shall provide to the board of education, upon request, on an annual basis, by July 1 of each year, tire audit report, if any, for Applicant's recently ended fiscal year, prepared by an independent accounting firm.

Instructions for Completing Application:

1. Complete this application and the attached financial statement. Please print or type. If necessary, use additional sheets of paper.
2. Sign and date this application.
3. Deliver the application to:

_____(name)

_____Public Schools

_____address

_____

_____
Applicant

By:_____ Date:_____

CFBB-E - APPLICATION FOR SANCTIONING (Cont.)

ORGANIZATION/ASSOCIATION FINANCIAL STATEMENT
UNAUDITED

Name of Organization/Association:_____

FINANCIAL ACTIVITY FOR SCHOOL YEAR

Beginning Cash Balance, July 1,_____		$_____
Collections:		
Fund-raiser, Merchandise Sales, Etc.	$_____	
Donations	$_____	
Contributions	$_____	
Other (list)	$_____	
_____	$_____	
_____	$_____	
_____	$_____	
Total Collections		$_____
Expenditures:		
Fund Raising Expenses	$_____	
Supplies/Materials	$_____	
Advertising	$_____	
Postage, Mailings, etc.	$_____	
Equipment	$_____	
Donations/Contributions	$_____	
Other (list)	$_____	
_____	$_____	
_____	$_____	
_____	$_____	
Total Expenditures		$_____
Ending Cash Balance, June 30, _____		$_____

I, the undersigned officer of the above-named organization/association, do hereby certify that this is a true and complete representation of the organization's financial activity for the _____school year, to the best of my knowledge and belief. I further certify that, in accordance with the policy of the McLoud Board of Education, I/we may be required to submit further financial information on the organization/association at the request of the board of education, and the failure to do so may result in revocation of the board's sanctioning approval.

Officer/Director: _____ Date: _____

Title: _____

Received and reviewed by_____ Public Schools:

Name/Title: _____ Date: _____

MCLOUD BOARD OF EDUCATION

CFC - AUDITOR

It is the policy of the McLoud Board of Education to employ an auditor for the district. The auditor shall serve at the discretion of the board and for such compensation as the board may determine. The auditor's duties will be to assist the board in preparing district budgets and to make such reports as may be required.

The board of education will provide for and cause to be made an annual audit of this school district for each fiscal year. The audit shall be a financial audit and a compliance audit of all school district funds. Audits will be made at the end of each fiscal year at a minimum and may be required by the board at more frequent intervals.

A written report of the audit shall be furnished to the board by the auditor. The board will conduct a final exit interview with the auditor at an open board meeting.

REFERENCE: 70 O.S, §22-103, et seq.

MCLOUD BOARD OF EDUCATION

CFEA - SALARY DEDUCTIONS

Federal and state income tax and social security deductions are mandatory by federal and Oklahoma law. The school district is required to make payroll deductions for professional organization dues and political contributions upon the request of any employee. Such deductions shall be on a ten-month basis unless otherwise designated by the employee organization. Other deductions may be authorized by the McLoud Board of Education upon request and authorization of the employee.

However, a school employee may request in writing at any time in writing including by email or fax_for the district to immediately terminate or initiate payroll deductions to a professional organization. Within five (5) business days of receipt of a written request or by the next pay period, whichever is earlier, the district shall terminate or initiate any future payroll deductions of the requesting employee to a professional organization. Within fifteen (15) business days of receipt of a request, the district shall notify the professional organization of the initiation or termination of payroll deductions. If the request is to terminate a deduction, the district shall not make any advance payments to any professional organization of any future dues on behalf of the employee.

This shall be the exclusive process for termination of salary deductions and no policy or negotiated agreement can add terms that are included within statute regarding the process for termination of salary deductions. If the district fails to terminate payroll deductions for an employee, the district shall immediately reimburse the employee the amount of all payroll deductions made by the district after the employee's request. Any amount due the employee shall double every thirty (30) days until paid in full as per 70 O S. § 5-139.

The board shall require a minimum of 5 employees to request deductions for any other specific payee.

REFERENCE: 70 O.S. §5-139
70 O.S. §6-101.1

MCLOUD BOARD OF EDUCATION

CHA - PURCHASING AND DISTRIBUTION

It is the policy of the McLoud Board of Education that purchasing, and distribution shall be under the supervision of the superintendent but may be delegated in writing by the superintendent to a principal or teacher. Written delegations of authority should contain specific limitations imposed by the board or superintendent upon the designee or may provide a complete delegation of purchasing and distribution duties. No person except the superintendent or the superintendent's designee shall make purchases without written authorization. Such purchases shall be limited to those in the amount of $20,000 or less.

The superintendent should take advantage of discounts for buying in quantity and, if possible, purchase in sufficient quantities for one full school term. Requisitions for supplies shall follow the appropriate chain of command originating from teachers, through the principal, to the superintendent. Purchases shall be made from local firms when economically wise to do so.

No expenditure shall be made except in accordance with a written contract or purchase order.

REFERENCE: 21 O S. §355
57 O.S. §549.1
62 O.S. §371
70 O.S. §5-123
70 O.S. §5-124
70 O.S. §5-129
70 O.S. §5-135

MCLOUD BOARD OF EDUCATION

CHA-R - PURCHASING AND DISTRIBUTION (REGULATION)

All purchases shall be made in strict conformity with local procedural requirements as set forth in the laws of Oklahoma.

School supplies and equipment shall be purchased only after careful consideration of the needs as pointed out by the appropriate administrative officials and teachers of the school system and authorized by the superintendent.

All materials and services received by the school district shall be reviewed by the proper school district representative to see that terms and specifications have been met.

The board shall keep written records covering all purchases. These records shall include written purchase orders, copies of the bills, and claims showing time of payment. All guarantees shall remain on file in the superintendent's office.

REFERENCE: 62 O S. §310.9
74 O S. §3109

MCLOUD BOARD OF EDUCATION

CHAC - EMERGENCY OR NECESSITY EXPENDITURES

The McLoud Board of Education authorizes its superintendent to obligate the school on an emergency or necessity basis during the time between school board meetings only by written contract or written purchase order on behalf of the board of education.

The superintendent may not obligate the school board for payment of more than $20,000.00 Owing or payable or for temporary employment beyond the next board meeting for the purchase of any product, performance of any service, or temporary employment of any individual.

Any such emergency or necessity resulting in action taken shall be presented to the board of education at its next board meeting on its agenda for subsequent ratification. All contracts or purchase orders by the superintendent shall contain the following language:

"The superintendent is only authorized to obligate the school board until its next scheduled board meeting. The school is only required to pay for services rendered, wages owed, or materials supplied until that time up to a maximum of $20,000.00. For this contract or purchase order to extend beyond that date, or beyond $20,000.00 requires the authorization of the school board."

In the event an emergency occurs which will exceed the ~~pre~~designated amount of $20,000.00, the superintendent shall call for an emergency or special meeting of the board, as the case may be.

An emergency shall be anything in which failure to act immediately may cause immediate physical damage to school property or injury to persons.

A necessity shall be anything in which failure to act may result in the educational mission of the school being compromised or failure to comply with law concerning the education of students which must be addressed prior to the next board meeting.

In the absence of the superintendent, if an emergency occurs which requires immediate attention, an emergency authorization will be granted. All paperwork, including documentation of the nature of the emergency must be presented within two working days. For example: An incident occurs during an authorized school activity requiring immediate attention for health and well-being of students, staff and protection of school property.

REFERENCE: 70 O.S. §5-135
Board Minutes dated July 6,1992

NOTE: The board is required to establish reasonable spending practices and therefore should establish a spending limit on purchases made without board approval.

MCLOUD BOARD OF EDUCATION

CHC-R - BIDS AND QUOTATIONS (REGULATIONS)

The superintendent or designee shall secure bids on all items purchased, either by oral price quotations, formal quotations, or advertised bids. In the interest of economy of time, informal quotations by telephone may be secured on purchases of less than $500.00. In determining whether formal quotations shall be obtained, the superintendent or designee shall weigh the necessity for speed of securing supplies or equipment and the possible savings that may be realized. If savings from quotations are insignificant, prices given by reliable vendors may be used.

All contracts for, and purchases of supplies, materials, equipment, and contractual services in the amount of $500.00 or more may be based on at least three competitive bids. All purchases made in the open market shall be consummated after careful pricing.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding. The Oklahoma Department of Corrections will be placed on the mailing list and will be sent invitations to bid for all goods and services the department may provide and for which this district has a specific need.

All proposals to award public construction contracts shall be made as follows:

1. Notice shall be published in a newspaper of general circulation and published in the county where the work or the major part of the work is to be done. The notice shall be published in two consecutive weekly issues of the newspaper with the first publication at least twenty-one (21) days prior to the date set for opening bids; and

2. Notice shall be sent to one in-state trade or construction publication for their use and information whenever the estimated cost of the contract exceeds Fifty Thousand Dollars ($50,000),

All bids must be submitted in sealed envelopes, addressed to the administrative office of the school district and plainly marked with the name of the bid and the time of the bid opening. Bids shall be opened at the time and place specified and all bidders and other persons shall be invited to be present.

The board reserves the right to reject any or all bids and to accept the bid which appears to be in the best interest of the school district. The board reserves the right to reject any or all bids or any part of any bid, or to waive any informality, and to accept the bid which appears to be in the best interest of the school district. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The bidder to whom the award is made may be required to enter into a written contract with the school district.

The superintendent or designee shall maintain a bid list. Any vendor shall be placed on the bid list upon written request. As an objective, the superintendent or designee will normally seek out sufficient bidders to have an uncontested low bid by virtue of having several bona fide bids.

All bidders shall be given an equal opportunity to qualify for school business.

Where two or more bidders are the same on quail fy and price, preference shall be given to the bidder whose business establishment is within the boundaries of the school district. Where the tie bidders are from outside the district, preference may be given to the firm that has given the best sustained service to the district.

MCLOUD BOARD OF EDUCATION

CHE - VENDORS

It is the policy of the McLoud Board of Education that the following shall apply to vendor relations and purchasing:

1. All vendors must contact the assistant superintendent for business management for approval prior to calling on any schools.

2. The purchasing department shall conduct all price adjustment negotiations when necessary.

3. Visitation to suppliers shall be a part of the purchasing agent's practice.

4. Activity fund purchases must be requisitioned through the sponsor with the approval of the principal or athletic director.

5. Purchasing procedures must be in accordance with the rules and regulations of the purchasing department.

MCLOUD BOARD OF EDUCATION

CHEA - SUSPENSION AND DEBARMENT COMPLIANCE

It is the policy of the McLoud Board of Education that all contracts and purchase orders reimbursed using federal funds need to include suspension and debarment language. The purpose of this certification is to protect the government from entering into business relations with unethical or otherwise irresponsible companies and individuals.

The following language shall be included within the terms of any contract for goods and services that will be paid for using federal funding:

Certification Regarding Debarment Suspension and Ineligibility

To the best of its knowledge and belief, the contractor or any of its principals are not presently debarred, suspended, proposed for debarment or otherwise declared ineligible for the award of contracts by any Federal agency by the inclusion of the contractor or its principals in the current "LIST OF PARTIES EXCLUDED FROM FEDERAL PROCUREMENT OR NONPROCUREMENT PROGRAMS" published by the U.S. General Services Administration Office of Acquisition Policy.

The prospective lower tier participant shall provide immediate written notice to the District if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. Should the prospective lower tier participant enter into a covered transaction with another person at the next lower tier, the prospective lower tier participant agrees by accepting this agreement that it will verify that the person with whom it intends to do business is not excluded or disqualified.

THE SCHOOL DISTRICT IS REQUIRED BY FEDERAL LAW TO HAVE A POLICY FOR DEBARMENT AND SUSPENSION FROM PROGRAMS AND ACTIVITIES INVOLVING FEDERAL FINANCIAL BENEFITS. IF THE DISTRICT ELECTS NOT TO UTILIZE THIS POLICY, A POLICY ON THIS TOPIC WILL BE REQUIRED TO ENSURE THAT EITHER THE VENDOR OR THE SCHOOL DISTRICT IS VERIFYING THAT THE VENDORS ARE NOT LISTED ON THE EXCLUDED PARTIES LISTING SYSTEM ON THE FEDERAL WEBSITE OF THE SAME NAME.

MCLOUD BOARD OF EDUCATION

CHG - RECYCLING PROGRAM

It is the policy of the McLoud Board of Education to aggressively pursue procurement practices that encourage solid waste reduction and the profitable disposal of recyclable materials and compost and shall whenever possible procure products containing recycled materials.

1. The superintendent is therefore directed to cause a report to be submitted annually by November 1 of each year to the Department of Capital Assets Management Division. The report shall contain the following:

    A. The amount and type of wastepaper and other recyclable materials collected and sold during the previous fiscal year;

    B. The amount and type of purchased recycled paper products and other products manufactured with recycled materials; and

    C. The total amount of monies collected and expended to implement the Oklahoma State Recycling and Recycled Materials Procurement Act.

2. The superintendent shall designate a recyclable materials coordinator and register the coordinator with the Department of Capital Assets Management Division. The coordinator shall represent the school and coordinate with the Department of Capital Assets Management Division in the implementation of the rules and the Act.

An exemption may be granted by the Director of the Department of Capital Assets Management Division upon the request of the school district showing a lack of market availability or that it is not economically feasible to follow and comply with the procedures and systems established by the Director of the Department of Capital Assets Management Division.

REFERENCE: 74 O S. §85.55

MCLOUD BOARD OF EDUCATION

CKAC - EMERGENCY PLANS
DISASTER DRILLS

It is the policy of the McLoud Board of Education that fire, and tornado drills shall be performed periodically throughout the school year. Each classroom shall have posted a copy of the rules, evacuation signals, evacuation routes, and procedures for both fire and tornado emergencies. All teachers and staff members shall make themselves familiar with these procedures.

MCLOUD BOARD OF EDUCATION

CKC-P - DISASTER DRILLS (PROCEDURES)

In accordance with the policy of the board of education and Oklahoma law, the principal will schedule disaster drills. The first drill shall be conducted within the first fifteen days of the school year.

The following rules and procedures will be complied with in all schools:

1. Rules for evacuation will be posted in each room. These rules will indicate the primary and alternate exits and the evacuation area to which the student should proceed upon leaving the building. The posted rules will be discussed with each class using the room during the first day(s) of the school year.

2. A district fire alarm signal will be used for fire drills only; another signal will be established by the principal for return to class.

3. No person is to remain in the building during fire drills

4. Evacuation areas will be at least 50 feet (100 feet if possible) away from buildings and driveways at the north and south ends of the school.

5. It is each student's responsibility to move quickly, quietly, and in an orderly manner to the assigned evacuation area

6. The teacher or other evacuation leader will be responsible for:

    a. Seeing that windows are closed.

    b. Assuring that electrical circuits and gas jets are turned off.

    c. Maintaining order during the evacuation,

    d. Assigning students to hold doors open, if their group is the first to evacuate from such doors, and instructing students holding doors to rejoin the class after the last person has passed through the doors.

    e. Taking the roll book and checking roll when the class is in the assigned evacuation area. The name of any student not accounted for will be reported immediately to the principal or the principal's designee.

7. The principal will observe the exercise.

8. The principal will provide the superintendent, or the superintendent’s designee, with a report on all drills, including the time required for completion. The superintendent shall preserve such reports and make them available to the State Fire Marshall, or his agent, or other appropriate officials, upon request.

REFERENCE: 63 OS. §176

MCLOUD BOARD OF EDUCATION

CKCB - BOMB THREATS

In the event of a call or notice to the effect that a bomb has been placed in a school or any other building or establishment, the foil owing procedures are recommended:

1. Immediate evacuation of the school or buildings.

2. If the call was not received originally by the fire and police departments, immediate notification is required. Both departments should respond.

3. A search of the building or premises should be conducted under the direction of the senior officer present from either protective department. All officers, firefighters, and principal of the building should assist in the search.

4. Circumstances will dictate whether any strange or foreign objects should be removed immediately or left for removal by a qualified person.

5. If a thorough search has been conducted and nothing found, the principal of the building should be notified by the senior member of the local protective department that reentry will be permitted.

6. Investigation of the incident should be made by the local police department, assisted by the State Fire Marshalls office if requested.

Any decision concerning the dismissal of school students and subsequent action after the above procedures have been followed is the prerogative of the superintendent.

MCLOUD BOARD OF EDUCATION

CKCB-E - BOMBTHREAT PROCEDURES (EXHIBIT)

Stay calm.

1. Keep the caller talking for as long as possible
2. Ask the caller to speak louder, dower, do.
3. Ask caller to repeat

CHARACTERISTICS NOTED (Please complete as much of the following as possible)

1. CALLER'S EXACT WORDS

_____

_____

_____

_____

_____

(Use reverse of this paper if necessary)

2. WHAT BUILDING ISTHE BOMB IN _____

EXACT LOCATION _____

3. WHAT TIME ISTHE BOMB SET TO EXPLODE _____

4. BACKGROUND SOUNDS

_____

_____

5. CALLER'S DESCRIPTION

a. age _____

b. sex _____

c. race _____

d. accent _____

e. speech impediments _____

f. attitude _____

g. when bomb is to explode_____

Time and date_____

Person receiving call _____

CKCB-E - BOMB THREAT PROCEDURES, EXHIBIT (Cont.)

6. PLEASE CIRCLE APPROPRIATE RESPONSE:

TONE	SPEECH	LANGUAGE	ACCENT	MANNER
Loud	Fast	Excellent	Local	Calm
Soft	Slow	Good	Not Local	Angry
High Pitch	Distinct	Fair	Foreign	Coherent
Low Pitch	Distorted	Poor	Caucasian	Incoherent
Raspy	Stutter	Cursing	Black	Righteous
Pleasant	Nasal		Latin American	Emotional
				Rational
				Irrational
				Deliberate
				Laughing

When the caller hangs up, notify immediately the following persons. Do not discuss the call with anyone else.

1. Principal.
2. Superintendent, Assistant Superintendent, or designee
3. Fire department and police department unless instructed otherwise

ADDITIONAL COMMENTS:

MCLOUD BOARD OF EDUCATION

CKCB-P - BOMB THREAT PROCEDURES

In accordance with the policy of the board of education, these procedures shall be followed in the event of a bomb threat communicated to any employee or student of the public schools.

In the event that you receive a telephoned bomb threat, try to remain calm. The attached form (see CKCB-E) should be located near each telephone and be accessible to each user. Have the form before you as you talk. Try to keep the caller as occupied as possible. Keep the caller talking as long as you can. In addition to the information on the form, ask for the caller's name; where the caller i scaling from; why the caller wants to blow up the building; where the bomb is located; how and when the bomb is set to explode.

When the caller hangs up, notify immediately the following persons. Do not discuss the call with anyone else.

1. Principal.
2. Superintendent, Assistant Superintendent, or designee.
3. Fire department and police department unless instructed otherwise.

MCLOUD BOARD OF EDUCATION

CKDA - TOBACCO USE PROHIBITED

The use of a tobacco product or vapor product shall be prohibited 24/7 in or on an educational facility that offers an early childhood education program or in which children in grades kindergarten through twelve are educated. The use of a tobacco product or vapor product shall also be prohibited 24/7 in school vehicles, and at any school-sponsored or school-sanctioned event or activity.

1. "Educational facility" is defined as any property, building, permanent structure, facility, auditorium, stadium, arena or recreational facility owned, leased, or under the control of the school district,

2. "School Vehicle" is defined as any transportation equipment or auxiliary transportation equipment as defined in 70 O.S. § 9-104.

3. "Chewing tobacco" is defined as any Cavendish, twist, plug, scrap, and any other kinds and forms of tobacco suitable for chewing.

4. "Smoking tobacco" is defined as any granulated, plug cut, crimp cut, ready rubbed, and any other kinds and forms of tobacco suitable for smoking in a pipe or cigarette.

5. "Tobacco product" is defined as any bidis, cigars, cheroots, stogies, smoking tobacco and chewing tobacco, however prepared. Tobacco products shall include any other articles or products made of tobacco or any substitute thereof.

6. "Vapor product" is defined as noncombustible products, that may or may not contain nicotine, that employ a mechanical heating element, battery, electronic circuit or other mechanism, regardless of shape or size, that can be used to produce a vapor in a solution or other form. Vapor product shall also include any vapor cartridge or other container with or without nicotine or other form that is intended to be used with an electronic cigarette, electronic cigar, electronic Cigarillo, electronic pipe Or similar product or device and any vapor cartridge or other container of a solution, that may or may not contain nicotine, that is intended to be used with or in an electronic cigarette, electronic cigar, electronic cigarillo or electronic device. Vapor products do not include any products regulated by the United States Food and Drug Administration under Chapter V of the Food, Drug, and Cosmetics Act.

Signs will be posted in prominent places on school property to notify the public that smoking or other use of tobacco products is prohibited.

Students are also prohibited from possessing tobacco on, in, or upon any school property. If students are found to be carrying cigarettes or other tobacco products, the tobacco product will be confiscated.

Employees are warned that violation of this policy may lead to dismissal action. Patrons who violate this policy will be asked to leave the school premises. Students violating this policy will be disciplined.

REFERENCE: 21 O.S. §1247
63 O.S. §1-1522, et seq.
70 O.S. § 1210.212
20 U.S.C. §6083

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MCLOUD BOARD OF EDUCATION

CKE - HAZARDOUS MATERIALS

The McLoud Board of Education realizes that hazardous materials are used in the day-to-day operation of the school facilities and in the support of education requirements. The board also recognizes that with the use of hazardous materials, responsibility must be taken to ensure personal safety and to protect the environment during the use, storage, and transportation of such materials.

Therefore, this school district shall establish and maintain conditions of work which are reasonably safe aid healthful for our employees. The school district's safety standards aid safeguards shall be those which are reasonably necessary for the protection of the life, health and safety of our employees.

The term "hazardous materials" includes any substance or mixture of substances that pose afire, explosive, reactive, or health hazard (such as bloodborne pathogens). Examples are common household cleaning supplies, spray oven cleaners, cleaning solvents, photo chemicals, soldering flux, some ceramic glazes, oils, gasoline and other fuels, and all other materials for which a "material safety data sheet" (MSDS) has been prepared. The US. Occupational Safety and Health Administration maintains complete listings of hazardous substances and materials.

The superintendent will develop regulations and/or procedures that govern the purchase, storage, handling, transportation, and disposal of hazardous materials for school facilities and operations.

Such regulations will establish an ongoing process by which each location in the district will have a program of identifying and managing hazardous material. District personnel will be encouraged to substitute non-hazardous material for hazardous material to the extent possible and to minimize the quantities of hazardous substances used and stored on school property.

MCLOUD BOARD OF EDUCATION

CKE-R - HAZARDOUS MATERIALS (REGULATION)

In accordance with the policy of the board of education, the following regulation establishes procedures for the use, storage, and transportation of hazardous materials in this school district.

Hazardous materials are defined to be those items listed in Oklahoma and federal law and regulations regarding the transportation of hazardous materials. Examples include, but are not limited to the following:

Non-building related asbestos materials;

Lead and lead compounds (included in school supplies, eg.,art supplies, ceramic glazes, etc.);

Compressed gases (natural gas), and explosive (hydrogen), poisonous (chlorine), or toxic gases (including exhaust gases such as carbon monoxide);

Solvents (gasoline turpentine mineral spirits, alcohol, carbon tetrachloride);

Liquids, compounds, solids or other hazardous chemicals that might be toxic, poisonous or cause serious bodily injury;

Materials required to be labeled by the Department of Agriculture or the ERA (pesticide algaecide rodenticide, bactericides);

Regulated under-ground storage tank hazardous materials (including diesel fuel, regular and unleaded gasoline, oil (both new and used), and propylene glycol).

Each building principal or project manage is responsible for ensuring receipt, proper labeling and storage of hazardous materials received at their location. Copies of the current inventory will be provided to the superintendent no later than July 1 of each year. Inventory lists will be maintained and may be made available to appropriate police, fire, and emergency service districts as appropriate.

The superintendent or superintendent's designee will maintain a set of material safety data sheets (M SDS) for the district. A set of MSDS's will be available at each building ate.

Purchase orders for hazardous materials will include a requirement that the shipment of any such materials include MSDS with any order or portion of order. Purchase orders also will note that failure to provide MSD$ with the shipment may result in either the District's refusing to accept the shipment or conditionally accepting the shipment and refusing to pay for the material until the MSDS are provided. These procedures will apply to all hazardous materials regardless of the method of acquisition.

Storage of hazardous materials will be in compliance with any local ordinances aid state and federal law and regulations. Hazardous materials will be separated and labeled according to hazardous characteristics and stored safely in storage areas appropriate to the risk posed by the materials Where appropriate, storage cabinets may be locked and access to students or non-authorized staff limited. Containers will be labeled to show the date of receipt by the district, shelf life, and expiration data Materials should be stored so that the oldest materials are used first.

CKE-R - HAZARDOUS MATERIALS) REGULATION (Cont.)

The superintendent or designee will maintain a master Chemical Information List (CIL) that shall contain the common and trade names of dl hazardous substances used or stored within the district. Any new substances introduced into the district will be added to the master CIL within 30 days.

The superintendent or designee will maintain a CIL on each employee who works with or who has had chemical exposure at a workplace within the district. Such CIL's shall be presented to any employee upon request and to all appropriate employees at least once annually. The master and individual CIL's will be made available for inspection within 24 hours of an employee's request.

Each building principal will maintain a Chemical Information List (CIL) of hazardous materials used or Stored in their respective building. Such CIL's will be available for inspection by any employee working in the building or who is known to have had exposure to any chemical or other hazardous substance stored within the building.

REFERENCE: 40 O S. §401, §403
40 O.S. §450, et seq.

MCLOUD BOARD OF EDUCATION

CKEA - HAZARD COMMUNICATION

It is the policy of the McLoud Public Schools to provide in-service training on an annual basis concerning hazard communications (Right To Know Law) and the Maintenance, Operation of Plants (MOPs) workshops by the Oklahoma State Department of Education.

1. MOP Workshop in-services will be mandatory for district employees, custodial staff, appropriate support personnel, and student workers and any other employees who work during the summer.

2. Hazard communications in-service will be conducted by district personnel or outside consultants Employees to attend are custodial staff, appropriate support personnel, lunchroom personnel, and student workers

All employees will be compensated to attend these workshops if outside the normal workday.

Certificates of attendance will be maintained in the employee's personnel file.

MCLOUD BOARD OF EDUCATION

CKEA-R - HAZARD COMMUNICATION STANDARD (REGULATIONS)

In order to comply with the Hazard Communication Standard, the following written program has been established for McLoud Public Schools.

All work units of the school district are included within this program. The written program will be available i n the assistant superintendent's office for review by any interested employee. As an employer, the school district intends to provide and maintain conditions of work that are reasonably safe and healthful for all employees. The McLoud School Hazard Communication Standard Program is to assure that each employee receives the information and training needed to work safely. It is a tool for providing communication to personnel about hazards and how to deal with them.

The superintendent or designee will be the Hazard Communication Standard Program Manager.

Container, Labeling

The superintendent or designee will verify that all containers received for use will be clearly labeled as to the contents, the appropriate hazard warnings are noted, and the name and address of the manufacturer are listed on each one.

The custodian in each section will ensure that all secondary containers are labeled with either an extra copy of the original manufacturer's label or with the generic labels that have a block for identity and blocks for the hazard warnings.

The superintendent or designee will review the school district labeling system every 12 months and update as required.

Material Safety Data Sheets (MSDS)

The superintendent or designee will be responsible for obtaining and maintaining the data sheet system for the school district and will review incoming data sheets for new and significant health/safety information. New information will be passed on to the affected employees.

Copies of MSDSs for all hazardous chemicals to which employees of the district may be exposed will be kept in the superintendent's office.

MSDSs will be available to all employees in their work areas for review during each work shift. If MSDSs are not available or new chemicals in use do not have MSDSs, the superintendent or designee should be contacted immediately.

Employee Training and Information

The superintendent or designee is responsible for the employee training program and will ensure that all elements specified below are carried out.

CKEA-R - HAZARD COMMUNICATION STANDARD, REGULATIONS(Cont.)

Each new employee of the school district will attend a health and safety orientation and will receive information and training on the following:

1. An overview of the requirements contained in the Hazard Communication Standard;
2. Chemical s present in the workplace operations;
3. Location and availability of the written Hazard Communication Standard Program;
4. Physical and health effects of the hazardous chemicals;
5. Methods and observation techniques used to determine the presence or re! ease of hazardous chemicals in the work area;
6. How to lessen or prevent exposure to these hazardous chemicals through usage of control/work practices and personal protective equipment;
7. Emergency procedures to follow if exposed to these chemicals;
8. How to read I abet s and review MSDSs to obtain appropriate hazard information; and
9. Location of MSDS files and location of hazard chemical lists.

After attend! ng the training class, each employee will sign a form to verify that the training was attended, written materials were received, and the policies on hazard communication are understood.

Prior to a new chemical hazard bang introduced into any section of the district, each employee of that section will be given information as outlined above. The maintenance director is responsible for ensuring that M SDSs on the new chemical (s) are available.

List of Hazardous Chemicals

The hazards associated with chemicals used by the school district will be identified from Material Safety Data Sheets obtained from the chemical supplier.

A Chemical Information List is available in the superintendent's office. Further information on each noted chemical can be obtained by reviewing Material Safety Data Sheets.

Hazardous Nonroutine Tasks

Periodically, employees are required to perform hazardous nonroutine tasks Prior to starting work on such projects each affected employee will be given information by the maintenance director about hazardous chemical s to which they may be exposed during such activity.

CKEA-R - HAZARD COMMUNICATION STANDARD, REGULATIONS (Cont.)

This information will include:

1. Specific chemical hazard
2. Protective safety measures the employee can take; and
3. Measures the district has taken to lessen the hazards, including ventilation, respirators, presence of another employee, and emergency procedures.

Informing Contractors

It is the responsibility of the superintendent or designee to provide contractors (with their employees) the following information:

1. Hazardous chemicals to which they may be exposed while on the job site, and
2. Precautions the employees may take to lessen the possibility of exposure by usage of protective measures.

The superintendent or designee will be responsible for contacting each contractor before work is started in the school district to gather and disseminate any information concerning chemical hazards that the contractor is bringing to the school workplace.

It is the responsibility of the contractor to train his employees.

Fire Safety

The fire safety regulations call for keeping the McLoud Fire Department informed of hazards A system for placards to mark areas for the fire department will be setup with the local fire chief.

Monitoring and Evaluation

The superintendent or designee will review the Hazard Communications Programs at least annually and update and make changes as necessary. The superintendent is responsible for verifying to the board with compliance of this policy.

Other Areas of Responsibility

Each principal, the vocational agricultural instructor, the bus mechanic, middle school and high school science instructors and the head coach will be familiar with the Hazard Communication Standard and with these regulations and will see that they are carried out in their respective work areas and areas of responsibility.

MCLOUD BOARD OF EDUCATION

CL - BUILDINGS, EQUIPMENT, AND GROUNDS

The McLoud Board of Education believes that the education of children is dependent upon many factors including a proper physical environment that is safe, clean, attractive, and smoothly functioning.

The care, custody, and safekeeping of all school district property is the general responsibility of the superintendent. It is also the superintendent's responsibility to establish procedures for the proper maintenance and safekeeping of school property.

Citizens of the district, students, and members of the police department are encouraged to cooperate in reporting to the chief of security any incidents of vandalism to property belonging to the district and the name(s) of the person or persons believed to be responsible. Every employee of the district shall report to the principal of the school- and the principal in turn to the chief of security - any incident of vandalism known to them, and, if known, the names of those responsible.

The superintendent is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism to school property. The superintendent is further authorized to delegate, as seen fit, authority to sign such complaints and to press charges.

The superintendent shall have authority to let contracts for minor repair work not exceeding$5,000 Purchase Orders beyond minor repair shall require board approval.

For public use of school property, see the policy on the community use of school property located elsewhere in this manual (see policy GK).

The school district shall be entitled to recover damages in a court of competent jurisdiction from the parents of any minor under 18 years of age, living with the parents at the time of the act, who commits any criminal or delinquent at resulting in bodily injury to any person or damage to or larceny of any property, real, personal or mixed, belonging to the school district. The amount of damages awarded shall not exceed S5,000.00.

REFERENCE: 23 O.S. §10

MCLOUD BOARD OF EDUCATION

CLB - EQUIPMENT ACCOUNTABILITY

It is the policy of the McLoud Public School District that each teacher shall be charged with the responsibility of accounting for equipment or supplies used by the teacher.

Inventories will be made of all equipment, books, furniture, computing devices and supplies at the beginning and close of the school year. The inventory will be filed in the office of the superintendent.

No school property or equipment may be removed from the school for non-school use without the approval of the superintendent. Any equipment on loan must be operated by a school approved operator. The borrower shall assume the expense of the operator and the full responsibility for the equipment while it is in the borrower's possession.

Equipment purchased with federal funds shall be utilized in the program of project for which it was acquired as long as needed. When no longer needed for the original program or project, the equipment can be utilized in other programs or projects which are approved by the superintendent or designee. Prior to any sale of property, the board of education will need to vote to declare the property as surplus. When acquiring replacement property, the school district may utilize the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Any property that is purchased with federal funding is the property of the school district and should be identified on inventory lists with a description of the property, a serial number or other identification number, the source of funding for the property, the acquisition date, and the cost of the property, the location, use and condition of the property, any ultimate disposition information including the date of disposal and sale price of the property. Any sale of property that was purchased with federal funding must ensure the highest possible return for the school district and adhere to district policy regarding sale of personal property.

REFERENCE: 70 O.S. §5-130
2 C.F.R. 68 200.33.200.94.200.20 and 200.313.
Department of Education, Administrator's Handbook

MCLOUD BOARD OF EDUCATION

CLBA - BUILDING AND GROUNDS MAINTENANCE

The McLoud Board of Education believes that adequate maintenance of buildings, grounds, and property is essential to efficient management of the district.

The board directs a continuous program of inspection and preventative maintenance of school buildings and equipment.

The superintendent shall develop and implement a maintenance program that will include:

A regular program of repair and conditioning,

Critical spare parts inventory,

An equipment replacement program, and

A long-range program of building modernization and conditioning.

The superintendent shall develop such guidelines as may be necessary for the maintenance and repair of the physical plant.

The superintendent shall develop a checklist that will be applicable to all buildings in the district. Each building principal, in conjunction with the maintenance supervisor in that building, shall conduct a physical inspection of the building on a monthly basis and submit a written report to the superintendent.

The superintendent shall report to the board regarding the current maintenance and improvement program.

MCLOUD BOARD OF EDUCATION

CLB-R - INVENTORIES (REGULATION)

Inventories must be maintained by all personnel of the McLoud Public School System should it become necessary to file claims arising from fire, theft, or storm damage.

A separate furniture and equipment list must be used for each room of the building listing all items of furniture and equipment that are movable or portable.

A furniture and equipment inventory book is provided by the administration office for the purpose of recording all pertinent data. Exact instructions are listed in this book.

Building inventories are the responsibility of the principals. Classroom inventories are the responsibility of the teachers.

Inventory of furniture and non-consumable equipment is a responsibility of the building principal. Furniture and equipment inventories must be submitted to the assistant superintendent on October a and June 1 of each school year.

MCLOUD BOARD OF EDUCATION

CLBCB - ARMED SCHOOL EMPLOYEES

The board of education authorizes the carrying of a handgun onto school property by school personnel specifically designated by the board of education to do so at a lawfully convened board meeting under an appropriately worded agenda item. The names of school district personnel who have been designated to carry a firearm may be kept confidential. Individuals who are authorized by the school board to carry handguns on school premises must:

1. Possess a valid armed security guard license as provided for in Section 1750.1 et seq. of Title 59 of Oklahoma Statutes; or

2. Hold a valid reserve peace officer certification as provided for in Section 3311 of Title 70 of Oklahoma Statutes.

The board of education shall have the final authority to determine and designate school employees who will be authorized to obtain and use an armed security guard license or reserved peace officer certification in connection with their employment as school personnel. Participation in either armed security guard training programs or the reserve peace officer program shall be voluntary and shall not in any way be considered a requirement for continued employment with the school district as per 70 O.S. § 5-149,2. The school district will pay all necessary training, meal, and lodging expenses associated with the training required above.

Authorized employees shall only use a handgun and ammunition that have been approved by or issued by the school district board of education. The handgun will be carried in an approved holster and appropriately secured on the person of the authorized employee or the firearm shall be stored in a locked and secure location at all times while the employee is on school property. Authorized employees shall be responsible for ensuring that his/her issued handgun is properly maintained and in good working order at all times. If at any time, the handgun is pointed at someone or discharged on school premises, a written report documenting the incident shall be prepared within twenty-four (24) hours of the incident or discharge by the employee who pointed the weapon or discharged the weapon and the superintendent. Law enforcement shall be immediately notified that a weapon has been pointed at someone or discharged by the employee who has discharged the weapon or the superintendent.

The board of education hereby delegates to the superintendent the ability to temporarily suspend the ability of an employee designated by the board of education to carry a handgun pending a formal decision at a lawfully convened meeting as to whether the employee will continue to be authorized by the board of education to carry a handgun on school premises. If the superintendent temporarily suspends the ability of an employee to carry a handgun, the employee shall immediately turn over the handgun and ammunition to the superintendent who shall immediately secure the weapon in a locked and secure location. The decision of the school board is non-appealable. Due process does not apply to the carrying of a handgun.

Legal Reference: **70 O.S. § 5-149.2.**
51 O.S. § 24A.28

MCLOUD BOARD OF EDUCATION

CMAB - TEXTBOOKS: DISTRIBUTION AND CARE OF

The McLoud Board of Education believes that all employees and students are responsible for the proper care of school facilities, equipment, and property in their use or under their control.

Cooperation is expected from the professional staff regarding the care and distribution of school-owned textbooks. The superintendent may delegate authority to building principals for the care, custody, and distribution of textbooks, as well as other instructional material and equipment.

Students using school-owned textbooks or library books are responsible for them and shall reimburse the school for any lost or damaged books. If a misplaced book is returned, the student may be refunded any charges previously paid to the school for the book.

The school district will not - and the superintendent is not authorized to - prevent a student from receiving a grade to which the student is entitled, from graduating upon completion of graduation requirements, or from obtaining any records or information supplied to the school or otherwise owned by the student.

The school district will forward all educational records of a student to another school district in which the child is enrolling within three (3) business days of the request as per 70 O.S. § 24-101.4 regardless of whether all fines and fees have been paid by the former student.

REFERENCE: 70 O.S. §16-121

MCLOUD BOARD OF EDUCATION

CNAB - TRANSPORTATION MANAGEMENT

The McLoud school district may provide transportation for any student(s) attending one of the district's schools when such transportation is deemed necessary to provide adequate educational facilities and opportunities which otherwise would not be available and to transport students whose homes are more than reasonable walking distance from school. The provision of such transportation is a privilege extended by the school district to better serve the needs of district patrons and students. Any patron(s) and/or student(s) who do not respect this privilege may be denied the use of such transportation service.

The McLoud Board of Education, acting through the superintendent and/or the superintendent's designee(s), will be responsible for development, implementation, operation, maintenance, supervision, and evaluation of an adequate transportation system designed to serve district needs commensurate with district resources. All applicable federal, state, and local laws, including the regulations established by the Transportation Section of the State Department of Education, will be followed in the development, implementation, operation, maintenance, and evaluation of the district's transportation program.

All school buses operated by the district will be operated in accordance with all rules of the road duly established by law and will undergo regular safety inspections as prescribed by applicable laws and regulations. All school bus drivers will be duly licensed and certified as prescribed by applicable laws and regulations. All school bus routes will be established by the superintendent and/or the superintendent's designee(s). Regulations or recommendations established by the Transportation Section of the State Department of Education will be adhered to in school bus operation.

Students are not to be put off the bus by the driver for infractions. The driver is to discharge the students at either the school or at his/her normal pick up and discharge spot. The driver is to inform a school administrator of the problem and let the administrator handle it.

School buses may be used for activity trips, extracurricular activities, and field trips, provided request for a bus has been presented to and approved by the director of transportation.

Under the following conditions, school buses may be used by approved groups for appropriate activities requiring school bus transportation. The approval of the use of a bus for such trips will come from the superintendent or the superintendent's designee. Approved groups will reimburse the district for the use of the bus.

REFERENCE: 70 O S. §5-130
70 O.S. §9-101
70 O.S. §9-108

MCLOUD BOARD OF EDUCATION

CN - SCHOOL TRANSPORTATION

The McLoud school district recognizes that in Oklahoma, student transportation is a service that may be provided for its students by the school district. The school district wishes to assure its citizens that any transportation services provided by the district are to accomplish three goals:

1. To ensure that children of our district school are transported in the safest manner possible (see also policy CNAB);

2. To ensure that the transportation services provided are cost effective to our district's taxpayers;

3. To ensure that all transportation services are rendered in an equitable manner.

The school district will accomplish these goals through strict enforcement of its school transportation policies.

Definitions: For the purposes of clarification, the following terms are defined.

1. Supervisor of Transportation-the person appointed by the board of education responsible for the operation of student transportation services.

2. School bus driver-any person who operates a vehicle transporting school children under the direct auspices of the board of education.

3. School bus, transportation equipment-any vehicle or conveyance used to transport school children from their homes to school and from school to their homes.

4. Auxiliary transportation equipment-includes, but is not limited to, equipment used for transporting students to and from extracurricular activities but does not include transportation equipment used for transporting students from their homes to school .and from school to their homes.

Drivers of all school transportation equipment will abide by state laws, rules, and regulations and shall make appropriate reports as required.

REFERENCE: 70 O S. §9-104
47 O S. § 11-705

MCLOUD BOARD OF EDUCATION

CN-R1 - SCHOOL TRANSPORTATION (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall apply to the district's school transportation program. Responsibility for implementing these regulations shall be delegated to the supervisor of transportation.

School Bus Maintenance

1. All school buses purchased and used by the district will meet or exceed any and all state and federal minimum safety construction standards. (SDE Regulation)

2. The district shall have each school bus mechanically inspected annually by an approved Department of Public Safety fleet inspector. (SDE Regulation)

3. The driver shall perform a daily pre-trip safety inspection of the vehicle. The inspection shall include brakes, lights, tires, exhaust system, gauges, windshield wipers, steering, and fuel. The driver shall make a daily written report describing the condition of the bus and listing any deficiencies. This report is to remain on file with the superintendent or designee for a period of ninety (90) days. (SDE Regulation)

4. Any school bus deemed unsafe shall immediately be placed out of service until all necessary repairs are made. All repairs to school buses shall be made by a duly qualified automotive technician.

5. It is the responsibility of all drivers to clean and refuel any bus entrusted to their operation. It is furthermore the responsibility of all school bus drivers to inform the supervisor of transportation when routine maintenance is required.

6. The district shall adopt a preventative maintenance schedule to prolong the life of all school buses and to ensure the safety of the passengers. This schedule shall be developed by the supervisor of transportation.

School Bus Drivers

1. Any person employed as a school bus driver, whether full- or part-time, shall hold the appropriate driver's license and endorsements required by the Department of Public Safety for the operation of a school bus.

2. Any person employed as a school bus driver, whether full- or part-time, shall successfully complete a school bus drivers' course and hold a school bus driver's certificate as required by the Oklahoma State Department of Education (SDE).

3. The driving records of all school bus drivers shall be checked annually, and all drivers must meet tire requirement of the SDE for school bus drivers' records. All new drivers shall have a felony records check conducted prior to employment and must meet SDE requirements.

4. All school bus drivers shall have an annual health certificate signed by a physician licensed by this state filed in the superintendent's office attesting that such physician has examined the driver and that the driver has no sign or symptoms of ill health, and is otherwise, from the observation of such physician, physically and mentally capable of safely operating a school bus. (SDE Regulation)

CN-R1 - SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

5. The use of tobacco by a school bus driver is not permitted during the operation of the bus or while on school premises as per board policy CKDA. The use of any intoxicating beverage and/or controlled dangerous substance by the driver within 8 hours prior to or during the operation of a school bus is strictly prohibited. (SDE Regulation)

6. Any school bus driver involved in a school bus accident resulting in personal injury, property damage of $500.00 or more, or charged with a violation of traffic law shall submit to a screening test to detect if alcohol or a controlled dangerous substance was used by the driver prior to school bus operation (see DCCB).

7. All school bus drivers shall be evaluated annually for job performance purposes. All new drivers shall be evaluated within the first 90 days of the beginning of the school year. All drivers shall receive written notification of the date of evaluation one week prior to evaluation. - All procedures relative to and including the written evaluation form shall be on file in the office of the supervisor of transportation. These procedures shall be available to any interested party upon request.

   Any school bus driver receiving a deficiency or reprimand may respond in writing to the transportation supervisor within 10 working days. A written plan of improvement shall be furnished to the school bus driver. A formal reevaluation shall be scheduled within 30 days. All evaluations shall be made available to the board of education and may be introduced as evidence in any disciplinary action or termination of employment hearings. Immediate suspension pending due process proceedings for termination of employment shall be made for any of the following reasons:

   A. Failure to conduct a thorough daily pre-trip inspection;

   B. The use of alcohol or any controlled dangerous substance within eight hours prior to the operation of a school bus.

   C. Operating a school bus in a careless or wanton manner without regard for the safety of persons or property or in violation of the conditions outlined in 47 O.S. § 11-801:

      1. No person shall drive a school bus at a speed greater than a maximum of 55 miles per hour on paved two lane roads, except on the state highway system, the interstate highway system and the turnpike system where the maximum shall be 65 miles per hour.

      2. On any highway outside of a municipality, the speed limit in a properly marked school zone shall be a maximum of 25 miles per hour, unless otherwise determined by the Oklahoma Department of Transportation.

      3. Many school bus routes will not warrant speeds even as high as 15 miles per hour. A driver must always adapt driving to conditions.

   D. Failure to stop for a railroad crossing in a school bus when children are being transported; failure to exercise proper judgment at any railroad crossing, endangering the safety of any school children.

E. Conviction of any crime of moral turpitude involving children.

F. Abuse of sick leave; excessive absenteeism and/or tardiness.

G. Use of any portable electronic communications device while the vehicle is in motion

8. Any school bus driver shall be suspended with pay pending the outcome of an investigation of any charge of recklessly endangering the safety of persons or property while operating a school bus or any charge of moral turpitude involving children.

9. All school bus drivers shall comply with requirements of the supervisor of transportation regarding attendance of and participation in in-service and periodic safety meetings for the purpose of increased student safety.

10. All school bus drivers shall dress appropriate to the operation of a school bus. Prohibited articles of clothing shall include:

    A. Thong-type sandals;

    B. Halter tops or see-through blouses;

    C. Dresses shorter than three inches above the knee;

    D. Any article of clothing with logos promoting alcohol or tobacco products, phrases that are sexually implicit or suggestive, and phrases containing profanity;

    E. Any gang-related paraphernalia.

11. Substitute and activity school bus drivers shall meet all the requirements prescribed for regular bus drivers.

School Bus Safety

1. Illegally passing a school bus is a violation of state law. All school bus drivers are required to report, within 24 hours of the alleged offense, drivers who illegally pass their buses. Each report is to include the vehicle color, license tag number, and the time and place of the violation and is to be made to the law enforcement authority of the municipality where the violation occurred and to the district's director of transportation.

2. All auxiliary transportation equipment owned by this district shall comply with state law requirements and shall be of such construction as to provide safe, comfortable, and economical transportation of passengers.

3. School bus drivers transporting children under the age of six will utilize a child passenger restraint system or a seat belt when using school-owned vehicles other than school buses to transport the students.

CN-R1 - SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

School Bus Route

1 Transportation shall be restricted to use for the students of this school district who reside within the boundaries of the school district. All Oklahoma State Board of Education Regulations regarding school bus routes shall be strictly adhered to.

2 All school bus stops shall be selected with the safety of the children at the bus stop the first consideration. When possible, a bus stop shall be located within one-half *('A)* mile of the home of each child being transported.

3 All school bus routes shall be evaluated annually. A copy of the evaluation shall be forwarded to the government agency responsible for maintaining the roadway if any physical hazards are noted. If identifiable hazards exist on a school bus route, all drivers shall exercise due caution. Route and bus stop changes may be made at the discretion of the supervisor of transportation.

4 School bus drivers may not deviate from established school bus routes without the written permission of the supervisor of transportation,

5 It is the duty of the parents or legal guardian to have their children at the bus stop at the proper time. No children may board any school bus except at a designated bus stop.

6 No children shall be discharged from their school bus at any point except the designated bus stop unless permission from the parent or guardian is furnished to the supervisor of transportation. Furthermore, no child shall be released to anyone except the parents having legal custody unless written permission is furnished to the supervisor of transportation or the principal.

Auxiliary or Activity Transportation

1 Any person operating a school bus for auxiliary transportation purposes shall adhere to all school transportation policies regarding driver qualifications and operational procedures.

2 No school buses will be utilized for any activity trip prohibited by Oklahoma State Board of Education regulations.

3 It is the responsibility of the parents of legal guardians of all children riding activity buses to have their children at the designated site for departure and arrival of all activity trips.

4 All adults transported in connection with activity trips must be designated sponsors or appropriate school personnel such as the superintendent, principal, or sponsor.

5 All requests for auxiliary transportation must be made to the supervisor of transportation or principal prior to the trip.

CN-R1 - SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

Student Discipline

1 Due to the serious nature of student transportation, no disruptive behavior shall be tolerated on any school bus that might endanger tire life or safety of any student transported.

2 During a school assembly or upon enrollment, all students will be presented with a copy of tire school bus rider rules. These rules must be discussed with each child by their parent dr legal guardian and each parent or legal guardian must sign a written statement supporting the school district in the enforcement of these rules (see CN-A2).

3 Any violation of these rules could result in the following:

a. Two-day suspension of school bus riding privileges;

b. Two-day in-house suspension;

c. Suspension of bus riding privileges.

4 Any student carrying alcohol, a controlled dangerous substance, firearm, or weapon on any school bus will lose school bus riding privileges for the remainder of the school year and shall be reported to the appropriate enforcement agency.

5 All school bus riding rules and discipline policies shall apply both to school bus routes and to all activity trips.

School Bus Accidents and Emergencies

1 All students transported in school buses shall receive instructions in safe riding practices and will participate in emergency evacuation drills within the first two weeks of each semester. All students riding on activity trips shall be included. These drills shall be conducted on school grounds under the direction of the supervisor of transportation. Documentation of these drills shall be kept on file at the office of the supervisor of transportation and available to interested parties.

2 In the event of an accident, the following procedures shall be strictly followed by the bus driver:

a. The bus must be stopped, and the driver should preserve the accident scene, evacuate the students from the school bus if necessary, and render first aid to the best of the driver's abilities to any injured children or parties

b. The bus driver will notify the proper authorities and the supervisor of transportation.

c. The school bus driver shall make no comments to any party involved, witnesses, or students except to furnish proof of driver's license and school bus driver certification upon request. Any comments made to the investigating officer shall be contained to answering direct questions. At the accident scene, the school bus driver shall not submit to any media or press interviews unless approved by the superintendent. The school bus driver shall obtain the name and address of all witnesses to the accident.

CN-R1 - SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

3. The superintendent or designee shall be responsible for any communications with the various press or media outlets. A person shall be designated as spokesperson in the absence of the superintendent or designee,

4. Upon request, in the event of serious injury or death of a student, the principal shall consider contacting the mental health authorities and/or the ministerial alliance to arrange counseling sessions for parents, students, and all school employees.

5. All school bus accidents shall be investigated, and the proper reports shall be submitted to the State Department of Public Safety and the State Department of Education as per state law and regulations.

6. In the event of any serious school bus accident, especially any involving personal injury, the superintendent will inform the chief legal counsel of the school district of the events surrounding the accident. Notification to the insurance carrier shall be made by the supervisor of transportation.

Parental Grievance Procedures

1. All parental grievances relating to student discipline and transportation services must be initiated with the principal.

2. In cases of disciplinary action concerning student suspension from: school transportation, all decisions of the superintendent shall be final pending a formal hearing conducted by the board of education. All hearings must be requested in writing by the child's parent or legal guardian.

3. All inquiries regarding school bus stops shall be initiated with the supervisor of transportation, principal, or superintendent or his/her designee.

4. All complaints regarding any unsafe driving practices involving a school bus driver shall be directed to the school administration or superintendent for formal action. Documentation forms will be available in the office of the supervisor of transportation (see CN-A3).

REFERENCE: 47 O S. §11-705

MCLOUD BOARD OF EDUCATION

CN-R3 - BUS DRIVERS AND USE OF TECHNOLOGY

School bus drivers are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the bus driver shall remove the bus from the roadway and place an emergency call to the appropriate legal authorities. Any bus driver found to have engaged in text messaging or the non-school emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

It is not illegal for a school bus driver to utilize a hand-held device when necessary to communicate with the central dispatch school transportation department or its equivalent.

REFERENCE: 47 O S. 6 11-901C

MCLOUD BOARD OF EDUCATION

CO - CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM

The McLoud Board of Education recognizes that childhood obesity has reached epidemic levels throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, diabetes, and other chronic diseases.

Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. The board supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our district's youth. Therefore, it is the policy of the board to:

It is the intent of the board of education that parents, students, child nutrition employees, teachers of physical education, school health professionals, and the general public participate in the development, implementation, and periodic review and updating of this policy. It is expected that the school district's Healthy and Fit Kids Advisory Committee will participate in the process and assist the referenced individuals in preparing written recommendations to the administration arid the board to adopt as a part of the school district's local school wellness policy. Specific information regarding these recommendations and the wellness policy are as follows:

WELLNESS POLICY

The McLoud Board of Education hereby declares its concern for the safety and health of District employees and students. McLoud Public Schools recognizes the relationship between academic achievement and student health and wellness, and it is the intent of this policy that staff, students, and parents/guardians must work together to provide a safe, secure, and healthy learning environment.

HEALTHY LIVING

Health and Nutritional Education

The aim of the McLoud Public Schools pre-kindergarten through twelfth grade health and wellness curriculum is to empower students to develop healthy, positive behaviors, skills, and attitudes by providing a varie ty of fitness and health awareness opportunities while establishing school-community partnerships that encourage healthy lifelong choices. All students will have education to foster lifelong habits for healthy living including the development of nutritionally sound habits.

School Practices

Nutrition education occurs in the classroom as well as the larger school community. The District utilizes multiple channels (e.g. classroom, cafeteria, and communications with parents) to promote healthy nutritional and physical behaviors. In support of the aim of the McLoud Public Schools wellness curriculum:

- Students will be allowed adequate time to consume meals, at least 10 minutes for breakfast and 20 minutes for lunch from the time they are seated;
- Recess before lunch will be encouraged to the greatest extent possible;
- Food, beverages, and candy will not be used to reward or punish academic performance or student behavior;
- The District provides training and support to food service and other relevant staff to meet nutrition standards for preparing healthy meals;

CO - CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

- During the school day, the District only permits school-sponsored fundraisers which are health-promoting. Such fundraisers include non-food items, physical activity-related options, community service options, or healthy foods and beverage options which follow USD A Nutrition Standards;
- the District allows school gardens on district property and dedicates related resources (e.g. land, water) for their implementation; and
- The District encourages parents to provide healthy lunches and snacks when sending food from home.

Nutritional Guidelines

To promote student health, students will not be provided with foods outside the USD A Nutrition Standards with the exception of two (2) events per school year in which healthy options are also available.

School Meals Service Through the National Lunch-Breakfast Program

Meals served through the National School Lunch and Breakfast Programs will meet the United States Department of Agriculture's (USDA's) requirements. In addition, all meals will:

- Be appealing and attractive to children/young adults/staff of various ages and diverse backgrounds;
- Be serviced in clean and pleasant settings;
- Be accessible to all children and young adults;
- Be designed to feature fresh fruits and vegetables from local sources to the greatest extent possible, including the Farm to School Program;
- Include the provision of safe, unflavored, cool drinking water throughout the school day at no cost to students;
- Include food high in fiber, free of added trans-fat, low in added fats, sugar and sodium, and served in appropriate portion sizes consistent with the USD A standards.

Physical Education

The aim of the McLoud Public Schools pre-kindergarten through twelfth grade physical education curriculum is to enhance quality of life by fostering physical dexterity and life-long health and well-being in an environment that promotes participation and the development of the whole person. The District supports quality physical activity throughout the school day. Practices which support the accomplishment of this aim include:

- Students in grades pre-Kindergarten through six will participate in physical activity a minimum of 150 minutes per week through daily recess, integrated physical activity within the academic classroom and physical education activities. Time spent in these activities, per state law, will meet the requirements for accreditation by the Oklahoma State Board of Education. Students in all grades will be offered a range of physical activity choices, which may include competitive and non-competitive options. In addition, teachers and other school personnel at all grade levels may provide opportunities to students for additional physical activity by integrating physical activity into the academic curriculum, including adaptive physical education;
- Students participating in physical education will be moderately to vigorously active for the majority of class time;
- Physical activity, or the withholding thereof, will not be used to punish academic performance or student behavior in the classroom;
- The District provides proper equipment and facilities to support physical education classes and other school sponsored physical activities;

CO - CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

- The District provides training for teachers for integrating physical activity into the curriculum; and
- Students, parents, and other community members will have access to the District's physical activity facilities outside the normal school day (see Facility Usage and Rental policy).

Monitoring and Policy Review

Each school site's Healthy and Fit School Committee will use the School Health index to develop an action plan unique to that site as part of the Coordinate School Health Framework. Each plan will be evaluated and updates annually. Additionally, with input from the Healthy and Fit School Committee, each site will use the annual Comprehensive Local Education Plan (CLEF) process to set and measure goals related to student's wellness. Curricula for the health and physical education programs in the District, using current Oklahoma State Health and Wellness standards, are reviewed according to the textbook adoption schedule for the State of Oklahoma. These processes provide for public input by involving stakeholders from all District school sites as well as the community. Oversight for the district Wellness Policy will be maintained by the Assistant Superintendent for Student Services.

Curriculum

The McLoud Board of Education recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and wellbeing. To ensure students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program and/or the School Breakfast Program. To implement the program, the Superintendent shall adopt and implement a comprehensive curriculum on health, fitness, and nutrition that will provide opportunities for developmentally appropriate instruction for grades K-12. The input of staff, students, parents, and public health professionals in the development of the curriculum will be encouraged.

Nutrition, health, and fitness topics shall be integrated within the sequential comprehensive health education curriculum taught at every grade level, K-12, and coordinated with the district's nutrition and food services operation. The district shall take a proactive effort to encourage students to make nutritious food choices. The superintendent shall ensure that:

1. A variety of healthy food choices are available whenever food is sold or served on district property or at district-sponsored events;

2. Schools shall regulate the sale or serving of foods or snacks high in fat, sodium, or added sugars; and

3. Nutritious meals served by the school nutrition and food services operation complies with state and federal law.

Child Nutrition Program

The McLoud Public Schools will operate a school lunch program that will include lunch, and may include breakfast, through participation in the Child Nutrition Programs. The superintendent, in conjunction with the food service supervisor and with the approval of the board of education, will establish and post meal prices.

CO - CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

As required for participation in the Child Nutrition Programs, the board prescribes that:

School lunch is to be made available to all students.

Free and reduced-price lunches are to be made available for students who meet the federal income guidelines.

In the operation of the Child Nutrition Programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. Discrimination complaints under these programs should be filed with the State Department of Education Child Nutrition Programs, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma 73105-4599.

The district shall inform parents of the eligibility standards for free or reduced-price meals. Reasonable efforts shall be made to protect the identity of students receiving such meals. A parent has the right to appeal to the superintendent any decision with respect to his/her application for free or reduced-price food services.

The district's child nutrition program shall reflect the board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

It is the intent of the board of education that district schools take a proactive effort to encourage students to make nutritious food choices. Meals served in school before the end of the last lunch period shall conform to the U. S. Dietary Guidelines for Americans. Food and beverages sold or served on district grounds or at district-sponsored events shall meet requirements for nutritional standards and/or other guidelines as may be recommended by the district and school health and nutrition committees. The superintendent shall ensure that nutritious foods are available as an affordable option whenever food is sold or served on district property or at district-sponsored events.

The superintendent is directed to prepare rules and regulations to implement and support this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks, and beverages sold from vending machines, school stores, and fund-raising activities and refreshments that are made available at school parties, celebrations, and meetings), including provisions for staff development, family and community involvement, and program evaluation. The board of education designates the Superintendent as the school official who shall be responsible for oversight of this policy to ensure compliance for the school district.

The content of this policy and any updates are to be provided to the public on an annual basis. The district may do this electronically or through the media.

REFERENCE: 70 O.S. §1-107
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

_CO_ - CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

THIS POLICY REQUIRED BY
PUBLIC LAW 108-265, SECTION 204.
AND PUBLIC LAW 111-296.

MCLOUD BOARD OF EDUCATION

CO-R - CHILD NUTRITION PROGRAMS (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the comprehensive nutrition programs in this school district.

School Cafeterias

1. Any student may eat in the school cafeteria or other designated place.

2. Students may bring or otherwise provide their own lunch. Milk or other beverages may be purchased in the dining hall, if desired. These students may eat their lunch in the school cafeteria or a designated area. Vending machine ("junk food") items shall not be consumed in the dining hall.

3. Meal prices will be established by the superintendent and administrative assistant, with the approval of the board of education, at the beginning of each year.

4. Meal prices will be conspicuously posted in each cafeteria and in the student handbook.

5. A guest must be cleared through the food service supervisor by his/her host to be eligible to eat in the cafeteria.

6. Use of dining room facilities by non-district organizations or individuals must have approval of the superintendent or the superintendent's designee.

7. The administrative assistant will develop in-service training programs, approved by the superintendent, for the food service staff.

8. Under federal law, a school that operates on a commodity program is prohibited from serving free meals to any adult, including employees of the district.

9. Qualifications for free and reduced-price lunches will vary annually in accordance with the annual eligibility schedule.

Definitions

1. **Competitive foods** means any food or drink sold in competition with the National School Lunch Program and/or School Breakfast Program in food service areas during the meal periods.

2. **Dietary Guidelines for Americans** means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.

3. **Nutrition education** means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.

4. Foods of minimal nutritional value means:

   A. In the case of artificially sweetened foods, a food that provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and

   B. In the case of all other foods, a food that provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

   C. Food that is classified into four categories:

      Carbonated soft drinks
      Chewing gum
      Water ices
      Certain candies made predominately from sweeteners such as hard candy, licorice, jellybeans, gumdrops, marshmallows, fondant, cotton candy, and candy-coated popcorn

5. **Food service area** means any area on school premises where child nutrition program meals are both served and eaten, as well as any areas in which such meals are either served or eaten.

6. **Meal period** means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.

Nutrition Education

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; safe food preparation, handling, and storage; and cultural diversity related to food and eating;

2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and

3. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

CO-R - CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring:

1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;

2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to provide screening, referral, and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food services program, child and adult care food program); and implement nutrition education and promotion activities for school staff, board members, and parents;

Nutrition and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the building principal is responsible for ensuring:

1. The school encourages all students to participate in the school's child nutrition program meal opportunities.

2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply.

3. The school's child nutrition program maintains the confidentiality of students and families applying for or receiving free or reduced-price meals *[or free milk]* in accordance with the National School Lunch Act.

4. The school's child nutrition program operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994, as amended, and with applicable state laws and regulations.

5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans.

6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items.

7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.

8. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food(s) to be omitted and the food or choice of foods that must be substituted.

CO-R - CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

9. Food service equipment and facilities meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.

10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:

    A. Tables and chairs are of the appropriate size for students;

    B. Seating is not overcrowded;

    C. Students have a relaxed environment;

    D. Noise is not allowed to become excessive;

    E. Rules for safe behavior are consistently enforced;

    F. Tables and floors are cleaned between meal periods;

    G. The physical structure of the eating area is in good repair;

    H. Appropriate supervision is provided.

Foods of Minimal Nutritional Value and Competitive Food Sales

In keeping with federal regulations, the district controls the sale of foods of minimal nutritional value and all competitive foods.

Accordingly, the district will offer choices in vending machines from the following nutritional food items:

1. Canned fruits;

2. Fresh fruit (e.g., apples and oranges);

3. Fresh vegetables (e.g., carrots);

4. Fruit juice and vegetable juice (at least 50% full strength), and bottled water (within established district guidelines);

5. Low-fat crackers and cookies, such as fig bars and ginger snaps;

6. Pretzels;

7. Bread products (e.g., bread sticks, rolls, bagels, and pita bread);

8. Ready-to-eat, low-sugar cereals (e.g., granola bars made with unsaturated fat);
9. Low-fat (one percent) or skim milk;
10. Low-fat or nonfat yogurt;
11. Snack mixes of cereal and dried fruit with a small amount of nuts and seeds;
12. Raisins and other dried fruit;
13. Low-fat crackers.

Other Foods Offered or Sold

The district recognizes that federal government standards requiring schools to provide child nutrition program meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.

Staff Development

Ongoing in-service and professional development training opportunities for staff, in the area of food nutrition, will be encouraged.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Families are invited to attend exhibitions of student nutrition projects or health fairs;
4. Nutrition education workshops and screening services are offered;
5. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.); and
6. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

CO-R - CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

Program Evaluation

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the building principal is responsible for ensuring:

1. Board policy and this regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance, and consistency with state and local district educational goals and standards;

3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program;

4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities; and

5. Families and community organizations are involved, to the extent practicable, in nutrition education.

MCLOUD BOARD OF EDUCATION

COB - PROCUREMENT

It is the policy of the McLoud School District to follow acceptable practices in the procurement of food, products, Supplies or equipment with state and federal funds for this school district. Acceptable practices are those set forth in federal law, Oklahoma statutes, and Department of Education regulations.

No employee, officer, or agent of this school district shall participate in the selection of or in the award or administration of a contract for procurement if a conflict of interest, real or apparent, would be involved.

Conflicts of interest arise when any of the following has a financial or other interest in the firm selected for the award:

The employee, officer, or agent;
Any member of his/her immediate family;
His/her partner;
An organization which employs or is about to employ any of the above.

Officers, employees, and agents of this school district shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub agreements. Prohibited favors include purchasing items for personal use at cost or at retail value from a vendor.

Officers, employees, contractors, and agents are expected to be aware of the penalties established by the Anti-Kickback Act of 1974 as codified by Oklahoma Statutes, Title 74, Section 3401, et seq.

The superintendent is directed to establish a regulation setting forth acceptable procurement procedures for this district.

REFERENCE **Oklahoma Department of Education Directive, dated June 6,1988**
74 O S. §3401, et seq.
7 CFR § 3016
2 CFR S 200.318

MCLOUD BOARD OF EDUCATION

COB-R - PROCUREMENT (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the procurement of products, equipment or supplies that are purchased with federal funds for this school district.

The method of procurement used will be determined by the aggregate amount of goods, equipment, and services purchased, "Aggregate" is defined as any purchase or group of purchases, e.g., milk and milk products, bread, canned and staple foods, fresh and frozen meats, etc., capable of being secured from a single source on a given date or during a purchase period. The procurement methods that will be used by this school district to purchase the goods, equipment, and services required by the program are as follows:

1. Small Purchase Procedures will be used to purchase goods, equipment, and services where the aggregate cost is less than $150,000, and fresh produce regardless of aggregate amount. Such procedures shall be utilized on an annual basis by the school district.

   When small purchase procedures are used, the following conditions, stipulations, and terms must be met:

   A. The goods, equipment, or services to be purchased must be adequately and consistently described for each prospective supplier so that each one can provide price quotes on the same merchandise or service;

   B. Written or verbal "requests for quotations" for the goods, equipment, or services to be purchased may be made;

   C. An adequate number of qualified sources must be contacted to provide such quotes. NOTE: The term "adequate number" is determined by local market conditions;

   D. Responses to "requests for quotations" can be in either written form or verbal with a written confirmation;

   E. Cost plus a percentage of cost method of purchasing is prohibited;

   F. Price quotation responses will be retained by this school district with other program documentation and records for a period of five years after the end of the fiscal year to which they pertain.

2. Competitive Sealed Bids (Formal Advertising) will be used to purchase goods, equipment, and services where the aggregate cost is $150,000 or more, and when the selection of a successful supplier can appropriately be made principally on the basis of price. NOTE: Breaking up purchases with the intent of circumventing formal advertising procedures is contrary to federal procurement regulations. Any change in the district's normal purchasing practices, which results in the aggregate amount of purchases becoming less than $150,000, must be documented for review and audit purposes.

When competitive sealed bids are used, the following conditions, stipulations, and terms must be met:

   A. The invitation to bid will be publicly advertised;

   B. Bids will be solicited from an adequate number of known suppliers in sufficient time prior to the date set for the opening of the bids;

COB-R - PROCUREMENT, REGULATION (Cont.)

C. The invitations for bid will clearly define the goods, equipment, or services needed in order for the bidders to be able to properly respond. This includes product specifications and general purchasing conditions;

D. All bids will be opened publicly at the time and place stated in the invitations for bid;

E. A firm, fixed-price contract award will be made by written notice to the responsible bidder whose bid is lowest, assuming the bid conforms to the requirements in the invitation for bid;

F. Where specified in the bidding documents, factors such as discounts, transportation costs, and life cycle costs (for equipment), if applicable, will be considered in determining which bid is lowest;

G. Payment discounts will only be used to determine the low bid when prior experience of the school district indicates that such discounts are generally taken;

H. Any and all bids may be rejected when there are sound documented reasons that the best interest of the program will not be served by the potential suppliers;

I. Cost plus a percentage of cost method of contracting is prohibited;

J. All bids received must be documented and such documentation shall be maintained by this school district with other program records for five years after the end of the fiscal year to which they pertain.

3. Competitive Negotiation can be used when competitive sealed bids are determined to be inappropriate, infeasible, or impossible. This method of procurement is commonly used for the acquisition of professional services. The document used to solicit bids is commonly referred to as a request for proposal.

   When competitive negotiation is used, the following conditions, stipulations, and terms must be met:

   A. Proposals will be solicited from an adequate number (at a minimum, two) of qualified sources to permit reasonable competition;

   B. The request for proposal will be publicized and reasonable requests by other sources to compete must be honored to the maximum extent possible;

   C. The request for proposal will identify all significant evaluation factors, including price or cost where required, and their relative importance;

   D. This school district will provide a mechanism: (1) for technical evaluation of the proposals received; (2) to determine which responsible bidders will be contacted for further written and verbal discussions; and (3) for selection of contract award;

COB-R - PROCUREMENT, REGULATION (Cont.)

E. The contract will be awarded to the responsible bidder whose proposal is most advantageous to the school district when price or other factors are considered;

F. Cost plus a percentage of cost method of contracting is prohibited;

G. All requests for proposals received must be documented and such documentation shall be retained by the school district with other program records for five years after the end of the fiscal year to which they pertain.

4. Noncompetitive Negotiation is procurement through solicitation of a proposal from only one source and can only be used when the procurement is not feasible under small purchase procedures, competitive sealed bids (formal advertising), or competitive negotiation. The decision to use noncompetitive negotiation must be justified in writing and be available for audit and review. As with the methods of procurement, such documentation must be maintained with other program records for five years after the end of the fiscal year to which they pertain, and cost plus a percentage of cost method of contracting is prohibited.

   Circumstances under which a procurement may be made by noncompetitive negotiations are limited to the following:

   A. The merchandise or service is available only from a single source;

   B. A public emergency exists and the urgency for the requirement will not permit the delay involved with competitive sealed bids (formal advertising) or competitive negotiation;

   C. After solicitation from a number of sources, competition is found to be lacking

MCLOUD BOARD OF EDUCATION

COB-P - FOOD PROCUREMENT PROTEST PROCEDURES

Any actual or prospective bidder, offeror, or contractor who considers himself to have been aggrieved in connection with the solicitation, evaluation, or award of a contract by McLoud (School District) may formally protest to the Superintendent (responsible person) of McLoud (School District). Such protests must be made in writing and received by the Superintendent (responsible person) of McLoud (School District) at PO Box 240 McLoud, OK 74851 (insert mailing address) within 30 days of the awarding of the bid. The protesting party must mail or deliver copies of the protest to the McLoud (School District), the State Agency, and other interested parties.

In the event of a timely protest, the McLoud (School District) shall not proceed further with the solicitation or award of the contract.

A. A formal protest must be sworn and contain:

1. A specific identification of the statutory or regulatory provision that the protesting party alleges has been violated.
2. A specific description of each action by McLoud (School District) that the protesting party alleges to be a violation of the statutory or regulatory provision that the protesting party has identified.
3. A precise statement of the relevant facts.
4. A statement of any issues of law or fact that the protesting party contends must be resolved.
5. A statement of the argument and authorities that the protesting party offers in support of the protest.
6. A statement that copies of the protest have been mailed or delivered to the State Agency and all other identifiable interest parties.

The McLoud (School District) may settle and resolve the dispute over the solicitation of award of a contract at any time before the matter is submitted on appeal. The McLoud (School District) may solicit written responses to the protest from other interested parties.

If the protest is not resolved by mutual agreement, the McLoud (School District) shall issue a written determination that resolves the protest.

If the McLoud (School District) determines that no violation of statutory or regulatory provisions has occurred, then the McLoud (School District) shall inform the protesting party, the State Agency, and other interested parties by letter that sets forth the reasons for the determination.

If the McLoud (School District) determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has not been awarded, then the McLoud (School District) shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination and the appropriate remedy.

If the McLoud (School District) determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has been awarded, then the McLoud (School District) shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination. This letter may include an order that declares the contract void.

The McLoud (School District) shall maintain all documentation on the purchasing process that is the subject of a protest or appeal in accordance with the retention schedule of McLoud (School District).

MCLOUD BOARD OF EDUCATION

COCA (NEW2017) - CHILD NUTRITION MEAL CHARGE POLICY

The School District offers nutritious school meals to students at a minimal cost. In order to avoid adversely affecting the school lunch program financially, the School Board establishes policy regarding the charging of school lunches. Negative student balances affect the ability of the lunch program to operate in a fiscally responsible manner.

- The District discourages the charging of student lunches. Students that have charged meals shall not exceed $10.00 unpaid charges. If this amount is exceeded and not paid in a timely manner, then the student will be offered an alternate lunch.

- Notices of unpaid charge balances will be sent to the parents/guardians on a regular and consistent manner to avoid the lunch program carrying charge balances. All communications will be directly with the parent or guardian. Under no circumstances will a child receive a handstamp or any other physical marking to show that they have unpaid charge balances.

- If no response to unpaid lunch charges is received by the District from parents/guardians and several attempts are made to collect the balances, students will not be able to charge again until the charges are paid. All excessive balances may be subject to referral to a collection agency. The student will be provided an alternative meal.

- Employees of the District will need to pay for their breakfast and lunch daily.

- Parents who could be eligible are encouraged to apply for Free and Reduced Lunch under the federal government guidelines. Applications are available at the schools and on the district website.

Students will be treated with courtesy and respect regardless of whether or not the parent has provided payment to the school district. If a meal has been served to a child in error, the child will be allowed to consume the food that was provided to the student in error. Staff members will be instructed to adhere to this policy. If a staff member fails to adhere to the policy, disciplinary action shall be taken.

MCLOUD BOARD OF EDUCATION

COF - VENDING MACHINES

The McLoud Board of Education has determined that there shall be no installations of vending machines except as approved by the superintendent. The superintendent will have the authority to determine whether such machines may be installed, where they will be placed, what items will be dispensed, and during which hours they might be used. Vending machines are operated as a convenience for students, staff, and patrons. All revenue produced from this source shall be deposited in the designated activity fund as approved by the board of education. Revenues may be spent only on those purposes for which general revenue may be expended.

All snack foods sold in school must be "whole grain rich," meaning they contain 50% whole grains or have whole grains as the first ingredient, or have as the first ingredient a fruit, a vegetable, a dairy product or a protein rich food. Combination foods that contain at least *'A* cup fruit and/or vegetable or naturally contain 10% of the daily value (DV) of calcium, potassium, vitamin D or dietary fiber will also be accepted.

REFERENCE: 70 O S. §5-129
A. G. Opin. No. 03-21
7 CFR 210

MCLOUD BOARD OF EDUCATION

CPAC - TELEPHONES

The McLoud Board of Education recognizes that telephone communications by staff and students are occasionally necessary. However, classes must not be interrupted for routine telephone calls. Accordingly, the following shall govern the use of telephones by students and staff.

1. Students or staff may be called from the classroom only for urgent or emergency telephone calls.

2. Incoming messages will be accepted and delivered during class breaks, if time permits.

3. Teaching staff may use office telephones if necessary. Long distance calls will not be made without permission from the principal. Each principal will determine the validity of requests for use of the telephone. Personal long-distance calls will not be charged to the school.

School staff may possess, without permission, wireless telecommunications devices on school property or while attending any school-sponsored activities on or off school property. Wireless telecommunications devices include, but are not limited to, beepers, pagers, and cellular telephones. Devices should be turned off while teachers are in their instructional setting with students. Devices may not be used while the teacher or other staff are in control of students unless needed for an emergency or needed for duties and responsibilities of that position. Devices that include imaging capabilities shall not be utilized to take any photographs or create digital images on school premises.

Therefore, the superintendent is directed to establish a regulation to provide reasonable access to telephones for both students and staff.

MCLOUD BOARD OF EDUCATION

CVCD - DISABILITY ACCOMMODATIONS

It is the policy of the McLoud Board of Education to take reasonable steps to accommodate our patrons and students with disabilities.

Each facility or part of a facility constructed by, on behalf of, or for the use of the district will be designed and constructed in such manner that the facility of part of the facility is readily accessible to and usable by persons with disabilities. Alterations of facilities that affect or could affect their usability will, to the maximum extent feasible, be altered in such a manner that the altered portion is readily accessible to and usable by persons with disabilities.

This school district prohibits discrimination in any form against any person, persons, organizations, or other entity. Employment opportunities will not be withheld from any qualified person solely because of a known disability. The school district will make reasonable accommodations to the known physical or mental limitations of a qualified person, unless it can be shown that the accommodation would impose an undue hardship on the operation of this school district. This school district does not require pre-employment medical examinations except for bus drivers.

For the purposes of this policy, the term "reasonable accommodation" shall mean making existing facilities used by employees readily accessible to and usable by individuals with disabilities; and job restructuring, part-time or modified work schedules, reassignment to a vacant position, acquisition or modification of equipment, modifications of examinations and training, the provision of qualified readers, and other similar and reasonable accommodation.

In determining whether an accommodation would impose an undue hardship, the district will consider:

a. the nature and cost of the accommodation needed;
b. the overall financial resources available to the district;
c. the number and nature of employees at the facility in question.

In order to disseminate the content of this policy to all school district employees, the superintendent is directed to post appropriate notices in those common areas where employees may expect to find such notices.

REFERENCE: Public Law 101-336, The Americans With Disabilities Act (ADA)
70 O S. §13-101, et seq.

MCLOUD BOARD OF EDUCATION

CVFA - FAIR LABOR STANDARDS ACT

The McLoud Board of Education will comply fully with the Fair Labor Standards Act, its regulations, and relevant court decisions. This district will infom1 employees of the Act through proper posting of information as disseminated by the U.S. Department of Labor. The district will cooperate with all state agencies and maintain compliance.

The superintendent is directed to prepare a regulation supporting this policy and in1plementing the provisions of the Fair Labor Standards Act subject to approval of this board.

REFERENCE: Fair Labor Standards Act
State Department of Education, Outline for FLSA Policies

MCLOUD BOARD OF EDUCATION

CVFA-E1 - TIMEKEEPING
NON-EXEMPT EMPLOYEES

The district may use a time clock, have a timekeeper keep track of employee work hours, or have the employees write their own times on sign-in/sign-out records. Whichever method is used, employees will be required to sign the timecard/sheet to indicate knowledge of recorded work time.

The following are samples of timekeeping formats that may be used by the district to meet record keeping requirements. These formats may be substituted by the district's current format if the same information requirements are met.

Option 1:

Day/Date:

Employee Name	Time In	Time Out	Time In	Time Out	Total Hours	Employee Signature
John Doe	*8:00*	*12:03*	*1:00*	*5:01*	*8*	

Total Regular Hours: _____

Total Overtime Hours: _____

Total Workweek Hours: _____

Timekeeper's Signature: _____

MCLOUD BOARD OF EDUCATION

CVFA-R - FAIR LABOR STANDARDS ACT (REGULATION)

In accordance with the policy of the board of education, the following regulation shall ensure compliance with the Fair Labor Standards Act within this school district.

1. This district will pay all nonexempt employees at least the federal minimum wage and time and one-half for all hours worked which exceed 40 hours per week or permit compensatory time off at the rate of one- and one-half hours off duty for each overtime hour worked. However, any overtime hours to be credited for overtime pay must be approved in advance by that employee's designated superior. Failure to get approval for overtime may result in disciplinary action being taken, which may include termination of employment.

2. This district will inform employees of the law by posting information disseminated by the U.S. Department of Labor.

3. This district shall establish, through separate administrative regulations, the process of time keeping which complies with the Act.

MCLOUD BOARD OF EDUCATION

DA - SEXUAL HARASSMENT

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The McLoud Board of Education will not tolerate sexual harassment by any of its employees. This policy applies to non-employee volunteers whose work is subject to the control of school personnel.

General Prohibitions

1. Unwelcome Conduct of a Sexual Nature

A. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually oriented "kidding" "teasing," double meanings, and jokes.

B. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome, i.e., employee to employee, employee to student, student to student, student to employee, third party (i.e., visitor, vendor, contractor on premises) to either student or employee.

C. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

2. Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment if:

A. Submission to the conduct is made either an explicit or implicit condition of employment;

B. Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or

C. The conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

Specific Prohibitions

1. Administrators and Supervisors

A. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

B. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

DA - SEXUAL HARASSMENT (Cont.)

2. Non-administrative and Non-supervisory Employees

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

Report. Investigation, and Sanctions

1. It is the express policy of the board of education to encourage victims of sexual harassment to come forward with such claims. This may be done through the Employee Grievance policy.

   A. Employees who feel that administrators or supervisors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the alleged offending person, the report will be made to the next higher level of administration or supervision, unless it is the superintendent who is the alleged offender. In which case, the complaint shall be referred to the board president.

   B. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.

   C. Confidentiality will be maintained; however, absolute confidentiality cannot be guaranteed because of due process concerns that arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.

3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.

REFERENCE: Title VD of the Civil Rights Act of 1964
29 CFR §1604.1, et seq.
34 CFR Part 106
20 USC §§1681-1688
29 USC §794
42 USC §§2000d-2000d-7
42 USC §§2000e-2000e-17
42 USC §2000e-2

MCLOUD BOARD OF EDUCATION

DAA - NONDISCRIMINATION

The McLoud Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, alienage, handicap, or veteran status. This policy will prevail in all matters concerning staff; events, students, the public, employment, admissions, financial aid, educational programs and services, facilities access, and individuals, companies, and firms with whom the board does business. Racial discrimination shall include racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward an employee, a student or a visitor.

The board directs the superintendent of schools to prepare necessary rules, regulations, and procedures to ensure that all local, state, and federal laws, regulations, and guidelines are followed.

The following statement will be included in all course announcements, bulletins disseminated to all students, materials used for recruiting or describing programs and training, application or enrollment forms, brochures, and catalogs:

> "The McLoud Board of Education does not discriminate on the basis of disability, race, color, religion, national origin, sex, age, or veteran status."

When an open forum is created whereby non-curricular groups are allowed to meet on school premises Boy Scouts and other designated youth groups will have equal access.

Inquiries concerning application of this policy may be referred to Superintendent
who is the Title IX/504/ADA Compliance Coordinator.

McLoud Public Schools
113 N. Main
McLoud, OK 74851
405-964-3314X6298

REFERENCE: Oklahoma Constitution, Article 1, Section 6
Title 6, Title 7, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973, §504
Education for All Handicapped Children Act of 1975
Immigration Reform and Control Act of 1986
Americans With Disabilities Act of 1990, 42 U.S.C. §12101
Individuals With Disabilities Education Act, 20 USC §1400, et seq.

MCLOUD BOARD OF EDUCATION

DAA-E - DISCRIMINATION COMPLAINT FORM

TO: Title IX/504/ADA Coordinator - High School Principal
Alternate Coordinator - Middle School Principal

FROM: Name of Grievant _____

Address/Telephone # _____

DATE OF ALLEGED VIOLATION: _____

NATURE OF ALLEGED VIOLATION:

_____
_____
_____
_____
_____
_____

NAMES OF PERSONS RESPONSIBLE:

_____
_____
_____
_____

REQUESTED ACTION:

_____
_____
_____
_____
_____
_____

Date Complaint Filed With Coordinator: _____

Please use reverse of this form or attach additional sheets if necessary.

(Complaint must be submitted within 30 days of alleged violation.)

MCLOUD BOARD OF EDUCATION

DAA-P - DISCRIMINATION COMPLAINTS PROCEDURES

The following procedures will be used by any person, including personnel and students for the filing, processing, and resolution of alleged discrimination complaints.

Definitions

1. Discrimination Complaint: A written complaint alleging any policy, procedure, or practice to discriminate on the basis of race, color, religion, national origin, sex, qualified handicap, veteran status, or other perceived discrimination.

2. Student Grievant: A student of the McLoud Public School District who submits a complaint alleging discrimination based on race, color, religion, national origin, sex, or qualified handicap.

3. Employee Grievant: An employee of the McLoud Public School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.

4. Public Grievant: Any person other than a student or employee or employment applicant who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.

5. Title DC, 504 and ADA Coordinator (Coordinator): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title DC of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other state and federal law addressing equal educational opportunity. The Coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.

6. Respondent: The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.

7. Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

Pre-Filing Procedures

Prior to the filing of a written complaint, the grievant is encouraged to visit with the high school principal, and reasonable effort should be made to resolve the problem or complaint.

DAA-P - DISCRIMINATION COMPLAINTS, PROCEDURES (Cont.)

Filing and Processing Discrimination Complaints

1. Grievant	Submits written complaint to Coordinator stating name, nature and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available in all school offices.
2. Coordinator	Notifies respondent within 10 days and asks respondent to: 1. Confirm or deny facts, 2. Indicate acceptance or rejection of grievant's requested action, or 3. Outline alternatives.
3. Respondent	Submits answer within 10 days to Coordinator.
4. Coordinator	Within 10 days after receiving respondent's answer. Coordinator refers the written complaint and respondent's answer to the building principal. The Coordinator also schedules a hearing with the grievant, the respondent, and the building principal.
5. Principal, Grievant, Respondent, & Coordinator	Hearing is conducted.
6. Principal	Within 10 days after the hearing, issues a written decision to the grievant, respondent, and Coordinator.
7. Grievant or Respondent	If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the superintendent requested.
8. Coordinator	Within 10 days of receiving a request for a hearing, schedules a hearing with the grievant, respondent, and superintendent.
9. Superintendent, Grievant, Respondent, & Coordinator	Hearing is conducted.
10. Superintendent	Issues a decision within 10 days following the hearing.
11. Grievant or Respondent	If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the board requested.

DAA-P - DISCRIMINATION COMPLAINTS, PROCEDURES (Cont.)

12. Coordinator	Notifies board within 10 days after receiving a request for hearing. Coordinator schedules the hearing with the board. The hearing is to be conducted within 30 days from the date of notification to the board
13. Board of Education or hearing panel established by the board, Grievant, Respondent, & Coordinator	Hearing is conducted.
14. Board of Education	Within 10 days after the hearing, issues a final written decision regarding the validity of the grievance and any action to be taken.

General Provisions

1. Extension of Time: Any time limits set by these procedures may be extended by mutual consent of the parties involved. The total number of days from the date that the complaint is filed until the complaint is resolved shall be not more than 180 days.

2. Access to Regulations: The McLoud Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap, or veteran status upon request.

3. Confidentiality of Records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel files. Complaint records shall be maintained on file for three years after complaint resolution.

4. If respondent and principal are the same person, the above procedures are adjusted accordingly with the first hearing being with the superintendent.

5. The high school principal shall serve as an alternate Coordinator.

MCLOUD BOARD OF EDUCATION

DAAC - FEDERAL PROGRAMS COMPLAINT RESOLUTION

Any parent, individual, or organization with a complaint that the district is violating a federal statute or regulation with regard to a federal program at McLoud Public School District may make the complaint known to the superintendent of schools in written form by filling out part I of the form, "Investigation Report on the Administration of Federal Program Activities." Within 30 days of receipt of the complaint, McLoud Public School District will conduct an investigation of the allegations. The investigation shall include opportunities for the complainant or the complainant's representative to present evidence and question witnesses. Subsequent to the investigation, a report of findings will be filed with the State Department of Education and the complainant.

If the complaint has not been resolved to the satisfaction of the complainant, a hearing shall be conducted by the Board of Education within 30 days of receipt of written request for such a hearing. The hearing shall include opportunities for the complainant or complainant's representative to present evidence and question witnesses.

The complainant has the right to appeal the decision of the McLoud Public School District to the State Department of Education, Compensatory Education Section, Oklahoma City, Oklahoma 73105.

A complaint made directly to the State Department of Education (SDE) without previously being filed with this school district will be reviewed by the SDE to determine if an investigation is warranted by the SDE because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with this school district. Complaints forwarded to this district shall be investigated within 30 days of receipt of the complaint by this district.

Legal reference: 34 C.F.R. 8 299.10

MCLOUD BOARD OF EDUCATION

DAAC-E - INVESTIGATION REPORT ON THE ADMINISTRATION OF ESEA TITLE I PROGRAM ACTIVITIES

1. Complainant		C. Date compaint filed
A. Name and Title	B. Address *(include ZIP Code)*	

D. Description of alleged violation(s)

E. From the list below, identify (check) the areas in which the compainant indicates violations of Title I regulations

§ A. Selection of attendance areas
§ B. Needs assessment
§ C. Selection of Title I participants
§ D. General aid
§ E. Supplanting state and local funds
§ F. Involvement of parents
§ G. Services provided private school children
§ H. Evaluation of Title I projects
§ I. Services to children living in institutions for neglected or delinquent children
§ J. Effect of Title I program on cultural or racial isolation
§ K. Coordination of resources with other programs
§ L. Dissemination of public information on Title I programs
§ M. Reporting requirements
§ N. Comparability
§ O. Other (specify)

FOR EACH AREA CHECKED, PROVIDE A DETAILED STATEMENT OF THE ESSENTIAL FACTS CONCERNING THE NATURE AND EXTENT OF THE VIOLATIONS. (If necessary, continue on attachments)

Signature of Compainant

2. School District		C. Total LEA Title I allocation	D. Fiscal Year
A. Name			
B. Address *(include ZIP code)*		E. Name of Title I project coordinator at school district	
F. Superintendent of school district	G. Population of school district		

3. Review Team

B. Date of Investigation (beginning and ending)

A. Name and address of local officials conducting this investigation

	Mo.	Day	Year
BEGINNING			
ENDING			

C. Identify all Title I documents reviewed (ie., application proposal, evaluation reports, parental council records, fiscal control and accoutning records, financial and audit reports, etc)

D. Indicate action taken to insure proper resolution of the complaint and of any deficiencies noted during the investigation*(if necessary, continue on attachments)*

E. Describe corrective action, if any*(if necessary, continue on attachments)*

Type or print name of superintendent	Signature of superintendent	Date Signed

Name of Person who prepared this report	Area Code	Telephone Number	Extension	Date Prepared

MCLOUD BOARD OF EDUCATION

DABB - RECORDS INVESTIGATION

The McLoud Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history records check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history records check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history records check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

A written consent will be required from the prospective employee consenting to a criminal history records-check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks. Any person applying for employment as a substitute teacher shall only be required to have one such national criminal history records check for the school year. Upon request of the substitute teacher, that criminal history records-search results may be sent to any other school district in which the substitute teacher is applying to teach. The board of education may choose whether to require a national criminal history records check from a prospective substitute teacher who has been employed by the school district in the last year.

Any person employed as a full-time teacher by a school district in Oklahoma in the five (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history records check, if the teacher produces a copy of a national criminal history records check completed within the preceding five (5) years and a letter from the school district in which the teacher was last employed stating the teacher left in good standing.

Any person who has been employed as a full-time teacher by a school district who applies for employment as a fulltime teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history records check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing.

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history records check completed if the teacher can produce a copy of a national criminal history records check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history records check for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

DABB - RECORDS INVESTIGATION (Cont.)

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national felony criminal history records check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will/will not be reimbursed in full.

TECHNOLOGY CENTER SCHOOLS ONLY:
The requirement for a national criminal history records check shall not apply to technology center employees hired on a part-time or temporary basis for the instruction of adult students only.

REFERENCE: 70 O S. §5-142

MCLOUD BOARD OF EDUCATION

DABB-E1 - RECORDS INVESTIGATION CONSENT

The name and fingerprints of an applicant for employment with this school district will be submitted to the Oklahoma State Bureau of Investigation for a national felony records search. Such a search will require that you be fingerprint by the OSBI, or designee, and that you pay the cost of the search up to $50.00. If you are subsequently employed or are employed for a temporary period pending the receipt of the search results, then the district may reimburse you for the cost of the search. The school district may conduct a national felony records search of any current school employee if the board of education recommends the search.

I state that I have read the above requirements and do consent to being fingerprinted. I will pay the fee for an OSBI felony records search.

Signed this_____ day of _____, _____

_____
Applicant

MCLOUD BOARD OF EDUCATION

DABB-E3 - TEMPORARY CONTRACT
NOTICE OF LIMITED EMPLOYMENT

It is agreed by the employee and the McLoud School District that employment will begin as of the date below even though the results of the requested felony records search have not yet been received. It is specifically agreed by the district and the employee that the attached contract provides employment only up to the time the pending requested felony records search report is received by the district and that the **employee has no contractual or property rights of whatever nature in continued employment with the district past the receipt and review of the felony records search report or 60 days from the first day of district employment if no such report is received, whichever occurs earlier.** If the felony records search shows that the employee has a felony record, then the district, through its superintendent, will void this contract and will immediately terminate employment without further notice or hearing. Employment will automatically end if the felony records search report is not received within 60 days of the first day of service of employment duties. It is agreed that this temporary contract shall supersede any and all statements made otherwise in the attached regular employment contract.

If the felony records search report is received and shows no felony record, the employee and district shall enter into an employment contract. If a felony conviction is shown on the report, then employment will end when the report is received, unless the district, through its superintendent, decides to offer continued employment to the employee.

I acknowledge that I have read the above statement, that I understand my employment may cease prior to 60 days if the felony records search report shows a felony conviction, and that my employment will terminate at the end of 60 days if no felony search record is received during that time period.

Signed this _____ day of _____, _____

_____
Temporary Employee

DO NOT SIGN A REGULAR CONTRACT WITH THE EMPLOYEE UNTIL THIS 60-DAY AGREEMENT EXPIRES.

MCLOUD BOARD OF EDUCATION

DBA - PARAPROFESSIONALS

It is the policy of the McLoud Board of Education that paraprofessionals are support employees entitled to due process prior to nonrenewal or termination of employment. Applicants must possess the required level of requisite skills as prescribed in the appropriate State Department of Education regulation except that a paraprofessional or a volunteer will be used for each class of kindergarten through second grade which has more than 20 students and in which twenty percent of the students are eligible to participate in the National Child Nutrition Act.

Teacher assistants are paraprofessionals within the school district. All paraprofessionals must have earned a high school diploma or its equivalent. Individuals hired to be paraprofessionals must meet requirements established by state and federal laws to be authorized to serve as paraprofessionals in Title I schools and in special education settings.

Individuals seeking a paraprofessional credential from the State Department of Education shall submit an application and all required supporting documentation to the State Department of Education Office of Certification.

1) Tier 1. In order to qualify for a Tier 1 Oklahoma paraprofessional credential which is required for general education paraprofessionals in Title 1 schools and available to general education paraprofessionals in other settings, an applicant must meet the following eligibility criteria:

    A) Has a high school diploma or a General Educational Development (GED) Diploma or other certificate of high school equivalency recognized by the State of Oklahoma.

    B) Has on file with the State Board of Education a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation (OSBI).

    C) Meets at least one of the following criteria:

        a) Has completed at least two (2) years of study at an institution of higher education, defined as completion of at least forty-eight (48) credit hours of college coursework; or

        b) Has obtained an associate degree or higher; or

        c) Has either passed the Oklahoma General Education Test (OGET), obtained a National Career Readiness Certificate through successful completion of the ACT WorkKeys assessment, or passed the ParaPro Assessment offered through the Educational Testing Service.

2) Tier 2. In order to qualify for a Tier 2 Oklahoma paraprofessional credential issued by the State Department of Education, which is valid for special education paraprofessionals, an applicant shall meet the criteria for a Tier 1 paraprofessional credential and all of the following qualifications:

    A) Has completed the Oklahoma Special Education Paraprofessional Training available at Career Technology centers, equivalent training provided by the State Department of Education through an in person or online program, or other state-approved training provided by a school district.

    B) Has completed training in cardiovascular pulmonary resuscitation (CPR) and First Aid. PARAPROFESSIONALS.

    C) Has completed training in Universal Precautions/Bloodbome Pathogens.

In the event the district requires a special education paraprofessional in order to provide necessary services to one or more students with disabilities, but is unable to secure the services of an individual who holds a Tier 2 paraprofessional credential at the time the services must be delivered, the district may employ an individual on a provisional basis if the district determines the individual is able to provide the appropriate paraprofessional services. An individual who is employed as a paraprofessional to provide special education services on a provisional basis must meet the criteria for a Tier 1 credential, and obtain all training required to qualify for a Tier 2 credential within one hundred twenty (120) calendar days of providing special education paraprofessional services in order to continue to provide special education paraprofessional services, provided a criminal history record check is obtained within sixty (60) calendar days of initial employment. If it is necessary for a school district to provisionally employ

a paraprofessional to provide special education services, the district shall report the provisional placement of the paraprofessional and the paraprofessional's starting date of employment to the State Department of Education Office of Special Education.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The basic objectives for the use of teacher assistants are:

1. To make it possible for teachers to use more variety in structuring classroom activities which will result in more meaningful education for students.

2. To enable the teacher to do more creative teaching, and to use a greater variety of instructional media.

3. To enable the teacher to develop effective programs focusing upon the individual needs of each student.

4. To provide increased time for individualizing instruction, evaluating learning situations, student counseling and guidance for other instructional activities that will improve educational opportunities for students.

5. To relieve teachers of the numerous semi- and non-professional tasks which have become cumulative and which have come to consume a disproportionate amount of the teacher's time and energies.

The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

Paraprofessionals will only be used to perform, or assist a classroom teacher to perform, the following duties:

* Hall room duty

* Bus duty

* Playground duty

* Lunchroom duty

* Extracurricular activities involving school functions

* Other noninstructional duties as the superintendent may prescribe

The duties of paraprofessionals may be further restricted or regulated by program requirements of the funding plan under which they are employed:

1. Title I funds provide paraprofessionals for the Remedial Reading Program,

2. Title VI funds provide paraprofessionals for Indian students.

3. Early Childhood Intervention (ECI) funds provide paraprofessionals for mainstreamed students with certain specific handicaps that require frequent or constant attention.

SECTION *DBA* (Cont.)

REFERENCE: 70 O S. §6-127, §18-113.1, et seq.
P. L. 107-110, ESSA

THIS POLICY REQUIRED BY
FEDERAL LAW.

MCLOUD BOARD OF EDUCATION

DBAA - TITLE I AND SPECIAL EDUCATION PARAPROFESSIONALS

It is the policy of the McLoud Board of Education that Title Land Special Education paraprofessionals will be employed in accordance with all applicable state and federal laws. Employment will be offered if the educational need exists and if the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education.

Tier 1. In order to qualify for a Tier 1 Oklahoma paraprofessional credential, which is required for general educational paraprofessionals in Title I schools and available to general education paraprofessionals in other settings, an applicant must:

A) Have a high school diploma or a General Educational Development (GED) Diploma or other certificate of high school equivalency recognized by the State of Oklahoma.

B) Have on file with the State Board of Education a current Oklahoma criminal history record from the OSBI as well as *a* national fingerprint-based criminal history record provided by the FBI.

C) Meet at least one of the following:

(1) Has completed at least two years of study at an institution of higher education;

(2) Has obtained an associate degree of higher; or

(3) Has either passed the Oklahoma General Education Test obtained a national Career Readiness Certificate through successful completion of the ACTG WorkKeys assessment or passed the ParaPro Assessment offered through the Educational Testing Service.

Tier 2. In order to qualify for a Tier 2 Oklahoma paraprofessional credential which is required for special education paraprofessionals, an applicant shall meet the qualifications of Tier 1 and all of the following:

A. Have completed the Oklahoma Special Education Paraprofessional Training available at Career Technology Center, equivalent training provided by the State Dp4rametn of Education through an in-person or online program, or other state-approved training provided by a school district.

B. Have completed training in cardiovascular pulmonary resuscitation (CPR) and First Aid.

C. Have completed training in Universal Precautions/Bloodborne Pathogens.

In the event a school requires a special education paraprofessional, but is unable to secure the services of an individual who holds a Tier 2 paraprofessional at the time the services must be delivered, the district may employee an individual on a provision basis if the district determines the individual is able to provide the appropriate paraprofessional services. The individual will have one hundred twenty (120) calendar days of employment to provide special education paraprofessional services without certification. Any provisional placement must be reported to the State Department of Education Office of Special Education.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The principal and supervising teacher are jointly responsible for making final decisions related to the duties and

SECTION *DBAA* (Cont.)

responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

REFERENCE: P.L. 107

THIS POLICY REQUIRED

MCLOUD BOARD OF EDUCATION

DBCA - STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community; teachers are to be guided in their conduct by commitment to students and the profession.

PRINCIPLE I
COMMITMENT TO THE STUDENTS

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
    a. Exclude any student from participation in any program,
    b. Deny benefits to any students,
    c. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted or required by law.

DBCA - STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

PRINCIPLE II
COMMITMENT TO THE PROFESSION

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession
by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

2. Shall not misrepresent his/her professional qualifications.

3. Shall not assist entry into the teaching profession of any person known to be unqualified in respect to character, education, or other relevant attribute.

4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

5. Shall not assist an unqualified person in the unauthorized practice of the teaching profession.

6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

7. Shall not knowingly make false or malicious statements about a colleague.

8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or actions.

PRINCIPLE III

1. Pursuant to the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

   A. Willful neglect of duty.

DBCA - STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

B. Repeated negligence in performance of duty.

C. Mental or physical abuse to a child.

D. Incompetency.

E. Instructional ineffectiveness.

F. Unsatisfactory teaching performance.

G. Commission of an act of moral turpitude.

H. Abandonment of contract,

I. Conviction of a felony,

J. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or

K. Failure to earn required staff development points.

2. A career teacher shall not be subject to dismissal or non-reemployment for items A, B, D, E, and F, above unless and until a written admonishment has been issued in accordance with relevant law.

3. A probationary teacher shall not be subject to dismissal or non-reemployment for inadequate teaching performance unless or until a written admonishment has been issued in accordance with relevant law.

4. Temporary teachers, substitute teachers, adult education teachers, and teachers employed in positions fully funded by private or federal grants shall not be protected by the provisions of the Teacher Due Process Act.

5. A teacher convicted of a felony shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued.

6. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties:

   A. "Criminal sexual activity" means the commission of an act defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and

   B. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity (70 O.S. §6-101.22).

DBCA - STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

REFERENCE: 70 O.S. §6-101.21, et seq.

NOTE: In accordance with the referenced statutes, a copy of these standards of performance and conduct will be provided to each teacher.

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

DBD - CONFLICTS OF INTEREST

In order to protect the public trust and maintain confidence in the fairness of public education, conflicts of interest or even the appearance of conflict must be avoided. Therefore, it is the policy of the McLoud Board of Education that school board members and school district personnel shall not engage in any activity that would create a conflict of interest.

Personal property acquired by the district is intended for use by employees of the district within the scope of their employment. Use of school property, including, but not limited to, teaching materials, computer software and hardware, electronic equipment, and other equipment, outside of the scope of the employee's employment is prohibited Employees that utilize school district owned property for personal use or gain may be subject to disciplinary action which could include possible action to not renew or terminate employment.

With regard to any Federal funding, the district will disclose in writing any potential conflicts of interest to the Federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policies and procedures.

No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediately family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards will result in disciplinary action which may include termination of employment.

Contracts and Business Arrangements

1. Contracts with Board Members

   Oklahoma law prohibits a school board from entering into a contract in which a board member is directly or indirectly interested. 70O.S.§5-124.

2. Disclosure of Other Contracts and Business Arrangements

   The board of education believes that certain business and contractual arrangements by employees, although not in violation of state law, create such a potential for conflict of interest that such contracts or relationships should be disclosed to the superintendent. The following contracts or business relationships shall be disclosed in writing to the superintendent:

   A. Any two or more district employees who together enter into any business relationship, including, but not limited to, a partnership, corporation, or lessor/lessee relationship.

   B. Any employee who has a substantial interest, directly or indirectly, in any person or entity that is providing services of sales of equipment or other goods or commodities to the district where such relationship would result in a direct or indirect monetary benefit to the employee.

   Any violation of the foregoing reporting requirements will subject the employee or employees involved to possible disciplinary action which could include possible termination or nonrenewal of employment.

DBD - CONFLICTS OF INTEREST (Cont.)

3. Contracts or Employment Relationships between Employees

   District employees are not permitted to have other employees do personal errands or work for them during normal employment hours for personal gain.

   District employees who hire or use the services of other district employees for personal benefit during times other than normal employment hours should do so in such a manner as to avoid the appearance that the work or employment is being done as a condition of employment or is being done during normal employment hours.

4. Other Prohibited Activities

   In addition to the foregoing, the board of education prohibits any employee from receiving a monetary benefit as the result of any contract between a non-employee and the district.

Outside Activities of Full-time Employees
This portion of the policy applies to full-time employees. A full-time employee shall be construed as any teacher, administrator, support employee, or another employee contracted as a full-time employee with the district and shall include all teachers and other employees who are engaged as full-time employees for only a portion of the year because of summer vacation or any other reason. All full-time employees shall report any outside business activities or employment in writing to the superintendent. The intent of this provision is not to prohibit such activities, but to allow the superintendent to be fully aware of activities that may give rise to violations of other provisions of this policy.

It is the express policy of the board of education that full-time employees devote their full efforts to their assigned activities during their normal business hours.

Legal Reference: **70 O S. S 5-124**
2 C.F.R. S 200.112
2 C.F.R. § 200.318

MCLOUD BOARD OF EDUCATION

DC - EMPLOYMENT PRACTICES

It is the policy of the McLoud Board of Education to take action and provide statutory notification concerning the renewal or nonrenewal of all certified teachers' contracts prior to the first Monday in June each year.

The district will provide reasonable assurance in writing to support employees that the district intends to employ for the subsequent school year no later than ten days after the effective date of the education appropriation bill or by June 1, whichever is later.

The superintendent shall recommend candidates for administrative, support, and certified positions to the board. The principal(s) shall be consulted on the employment and retention of teachers.

Among other requirements for employment, the superintendent shall insure that prospective employees produce legally sufficient documents showing citizenship status. The superintendent may develop rules and regulations governing employment practices. Such rules and regulations, if developed, must be approved by the board of education and shall become a part of this policy.

In the event the board decides not to employ a candidate who is recommended by the superintendent, further recommendations should be made to the board by the superintendent until a selection is made.

The employment of any person with this school district shall not be made or excluded on the basis of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability to perform in the position for which employed. In accordance with Oklahoma Statutes Title 70, Section 5-113.1, the board of education shall not consider for employment in any capacity a relative within the second degree of consanguinity or affinity of a board member.

NOTE: **70 O** S. **§5-138 prohibits a school board from requiring any employee, other than the superintendent, to reside within the boundaries of that school district.**

MCLOUD BOARD OF EDUCATION

DC-R1 - EMPLOYMENT PRACTICES (REGULATION)

In accordance with the policy of the board of education, the following procedure shall govern the processing of applications for employment with this school district.

All applicants for employment, whether solicited or unsolicited, must produce sufficient and satisfactory identification which shows United States citizenship, or in the case of applicants who are not United States citizens, authorization to seek and hold employment in the United States.

One or more of the following documents will be considered sufficient and satisfactory identification:

1. A birth certificate accompanied by an official identification card bearing a photograph and/or fingerprint.
2. United States passport.
3. Certificate of United States citizenship.
4. Certificate of naturalization.
5. A current, valid passport issued by a foreign country if the passport contains an unexpired endorsement of the Attorney General of the United States authorizing the individual to obtain employment.
6. Resident alien card (Green card) or other registration card if the card contains a photograph of the applicant and appropriate identifying information.

In addition to the documents listed in 1, 2, 3, 4, and 6 above, the applicant must possess one of the following forms of employment authorization;

1. INS Form 1-94, which is an Immigration and Naturalization Service form evidencing an alien's admission into the United States with employment authorization.
2. Permanent residence approval letter giving employment authorization.
3. Official letter from the INS providing authorization to hold employment.

Any documentation that is considered sufficient and satisfactory for the purposes of employment must be copied and the copy retained in the applicant's employment file. The copies will be retained for a period of three years or for one year following the termination of the person's employment, whichever is sooner.

MCLOUD BOARD OF EDUCATION

DC-R2 - PERMANENCY OF EMPLOYMENT

There are four classifications of employees relating to permanency of employment: probationary, permanent, substitute, and temporary employees.

Permanent Employees

Upon satisfactory completion of the probationary period, members of the support service shall be classified as permanent employees by the board of education, upon the recommendation of the superintendent.

Permanent employees shall be subject to termination for cause only, as prescribed by the policies of the board of education. (See policy DOAC.)

Substitute Employees

A substitute employee is a person employed in the absence of a regular classified employee. Time served as a substitute employee shall not be computed in fulfilling the probationary time requirement, nor shall fringe benefits be accrued during said time.

Temporary Employees

Temporary employees are those persons hired to work at a special task until that task is finished, or to work for a specified period of time. There is no permanency of employment for temporary employees and they do not qualify for benefits that accrue to permanent employees.

MCLOUD BOARD OF EDUCATION

DC-R3 - MEDICAL EXAMINATIONS

Every employee of the school district must be physically capable of performing the duties for which the employee is hired and/or assigned. Therefore, every employee of this school district is required to furnish a completed medical history form, under oath, to the superintendent's office at such time as employment begins. To verify physical fitness and capability of continuing to perform one's duties, medical examinations may be required of any employee at the discretion of the board of education or its designated officer, on an individual basis. Such examinations shall be at the district's expense.

A drug screening test will be a part of the physical examination for all applicants who are required to take a preemployment physical examination. All applicants will be notified of this requirement. Any applicant who refuses to take the drug screening test or whose test is positive for the presence of illegal chemical substances will not be considered for employment.

A drug screening test is a part of the physical examination for all employees who are required to have an annual physical examination. These employees will be subject to random drug screening testing after employment.

All drivers of commercial motor vehicles who are required to hold a commercial driver's license (CDL) are subject to Department of Transportation regulations for alcohol and controlled substances testing for persons in safety-sensitive positions and will be tested accordingly.

MCLOUD BOARD OF EDUCATION

DC-R4 - CERTIFICATION

It is the responsibility of the employee or prospective employee to provide the district with official evidence of a valid license or certification, including initial certificates and licenses.

Until evidence of valid certification is on file with the school district, complete processing of applications will not take place, teaching contracts cannot be executed, and employment recommendations cannot be made to the board of education.

Applicants may be permitted to perform services as a non-certified substitute teacher at the current substitute pay rate. Employment as a substitute teacher will be for a period of time not to exceed that set by state law. (See policy DPB.) After expiration of this time limit, no further professional services may be provided by the applicant during the current school year until official certification is on file with the district and an employment contract is executed.

Contract salary payment can be retroactive only to the date of the certificate.

MCLOUD BOARD OF EDUCATION

DCB - EMPLOYMENT VACANCIES

In the interest of equal employment opportunities, it is the policy of the McLoud Board of Education to announce and advertise all employment vacancies in this school district.

Announcements of employment vacancies in any capacity will be posted on the administrative bulletin board for at least ten days and in at least one publication of the school newspaper.

In addition to the bulletin board, employment vacancies for administrative positions, except superintendent, will be advertised through the local newspaper and, at the discretion of the board, through statewide newspapers, university placement offices, and the Oklahoma State School Boards Association monthly newspaper.

Vacancies for the position of superintendent will be advertised as above and, at the discretion of the board, through out-of-state advertising media.

Teaching vacancies will be advertised through the local newspaper, statewide newspapers, and university placement offices. In addition, teaching vacancies will be reported to the State Employment Security Commission within ten working days after such vacancy occurs. Any instructional vacancies as of July 1st will be reported to the State Department of Education no later than July 19th.

MCLOUD BOARD OF EDUCATION

DCBC - APPLICATIONS

All applicants desiring consideration for employment with the school system must have an application on file at the office of the superintendent or at the office of the appointed designee. The proper application form may be obtained by writing, calling, or appearing in person at the superintendent's office. All persons who are interested in a vacant position with the school system will be given an opportunity to complete an application for employment with the district.

The application shall make no mention of the potential marital, parental, or family status of the applicant or whether the applicant for employment is the head of a household or principal wage earner in the applicant's family unit. No inquiry shall be made in regard to an applicant's religion, creed, race, color, or national origin. All parts of the application blank, except those noted as optional, should be filled out. All former employment from the first position to the last shall be recorded by the applicant.

In order to become a candidate for the teaching position, the applicant must file an application in writing and supply the school with transcripts of all college work and a copy of the applicant's teaching certificate. Provisions will be made for consideration of those applicants who have requested transcripts and/or teaching certificates be issued and provided to the school as soon as possible.

The submission of a resume, placement folder, photograph, etc. with the application is optional and may be submitted at the applicant's discretion.

Upon receipt of the application, a file will be established containing confidential information relative to the training and experience of the applicant along with other pertinent data.

Only applicants whose papers are evaluated favorably become candidates for employment.

After careful evaluation of an applicant's file, the applicant will be notified as soon as possible if a personal interview is to be arranged.

Applications will be kept in the central office in the active file for a period of one year. They must be renewed at the end of one year if further consideration is desired. Applications on file can be renewed by writing, calling or visiting the superintendent's office and requesting such renewal.

MCLOUD BOARD OF EDUCATION

DCBD - INTERVIEWS

Applicants for vacant positions with the school district whose applications and files are evaluated favorably will be invited for a personal interview with both the building principal and/or the superintendent of schools before a recommendation for employment is made. Applicants will be identified for an interview based upon a review of the applications on file.

Besides the general professional qualifications and specific job requirements, the interview is used to try to determine the applicant's competencies, attitude, and willingness to accept responsibility.

All selection criteria will be documented and based upon objective job-related factors. The application review and interview process will be conducted in an objective manner, dealing fairly with various job-related factors. For teaching positions, these factors may include:

1. Academic qualifications including degree(s) held, course work completed, grade point average, etc.
2. Certification as determined by the individual's teaching certificate.
3. Teaching experience, including student or practice teaching.
4. Non-teaching experience that may be position related.
5. Other position-related factors such as special interests, hobbies, special skills, etc.
6. Other work experience, skill levels, or educational experience supportive of the above factors.

During the interview, the job description and requirements will be discussed. Every attempt will be made to evaluate each candidate as carefully and objectively as possible.

MCLOUD BOARD OF EDUCATION

DCC - DRUG-FREE WORKPLACE

In recognition of the clear danger resulting from drug abuse, and in good faith effort to promote the health, safety, and welfare to employees, students and the community, it is the policy of this school district to provide a drug-free workplace in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (P.L. 101-226).

The superintendent is directed to develop regulations that shall be incorporated into this policy.

NOTE: **A copy of this policy and the accompanying regulations must be distributed to each affected employee 30 days prior to implementation of the policy. This notice is also required prior to the implementation of any changes to this policy or to the regulations.**

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

DCC-R - WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS)

The board of education may require drug and alcohol testing of all new applicants upon a conditional offer of employment. Substances tested shall be for drugs and alcohol. The refusal of a job applicant who has been offered conditional employment to take the test will be considered as a basis for not employing the applicant. Each case will be reviewed to assure compliance with current regulations of the Americans with Disabilities Act.

The school district may request or require an employee to undergo drug and/or alcohol testing as set forth below and when the superintendent at any time reasonably believes that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following:

a. drugs or alcohol on or about the employee's person or in the employee's vicinity,
b. conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
c. a report of drug or alcohol use while at work or on duty,
d. information that an employee has tampered with drug or alcohol testing at any time,
e. negative performance patterns, or
f. excessive or unexplained absenteeism or tardiness;

Substances tested shall be for drugs and alcohol.

This school district will require school bus drivers, mechanics, maintenance employees, and any employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing prior to employment and on a random selection basis. The superintendent shall ensure that employees who are selected for random testing are selected on a basis that is entirely random and on a basis which results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected and does not give the district discretion to waive the selection of any employee selected. (See also policy DCCB and DCCB-R.)

This school district will require bus drivers, mechanics, maintenance personnel, and any district employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing during routine employee fitness-for-duty medical examinations. (See also policy DCCB and DCCB-R.)

This school district will require periodic drug and alcohol testing without prior notice of any employee who has tested positively under this policy, who has participated in a drug or alcohol dependency treatment program as a result of this policy, or an employee who is required to obtain a commercial driver's license (CDL).

Any employee who refuses to submit to drug or alcohol testing may be subject to disciplinary action including, but not limited to, termination of employment subject to all applicable due process procedures. Employees who refuse to undergo a drug or alcohol test shall be considered to have been discharged for misconduct for purposes of unemployment compensation benefits. In order to prove misconduct, the employer need only provide proof of a testing policy and either a refusal to take a drug or alcohol test or a positive test result with chain of custody and opportunity to retest.

Drug Testing Procedures

Drug and alcohol testing standards and procedures of this school district shall conform fully to the provisions of the

DCC-R - WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

State Board of Health. Testing facilities used by this district shall provide evidence of having met all licensing and/or certification requirements of the State Board of Health including the following:

1. Samples shall be collected and tested only by individuals deemed qualified by the State Board of Health. Such samples may be collected on the premises of the school district or at a testing facility.

2. Only samples deemed appropriate by the State Board of Health for drug and alcohol testing shall be collected.

3. The collection of samples shall be performed under reasonable and sanitary conditions.

4. Samples shall be collected in sufficient quantity for splitting into two separate specimens, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of challenge of the test results of the main specimen.

5. Samples shall be collected and tested with due regard to the privacy of the individual being tested. In the instances of urinalysis, no representative, agent, or designee of the school district shall directly observe an applicant or employee in the process of producing a urine sample; provided, however, collection shall be in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.

6. The testing facility will provide the necessary documentation of testing procedure and test results to the employer requesting testing services as may be required by a court or administrative proceeding.

7. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Testing Results

The following steps will be taken when an employee's medical exam is positive for the presence of drugs or alcohol:

1. The employee will be notified of the results of the test. The applicant or employee has a right to obtain all information and records relating to that individual's testing.

2. The employee will be advised of the outcome of the drug screening and will be immediately removed from the current job assignment.

3. The employee will be given a reasonable opportunity for confidential rebuttal of the results.

4. To continue employment with the district, the employee must develop a written plan for improvement with the employee's supervisor. As an element of every plan for improvement, the employee will be encouraged to voluntarily seek professional assistance and/or participate in an appropriate rehabilitation program. Drug and alcohol dependency evaluation and referral services for substance abuse counseling, treatment, or rehabilitation shall be provided to the employee.

DCC-R - WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

5. The employee will be suspended until the employee has tested negative on a follow-up drug screening. The follow-up drug screening will be administered no earlier than seven nor more than forty-five (45) calendar days following the initial positive drug screening. The physician who administered and interpreted the initial drug screening will make a recommendation to the district as to the amount of time that is appropriate before administering the follow-up drug screening, depending on the type and amount of chemical substance initially detected in the employee's system. The employee may use existing accrued leave during this suspension. If the employee does not have sufficient accrued leave to cover the absence, the leave will be without pay unless prohibited by applicable law. All employees hereby affected by this policy and regulation will be provided appropriate due process procedures.

6. If the follow-up drug screening is negative, the employee may be returned to regular assignment. If the drug screening is positive, procedures for the employee's termination will be implemented in accordance with this policy and the district's employment termination policies.

7. Any employee whose drug screening is positive a second time, regardless of the length of time which has passed since the first positive test, will be recommended to the board for dismissal. Any employee who has once tested positive may be subject to random drug screening sampling for a period of two years, commencing with the employee's return to work, and/or may be recommended for dismissal.

Confidentiality

The school district shall maintain the results of any drug/alcohol test in confidentiality to the extent possible. The employee who participates in a drug/alcohol test will be provided an opportunity to review and to obtain copies of any information and records pertaining to the drug/alcohol test.

1. The school district will maintain all drug and alcohol test results and related information, including, but not limited to, interviews, reports, statements, and memoranda, as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the district or in any action involving the individual tests and the district or unless such records are ordered released pursuant to a valid subpoena of other court order.

2. The records described above and maintained by the district shall be the property of this school district and, upon the request of the applicant or employee tested, shall be made available for inspection and copying to the applicant or employee. The district will not release such records to any person other than the applicant, employee, or the district's review officer, unless the applicant or employee has expressly granted permission in writing, following receipt of the test results, for the district to release such records or pursuant to a valid court order.

3. A testing facility, or any agent, representative or designee of the facility, or any review officer, shall not disclose to the district, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to~~:A. T~~the general health, pregnancy or other physical or mental condition of the applicant or employee~~; or~~

DCC-R - WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

A testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon his/her request.

Other Provisions

Drug/alcohol tests required pursuant to this policy will be conducted during, prior to, or immediately after the regular work period for current employees and shall be deemed work time for purposes of compensation and benefits for current employees.

The school district shall pay all costs of testing for drugs or alcohol including any school requested confirmation tests and the costs of transportation to the drug/alcohol test site. Any individual who requests a retest of a sample in order to challenge the results of a positive test shall pay all costs of the retest, unless the retest reverses the findings of the challenged positive test in which case the school district shall reimburse the individual for the costs of the retest.

A copy of this policy shall be posted in a prominent employee access area and shall be provided to each job applicant upon the applicant's receipt of a conditional offer of employment.

Any employee **or** applicant for employment who refuses to undergo drug or alcohol testing conducted in accordance with board policy and these regulations may be disciplined up to and including termination of employment. An employee discharged on the basis of a refusal to undergo drug or alcohol testing or a confirmed positive drug or alcohol test conducted in accordance with the provisions of the Standards for Workplace Drug and Alcohol Testing Act shall be considered to have been discharged for misconduct and shall be disqualified for unemployment compensation

REFERENCE: 40 O S. §2-406A
40 O S. §551, et seq.

MCLOUD BOARD OF EDUCATION

DCD - EMPLOYMENT OF SUPPORT PERSONNEL

Non-teaching personnel will include all personnel employed by the school system except those whose employment requires a teaching certificate. Non-teaching personnel are defined as support personnel and are grouped into three classifications:

1. Fiscal Year Employees: Support personnel working six hours or more per day based upon a twelve-month (fiscal year) period of employment. Examples of such employees are full-time maintenance, or secretarial personnel.

2. School Year Employees: Support personnel working as assigned fixed daily schedule based upon at least a ten-month (school year) period of employment. Examples of such employees are teachers' assistants, cafeteria personnel, building secretaries and office assistants.

3. Part-time and/or Temporary Employees: Support personnel whose working hours and length of employment vary or those assigned specific part-time duties. Examples of such employees are substitute teachers and substitute cafeteria workers.

All support personnel hired by the board for positions that require special licenses, certificates, etc., must either possess that license or certification at the time of employment or obtain the same within a reasonable time after employment. Failure to possess or obtain any special licenses, certificates, etc., will be grounds for dismissal if such dismissal is deemed warranted by the board.

After July 1 of each school year, all support employees will enter into a contract which will expire not later than the following June 30. Salaries will be in accordance with the adopted salary schedule and distributed in twelve (12) monthly increments.

All newly hired full-time support personnel will be hired for a probationary period of 90 days. At the end of the probationary period, these employees will enter into a contract with McLoud Public Schools for the remainder of the fiscal year. Support employees have no property right to employment during the first year of employment and may be released without cause during the first year of employment.

Following the first year of employment, support employees who are not reemployed for the subsequent year shall have a right to a hearing and the unemployment or employment termination shall be for cause only.

REFERENCE: 70 O.S. §6-101.40, et seq.
McLoud Board of Education Minutes dated July 7,1998

MCLOUD BOARD OF EDUCATION

DDC - EMPLOYEE RESIGNATIONS AND REFERENCE REQUESTS

It is the policy of the McLoud Board of Education that any employee may submit a written resignation from employment with the school district. The resignation must be written, dated, and signed. It must specify the date upon which the resignation is to be effective. The resignation must be mailed to the superintendent by certified mail, return receipt requested, or personally delivered to the superintendent's office and an acknowledgment of receipt inscribed on the face of the resignation. Furthermore, it is the policy of the board of education that teacher resignations must be tendered no later than fifteen (15) days after the first Monday in June.

Any individual who is a school employee, contractor, or agent of the school district is prohibited from assisting a school employee, contractor, or agent in obtaining a new job, if the individual has probable cause to believe that such employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law This prohibition shall not apply if:

1. The information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and

2. The information giving rise to probable cause has been properly reported to any other authorities as required by Federal, State, or local law; and

3. The matter has been officially closed or the prosecutor of police with jurisdiction over the alleged sexual misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law; and

4. The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

5. The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent within four (4) years of the date on which the information was' reported to a law enforcement agency.

The routine transmission of administrative and personnel files is not considered assisting a school employee in obtaining a new job and will be exempt from the requirements of the procedure listed above.

REFERENCE: 70 O.S. §6-101
20 U S.C. S 7926

MCLOUD BOARD OF EDUCATION

DDC-E - EMPLOYEE RESIGNATIONS FORM LETTER

The following is a suggested form letter for use by employees wishing to tender their resignation. Written notification of resignation is to be directed to the superintendent.

[DATE]

_____Superintendent of Schools

_____Public Schools

_____

Dear_____:

The purpose of this letter is to give notice of my resignation as a_____(position) in the McLoud Public Schools system effective, _____, 20_____

My reason for leaving is:

_____

_____

_____

_____

Respectfully,

_____

MCLOUD BOARD OF EDUCATION

DEA-R1 - SALARY SCHEDULES/PAY PERIODS

TEACHERS

When employed, teachers will be paid according to the negotiated agreement. Before any teacher will be paid for teaching in McLoud schools, a teacher's certificate or license and transcripts must be on file in the central office.

ADMINISTRATORS

In considering changes to the factor by which pay is partially determined for administrators (years' experience and state teacher pay scale are also determinants), it is proposed to adopt the following factor scale:

Assistant Superintendent	1.4 to 1.8
Elementary Principal	1.3 to 1.7
Junior High Principal	1.3 to 1.7
High School Principal	1.3 to 1.7
Special Education Director	1.3 to 1.7
Assistant High School Principal	1.3 to 1.7

Factors to consider in placement on scale include but are not limited to the following:

1. Extra duties including Transportation Director, Alternative Education Director, Child Nutrition Director, Athletic/Activities Director.

2. Duties included in job such as how many teachers to be evaluated, how many students to handle discipline for, etc.

3. Supply and demand of applicants.

4. Experience and expertise in job performance.

SUPPORT PERSONNEL

All support personnel, when employed, will be paid in accordance with the district salary schedule. Equitable treatment in regard to salaries will be accorded all personnel with similar qualifications, experience, and job assignments.

PAY PERIODS

In accordance with IRS regulation, all McLoud school personnel will be paid on a monthly basis. All salary amounts will be divided into twelve monthly installments to be paid on dates determined between the superintendent and the presidents) of the MACT.

MCLOUD BOARD OF EDUCATION

DEB - PERSONNEL HOLIDAYS

The following calendar days are the eight recognized holidays with pay for all 12-month employees:

1. New Year's Day
2. Memorial Day
3. Independence Day (July 4)
4. Labor Day
5. Thanksgiving Day
6. Thanksgiving Friday
7. Christmas Eve
8. Christmas Day

The following calendar days are the six recognized holidays with pay for 10-month employees:

1. New Year's Day
2. Labor Day
3. Thanksgiving Day
4. Thanksgiving Friday
5. Christmas Eve
6. Christmas Day

If a holiday with pay falls on Saturday, the immediately preceding Friday will be treated as the holiday date. If a holiday with pay falls on a Sunday, the immediately following Monday will be treated as the holiday date. Christmas Eve and Christmas Day will be treated in conjunction so that if Christmas day falls on a Saturday, the immediately preceding Thursday and Friday will be treated as the holiday. If Christmas falls on a Sunday, the immediately following Monday and Tuesday will be treated as the holiday.

MCLOUD BOARD OF EDUCATION

DEBA - PERSONNEL VACATIONS

The McLoud Board of Education will provide annual vacation with pay to the superintendent and other 12-month contracted administrative personnel under the following terms:

1. The employee will receive two weeks of paid vacation each year for the first five years under contract.

2. The employee will receive three weeks of paid vacation each year after five through nineteen years.

3. The employee will receive four weeks of paid vacation each year after twenty years of continuous service to the district.

All 12-month support employees are entitled to an annual vacation with pay under these terms:

1. Employees with at least six months but less than 1116 months continuous employment will receive one week of paid vacation.

2. Employees with at least 11 V**2** months to 15 years continuous employment will receive two weeks of paid vacation. Employees with 15 or more years of continuous employment will receive three weeks of paid vacation.

Employees eligible for paid vacation will take their earned vacation at a time approved by the superintendent.

MCLOUD BOARD OF EDUCATION

DE-R1 - SALARY SCHEDULES

Teachers
When employed, teachers will be placed on the appropriate salary step on the teachers' salary schedule that corresponds to the number of years of experience credited by the State Department of Education.

Retired teachers that are employed by the school district shall not be placed on the minimum salary schedule, but shall be compensated at the following rates: (add in retired teacher schedule)

Administrators
All administrators, when employed, will be placed on the appropriate step of the administrators' salary schedule. Upon recommendation of the superintendent and approval by the board, newly hired administrators may be placed on a salary schedule based upon individual building criteria such as enrollment, supervision of extracurricular activities, number of teachers, and length of school year contract,

Documentation
Certified employees who begin their employment prior to providing all official documentation required of their position shall be compensated at a daily rate of pay equal to that of a substitute teacher. Official documentation provided within the first 35 teaching days of employment establishing retroactive qualification for the position shall result in a salary adjustment retroactive to the first of the semester. Official documentation provided after the above dates will result in salary adjustment on the date of receipt of such documentation.

Advancement
School district employees shall advance on the salary schedule at the rate of one year for each year of creditable service after initial employment. For salary advancement purposes only, a year of creditable service must be at least 120 days.

Out-of-State Experience
Individuals who are employed by the school district after 0 years shall be provided with credit for all years of out-of-state experience.

All employee compensation shall be addressed in the employment and/or extra duty contract. Employee compensation shall be reasonable for the services rendered.

Legal Reference: 2 C.F.R. S430(a)(l),

OSSBA POLICY SERVICES LEGAL NOTES:
If the board has not adopted a separate administrators' salary schedule, administrators will be paid in accordance with their employment contracts.

MCLOUD BOARD OF EDUCATION

DEC-R3 - PERSONAL BUSINESS LEAVE (REGULATIONS)

The McLoud Board of Education recognizes that district employees must occasionally be absent from work. Therefore, leave time in different categories will be provided for employees to be absent when necessary.

It is also important for district employees to understand that the continuity of education services is best served when the regularly assigned employee is at work. Therefore, employees should use the leaves provided in a prudent and judicious manner.

The abuse of leave by employees will not be tolerated and any employee abusing leave policies will be subject to disciplinary action up to and including termination of employment.

Employees who must be absent from work for any reason should inform their immediate supervisor and/or the superintendent as soon as possible regarding the need and reason for being absent from work. Any time an employee is absent from school, the employee will report that absence on the appropriate leave form.

An employee missing work for reasons other than those covered by the district leave policies will either make satisfactory arrangements with the employee's immediate supervisor and the superintendent to make up the work time missed or reimburse the district for the applicable substitute costs.

The board of education shall provide for a minimum of three days for personal business leave for teachers and support personnel. Such leave shall be limited to personal business matters that cannot be conducted before or after school hours or on weekends. Personal business leave is noncumulative.

Requests for personal business leave shall be made in writing and in advance when possible. If advance request is not possible, the written request shall be filed within one day after returning to work. The request shall include a signed statement that the leave was not used for personal entertainment, recreation, gainful employment, or to seek another position. The request shall be considered by the principal and superintendent who shall approve or disapprove.

The types of situations that may qualify for personal business leave are varied. The following examples serve only as guidelines:

1. Family illness other than immediate family
2. Emergency business transactions
    A. Loan closings
    B. Other banking matters
    C. IRS reviews
3. Legal Matters
    A. Meetings with an attorney for personal, spouse, or children's business
    B. Court appearances
    C. Settling of estates

DEC-R3 - PERSONAL BUSINESS LEAVE, REGULATIONS (Cont.)

4. Miscellaneous

   A. Attend business convention with spouse

   B. Military obligations

   C. Attendance at a school activity if son or daughter is participating

   D. Attending funerals

The following examples are types of absences that will NOT be approved for personal business leave:

1. Pleasure trips or vacations
2. Attending school activities or sporting events when son or daughter is not competing
3. Seeking other employment
4. Participating in political or social activities
5. Performing any service for compensation

REFERENCE: 70 O.S. §6-104
Atty. Gen. Op. No. 77-217 (Aug. 19,1977)

NOTE: Referenced statute requires each school district to provide a minimum of three days for personal leave to certified and support personnel. However, "a local board of education is authorized to adopt reasonable rules, regulations and policies defining activity which shall be deemed to constitute or qualify as personal business' leave. In adopting such a definition, the ordinary and every day commonly understood meaning of the phrase personal business' should be followed." Atty. Gen. Op. No. 77-217 (Aug. 19,1977)

MCLOUD BOARD OF EDUCATION

DEC-R5 - JURY DUTY SERVICE AND WITNESS LEAVE (REGULATIONS)

The board of education shall grant leave to employees who have been selected for jury duty or who have been subpoenaed as a witness in a criminal, civil, or juvenile proceeding. Employees shall be paid the full, current contract salary during such service. Monies necessary to pay substitute teachers shall not be deducted from the salary of a teacher performing jury duty. However, the amount received by the teacher for jury duty service shall be applied toward the expense of the substitute teacher.

It is the policy of the board that the school district will not provide teachers with paid leave for non-subpoenaed - testimony as a witness in a child custody case involving a student in this district. If a teacher testifies as a witness as a result of being subpoenaed, any compensation received from the court by the teacher shall be applied toward the expense of a substitute teacher.

If a school district employee is subpoenaed to appear as a witness in a civil court proceeding, except in a proceeding in which the school district or the state is a party, the school district shall be entitled to a witness fee equal to the amount of the substitute teacher cost, not to exceed One Hundred Dollars ($100.00) per day.

REFERENCE: 70 O.S, §6-104
28 O.S. §84.1

MCLOUD BOARD OF EDUCATION

DEC-R6 - MILITARY LEAVE (REGULATIONS)

The board shall provide leave to qualified employees who are members of any component of the Armed Forces of the United States (Army, Navy, Marine Corps, Air Force, Coast Guard), including members of the Army and Air National Guard and the Reserve Forces and the commissioned corps of the Public Health Service, when the employee meets the requirements set forth below and the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA). A leave of absence for the period of active service shall be without loss of status or efficiency rating and without loss of pay during the first 30 days of such leave.

Reemployment Rights

In order to qualify for reemployment rights, the employee must be or must have been employed on a regular basis. Employees who are employed as temporary employees for a definite, nonrecurring period of time are not eligible. In order to qualify for reemployment rights, employees must be qualified as set forth in these regulations and in The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA).

Employees must provide advance notice of military service unless military necessity prevents such notice or unless notice is otherwise impossible or unreasonable. Such oral or written notice must be provided by the employee or by an appropriate officer of the service branch. In order to qualify for reemployment, the employee cannot be absent for a period greater than five years unless the employee qualifies for an exception as set forth below. The employee must be or have been separated from the service under honorable conditions.

If the service is less than 31 days or is for the purpose of taking a fitness-for-duty examination, the employee must report for reemployment at the beginning of the first full regularly scheduled working period on the first calendar day following completion of service plus additional time for safe travel back to the employee's residence plus eight hours.

If the service is for a period greater than 31 days but less than 181 days, the employee must submit an application for reemployment no later than 14 days following completion of service.

If the service is for a period greater than 181 days, the employee must submit an application for reemployment no later than 90 days following completion of service.

These time limits may be extended up to two years if the employee is hospitalized or is convalescing from an injury or illness caused by the military service. The two-year extension may be further extended if reporting is impossible or unreasonable due to circumstances beyond the employee's control.

An employee with less than 91 days of service will be immediately re-employed in the position the employee would have attained had the employee not been absent if all qualifications for the position are met. If the employee is not or cannot reasonably become qualified for the advanced position, reemployment will be offered in the same position held prior to military service if qualified. If the employee is not and cannot become reasonably qualified for the same position, a position of lesser status and pay will be offered.

An employee who is absent for more than 91 days will be offered reemployment under the same conditions as above except that a different position with equivalent pay, status, and seniority may be offered.

Refresher training or "update" training will be provided if appropriate and necessary.

DEC-R6 - MILITARY LEAVE, CERTIFIED PERSONNEL (Cont.)

If a qualified employee applies for reemployment and has a service-related disability, reasonable accommodations will be made if possible. If reasonable accommodations cannot be made, a position providing equivalent seniority, pay and status will be offered. If neither of these options is possible because of the disability, a position as nearly equivalent as possible in seniority, pay and status will be offered.

Employees who are reemployed under these regulations are entitled to participate in any benefits available to employees on nonmilitary leaves of absence but must pay any employee participation costs that other employees pay.

An employee who is reemployed under these regulations will not be considered as having a break in service for purposes of any applicable pension plan and the military service time will be considered for benefit vesting and accrual consistent with any state regulations or law.

Health Insurance Coverage

If requested, the school district will maintain health insurance coverage on the employee (and the employee's family) for the first 30 days of military service regardless of whether the employee is called to active duty for more or less than 30 days. However, the employee must pay any employee participation costs that other employees pay. If the employee is called to active duty for more than 30 days, the military medical benefit will provide coverage. If the employee wishes to maintain private insurance after the first 30 days (for up to 18 months), the employee must pay the full cost of the premium.

The employee (and the employee's family) may choose to go back on the district health plan immediately upon return to district employment. There will be no waiting period and no exclusion of pre-existing conditions, other than for VA-determined service-connected conditions.

REFERENCE: 40 O.S. §209
70 O.S. §6-105
USERRA, 1994 as amended

MCLOUD BOARD OF EDUCATION

DECA - FAMILY MEDICAL LEAVE

If the district employs 50 individuals, the district is required to provide eligible employees with leave under the auspices of the Family Medical Leave Act (FMLA).

In order for school district employees to qualify for FMLA leave, three conditions must be met:

1. The school district must have 50 or more employees on the payroll for 20 workweeks during the current or preceding calendar year.

2. At least 50 employees must work within 75 miles of the district's worksite for the district to be covered; and

3. The employee must have worked for the school district for at least 12 months and for at least 1,250 hours during the last year.

Eligible employees are those district employees who meet the above requirements and who request leave for one of the following reasons:

1. Birth, adoption, or foster placement of a child by an employee;

2. To care for a spouse, son, daughter, or parent who suffers from a severe health condition;

3. For a serious health condition, the employee is experiencing;

4. To care for a covered family servicemember with a serious illness or injury incurred in the line of duty on active duty; or

5. To use for any qualifying exigency arising out of the fact that a covered military member is on active duty or called to active duty status in support of a contingency operation.

Before an employee will be placed on unpaid family leave, the employee must first exhaust any accumulated sick leave, personal leave, and vacation time. Such sick leave, personal leave, and vacation time will be deducted from the 12 workweeks of eligibility. If both spouses are employees of this district, their total leave in any 12-month period will be limited to 12 weeks if the leave is taken (1) for the birth or adoption of a child or (2) to care for a sick parent. The right to take leave for the birth or placement of a son or daughter expires 12 months after the birth or placement with the employee. Eligible employees who are family members of covered servicemembers with a serious illness or injury incurred in the line of duty on active duty will be able to take up to 26 workweeks of leave in a single 12-month period. Sick leave, personal leave, and vacation leave will be deducted from the 26 workweeks of eligibility.

If the superintendent deems it necessary or desirable, an employee may be required to provide certification from a physician of the necessity of any leave request ed. The superintendent may require certification as to the date the medical condition began, the anticipated duration and prognosis, and medical facts about the medical condition and treatment.

If the superintendent deems it necessary or desirable, the superintendent may require a second opinion by a physician selected and paid for by the district. If the original opinion and the second opinion conflict, the district may require a third opinion at the district's expense. The conclusion of the third opinion will be final and binding upon the employee and the district.

DECA - FAMILY MEDICAL LEAVE (Cont.)

If family leave is granted for a continuing health condition, subsequent recertification may be required at the discretion of the superintendent.

Intermittent leave may be taken in lieu of continuous leave for the birth or adoption of a child only with the concurrence of the district. The employee must provide 30 days of advance notice or as many days of advance notice as are practical. Leave taken for serious health conditions of the employee or an eligible member of the employee's family may be taken intermittently without district concurrence. However, the employee may be transferred to another position that can better accommodate the employee's recurring absences. Such transfer will not reduce the employee's pay and benefits.

Upon completion of family leave, the employee will be entitled to return to the former position of employment with equivalent benefits and pay without loss of seniority or tenure. The employee will be deemed to be at work for the purposes of tenure accrual and retirement vesting and participation. The district will maintain the employee's medical insurance coverage. If the employee contributes toward the premiums, the employee will continue to pay the same rate while on leave.

NOTE: **During FMLA leave, a board has no obligation to continue to give an employee any benefits other than health insurance, and those benefits thus may be discontinued during the leave. A board may decide whether to extend continuation of coverage to life, dental, and vision insurance, but should know extensions are not required by the FMLA and there can be a substantial cost to the district in doing so. One option that is cost effective and still protects employees while they are on unpaid leave is to permit employees to retain ancillary insurances by reimbursing the district for the full cost of the premiums during the leave period. No benefits or seniority accrues during leave. The district may require documentation from the employee's physician that the employee is able to return to work. FMLA will run concurrently.**

REFERENCE: **29CFRpt. 825**
PL 103-3

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

DEC - SICK LEAVE - ADMINISTRATIVE

It is the policy of the McLoud Board of Education to provide sick leave benefits to all administrative employees in order to promote a sense of security and permit the ease of mind essential to the satisfactory performance of services. In compliance with Oklahoma Statutes, Title 70, Section 70, Section 6-104, the following guidelines are set forth:

1. The superintendent of schools, or the superintendent's designee, shall be responsible for administering this plan.

2. An administrator may be absent from duty due to a personal accidental injury, illness, or pregnancy, or accidental injury or illness in the immediate family without loss of salary. (For the purpose of this policy, immediate family will be defined as husband or wife, children, or parents.)

3. Unused sick leave shall be cumulative to a total of 100 days.

4. Accumulated sick leave may be transformed to another school district where the administrative employee is employee is employed the next succeeding school year in accordance with that district's policies.

5. Administrative personnel who are employed for the first time in this district and who were employed at another school district during the year immediately preceding their employment with this district may transfer a maximum of 60 sick leave days.

6. Sick leave benefits may not be paid in addition to workers' compensation benefits.

7. Administrative personnel may sell back unused sick leave that has been accumulated over 75 and less than 90 days at the same rate as established in the McLoud Association of Classroom Teachers (MACT) Contract.

REFERENCE: 70 O.S. §6-104
Atty. Gen. Op. No. 84-12
Board Minutes dated April 3,1990

MCLOUD BOARD OF EDUCATION

DEE - EXPENSE REIMBURSEMENT

It is the policy of the McLoud Board of Education to reimburse itemized and necessary expenses incurred by employees or members of the board on educational trips authorized by the board and itemized and necessary expenses incurred transacting school business. The superintendent is directed to prepare a regulation supporting this policy and establishing a rate schedule for board approval.

Mileage expense will be reimbursed at the current IRS approved rate per mile when a school gasoline credit card is not used.

REFERENCE: 70 O.S. §5-117

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

DEE-R - TRAVEL AND EXPENSES

It is the policy of the board of education that official school travel for board members must be approved in advance by the board and travel for employees will be approved in advance by the building administrator or die superintendent. Requests and arrangements for employee travel will originate from the appropriate building administrator's office. Travel requests will be made as early as possible and placed on the building calendar as well as the master calendar. Emergency travel will be placed on the respective calendars as soon as possible following the travel or notification of the emergency. The district will not pay for any board member or employee dependent-care expenses regardless of whether the funding source is federal, state, or local funding.

The school will reimburse reasonable costs, subject to the availability of funds, for approved and documented travel. Lodging expenses will be reimbursed at actual cost for a single occupancy room not to exceed $150 per night/per person, unless otherwise approved by the superintendent.

Documented meal costs will be reimbursed in an amount not to exceed $65 per day when appropriate receipts are provided. The district will pay up to 15% of the cost of meals for a meal gratuity, unless charged for a large group gratuity charge. The costs of meals and incidental expenses for group meetings conducted for the general improvement of the school system may be approved as a separate item by the board. The board may approve payment of meal expenses on a per diem basis rather than requiring meal expenses to be itemized and documented. If overnight travel is not involved and/or a meal is not provided as part of a workshop or part of a legitimate business meeting relating to school business, reimbursement for meals will be reported as taxable compensation and run through payroll.

Expenses for registration, parking, toll charges, and similar expenses will be reimbursed when documented by receipts or notarized affidavits. Purchase orders must be completed prior to the event.

School vehicles, when available, may be used for official business only. Private vehicles may be used when school vehicles are not available. Mileage expense will be reimbursed at the current IRS approved rate per mile when a school gasoline credit card is not used.

Claim forms for travel expenses are available in the building administrator's office. The forms will be completed and approved in the respective building and hand-delivered to the business office for payment.

REFERENCE: 70 O.S. §5-117
2 C.F.R. 200.432 and 200.474

CROSS-REFERENCE: Policy CFB, Activity Funds

MCLOUD BOARD OF EDUCATION

DEEC - STUDENT ACTIVITIES EXPENSE REIMBURSEMENT

It is the policy of the McLoud Board of Education to reimburse pre-approved itemized and necessary meal and lodging expenses incurred by school district students and sponsors involved in authorized school-sponsored cocurricular activities.

Requests and arrangements for student travel will originate from the appropriate building administrator's office. Travel requests will be made as early as possible and placed on the building calendar as well as the master calendar.

The school will reimburse reasonable costs, subject to the availability of funds, for approved and documented lodging and meal expenses.

Claim forms for travel expenses are available in the building administrator's office. The forms will be completed and approved in the respective building and hand-delivered to the business office for payment.

The board of education will determine if reimbursement will be made from the general funds of the school district or from the school activity funds.

REFERENCE: 70 O.S. §5117

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

DGBD - EMPLOYEE SUGGESTIONS

All employees of the McLoud Public Schools are encouraged to make suggestions which will result in a better educational program for the children of the school district. Suggestions may be submitted orally or in writing to the principal which has been well-defined and properly documented and which contains a viable solution to the problem. The two most important ingredients of a suggestion are: (1) the problem is well-documented with numbers, dates, figures, etc., and (2) the suggested solution is feasible for the school system to accomplish.

Any suggestion which has been submitted to the superintendent and principals has not been approved and the person or group submitting the suggestion feels the suggestion is legitimate and should be given further consideration, the suggestion may be presented directly to the board of education at a regular meeting following agenda preparation procedures.

MCLOUD BOARD OF EDUCATION

DHAA - STAFF-STUDENT RELATIONSHIPS
ANNUAL REQUIRED
Professional Development

It is the intent of the McLoud Board of Education to encourage appropriate relationships between staff members and students.

Therefore, it is the policy of the McLoud Board of Education that each year every employee of the school district shall attend a professional development session about appropriate boundaries between students and staff. This session will outline the school district's policies regarding appropriate relationships and communications between staff members and students.

MCLOUD BOARD OF EDUCATION

DHAB - STAFF-STUDENT COMMUNICATIONS

It is the intent of the McLoud Board of Education to make students, parents, and guardians aware of allowable communications between students and staff.

School personnel shall refrain from communicating with students outside the school setting. An exception will apply if the school administration receives written consent from a student's parents or guardian, which will outline the school related items that may be discussed and the preferred method of Staff-Student Communications.

If school personnel engage in communications with students outside the school setting and the communication conflicts with the written permission granted by the parent/guardian of the student, the employee shall be subject to disciplinary action by the school district. Such disciplinary action could include termination of employment with the school district.

MCLOUD BOARD OF EDUCATION

DHAB-E - STAFF-STUDENT COMMUNICATIONS
Parent/Guardian Notification and Permission Form

Dear Parent/Guardian:

At the beginning of this school year we are sending notice that our staff has been directed not to communicate with students via telephone, email, instant message, or Internet website without specific written permission from a parent or guardian. Attached please find a permission form that you may utilize to grant permission for school employees to contact your child outside school hours. Please feel free to contact school administration regarding any violations of this policy.

Sincerely,

Administration

FORM

I_____, authorize _____Public Schools to communication with

my child, _____ outside school for issues related to _____.

I approve communication through the following methods (check any that apply):

_____ Home telephone _____

_____ Cell phone _____

_____ Email _____

_____ Social Networking Site _____

_____ I do not authorize _____ Public Schools or its staff to communicate with my child outside school. Please contact me to relay information to my child.

Dated this _____day of _____, 20_____.

_____
Parent//Guardian

MCLOUD BOARD OF EDUCATION

DHAC - STAFF MEMBERS AND SOCIAL NETWORKING SITES

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to the following prohibited behaviors:

1. Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.

    a. Teachers may not list current students as "friends" on networking sites.

    b. All e-contacts with students should be through the district's computer and telephone system.

    c. All contacts and messages by coaches with team members shall be sent to all team members, except messages involving medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.

    d. Teachers will not give out their private cell phone or home phone numbers to students without prior written approval of the district and the parent of the minor student.

    e. Improper private contact via e-mail or phone is prohibited.

2. Inappropriateness of posting items with sexual content

3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol

4. Monitoring and penalties for improper use of district computers and technology

As per state law, employees are discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

1. Obscene sexual content or links to obscene sexual content;
2. Abusive behavior and bullying language or tone;
3. Conduct or encouragement of illegal activity; and
4. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

"Social networking or "social media" means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

"Comment" means a response to an article or social media content submitted by a commenter.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the school district's legal counsel for review.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

REFERENCE: 74 O S. § 840-8.1
***A copy of this policy shall be distributed to each affected employee by email.**

MCLOUD BOARD OF EDUCATION

DIAF - HYGIENE AND SANITATION (BLOODBORNE PATHOGENS)

McLoud Board of Education will comply with all State and Federal statutes regarding Bloodbome Pathogens and associated diseases.

The McLoud Board of Education recognizes that body fluids of any person may contain infectious or contagious bacteria or viruses, and that such bacteria or viruses may be spread from one person to another by accidental or careless handling of body fluids during sanitation or custodial work or the administration of emergency first aid.

The superintendent is directed to prepare regulations establishing proper procedures for handling body fluids during normal housekeeping. Such procedures shall include methods for the handling and disposal of body fluids in school buildings and on school equipment and material. The district will make personal protective equipment available to employees for use in handling and disposing of body fluids.

The superintendent will also direct the identification of employees who could be reasonably anticipated as the result of their job duties to face contact with blood or other potentially infectious materials. Any employees so identified will be offered Hepatitis B vaccinations at district cost. Such vaccinations will be provided at a reasonable time and place, under the supervision of a licensed physician or health care professional and according to the latest recommendations of the U.S. Public Health Service.

School district employees who have had an exposure incident to body fluids will participate in a follow-up confidential medical evaluation documenting the circumstances of exposure, identifying and testing the source individual if feasible, testing the exposed employee's blood if the employee consents, post-exposure prophylaxis, counseling and evaluation of reported illnesses. Health care professionals must be provided specified information to facilitate the evaluation and their written opinion on the need for Hepatitis B vaccination following exposure. Information such as the employee's ability to receive the Hepatitis B vaccine must be supplied to the employer. All diagnoses must remain confidential.

REFERENCE: 63 O.S. §1-502, et seq.
29 CFR Part 1910.1030, OSHA

MCLOUD BOARD OF EDUCATION

DIAF-R - HYGIENE AND SANITATION (BLOODBORNE PATHOGENS) (REGULATION)

In accordance with the policy of the board of education, the following regulation and attached procedures contains guidelines for cleaning and disposal of body fluids. For the purpose of this regulation, the term "body fluids' shall include reference to blood, semen, feces, urine, vomit, drainage from scrapes and cuts, and respiratory secretions.

1. Wear gloves. All personnel will wear disposable gloves during the cleanup and disposal of any of the body fluids listed above. When in doubt about material, assume it to be a body fluid. After each use, gloves should be destroyed or disposed of. Under no circumstances should gloves be recycled or used for more than one incident.

2. If gloves are not available and contact with body fluids or open wounds is necessary, hands should be carefully washed as follows:

   A. Use liquid soap and water with vigorous washing under running water for at least 10 seconds;

   B. Dry hands thoroughly with a paper towel. Use the paper towel to turn off the facet and discard the towel in a proper container.

   C. Use hand lotion if desired. CAUTION: Dry, cracked hands provide openings in the skin for bacteria to enter.

3. A1 to 10 solution of household bleach and water may be stored in proper containers in areas where soap and water are not readily available. Such containers should be clearly marked as to the contents. The solution may be used in cleaning body fluid spillage and hands (if soap and water are not available) following cleanup.

4. Materials used in the cleanup of body fluids or suspected body fluids will be sealed in a plastic bag mid discarded in appropriate trash containers. Soiled clothing articles, including sanitary napkins will be sealed in plastic bags and discarded. Other non-disposable cleaning items such as mops, towels, buckets, and other items will be thoroughly rinsed in the bleach and water solution and carefully washed in hot, soapy water.

5. Personnel will use the same procedures for washing non-disposable cleaning equipment as for handling body fluids and soiled clothing or other personal apparel.

6. Sanitary absorbents may be used to clean spilled body fluids. The absorbent should be swept up or vacuumed. Carpets should also be shampooed with a germicidal rug shampoo. Sweepings or used vacuumed bags should be sealed in a plastic bag for disposal. Brooms, dustpans, and vacuum brushes should be washed in a solution of 1-part bleach to 10 parts water.

7. Any liquid disinfectant used in cleaning floors, equipment, or materials should be discarded in a suitable and appropriate sewage drain.

8. Clothing, towels, and similar cleaning equipment should be washed in hot soapy water with one-half to one cup of bleach added to the wash water.

DIAF-R - HYGIENE AND SANITATION, BLOODBORNE PATHOGENS, REGULATION (Cont.)

9. Custodians and sanitation personnel should wear latex disposable gloves during any cleaning operation where the possibility of encountering body fluid exists whether or not the fluid is touched.

10. Careful handwashing is the single most effective method of preventing the spread of contagious diseases. Hands should be washed in hot soapy water before and after any cleanup operation.

11. A copy of the Routine Procedures for Sanitation and Hygiene When Handling Body Fluids will be provided to each employee and must be followed when appropriate and necessary. (See DIAF-P.)

MCLOUD BOARD OF EDUCATION

DIAF-P - BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN (PROCEDURE)

SUMMARY OF POLICY AND PURPOSE

It is the policy of the McLoud Board of Education that the McLoud Public Schools establish clear and specific procedures to ensure the safety of students and employees.

DEFINITIONS

1. "Bloodborne pathogens" means pathogenic micro-organisms that are present in human blood and can cause disease in humans. These pathogens include but are not limited to: Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV).

2. "Contaminated" means the presence or the reasonably anticipated presence of blood or other potentially infectious materials on an item or surface.

3. "Decontamination" means the use of physical or chemical means to remove, inactivate, or destroy bloodborne pathogens on a surface or item.

4. "Occupational exposure" means reasonably anticipated skin, eye, mucus membranes or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

5. "Infectious materials" for the purpose of this policy, all body fluids shall be considered potentially infectious materials.

6. "Universal precautions" is an approach to infection control. All human blood and human body fluids are treated as if known to be infectious for HFV, HBV, and other bloodborne pathogens.

EXPOSURE CONTROL PLAN

This plan delineates specific rules and procedures relating to protecting employees of the McLoud Public Schools from occupational exposure to bloodborne pathogens as required by 29 CFR, Sub-part 2, Section 1910.1030, promulgated December 9,1991, under the authority of the Occupational Safety and Health Act (OSHA).

Some job classifications of the McLoud Public Schools have a potential risk for exposure to bloodborne pathogens, other job classifications have lesser risk potentials. A list of all McLoud Public School employee potential exposure to bloodborne pathogens by job classification and specific occupational tasks may be found at the end of these procedures. All potential exposures to blood and potentially infectious materials listed in the tasks in the list are based upon risks incurred without the use of personal protective equipment.

DIAF-P - BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN PROCEDURE, (Cont.)

PROCEDURES

1. **Hand washing:** Hand washing by all exposed employees is required. Hand washing as a primary prevention of contamination method cannot be overemphasized. It is the single, most important means of preventing spread of infection. Employees are required to wash hands with hot water and soap immediately after removing gloves or other exposed gear or garments. Employees must ensure that hands and other skin which becomes contaminated with blood or other potentially infectious materials (i.e., any bodily fluid) is immediately washed with soap and water and any mucus membranes so exposed shall be flushed with water as soon as possible.

2. **Gloves:** Disposable gloves must be worn whenever an employee is potentially exposed to blood or any other body fluid. For example, if a student has a cut or nosebleed, the employee must put on gloves before exposure to the blood or any other body fluid. A custodian must put on gloves before cleaning up blood or any bodily fluid, including vomit. Custodians are also required to wear gloves when cleaning restroom facilities.

3. **Clothing:** If an employee's clothing is contaminated by any bodily fluid, the employee shall change clothes as soon as possible. The clothing shall be washed separately with an approved disinfectant.

4. All workplace areas subject to potential contamination or actual contamination are to be disinfected with a 1:10 solution of household bleach. All restroom facilities and drinking fountains are to be disinfected a minimum of twice daily with a 1:10 solution of household bleach. Actual contamination sites are to be disinfected **immediately** with a **1:10** solution of household bleach.

5. **Disposal of Contaminated Materials:** All materials contaminated with bipod or other body fluids are to be disposed of by sealing them in leak proof plastic bags. The sealed plastic bags are then to be placed in the proper waste dumpster. Sealed bags containing contaminated, potentially infectious materials are never to be left in the school building.

6. **Training:** All employees shall be given training on procedures for handling potential bloodborne pathogens at least once a year.

7. **Student Exposure:** Students are not to perform any tasks which would cause them to be exposed to body fluids. For example, student workers are not to clean restrooms. In cases of student injury or illness, other students are to be removed from the area as quickly and quietly as possible.

DIAF-P - BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN PROCEDURE, (Cont.)

POTENTIAL EMPLOYEE EXPOSURE OF BLOODBORNE PATHOGENS
BY JOB CLASSIFICATION AND TASKS

Job Classification	Decontaminating/Cleaning Surfaces	Waste Disposal	Aiding Injured or Ill Student
Superintendent	Minimal	Minimal	Minimal
Principal	Minimal	Minimal	Moderate
Teacher	Minimal	Minimal	Moderate
Teacher Assistant	Minimal	Minimal	Moderate
Admin. Secretary	Minimal	Minimal	Minimal
Bldg. Secretary	Minimal	Minimal	Moderate
Maint. Supervisor	Moderate	Moderate	Minimal
Custodian	High	High	Minimal
Cafeteria Supervisor	Minimal	Minimal	Minimal
Cooks	Minimal	Minimal	Minimal
Bus Drivers	Minimal	Minimal	Moderate
Coaches	High	High	Minimal

REFERENCE: **Oklahoma State Department of Education Accreditation Standards and Regulations**
O.S. §380, Chapter 40
Federal Register Vol. 56, No. 235

MCLOUD BOARD OF EDUCATION

DIAF-E1 - COMMUNICABLE DISEASE RISK EXPOSURE REPORT

The filing of this report and all information entered on it are to be held in strictest confidence in conformance with 63 O.S. Supp. 1988, Section 1-502.1, et seq.

EXPOSED WORKER SECTION (Please Print)

1. Employee Name:_____ 2. Birthdate: _____
(Last) (First) (Middle Initial) Mo/Day/Yr

3. Profession/Job Title: _____4. Employer/Company Name: _____

5. Work Site/Telephone: _____Tel. Ext. #: _____
(Site) (Street Address)

6. Home Address/Telephone: _____ (____)_____
(Street) (City) (Zip) AC Telephone #

7. Supervisor's Name/Telephone: _____Tel. Ext. #:_____
(Last) (First)

8. Date of Exposure: (Mo/Day/Yr.)____/____/___9. Time of Exposure:_____ AM or PM (Circle One)

10. Detailed Description of Potential
_____
_____
_____

11. Exposed Worker_____ has_____ has/not completed the full series of Hepatitis B vaccine

12. Source Person's Name: _____
(Last) (First) (Middle Initial)

13. Disposition of Source Person (include address):
_____
_____
_____

TO BE COMPLETED BY EMPLOYER'S DESIGNEE

The employer agrees to be responsible for all reasonable charges incurred in the disposition of this risk exposure incident,

Employer Designee Reviewing Form:

14. Name _____15. _____ 16. _____/_____ /_____
(Please Print) Signature (Mo/Day/Yr.)

TO BE COMPLETED BY THE EMPLOYER'S PHYSICIAN

_____ In my professional judgment, this was a parenteral, per mucosal, or significantly cutaneous exposure to blood or other body fluids which has the potential for transmission of a communicable disease such as Hepatitis B, HTV, or meningococcus. Post exposure evaluation procedures and counseling should be provided. The employee has been told about any medical conditions resulting from exposure that requires further treatment.

_____ This incident does not constitute an exposure under the OSHA standard. NOTE: If this exposure does not warrant medical follow-up, please return the form to the Employer's Designee and indicate to that individual why it does not need follow-up.

_____ The employee has received or is beginning the Hepatitis B vaccination series.

17. _____ 18. _____ 19._____

Physicians Name (Please Print) (Physician's Signature) (Mo/Day/Yr.)

MCLOUD BOARD OF EDUCATION

DIAF-E2 - HEPATITIS B VACCINE CONSENT/REFUSAL FORM

Employee's Name _____Date: _____

Social Security No _____. Position: _____

I understand that Hepatitis B is a serious disease that can lead to a chronic form of hepatitis, which may eventually result in death. I understand that I may be at increased risk for contracting the disease by the very nature of my job. Should I contract the disease, I could be potentially infectious, thereby exposing individuals with whom I may have intimate contact (including dental, sexual, to my unborn child should pregnancy occur, etc.).

I understand that although there are risks associated with taking the Hepatitis B vaccine, it does reduce the risk of serious disease should exposure to the Hepatitis B virus occur.

I further understand my decision to take or decline Hepatitis B vaccine will not adversely affect my employment or any benefits available to me through my employment.

_____I hereby elect to receive the Hepatitis B vaccine series provided to me free of charge by the McLoud School District and hereby agree to hold the McLoud School District harmless for any reaction or side effect experience from the vaccine.

_____I understand that due to my occupational exposure to blood or other potentially infectious materials I risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinal Hepatitis B vaccine, at no charge to myself. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious dis in the future I continue to have occupational exposure to blood or other potentially infectious materials want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series at no charge to me.

_____ _____

Employee's Signature Supervisor's Signature

Vaccine _____Manufacturer _____

	Date	Site	Lot#	Given By
1.				
2.				
3.				
4.				

Repeat Anti-HB's_____Date_____

_____Date_____

_____Date_____

_____Date_____

_____Date_____

MCLOUD BOARD OF EDUCATION

DK - ASSIGNMENT OF TEACHERS

It is the policy of the McLoud Board of Education that the superintendent and building principal shall cooperatively determine the assignment of teachers. Assignments shall be based upon the requirements of positions and the qualifications of teachers. Upon the receipt of a written request, current teachers may be considered for vacancies.

No new assignments will be made which places one member of a family in direct supervisory or evaluative relationship with another member of his/her immediate family.

Nothing in this policy shall be construed to prevent an existing staff member from being promoted to an administrative position, which would place him/her in a direct supervisory or evaluative relationship with another member of the immediate family. However, a transfer of the other family member will be made by the board of education as soon as possible.

All teachers shall be given notice of any change in their assignments for the forthcoming year. The superintendent may establish regulations governing the assignment of teachers and other professional personnel if he so chooses.

Throughout the school year, teachers shall be assigned to additional, temporary duties. Such duties may include but will not be limited to the following:

1. Hall duty
2. Playground duty
3. Gate duty
4. Cafeteria duty
5. Late bus duty
6. Other duties as directed by the principal

MCLOUD BOARD OF EDUCATION

DKA - TEACHER TRANSFERS

When vacancies or new positions occur in the McLoud Public Schools, teachers within the system are entitled to apply for those positions through transfer request.

Transfer requests are classified in two categories: voluntary requests and involuntary administrative transfers.

Information regarding vacancies and impending vacancies is maintained in the office of the superintendent and is available upon request to teachers desiring reassignment.

Procedures for requesting a transfer are in accordance with administrative regulations.

Criteria determining voluntary transfer requests are as follows:

1. Teachers may request transfer after three years of continuous assignment.
2. Transfer requests must be in writing, directed to the superintendent.
3. Requests must be submitted by April 1.
4. Teachers must be certified in the positions requested.
5. Final assignment depends on a mutual agreement between both of the principals, the teacher, and the superintendent.

Involuntary administrative transfers may result because of the following:

1. Equalization of staff members due to increase or decrease in student population;
2. Specific needs of the school district;
3. Certification requirements;
4. Valuation of teaching records;
5. Balancing experience among the staff;
6. The best interests of the school environment.

All transfer requests are subject to position availability.

MCLOUD BOARD OF EDUCATION

DLA - OUT-OF-THE-CLASSROOM CERTIFIED PERSONNEL

All teachers in the McLoud Public Schools are expected to perform certain out-of-the-classroom activities. Out-of-the classroom responsibilities are not extra duties, Out-of-the-classroom responsibilities refer to supervision of halls between classes, at noon, and before and after school and the supervision of students in meetings, rehearsals, assemblies, in the lunchroom, and on the playground. It also includes any other supervisory responsibility necessary to the safety, health, and wellbeing of students during the regular school day.

Principals are asked to use discretion and fairness in their out-of-the-classroom requirements of teachers.

Extra duty refers to those responsibilities required by the school and performed either before or after the regular school day. These include such things as sponsoring organizations that must meet or practice after school hours, working at athletic events, etc. Teachers will be paid extra and above their base salary for the performance of extra duty in accordance with the extra time and responsibility the assignment requires.

MCLOUD BOARD OF EDUCATION

DLD - PLANNING PERIODS

All instructors, excluding vocational staff cooperating with the State Department of Career and Technology Education, shall be provided planning time each week as required by the State Accreditation Standards within the student school day for preparation. Elementary and middle school teachers with 200 minutes will be provided 200 minutes for planning each week. Secondary teachers are to be provided 225 minutes for planning each week. The preparation period may be used for the following duties: personal instructional preparation; planning, selecting, and preparing materials for instruction; conferring with parents, staff, and administrators; keeping school records; supervising aides (if assigned); grading student papers and recording student grades; and study of current literature to keep abreast of developments within the subject matter taught by the teacher. The preparation period shall be utilized within the building of major assignment and for the purposes indicated. Teachers shall leave the school premises only to carry out functions relating to the above duties when permission to do so has been obtained from the building principal.

MCLOUD BOARD OF EDUCATION

DMB - PROFESSIONAL GROWTH AND DEVELOPMENT

It is the policy of the McLoud Board of Education that teachers and other employees shall continue their professional growth through seminar and workshop attendance and membership in professional organizations. The board believes that it has a responsibility to provide opportunities for the continual growth of its professional staff. Such opportunities may include, within budgetary limitation, special in-service training courses and workshops as recommended by a professional development committee and/or the board. Staff members are encouraged to seek additional and higher degrees, to obtain further certification, and to become more proficient not only in their subject area, but also, in their ability to handle discipline, to motivate students, and to cope with both personal and job-related stress.

A focused and individualized program of professional development shall be created for each teacher and administrator that is consistent with the qualitative component of the TLE. Annual professional growth goals shall be developed for each certified employee in collaboration with the certified employee's evaluator. The goals shall be tailored to address a specific area or criteria identified through the qualitative component of the TLE. The certified employee will actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement, and the professional development will be supported by resources that are easily available and supplied by the school district and the State Department of Education. The superintendent or designee shall monitor compliance with each individualized program of professional development.

The professional development committee shall be composed of classroom teachers, administrators, school counselors or licensed mental health providers, and parents, guardians, or custodians of children in the district. A majority of the committee shall be composed of classroom teachers who will be selected by a designated administrator of the district from a list provided by the teachers in the school district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. The administrators shall be selected by the board from a list provided by the superintendent. Parents shall be selected by the board from a list provided by the administration and the professional development committee.

When classes are dismissed for that purpose, teachers are expected to attend professional meetings or forfeit one day's pay for each day of the meeting unattended unless an emergency exists.

The board may authorize the attendance of teachers at educational conferences and may reimburse travel and lodging expenses. Authorization to attend shall be obtained from the board prior to the activity date. Written requests shall be submitted to the superintendent who will forward the request to the board.

REFERENCE: **70 O.S. §3-104.2**
70 O.S. § 101.10
70 O.S. §6-192, et seq,
70 O.S. §6-194
70 O.S. §6-204.2

MCLOUD BOARD OF EDUCATION

DMB-E1 - PROFESSIONAL DEVELOPMENT PROFESSIONAL LEAVE REQUEST (EXHIBIT)

As per the policy of the Board of Education, certificate personnel may be granted leave to attend certain professional meetings. All professional leave must be approved in advance and in strict adherence to the policy.

Name of Meeting: _____

Location of Meeting: _____

Date(s) of Meeting: _____

I will be prepared to give or write a report for the benefit of those interested.

Date of Request _____ Signature of Teacher _____

General Information

Please mark the appropriate boxes:

	Yes	No
1. The meeting is directly related to my assigned area.	____	____
2. Will Professional Development funds be used? If YES, attach a "Request for Professional Development Funds"	____	____
3. Is a registration fee required? If YES, attach a copy of a school purchase order made payable to the correct vendor.	____	____

Authorization

1. Request for Professional Leave is approved. Provide any additional comments in the space provided below. ____ ____

_____
_____
_____
_____

2. Request for Professional is approved. Provide any additional comments in the space provided below ____ ____

_____
_____
_____
_____

Signature of Superintendent _____

MCLOUD BOARD OF EDUCATION

DMB-E2 - PROFESSIONAL DEVELOPMENT PROGRAM EVALUATION (EXHIBIT)

NOTIFICATION OF ACCRUED POINTS

School Year: _____
Name of Teacher: _____
Date of Notification: _____
Number of points earned during the current year: _____
Number of points earned during the 5-Year Cycle: _____
Circle Year of the 5-Year Cycle: 1 2 3 4 5

With this point total, you are:

1. ____ In compliance with Professional Development regulations.

2. ____Not in compliance with Professional Development regulations.

If this is not in agreement with your records, please contact your Professional Development Chairperson in order that the problem may be resolved.

_____ _____
Signature of Teacher Professional Development Chairperson

**Note: This form must be signed and returned to the professional development committee chairperson in order for your points to be recorded.

PROFESSIONAL DEVELOPMENT ACTIVITY EVALUATION

Date: _____
Need: _____
Objective: _____
Activity: _____

This in-service is:	AGREE			DISAGREE	
INTERESTING	5	4	3	2	1
INFORMATIVE	5	4	3	2	1
USEFUL	5	4	3	2	1
I NEED MORE INFORMATION	5	4	3	2	1
I NEED HELP TO IMPLEMENT	5	4	3	2	1
THIS NEED IS IMPORTANT	5	4	3	2	1

Comments:
_____
_____

MCLOUD BOARD OF EDUCATION

DMB-R1 - PROFESSIONAL GROWTH AND DEVELOPMENT (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern professional development.

Professional Development of Certified and Licensed Personnel

1. Membership in Professional Organizations

   The board of education feels genuine professional growth can be obtained by membership in the various professional organizations, but that membership should be on a voluntary basis and not compulsory.

2. Attendance at Required Meetings (all certified and licensed personnel)

   Certified and licensed persons are expected to attend all curriculum meetings planned by the professional development committee.

3. In-service Training

   A. A minimum of 75 professional development points shall be earned within a five-year period by each certified and licensed individual in order to maintain employment in this district. One point shall be equivalent to one clock hour.

   B. A minimum of 15 professional development points shall be earned annually by each certified and licensed individual in order to maintain employment in this district.

   C. 18 professional development points must be earned from the 3 professional days in August. Any exceptions must be submitted and approved by the professional development committee.

   D. At least once a year a program shall be offered on recognition and reporting of child abuse and neglect which all teachers will be required to complete. For those teachers who are unable to complete the program on the day offered, other arrangements will be made.

4. National Board Certification

   Teachers who have submitted an application for National Board Certification may utilize two (2) of their five (5) professional days for certification portfolio development.

DMB-R1 - PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)

Approved Professional Development Opportunities

1. Such workshops as shall be provided by the local professional development committee in response to analysis of needs assessments administered annually to all certified and licensed personnel.

2. Credit may be earned through the following alternatives:

   A. Professional Meetings (Sanctioned by State Department of Education of professional organizations here professional development points are awarded.)

      1. State and Zone O.E.A. Workshops and C.C.O.S.A. Meetings
      2. Summer and Saturday Workshops
      3. Coaches Clinics (for Summer Coaching Clinic in the absence of signed vouchers -10 professional development points allowed with local voucher to be signed by superintendent)
      4. Vocational Workshops
      5. Teacher Visitation
      6. Etc.

   B. Professional Committees

      1. Textbook Committee
      2. Professional Development Committee
      3. Local certified personnel conducting workshops
      4. Local Teacher Association President (5 points/year)
      5. Curriculum Review Planning Committee
      6. Curriculum Review Chairpersons (1 point/year)

   C. College Courses and Credits (One semester hour of approved college credit shall equal 15 professional development points.)

   D. Additional kinds of experiences may be recommended as alternative activities to the professional development committee to be approved by the board of education.

   E. For each clock hour of participation in alternate activities, one professional development point will be awarded.

Record Keeping

1. Vouchers for workshops and individual records of professional development points will be kept by the Professional Development Representative in each building.

2. Turning in vouchers, evaluations, and signing the record of points is the responsibility of each individual.

DMB-R1 - PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)

3. Vouchers and evaluations must be turned in to the building representative no later than one week after a workshop. These points will be lost if this is not done during this time period.

4. An evaluation is to be filled out for every local workshop and returned to the building representative.

5. Lost vouchers result in points not being counted. Replacement vouchers will not be available.

6. A comparison check of each certified and licensed person's points will be made once each semester by the building representative and the representative from the central office.

7. Any questions concerning professional development should be directed to the building representative.

8. College credit earned during the summer must be turned in to the building representative no later than the end of the first full week beginning each school year. (A copy of the transcript or grades is needed to show the number of hours earned.)

Evaluation

1. Individual records of professional development points will be maintained as required by state statutes.

2. Cooperation of all certified and licensed personnel will be necessary to maintain an accurate professional development record for each person.

3. Failure to fulfill professional development training requirements result in action by the board of education according to state statutes.

Guidelines for Membership on Professional Development Committee

1. Classroom teacher and principal replacement members for the professional development committee will be elected for a two-year term. Terms for regular and alternate members will coincide.

2. The chairperson and co-chairperson will be chosen at the end of each school term to begin serving the following school year. The chairperson should be a professional development member with one year of experience on the committee.

MCLOUD BOARD OF EDUCATION

DNA - TEACHER EVALUATION

The McLoud Board of Education believes that personnel evaluation is a mutual endeavor among all staff members and the board to improve the quality of the overall educational program. The improvement of the district's educational efforts must be a joint responsibility of the school district and the individual educator.

All certified staff members shall be evaluated using an evaluation system that has been approved by the Oklahoma State Board of Education. The completed evaluation shall be retained in the personnel file of the person being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

Probationary teachers shall receive formative feedback from the evaluation process at least twice each year. Formative feedback shall occur during the fall semester, and at least once during the spring semester, each year. Career teachers shall be evaluated at least once each year except for career teachers receiving a district evaluation rating of "superior" or "highly effective" rating under the TLE, who may be evaluated once every three (3) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

The evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE. A school district with an average daily attendance of more than thirty-five thousand (35,000) may incorporate at its own expense prior to the 2015-2016 school year the quantitative components of the TLE into its evaluation system of teachers and administrators as defined by the school district's written policy. The district may continue to use, at its own expense, quantitative measures of teachers and leaders as a part of the district evaluation rating. Such measures shall include a minimum of one reliable, researched-based measure as approved by the State Board of Education.

For evaluations of teachers and administrators conducted during the 2017-2018 school year, and each school year thereafter, school districts shall incorporate and put into operation the qualitative component of the TLE and shall provide all teachers and administrators with a district evaluation rating based upon the components of the TLE. For the 2017-2018 school year school districts shall incorporate the individualized programs of professional development set forth at 70 O.S. § 6-101.10 (B) on a pilot program basis.

For evaluations of teachers and administrators conducted during the 2018-2019 school year, and each school year thereafter, school districts shall fully incorporate and put into operation the individualized programs of professional development as set forth at 70 O.S. § 6-101.10 (B).

The evaluation shall be reviewed by the staff member and the evaluator. Either or both may attach written and signed comments to the evaluation instrument within two weeks of the evaluation, provided that no additional statements or comments shall be attached without the teacher's knowledge. The teacher's signature on the evaluation instrument shall serve only to reflect the teacher's acknowledgment that an evaluation was conducted. A copy of the completed evaluation instrument will be provided to the teacher.

Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be made available only to the evaluated person, the board of education, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment, and such other persons given consent by the teacher in writing and shall be subject to disclosure at a hearing or trial de novo.

If the evaluation discloses any area(s) in which improvement can be reasonably expected and desired, the principal shall discuss such area(s) with the teacher and offer suggestions and recommendations as to how improvement may be achieved. Such recommendations shall be recorded on the evaluation instrument.

DNA - TEACHER EVALUATION (Cont.)

When the evaluating administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the career teacher's dismissal or non-reemployment, the administrator will admonish the teacher in writing and make reasonable effort to assist the teacher in correcting the poor performance or conduct; and establish a reasonable time for improvement, not to exceed two months.
If the career teacher does not correct the poor performance Or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent for the dismissal or non-reemployment of the teacher. A probationary teacher will receive a plan of improvement if inadequate teaching performance exists.

The board shall review this evaluation policy on an annual basis following consultation or involvement by representatives selected by the teachers in this district.

REFERENCE: 70 O S. §6-101.10, et seq.

THIS POLICY REQUIRED BY LAW.

DNA - TEACHER EVALUATION (Cont.)

ANNUAL REVIEW

Date of Review_____Signature_____

MCLOUD BOARD OF EDUCATION

DNAA - EVALUATION OF ADMINISTRATIVE PERSONNEL

Except for the superintendent of schools, who shall be evaluated by the board of education, all certified and non-certified administrators shall be evaluated at least annually by the certified administrative personnel designated by the superintendent. All evaluations shall be made in writing utilizing a system for evaluation approved by the State Board of Education. An individualized program of professional development shall be created for all administrators.

Evaluation documents and responses thereto are to be maintained in a personnel file for each administrator. The same evaluation form shall be used for both certified and non-certified administrators. The evaluator may omit any criterion or indicator on the evaluation form that is not applicable to the administrative position being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

This policy and the evaluation form utilized to effectuate this policy shall promptly be made available to all persons subject to this policy.

All certified and non-certified administrators shall be evaluated, and the evaluation form completed no later than February of each school year.

The board of education shall evaluate and complete the evaluation form on the superintendent of schools prior to the board taking any action to renew or not renew the superintendent's contract.

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

DNAB - SUPPORT STAFF EVALUATION

The development of a strong, competent support staff of employees, and the maintenance of high morale among the staff are major objectives of the McLoud Board of Education. The selection of the right employees to fill vacancies, the determination of assignments and equitable workloads; the establishment of wage and salary policies that encourage employee achievement; and the provision of a good atmosphere in which to work are some of the major duties of the board of education. The board believes that a program of continuous evaluation is necessary to meet its requirements.

Principles

The evaluation shall cover the major areas of the employee's responsibilities and duties to the school system, and shall include, but not be limited to, the following:

1. Specific work assignment
2. Attitude towards children
3. Attitude towards public education
4. Attitude towards supervisors, teachers, and fellow employees
5. Work habits

The supervisors have the responsibility for seeing that all employees know the basis upon which they are to be evaluated, significantly in advance of the evaluation.

Employees, especially if new to the district, shall look to their immediate supervisors for an explanation of duties and responsibilities.

Standards of Evaluation

All evaluations shall be on district-approved forms, with standards for evaluation enumerated in all areas to be evaluated. Evaluations shall be "satisfactory" or "unsatisfactory." An evaluation of unsatisfactory requires justification and substantiation, together with suggestions for improvement.

Who Shall Evaluate

The principal and/or the immediate supervisor shall evaluate all employees under his or her jurisdiction. The district office staff may be called upon to assist in the evaluation.

MCLOUD BOARD OF EDUCATION

DNB - PERSONNEL FILES - CERTIFIED STAFF

A file of personnel records shall be maintained in the superintendent's office for each certificated employee of the McLoud Public School District. A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws.

Confidentiality

Personnel information concerning district employees is generally confidential and may be reviewed only on a need to know" basis under conditions which guarantee management's right of access to information necessary to make judgments and the protection of the employees of the district against unnecessary invasion of privacy. Some personnel information is "public record" and must be released to any person upon request.

Files containing medical information regarding an employee will be kept separate from other personnel files.

Types of Information

It shall be the responsibility of each certificated employee to see that there is filed with the district any record of prior teaching experience. In addition, if the teacher has rendered military service, the proof of discharge from the service must be furnished. It is the obligation of the certificated employee to see that information that will maintain the employee's personnel file on a complete and up-to-date basis is sent to the superintendent's office. The records shall contain the following information:

1. The correct name and the current address and telephone number of the employee;
2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the transcripts of all academic work;
4. Proof of requirements fulfilled in order to be eligible for salary;
5. Current data on credentials;
6. Any current data requested concerning the health of the employee, or medical examinations that the employee may have undergone;
7. Records of assignment;
8. Evaluations of performance;
9. Letters of commendation, reprimand, or omission of duty;
10. Other materials mutually agreed upon between the principal and the teacher.

DNB - PERSONNEL FILES, CERTIFIED STAFF (Cont.)

Use of Personnel Records

All the contents of the personnel records file shall be available for inspection by the employee concerned. The district reserves the right to have a member of the superintendent's office staff present at the time the employee inspects his or her personnel file for the purpose of explaining and interpreting the information therein. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The teacher shall have the right to respond to all materials contained in the personnel file and to any materials to be placed in the file in the future. Responses shall become part of the file.

Parental Notice

If the school district receives Title 1 funds, the No Child Left Behind Act requires the district to provide parents with notice that they may request information about the professional qualifications of classroom teachers. The notice to parents must include the following:

1. Whether the teacher has met state qualifications for the grade levels and subject areas taught.

2. Whether the teacher is teaching under emergency or other provisional status.

3. The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area(s) of the certification or degree.

4. Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

If a parent requests the above-listed information, the district is required to provide the information in a timely manner. If the district has hired a teacher who is not highly qualified and the teacher has taught a child for four or more weeks, the district is required to provide the parents notice that their child has been taught by a teacher who is not highly qualified.

REFERENCE: 51 O.S. §24A.7.
70 O.S. §6-101.11
School Laws, Sections 98 and 771A.2
Negotiated Agreement
P. L. 107-110, No Child Left Behind Act of 2001
The Americans With Disabilities Act

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.

MCLOUD BOARD OF EDUCATION

DO - TERMINATION OF EMPLOYMENT: TEACHERS

It is the policy of the McLoud Board of Education that professional employees, who for any reason intend to resign or who intend to retire, are encouraged to indicate their plans in writing to the board as early in the school year as plans may become firm and the decision to leave the district is made. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the board and must be considered on an individual basis. Resignations for the subsequent school year likewise require a release by the board and will be considered on an individual basis. Letters of resignation must be mailed to the board by registered dr certified mail.

Career teachers will be subject to dismissal at any time - or will not be eligible for reemployment - for:

1. Willful neglect of duty,
2. Repeated negligence in the performance of duty,
3. Mental or physical abuse to a child,
4. Incompetency,
5. Instructional ineffectiveness,
6. Unsatisfactory teaching performance,
7. Commission of an act of moral turpitude,
8. Abandonment of contract,
9. Conviction of a felony,
10. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
11. Failure to earn required staff development points.

Probationary teachers may be terminated for cause or nonrenewed by the board at its discretion subject to any statutory due process requirements in effect at the time such teacher is recommended for dismissal or nonrenewal.

Procedures for dismissal of certified employees are governed by state law and all actions of the school district and the board are clearly identified in the statutes. However, nothing in this policy shall be construed to prevent layoffs due to lack of funds or work. No action regarding dismissal or nonrenewal of an employee shall be taken until the employee has received due process (see DO-R).

The board of education may vote to offer employment or to not offer employment for the subsequent school year in advance of the statutory deadline. Until a written contract is executed or until the statutory deadline passes, the board may vote to not reemploy a certified employee.

DO - TERMINATION OF EMPLOYMENT, TEACHERS (Cont.)

The superintendent is directed to prepare procedures for the termination of career and probationary teachers in support of this policy.

REFERENCE: 70 O.S. §6-101, §6-101.20, et seq.
70 O.S. §18-123

MCLOUD BOARD OF EDUCATION

DO-R - TEACHER TERMINATION - PROCEDURES

In accordance with the policy of the board of education, the following procedures shall be followed in terminating the employment of career and probationary teachers.

Whenever the superintendent recommends to the board of education that a teacher employed within this school district be dismissed or not reemployed, the superintendent's written recommendation shall set forth the basis for the recommendation. The recommendation shall include the specific statutory grounds on which a career teacher should be dismissed or not reemployed, or the cause for which a probationary teacher should be dismissed or not reemployed and shall include the underlying facts supporting the recommendation.

Whenever the board of education receives a recommendation for the dismissal or non-reemployment of a teacher, the board or individual designated by the board shall mail, or cause to be mailed, a copy of the recommendation to the teacher, by personal delivery to the teacher with a signed acknowledgement of receipt, or serve the recommendation and notice of hearing by process server. If mailed, such mailing will be by certified mail, restricted delivery, return receipt requested. The notice must specify the statutory grounds - for career teachers - or the cause - for probationary teachers - upon which the recommendation is based and shall include the teacher's right to a hearing before the board and the date, time, and place set by the board for hearing. Such hearing shall be held within the school district no sooner than twenty days nor later than sixty days following the teacher's receipt of notice. The board delegates the superintendent, as its agent, to set a time, date, and place for the hearing after consultation with the board president.

Hearing procedures for teachers shall be as follows:

1. The parties to the hearing are the teacher and the superintendent or designee, and they shall be afforded the following rights at any hearing held pursuant to these regulations:

   A. The right to be represented.

   B. The right to present witnesses in person or to present their testimony by interrogatories, affidavits, or depositions if agreed to by the parties. A list of all witnesses and exhibits shall be furnished to the other party at least five (5) days before the hearing.

   C. The right to cross-examine witnesses.

   D. The right to testify in his/her own behalf and present evidence and argument on all issues involved.

   E. The right to have an orderly hearing.

   F. The right to have an impartial decision based upon the evidence presented.

2. The board president or, in case of absence, a designee, shall be the presiding officer at the hearing.

3. The hearing shall be convened by the board president who shall state the purpose of the hearing, introduce the parties, and administer the oath to all persons who will testify.

DO-R - TEACHER TERMINATION PROCEDURES (Cont.)

4. Upon the request of either party, the presiding officer may exclude from the hearing room the witnesses not at the time under examination, except that a party to the proceeding and his/her representative shall not be excluded.

5. At the hearing, the burden of proof shall be on the superintendent and the standard of proof shall be by a preponderance of the evidence.

6. The local hoard of education shall maintain such a record (including a tape or other electronic or digital recording of the hearing and any documents or evidence presented to the board) for two (2) years from the date of the hearing.

7. Informal disposition of any recommendation for dismissal or nonrenewal may be made by written stipulation, agreed settlement, consent order, or default.

8. The order of the procedures shall be:

   A. A Opening statement by the superintendent.

   B. Opening statement by the teacher.

   C. Presentation of the superintendent's evidence followed by cross-examination of witnesses by the teacher.

   D. Questions by the board members.

   E. Presentation of the teacher's evidence followed by cross-examination of witnesses by the superintendent.

   F. Questions by the board members.

   G. Presentation of rebuttal and surrebuttal evidence as necessary.

   H. Closing argument by the superintendent.

   I. Closing argument by the teacher.

   J. Deliberation by the board members.

   K. Vote by the board to accept or reject the superintendent's recommendation and recitation of findings of fact upon which the decision is based.

9. Presentation and consideration of evidence shall abide by the following:

   A. Only evidence that reasonably relates to the issues before the board, as reflected in the notice to the teacher, should be deemed relevant.

DO-R - TEACHER TERMINATION PROCEDURES (Cont.)

B. Strict rules of evidence as required by a court of law shall not apply in these hearings.

C. Rulings on admissibility of evidence will be made by the presiding officer.

D. Documentary evidence may be received in the form of copies or excerpts.

E. Documentary evidence presented to the board shall be marked with a distinguishing number or letter such as Teacher's Exhibit #1 or Superintendent's Exhibit #1.

F. While hearings are open to the public, no questions or statements will be allowed by members of the public attending the hearing except through the parties or their council.

The board of education may convene into executive session to deliberate findings of fact. After due consideration of the evidence and testimony presented at the hearing, the board of education shall vote in open meeting whether or not to dismiss or non-reemploy the teacher. The board's decision shall include a recitation of the basic or underlying facts relied upon by the board in reaching its decision. The teacher shall be notified in writing of the board's decision by certified mail, restricted delivery, return receipt requested, or substitute process as authorized by law within ten (10) business days of the hearing. The decision of the board regarding a teacher shall be final and non-appealable.

The board of education must forward hearing information concerning teachers to the State Board of Education on a prescribed form available from the administrative office. The superintendent or designee shall notify the State Board of Education within ten (10) days of the dismissal or non-reemployment of a probationary or career teacher for either criminal sexual activity as defined in 21 O.S. § 886 (sodomy) or sexual misconduct as defined at 70 O.S. § 5-144.

MCLOUD BOARD OF EDUCATION

DOAC - SUPPORT PERSONNEL SUSPENSION, DEMOTION, NONRENEWAL, OR TERMINATION

The McLoud Board of Education has adopted the following procedure for the suspension, demotion, or termination of support personnel in accordance with Title 70 of Oklahoma Statutes, Sections 6-101.40 through 6-101.47.

For the purpose of this policy, "support employee" means a full-time employee as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of one hundred seventy-two days (172) and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district. Those support employees who work less than one hundred seventy-two days (172) are not entitled to due process and shall be employed on an at-will basis.

No support employee who has been employed in the school district for more than one year may be suspended, discharged, or nonrenewed except within the provisions of this policy. However, this policy shall not be construed to prevent layoffs or reductions-in-force for lack of funds or work.

When the immediate suspension of a support employee is in the best interest of the school, the superintendent may suspend the employee with or without pay without a hearing. If an employee is suspended for a period exceeding 10 days, the superintendent shall initiate termination proceedings immediately upon the beginning of suspension. However, in a case involving a criminal charge, the suspension may be delayed until the case is adjudicated at trial. Nothing herein shall prevent proceeding against the employee for termination of employment during or after the suspension.

Prior to demotion, termination, or nonrenewal and after any suspension, the support employee shall receive notice of His or her right to a board hearing if so requested. Employees will be notified by certified mail of a superintendent's recommendation to demote or terminate employment, and the support employee must request a hearing by certified mail to the board clerk within 10 working days of said notice, or the employee shall be deemed to have waived his or her right to a hearing.

If a hearing is requested, the hearing shall be conducted at the next succeeding regular meeting of the board if the request is received by the board clerk at least 10 days prior to such meeting. However, a special meeting may be conducted if requested by the employee or at the discretion of the board of education. Such special meeting shall be conducted no sooner than 10 days, nor later than 30 days, after receipt of the hearing request. The decision of the board shall be final.

The procedures of this policy only protect employees who have been employed more than one year immediately preceding adverse employment action and are suspended or discharged during a contractual period of employment or are nonrenewed.

In accordance with Title 70 of the Oklahoma Statutes, Sections 6-101.40 through 6-101.47, the board hereby adopts the following causes for suspension, demotion, termination, or nonrenewal of support personnel:

1. Leaving workstation without authorization prior to lunch periods or end of workday.
2. Excessive unexcused absenteeism.
3. Chronic absenteeism for any reason.

DOAC - SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

4. Excessive tardiness.
5. Persistently wasting time or distracting others during working hours.
6. Leaving work area during working hours without proper notification and permission.
7. Falsification of personnel or other records (personal or another employee's records).
8. Possession of weapons on the premises at any time.
9. Removing district property, records, or confidential information from premises without proper authority.
10. Willful abuse, misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
11. Theft or misappropriation of property of employees, students, or of this district.
12. Sabotage.
13. Refusal to follow instructions of supervisor.
14. Refusal or failure to do work assignment.
15. Unauthorized operation of vehicles, machines, tools, of equipment.
16. Threatening, intimidating, coercing, abusing or interfering with employees, supervisors, or students at any time
17. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, students, or the district.
18. Creating or contributing to unsanitary conditions.
19. Practical jokes injurious to employee's or district property.
20. Possession, consumption, or reporting to work under the influence of alcohol, nonprescribed drugs, or controlled substances.
21. Creating disturbances on the premises at any time.
22. Disregard of known safety rules or common safety practices.
23. Unsafe operation of motor driven vehicles.
24. Operating machines or equipment without safety devices provided

DOAC - SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

25. Participating in or witnessing gambling, lottery, or any other game of chance on district property.
26. Unauthorized distribution of literature, written, or printed matter of any description on district property.
27. Posting or removing notices, signs, or writing in any form on bulletin boards of district property at any time without specific authority of the administration.
28. Poor workmanship.
29. Immoral conduct or indecency including abusive and/or foul language.
30. Making or receiving personal telephone calls or texting, posting to Facebook, or use of other social media during working hours.
31. Walking off the job.
32. Continued poor or negative attitude while on the job, including poor relationship with other staff or students.
33. Smoking in unauthorized area or at unauthorized time.
34. Failure to dress appropriately for work assignment.
35. Refusal of j oh transfer within the district when transfer does not result in demotion.
36. Abuse of rest periods or meal period policies.
37. Inappropriate and/or unauthorized use of the school district's computer network or Internet connections.
38. Insubordination of any kind.
39. Racial discrimination, including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another employee, a student or a visitor.
40. Violation of any district rule or policy.
41. Violation of any administrative rule or order.
42. If it is in the best interest of the school district, any support person may be suspended, demoted, or terminated.

Violations of any of the above may lead to the suspension, demotion, or termination of the support employee.

REFERENCE: 70 O S. §6-101.40, et seq

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

DOAC-E2 - SUPPORT PERSONNEL ACKNOWLEDGEMENT OF RECEIPT OF POLICY

I hereby acknowledge that I have been provided a copy of Policy DOAC. I understand that I should carefully review this policy as it outlines the reasons for which my employment with the school district could be suspended, demoted, terminated, or nonrenewed.

Dated this _____day of _____,20 _____.

_____
Signature

MCLOUD BOARD OF EDUCATION

DOAC-E1 - RECORD OF CORRECTIVE COUNSELING SUPPORT PERSONNEL

Date _____Dept._____
Employee'sName_____
Social Security No. _____ Position _____

The following improper action has been reported to us by:
_____

Statement:_____
_____
_____
(Attach additional sheet, if necessary.)

Supervisor: _____

I have counseled the employee about the above action and have:
_____Cleared employee of any wrong.
_____ Warned employee of consequences of repeated violations (including the possibility of termination).
_____Other:_____
_____
_____
(Attach additional sheet, if necessary.)

Coordinator or Principal_____

_____
_____
TO EMPLOYEE: Please read the entire form carefully and fill out the following:
_____ I agree with the above and wish to make no statement.
_____ I agree with the above and wish to make the following statement.
_____ I disagree with the above and wish to make the following statement.

Employee'sStatement:_____
_____
_____
(Attach additional sheets, if necessary.) _____Number of Additional Sheets

My supervisor has counseled me on the above information and has allowed me to study this form. I have been notified of the decision in the matter and of the possible consequences of repeated violations, including the possibility of termination.

EMPLOYEE: Do not sign this form until it is completely filled out. This form will be placed in your employee record at the office of the superintendent and may be removed only as per existing policy.

Employee: _____

DOAC-E1 - RECORD OF CORRECTIVE COUNSELING, SUPPORT PERSONNEL (Cont.)

1. The supervisor receiving the report of improper action shall fill out the first section of the required form and forward it to the appropriate department head or principal.

2. The coordinator or administrator shall fill out the second section of the form and sign.

3. The employee, after reading the form, shall fill out the employee section and sign.

4. The form shall be sent to the superintendent and will become a part of the employee's confidential record.

5. The Record of Corrective Counseling shall be retained in the employee's record.

6. If, at any time, a second form is received by the superintendent, the employee shall be asked to report for a conference, by appointment, for a review of the record and for a decision as to future employment.

MCLOUD BOARD OF EDUCATION

DOAC-E3 - SUPPORT PERSONNEL
REASONABLE ASSURANCE OF EMPLOYMENT

(Place on School Letterhead)

(Date - preferably before summer begins)

RE: Reasonable Assurance for 2019-2020 School Year

Dear (Employee or Substitute):

On behalf of McLoud Public Schools, I would like to thank you for your service during the 2018-2019 school year. Your last working date before summer is_____ We intend to employ you in the same capacity for the 2019-2020 school year. School will resume on August 7, 2019.

In order to determine our personnel needs, please let us know if you do not intend to return for the upcoming school year by contacting _____ by _____.

Sincerely,

(Signature of Superintendent or other person with authority)

Please return this portion to the Administration office:

_____Yes, I intend to return for the 2019-2020 school year.

_____ No, I do not intend to return for the 2019-2020 school year.

_____ _____

Employee Signature Employee Name Printed

_____

Date

MCLOUD BOARD OF EDUCATION

DOB - DUE PROCESS FOR ADMINISTRATORS

Pursuant to a proposed recommendation that a full-time certified administrator be dismissed or non-reemployed from an administrative position within the school district, the board will follow this procedure:

1. A written statement will be submitted to the administrator before the dismissal or non-reemployment advising of the proposed action, listing the reasons for the action, and notifying the administrator of his right to request a hearing before the board prior to the action.

2. A hearing by the board will be granted upon the administrator's request before the board takes action on the proposal. Such request for a hearing must be submitted to the board by certified mail, restricted delivery with return receipt requested, no later than ten days after the administrator has been notified of the proposed action.

3. Upon receipt of the administrator's request for a hearing, the board will conduct such hearing at its next regularly scheduled meeting or at a special meeting. The failure of the administrator to timely request a hearing after being properly notified will be deemed a waiver of the right to a hearing and the decision of the board will be final.

4. Pending final determination of an administrator's dismissal or non-reemployment, the board or superintendent may suspend the administrator if it believes that the immediate suspension is in the best interest of the school district. Such suspension will not deprive the administrator of any compensation or benefits to which the administrator may be entitled. The board will initiate dismissal action within ten days from the effective date of suspension. However, in cases involving a criminal charge or indictment, the suspension may extend to such time as the administrator's case is finally adjudicated at trial.

After full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, a principal who has received a rating of "ineffective" as measured pursuant to the (TLE) as set forth in Section 6-101.16 of this title for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section.

REFERENCE: 70 O S. §6-101.13

MCLOUD BOARD OF EDUCATION

DOCA - REDUCTION IN FORCE CERTIFIED PERSONNEL

It is the policy of the McLoud Board of Education that, in the event it becomes necessary to reduce the professional staff of this school district, reduction-in-force at any level may be based on any of the following conditions:

Decrease in revenue,
Decrease in student enrollment,
Changes in educational programs or curriculum,
Cancellation of programs, or
Any other circumstances determined by the board.

Definitions

Career teacher means a teacher who:

a. is employed by a school district prior to the 2017-2018 school year and has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, or

b. for teachers employed for the first time by a school district under a written continuing of temporary teaching contract during the 2017-2018 school year and thereafter.

(1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a district evaluation rating of "superior" as measured pursuant to the TLE as set forth in 70 O.S. § 6-101.16 of this act for at least two (2) of the three school years,

(2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a district evaluation rating of at least "effective" as measured pursuant to the TLE for the four-year period, and has received a fating of at least "effective" for the last two (2) years of the four-year period, or
(3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has hot met the requirements of subparagraph “a” or “b” of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

Probationary teacher means a teacher who:

a. for teachers employed by a school district prior to the 2017-2018 school year and has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or

b. for teachers employed for the first time by a school district under a written teaching contract during the 2017- 2018 school year and thereafter.

DOCA - REDUCTION-IN-FORCE, CERTIFIED PERSONNEL (Cont.)

In the event any of the above conditions occur, every effort will be made to accomplish the necessary reduction by attrition, voluntary resignation, or voluntary retirement. Reduction-in-force will be made according to the following procedures:

1 1.The position will be the determining factor in a reduction, not the teacher occupying the position

2 The order of termination will be as follows:

A. A probationary teacher in an eliminated position will be terminated first

B. A career teacher in an eliminated position will be placed in a retained position in which the teacher is, at the time of the presentation of the recommendation to reduce force, certified by standard certification, provided the position is occupied by a probationary teacher.

C. If a career teacher is qualified for standard certification in a position held by a probationary or licensed teacher but does not have such a certificate, then such career teacher must have evidence of eligibility for such certification on file in a personnel file in the office of the superintendent at the time of the presentation of the recommendation to reduce force.

D. If there is more than one career teacher assigned to the position that is subject to being eliminated, the following criteria, in this order, will be used to determine which of the career teachers will be retained:

1. Certification in a retained teaching position that is open. A career teacher with standard certification for the retained position will be retained over a probationary teacher.

2. Seniority in continuous, full-time, contracted, certified employment in the district, (Approved medical leave shall not result in a break in service.)

3. If certification and seniority are the same according to the above criteria, the determining factors in order of importance are:

a. Years of teaching experience in the retained position in the local school district.
b. Academic degree status:

A teacher with a doctor's degree will be retained over a teacher with a master's or a bachelor's degree; a teacher with a master's will be retained over a teacher with a bachelor's degree.

E. If there is more than one probationary teacher in the position being reduced, the criteria listed in E, 1 through 3, will be used in determining which probationary teacher or licensed teacher will be retained.

DOCA - REDUCTION-IN-FORCE, CERTIFIED PERSONNEL (Cont.)

Personnel whose employment is terminated under the provisions of this policy shall be given priority for reemployment to fill subsequent vacancies in positions for which they have standard certification. Such reemployment shall be in reverse order of termination according to the provisions of this policy. Priority for reemployment shall extend through_____(date) *(note to exceed one year).*

Any person terminated under the provisions of this policy who wishes to be considered for future vacancies must make formal application for a teaching position and must notify the superintendent by certified mail, restricted delivery, within ten (10) days following final board action on the termination, of the teacher's desire to remain an active applicant for a teaching position.

MCLOUD BOARD OF EDUCATION

DOCB - REDUCTION-IN-FORCE SUPPORT PERSONNEL

The McLoud Board of Education believes that every reasonable effort should be made to avoid a reduction in force at any level. However, if it should become necessary to reduce the number of fulltime support employees due to lack of funds or lack of work in a particular area, the position or program will be the determining factor and not the individuals who occupy the position or serve the program.

An employee is considered to be a full-time employee if the number of hours worked is the number of hours customarily worked in that position and if that position is designated as a fulltime position by the board.

A reduction in force may occur for lack of funds, lack of work because of a decline in enrollment, consolidation of programs or positions, elimination of positions, or other circumstances as determined by the board.

If termination of employment should become necessary, notices of such terminations will be made as set forth in the policy governing suspension, demotion, or termination of support employees found elsewhere in this manual.

Any necessary terminations shall begin by dismissing temporary, seasonal, or part-time employees within the job category affected. These employees shall be terminated at the discretion of the board or the board's designee. Job categories are listed alphabetically as follows:

a. Assistants for handicapped students
b. Bus drivers
c. Classroom assistants
d. Food service
e. Maintenance/custodial
f. Media/library assistants
g. Office personnel/assistants

If normal attrition and the release of temporary and part-time employees do not sufficiently reduce the support staff, the following items will be considered in the reduction process in the order listed:

1. Job qualification by training and years of experience
2. In the event that two or more employees in the affected category are equal in the above factor, termination shall be made on the basis of seniority within each general job category.

Supervisors and directors shall serve at the pleasure of the board and shall not be subject to the prescribed seniority order for reductions in force. Personnel whose positions are eliminated in one category may be considered for a position in another category.

Seniority shall be defined as the total length of service as a support employee within this district. Employees who are terminated and subsequently reinstated shall retain cumulative seniority for all periods worked except for the period of termination.

Demotions in position shall follow the same procedure as terminations.

DOCB - REDUCTION-IN-FORCE, SUPPORT PERSONNEL (Cont.)

An employee who takes a voluntary demotion or a voluntary reduction in assigned time in lieu of termination shall be returned to a higher position or a position with more hours as vacancies become available, if the employee chooses to return.

MCLOUD BOARD OF EDUCATION

DP - EMPLOYMENT PRACTICES

It is the policy of the McLoud Board of Education to take action concerning the renewal or nonrenewal of all certified employees' contracts on or before the first Monday in June each year.

The district will provide reasonable assurance in writing to support employees that the district intends to employ for the subsequent school year no later than ten days after the effective date of the education appropriation bill or by June 1, whichever is later.

The superintendent shall recommend candidates for administrative, support, and certified positions to the board. The principal(s) shall be consulted on the employment and retention of teachers. All employees will be selected on the basis of their qualifications and on job requirements.

Among other requirements for employment, the superintendent shall insure that prospective employees produce legally sufficient documents showing citizenship status. The superintendent may develop rules and regulations governing employment practices. Such rules and regulations, if developed, must be approved by the board of education and shall become a part of this policy.

In the event the board decides not to employ a candidate who is recommended by the superintendent, further recommendation should be made to the board by the superintendent until a selection is made.

The employment of any person with this school district shall not be made or excluded on the basis of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability to perform in the position for which employed. In accordance with Oklahoma Statutes Title 70, Section 5-113.1, the board of education shall not consider for employment in any capacity a relative within the second degree of consanguinity nr affinity of a board member.

REFERENCE: 70 O.S. §6-101

MCLOUD BOARD OF EDUCATION

DPA – QUALIFICATIONS: TEACHERS

The McLoud Board of Education shall employ teachers on a professional basis without regard to age, race, color, sex, or national origin.

Every teacher employed in this school system must possess a valid license or certificate and shall execute a written contract with the board of education.

Applications shall be considered by the principal and the superintendent. Selected applicants shall be interviewed by the administration and a recommendation shall be made to the board of education who shall make the final employment determination.

School districts receiving Title I funds must ensure that teachers hired in a program supported by such funds are "highly qualified." By the end of the 2005-2006 school year, all teachers within this school district are required to be "highly qualified," The No Child Left Behind Act defines "highly qualified" as an elementary or secondary school teacher who has obtained full state certification and has not had certification requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers who are new to the profession must hold at least a bachelor's degree and have demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum. Middle and secondary school teachers, new to the profession, will be deemed to be highly qualified if the individual teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the individual teaches by passing a rigorous state academic subject test in each such academic subject; or has successfully completed a grade degree with coursework that is equivalent to an undergraduate major, or advanced certification or credentialing for each academic subject that the individual teaches.

Veteran regular teachers currently employed by the district will be identified as highly qualified if they:

1. Hold at least a bachelor's degree; and

2. Have met the applicable standard for a teacher who is new to the profession, which includes an option for a

3. Demonstrate competence in all the academic subjects in which the teachers teach, based upon a high objective uniform state standard of evaluation.

Special education teachers who are not teaching core academic classes are not required to meet the definition of a highly qualified teacher. However, special education teachers who are teaching core academic subjects exclusively to students who are being assessed against alternative achievement standards, must meet the highly qualified requirements for elementary school teachers and for instruction above the elementary level and have subject-matter knowledge appropriate to the level of instruction being provided.

DPA - QUALIFICATIONS, TEACHERS (Cont.)

Additional qualifications and terms of employment for teachers may be found in the standard teacher contract. Specific duties may be found in the teacher job description found elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: 70 O.S. §6-101.20, et seq.
P. L. 107-110, No Child Left Behind Act of 2001
Individuals with Disabilities Education Improvement Act of 2004

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.

MCLOUD BOARD OF EDUCATION

DPAA – QUALIFICATIONS: PRINCIPALS

It is the policy of the McLoud Board of Education that persons employed as principals in this school district shall have completed, or be in pursuit of, a Master's degree with emphasis on administration, and that all such persons shall have not less than three years of teaching experience at the level to which they are assigned.

Principals of schools within this public-school system are employed to act as administrators in the senior high schools, grades 7 through 12, and the elementary schools, grades K through 6.

Principals will be employed for a one-year period. The reemployment of principals shall be based on an annual evaluation by the superintendent or designee and will be considered by the board members prior to the regular February board of education meeting each year. The superintendent is directed to inform affected principals of any decisions made by the board.

Principals shall assume administrative responsibility and instructional leadership - under the supervision of the superintendent - for discipline and for the planning, operation, supervision, and evaluation of the educational program of the schools to which they are assigned. Principals shall prepare and submit such reports as the superintendent may require for the purpose of reporting to the board, the community, and the State Department of Education.

A description of the duties and responsibilities of school principals may be found in the appropriate job description located elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: 70 O.S. §6-101.10, et seq.
70 O.S. §6-108

NOTE: Beginning July 1,1993, teaching principals shall be required to hold administrative certificates.

MCLOUD BOARD OF EDUCATION

DPAA-R - PRINCIPALS

The school principalship is a key position in educational leadership. The principal reports directly to the superintendent of schools, who delegates authority to the principal. The principal is responsible for the education of children in his/her building. The primary function of the principal is to provide leadership that will encourage the staff, the community, and the students to work together toward an excellent school program.

The responsibilities of the school principal can be subdivided into four general categories:

1. Improving the educational program by providing:

    A. A reasonable climate of efficiency, cooperation, service and stimulation so that the school program can operate effectively.

    B. Leadership and cooperation in evaluating the effectiveness of the total school program.

2. Selecting and developing personnel by:

    A. Actively participating in staff selection or dismissal where necessary.

    B. Working with the staff in the development and administration of sound personnel policies.

    C. Helping the staff with their professional and personal problems.

    D. Providing for the orientation of new staff members and for the maximum growth of both inexperienced and experienced staff members.

3. Working with the community by:

    A. A Knowing the community.

    B. Taking an active part in the growth and improvement of the community and encouraging the staff to do likewise.

    C. Facilitating community participation in the life of the school.

    D. Providing for interpretation of the school to the community.

4. Managing the school by:

    A. A Developing an internal staff organization with clear lines of authority and responsibility.

    B. Working with the staff to determine what supplies and facilities are needed and working with the superintendent and his staff to obtain these supplies and facilities.

    C. Planning with the staff for efficient use and maintenance of existing supplies and facilities.

DPAA-R - PRINCIPALS (Cont.)

Major specified powers and duties include:

1. Carry out policies and directives of the board of education with immediate responsibility to the superintendent.
2. Supervise, direct, and evaluate the work of assigned professional personnel, the general instructional program and classroom management, and assume responsibility for the proper assignment of duties and the placement of teachers.
3. Exercise general supervision over the school grounds, buildings, and equipment in order that a good and safe environment may be maintained.
4. Direct the work of the building custodians.
5. Conduct fire drills to conform to requirements.
6. Administer within the schools the approved policies of the board of education.
7. Keep accurately all student records and transfer them within the system as necessary.
8. Direct all child accounting for the school.
9. Cooperate with directors, coordinators, and appointed superintendent staff members in improving instructions and meeting shared responsibilities.
10. Maintain desirable school-home and school-community relationships.
11. Prepare and transmit to the superintendent records and reports as may be required by the superintendent or the State Board of Education.
12. Suspend students for flagrant violation of school regulations. (Written notice of the action should be sent to the superintendent's office.)
13. Make recommendations for personnel dismissal which, when approved by the superintendent, shall be acted upon by the board.
14. Coordinate and provide supervision for all extracurricular activities within the school.
15. Assume responsibility for the approval of all requisitions for the student activity funds. With regard to student activity funds, the principal shall bring to the attention of the board any requests for transfer of funds between and among the individual accounts within the Student Activity fund.
16. Approve all social affairs given in the name of the school or under its auspices.
17. Coordinate the activities of the principal's school with other schools within the system.

DPAA-R - PRINCIPALS (Cont.)

18. Maintain office hours satisfactory to the superintendent.

19. Prepare a written report in the event of a serious accident or disaster, a case of vandalism, break-in, or unusual damage to buildings and equipment, giving a brief statement of the circumstances and listing equipment and supplies damaged or stolen. Copies of this report are to be sent to the superintendent's office and the business office.

20. Investigate all complaints affecting the principal's school, referring to the superintendent those cases which cannot be adjusted satisfactorily and redress, whenever possible, legitimate grievances.

21. Perform other duties as may be directed by the superintendent.

MCLOUD BOARD OF EDUCATION

DPAB - SCHOOL BUS DRIVERS

It is the policy of the McLoud Board of Education that all bus drivers and assistants successfully complete the state school bus drivers training school. Bus drivers must continue the route assigned at the beginning of the school year, but may request a route change during the summer months. All bus drivers are expected to drive in such a manner as to provide safe and efficient transportation for the students of this district. They shall obey all traffic laws, maintain student discipline on the bus, make routine checks on the bus before operating, and perform other duties associated with the safe operation of school buses. Bus drivers will make required reports concerning drivers who illegally pass their buses. All bus drivers shall be under the supervisory authority of the transportation director.

The superintendent is directed to establish a regulation that shall govern school bus drivers.

REFERENCE: 47 O.S. §11-705
70 O S. §9-107 and §9-118

MCLOUD BOARD OF EDUCATION

DPAB-R - SCHOOL BUS DRIVERS (REGULATION)

In accordance with the policy of the board of education, this regulation shall govern the operation of school buses in the McLoud Public School system. Bus drivers shall:

1. Be eighteen years of age or older.

2. Possess an Oklahoma Commercial Driver License (CDL), A, B or C, authorizing the operation of a school bus and an Oklahoma bus driving certificate.

3. Be required to complete a satisfactory physical examination upon the offer of employment and must obtain an annual physical examination. Such examination will include drug testing as set forth in policy DCC. A copy of the results of the annual physical examination shall be maintained by the superintendent.

4. Submit to drug and alcohol testing as required by state and federal law. (See policies DCC and DCCB.)

5. Operate on their designated routes approved by the transportation division of the State Department of Education.

6. Complete their bus routes by 8:00 a.m. each morning when reasonably safe and proper to do so.

7. Report individuals illegally passing their schools buses. The approved form (see CN-E) will be completed and submitted to the law enforcement authority of the municipality where the alleged violation occurred and to the district's director of transportation.

8. Make other appropriate reports as required by state law and/or district administrators.

Bus drivers will be employed by the board of education upon the recommendation of the superintendent. Bus drivers are hereby notified that they shall not write, read, or send text messages while operating a school bus or multi-passenger vehicle owned and approved to operate by the State Department of Education or any school district within Oklahoma. Any person who violates this provision of law, upon conviction, shall be guilty of a misdemeanor punishable by a fine of Five Hundred Dollars ($500). Please note that this fine is for the individual and not the school district. As a result, if any school employee is charged and convicted of the offense, that individual becomes personally, responsible for the fine and will not be reimbursed by the school district for the expense.

REFERENCE: 47 O.S. §11-705
47 O.S. § ll-901c
70 O.S. §9-107

MCLOUD BOARD OF EDUCATION

DPACA - SUPPORT STAFF ASSIGNMENTS AND TRANSFERS

The superintendent will be responsible for the assignment and/or reassignment of all support personnel and may establish regulations controlling the transfer of support staff personnel. All support personnel are subject to change in assignment.

The superintendent will report all reassignments and transfers of support staff personnel to the board of education at the next regular meeting following the transfer or reassignment.

MCLOUD BOARD OF EDUCATION

DPAO - DIRECTOR OF FEDERAL PROGRAMS

When the McLoud Public school systems does not employ a federal programs director, the superintendent shall assume the responsibility for these duties. The superintendent has the authority to delegate this responsibility to a qualified administrative assistant.

The superintendent or administrative assistant will report semi-annually to the school board on all federal programs and keep the administration advised of pending charges in the various programs.

Administrative Responsibility

1. Complete applications for existing programs.
2. Complete applications for programs not in existence.
3. Disseminate information to the public.
4. Complete final reports. This includes maintaining time distribution and management records for those employees who are paid with federal funds.
5. Order and mark supplies and materials with date of purchase for Title I, ESEA; Title IVB Library Equipment, Guidance, Counseling, and Testing; Johnson O'Malley; and Title I VC, Innovative and Support Programs.
6. Develop goals and guidelines for the school system to comply with HEW Title IX regulations.
7. Select parent committee to serve on individual federal programs.
8. Organize meetings and keep all interested parties informed and serve as chairperson for all groups.

Special Education - P.L. 89-313 ESEA Handicapped, VI-B Handicapped

1. Homebound program;
2. Title programs that apply to special education;
3. Special education - out of district transportation reporting;
4. Special education report on class membership;
5. Special education claims for other districts' students.

Dropout Report

Subsection 2.16 of the State Board of Education Guidelines for Title I specifies that each local education agency utilizing Title I funds develop procedures for the resolution of complaints. The board of education has adopted said instrument developed by the Title I section of the State Board. This forth will be on file in the administrative office of the school.

MCLOUD BOARD OF EDUCATION

DPB - SUBSTITUTE TEACHERS

The McLoud Board of Education realizes that teachers may occasionally be absent from the classroom and recognizes the need for qualified substitute teachers. In recognizing that need, the board has decided that noncertified substitute teachers or substitute teachers with a lapsed or expired teaching certificate shall be paid at the rate of $74.30 per teaching day. Certified substitute teachers shall be paid $86.70 per day.

Substitute teachers are to be approved by the superintendent. All substitutes will be employed by the school system and paid by the school system.

No noncertified, non-degreed substitute teacher shall be employed for a total period of time in excess of 135 days per school year and may not be employed for the same assignment for more than 135 days during a school year.

No substitute teacher with a lapsed or expired certificate or who has a bachelors level college degree, shall be employed for a total period of time in excess of 145 days per school year and may not be employed for the same assignment for more than 145 days during a school year.

Substitute teachers who do not hold a valid certificate and who are employed to teach special education for physically handicapped students or mentally retarded students are not subject to these restrictions if no certified teachers are available to teach such students and the students would be denied instruction in special education if the substitute teacher was not employed. The district will provide in-service training for a substitute teacher employed to teach special education for more than 15 consecutive days or 30 total days in the same assignment,

A certified substitute teacher may be employed on a monthly or annual basis in accordance with the terms of a written employment contract in the same manner and under the same conditions as regular teachers. Such substitute teachers shall receive the same compensation as regular teachers, at the same salary level, and will be employed pursuant to a temporary employment contract.

REFERENCE: 70 O S. §6-105
Atty. Gen. Op. No. 80-112 (June 16,1980)

Legal Note: The change in number of days within paragraphs 3 and 4 is effective November 1, 2019.

MCLOUD BOARD OF EDUCATION

EAA - EVALUATION OF INSTRUCTIONAL PROGRAMS

Evaluation is an effort of the school district to determine the degree to which its performance matches the prime objectives it has established for itself. The evaluation should generate plans for improvement and changes that will make the schools better places for young people to grow, develop, and learn.

It is the desire of the McLoud Board of Education that the curriculum, as well as the staff, of the McLoud Public Schools be constantly evaluated, and this continuing evaluation be consistent with the instructions and guidelines developed by the Oklahoma State Department of Education and the North Central Association.

This district operates schools fully accredited by the State Board of Education and may seek accreditation through the North Central Association.

MCLOUD BOARD OF EDUCATION

EBA - SCHOOL HOURS

The school year shall consist of not less than one thousand eighty (1,080) hours of classroom instruction. Not more than thirty (30) of these hours shall be used for professional meetings. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than six (6) hours per semester, for a total of twelve (12) hours per school year.

Notification of this policy shall be provided to the State Board of Education prior to October 15 of the applicable school year.

REFERENCE: 70 O S. §1-109

MCLOUD BOARD OF EDUCATION

EEC - CLASS SCHEDULES: STUDENT

Students are required by law to complete core curriculum requirements that are outlined in 70 O.S. §11-103. The district is responsible for providing each student with a free, appropriate, public education. The district will offer all of the enumerated courses on a four-year rotation.

All classes at McLoud Secondary Schools and Gordon Cooper Career Technology Center are scheduled to be taught and completed in one semester. For a student to get the full benefit of a course offering, he/she needs to complete the entire course. Therefore, changes in class schedules must be made during the first five (5) days of each semester. All schedule changes must meet the approval of the counselor and/or principal. Teachers and parents are encouraged to be involved with class change decisions. Please not that those students who are enrolled in Gordon Cooper Career Technology Center must meet their requirements. No class schedules will be changed second term, except for those students who need to make up a required course.

REFERENCE: 70 O.S. §11-103.6
Atty. Gen. Op. 99-64 (1999)

MCLOUD BOARD OF EDUCATION

EEI - SCHOOL VOLUNTEERS

The McLoud Board of Education recognizes that volunteers can make valuable contributions to students and the district educational program. A volunteer program subject to appropriate rules, safeguards, and regulations is approved by the board.

The superintendent will establish rules and regulations that support this policy.

Volunteers may not be allowed to volunteer in their children's or grandchildren's rooms on a regular basis at the elementary level.

Volunteers will be subject to the same standard of dress as certified personnel.

As a rule, volunteers will not be asked to grade papers.

Volunteers will not be asked to assume playground or lunchroom duties, nor will they be left alone with a classroom except in an emergency situation.

Volunteers are expected to be professional in their roles as volunteers and to be positive about their jobs and the school system. A friendly, courteous relationship is expected between teachers and volunteers.

Problems will be dealt with if and when they arise by the volunteer coordinator, teacher, and volunteer. If the situation cannot be resolved at this level, an administrator will be asked to evaluate the situation.

The program will be expanded as deemed necessary by the volunteer coordinator, administration, and teachers.

Each building principal or designee shall serve as volunteer coordinator in their respective buildings.

MCLOUD BOARD OF EDUCATION

EFA - SCHOOL LIBRARY MEDIA CENTER

It is the policy of the McLoud Board of Education that efforts be made to staff and maintain a school library media center adequate for the needs of students and teachers.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.

MCLOUD BOARD OF EDUCATION

EFA-R1 - SCHOOL LIBRARY MEDIA CENTER SELECTION OF MATERIALS (REGULATION)

The responsibility for the selection of library media center materials rests with the McLoud Board of Education. Authority for the selection of proper materials shall be delegated to the library media center staff. Materials shall be selected in accordance with the principles established by the School Library Bill of Rights as approved by the American Association of School Librarians. Final selection will be made by the media specialist subject to approval by the board. Suggestions from the administration, the faculty, and from the students are encouraged.

The superintendent shall prepare regulations that support this policy.

The board of education and the media staff of the McLoud Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

BILL OF RIGHTS FOR LIBRARY MEDIA CENTER PROGRAMS

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the student served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

<u>Responsibility for Selection</u>

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library media center are selected primarily by the librarian with input from the Review Committee.

EFA-R1 - SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

Review Committee

Library Media Specialist
Principal
Counselor
Classroom Teacher

This committee must be approved by the superintendent.

Types of Material for Purchase

1. Instructional materials are chosen because they are of interest and have learning value for the student in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.

2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our time: international, national, and local. Books and materials of sound factual authority are not removed or banned from library media center shelves because of partisan or doctrinal disapproval.

3. Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand, and prices.

4. Multiple items of outstanding quality and much in demand media are purchased as needed.

5. Nonfiction subjects that are topics of criticism are carefully considered before selection. Among these are:

   A. Religion - Factual unbiased material that represents all major religions may be included in the library media center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.

   B. Ideologies - The library media center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public of ideologies or philosophies that are of current or continuing interest.

   C. Science - Medical and scientific knowledge suitable to the development stage of the student should be made available without any biased selection of facts.

Criteria for Selection

1. Selections are made for, and in accordance with, the different maturity levels of the students.

2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.

EFA-R1 - SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cent.)

3. Interests, needs, abilities of the students, and correlation of materials with the curriculum are dominating factors in the selection of materials.

Criteria for Evaluation

1. The author or producer should be qualified as a subject specialist.

2. Concepts, content, and vocabulary should be appropriate for the potential user.

3. Facts presented should be accurate and up to date.

4. Information should be logically arranged.

5. Subject matter should hold the attention of the student.

6. Format of the material should be attractive and durable.

7. Illustrations should be pertinent and well executed.

8. Each medium should meet a real or potential need.

9. Evaluation from standard selection aids should be given consideration.

Selection Tools

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

Booklist
Bulletin of the Center for Children's Books
Children's Catalog
The Elementary School Library Collection
Hornbook
Oklahoma Department of Libraries Book
School Library Journal
Junior High & Senior High School Catalo g
Fiction Catalog

When possible, audiovisual materials shall be previewed before purchase or ordered with return privilege guaranteed.

EFA-R1 - SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

Gift Books and Materials

1. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of a donor's purchasing new books or materials as library media center gifts is discouraged. It is preferable that donors make monetary gifts for the purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.

2. Gift books and other materials. Once accepted by the McLoud Public Schools, become the property of the McLoud Public Schools.

Procedures for Reconsideration of Materials

It is recommended that a student or the student's parent should have this right to reject the use of library media center materials which seem incompatible with the student's values or beliefs. It is further recommended that classroom assignments involving library media center materials provide for alternative choices. This procedure is consistent with the National Council of Teachers of English Statement on Students' Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children. Books and other materials shall not be removed or banned solely because of partisan or doctrinal disapproval.

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objections in writing on forms provided through the principal's office.

Completed forms are to be returned to the principal.

An informal conference with the principal will be held.

If unable to satisfy the complainant, refer the complaint to the Review Committee.

Material is not to be withdrawn without referring to the Review Committee, which determines whether the material should be withdrawn.

Material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals.

The decision of the mmmitt.ee is submitted to the complainant and a file of the objection and decision is kept by the library media specialist and the principal.

EFA-R1 - SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent.

Final decision rests with the board of education.

Weeding and Discarding

Worn or missing standard items will be replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

Definition of Critical Terms

Selection -- the act or process of selecting materials.

Instructional Materials -- materials that fill a need related to the curriculum or contribute to the development and enrichment of the student. Evaluation - to examine and judge the quality of materials.

Inquiry -- an information request, usually informal, that seeks to determine the rationale behind the presence of a particular item in a collection.

Expression of Concern -- an inquiry that has judgmental overtones. The inquirer has already made a value judgment on the material in question.

Complaint -- an oral charge against the presence and/or appropriateness of the material in question.

Challenge -- a formal written complaint filed with the library media center questioning the presence and/or appropriateness of specific material.

Attack -- a publicly worded statement questioning the value of the material, presented to the media and/or others outside the library media center organization, in order to gain public support for further action.

Censorship -- the removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library media center directors, etc.).

MCLOUD BOARD OF EDUCATION

EFA-R2 - USE OF SCHOOL LIBRARY MEDIA CENTER (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of the school library media center and materials.

1. Borrowed books are due two weeks from the date they are checked out.

2. Students may check out a maximum of two books from the library media center at one time. Permission may be obtained from the librarian to borrow additional books if needed for reference or a special project.

3. Books may be borrowed for two additional weeks unless someone is on a "request list" for the book.

4. Students with overdue books will not be allowed to check out additional materials. Notice of overdue books shall be posted and passed to classroom teachers.

5. Borrowers will be charged replacement costs for all books or materials that are lost or destroyed.

6. Encyclopedias and other reference books or materials may not be removed from school premises. A photocopy of a specific article may be obtained from the librarian.

7. Magazines, newspapers, and other periodicals may not be removed from the library media center and must be returned to the proper rack, shelf, or table.

8. Students will not be admitted to the library media center while classes are in session without a hall pass signed by their teacher.

9. Quiet and orderly conduct in the library media center will be enforced by the library media center staff.

10. Audiovisual equipment and materials may be checked out by teachers only. Teachers may request equipment for student use.

11. The use of library media center equipment and materials shall be pre-arranged with the librarian including any after school hour uses.

12. Students and their parents/guardians shall be informed that it is a misdemeanor under Oklahoma law to remove or attempt to remove any library media center material from the premises of a library media center facility without authority; or to mutilate, destroy, alter or otherwise damage, in whole or in part, any library media center materials, or to fail to return any library media center materials which have been lent to said person by the library media center facility, within seven days after demand has been made for the return of the library media center materials.

EFA-R2 - USE OF SCHOOL LIBRARY MEDIA CENTER, REGULATION (Cont.)

13. The librarian or any person on the library media center staff will not disclose or permit the revealing of any records or materials which disclose which of its documents or other materials have been loaned to or is being used by any student or group except such information may be disclosed to (a) persons acting within the scope of their duties within the school district, (b) persons authorized to inspect such records, in writing, by the student or group, or (c) by order of court.

REFERENCE: 21 O.S. §1739
65 O.S. §1-105

MCLOUD BOARD OF EDUCATION

EFBCA - INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

The McLoud Public Schools district is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("policy") of the school district and the Data Acquisition Site that provides Internet access to the school district. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also 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 having the effect of banning another or his or her property.

Term of the Permitted Use

A student or staff member who submits to the school, as directed, a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students Or staff members in the school district before they are given an access account.

Acceptable Uses

1. **Educational Purposes Only**. The school district is providing access to its computer networks and the Internet for educational purposes *only.* If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.

EFBCA - INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

2. Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

   A. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use 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 materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected
   unless there is explicit permission on the materials to use them.

   B. 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; upload a worm, virus, "Trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.

   C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.

   D. Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.

3. Netiquette. All users must abide by rules of network etiquette, which include the following:

   A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

   B. Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

   C. Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.

   D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.

EFBCA - INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cent.)

4. ***Cyber Bullying*** - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:

- Sending mean or threatening messages via email, IM (instant
- messaging), or text messages.
- Spreading rumors about others through email, IM, or text messages.
- Creating a Web site or Myspace (or other social networking) account that targets
- another student or other person(s).
- Sharing fake or embarrassing photos or videos of someone with others via a cell
- phone or the Web.
- Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of McLoud Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Oklahoma and/or federal law.

Internet Safety

1. **General Warning; Individual Responsibility of Parents and Users.** All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.

2. **Personal Safety.** Be safe. In using the computer network and Internet, the user should not reveal personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone "met" on the computer network or Internet without a parent's permission (if the user is under 18). Regardless of the user's age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.

3. **"Hacking" and Other Illegal Activities.** It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates airy other applicable law or municipal ordinance is strictly prohibited.

4. **Confidentiality of Student Information.** Personally, identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others On the Internet, particularly credit card numbers and Social Security numbers, A

supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities,

5. **Active Restriction Measures**. The school, either by itself Or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using ShelterBelt for our technology protection measure (internet filtering software) to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

   Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

   The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that

   - taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

   - depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

   - taken as a whole, lacks serious literary^ artistic, political, or scientific value as to minors.

6. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Privacy

Network and Internet access is provided as a tool for the user's education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's enrollment or the staff member's employment in the school district. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

EFBCA - INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of it's computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, the
Data Acquisition Site that provides the computer and Internet access opportunity to the school district and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

Updates

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (Or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

REFERENCE: 21 O.S. §1040.75, §1040.76
Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554)
Communications Act of 1934, as amended (47 U.S.C. 254(h), [1])
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

EFBCC - WEB PAGES

The school district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned. All web pages must comply with district web page guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site
The district's web site provides a resource for obtaining information about the district and for informing patrons about classroom activities and board policies. Information concerning the time, date, place, and agenda for the district's board meetings will also be posted on the district's web site. Requests for publication of information on the district web site should be directed to the district [webmaster]. District administrators (transportation supervisor, food service director, business manager, etc.) may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

State law requires specific items be included on the school district's website as follows:

1. The time, date, place, and agenda of all regularly scheduled meetings of the board of education;
2. When reasonably possible, the date, time, place and agenda of any special or emergency meetings of the board of education;
3. The names of members of the board of education;
4. At least thirty (30) days after the approval for a vote on a bond or other evidence of indebtedness to be issued by the school district, the following information shall be published in accordance with law:
    a. A description of the project or assets that will be acquired, improved or repaired with the proceeds from the issuance of the bonds;
    b. A description of any unpaid or unfinished bond approved by the voters preceding the date of the vote on the bonds to be issued; and
    c. A detailed description of the use of the previous bond proceeds. If the bond proceeds were utilized to acquire or improve real property, the description shall include a physical address using a street number or some other method by which the location of the property can be identified.

<u>Staff Web Pages</u>
Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district.

Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

<u>Individual Student Web Pages</u>
Students may, with staff sponsorship, create web pages for publication on the district's web site that are primarily academic, educational, and research oriented.

Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

EFBCC - WEB PAGES (Cont.)

Student web pages may be removed at the end of the school year unless special arrangements are made.

Clubs and Organizations

Web pages published by clubs and organizations may provide information about extracurricular and other school authorized activities, as well as general information relating to the district.

REFERENCE: 74 O.S. S 464
The Bond Transparency Act of 2017 which is not to be codified in the Oklahoma Statutes
Family Educational Rights and Privacy Act, Sec. 438,20 U.S. Sec. 1232g (1988)
Copyrights, Title 17, as amended, United States Code

MCLOUD BOARD OF EDUCATION

EFE - COPYRIGHTED MATERIAL

It is the policy of the McLoud Board of Education that in order to encourage employee creativity and to protect the rights of both the creative employee and the public, the administration will establish procedures to clearly assign the rights of ownership of employee-produced instructional materials.

The superintendent is directed to establish rules and regulations to implement this policy.

MCLOUD BOARD OF EDUCATION

EFE-R - COPYRIGHTED MATERIAL (REGULATION)

In accordance with the policy of the board of education, the following procedures are established to encourage and protect the professional research and publishing of district employees, and to clarify the Ownership of employee produced instructional materials,

1. Rights of ownership, as used herein, include the right to copyright or to patent and the right to sell and/or to distribute.

2. The board has all rights of ownership of instructional materials produced by an employee during hours that the employee is paid by the board.

3. The board has all rights of ownership of instructional materials produced by an employee in which the use of board supplies and/or equipment is used by the employee during such production.

4. Ownership of instructional materials produced by an employee in a federal program during hours that the employee is paid by federal funds and/or in which the use of federally funded supplies of equipment is used lies in the public domain.

5. The employee has all rights of ownership of instructional materials produced by the employee other than during those hours paid by the board and in which board supplies and equipment are not used.

6. The school district may enter into an agreement in advance with an employee to produce instructional materials. In such cases, the agreement shall assign whatever rights of use and ownership as may be appropriate.

7. If doubt exists as to whom the rights of ownership belong, a written agreement may be executed by the employee and the appropriate representative's^ of the district. If the employee does not initiate and enter unto such an agreement within one year of the completion of ‘the material, the rights of ownership shall pass to the board of education.

8. The agreement in paragraph 7, above, will include:

    A. A specific description of all material covered by the agreement.

    B. A statement by the employee that the material was not produced during hours paid for by the board and that school supplies and/or equipment were not used.

    C. That the employee is the owner of such material for all time and may alter such material as the employee chooses.

    D. That the board shall have free use of such material for all time and may alter such material as the board chooses.

EFE-R - COPYRIGHTED MATERIAL, REGULATION (Cont.)

E. That the board will not distribute such material to persons outside this school district without written consent of the employee.

F. That the employee may copyright or patent the material as the employee chooses insofar as the board is concerned.

G. That the employee may distribute and/or sell the material as the employee chooses insofar as the board is concerned.

REFERENCE: 17 U.S.C. §201

MCLOUD BOARD OF EDUCATION

EFEA - USING COPYRIGHTED MATERIAL

It is the intent of the McLoud Public Schools to adhere to the provisions of the copyright law (Title 17 of the U.S. Code) as they affect the district and its employees. While the law identifies some "fair use" provisions, it also defines specific restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can results in criminal prosecution. It is the position of McLoud Public Schools that copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted materials may not be made or used on district equipment.

Congress has identified four criteria to be balanced in considering questions of "fair use:"

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;

2. The nature of the copyrighted work;

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. The effect of the use upon potential market for or value of the copyrighted work.

In an effort to discourage violation of the copyright law and to prevent such illegal activities:

1. All employees will be advised of this policy; and

2. Employees who willfully disregard the district's copyright position are in violation of board policy; they do so at their own risk and assume all liability responsibility. The legal and/or insurance protection of the district will not be extended to anyone who violates the fair use standards of this policy.

MCLOUD BOARD OF EDUCATION

EFEA-R - USING COPYRIGHTED MATERIAL (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of copyrighted material by employees of this school district.

Employees are urged to follow these guidelines and to instruct students in the importance of observing copyright provisions.

Television/Video and Audio

1. Off-air recordings of broadcast programs available to the general public without charge may be used **once** to meet instructional objectives in a classroom and repeated **once** for reinforcement during a 10-day period following the broadcast.

   If you are seeking written permission from the copyright owner to keep and use the program in teaching/-learning activities, the recording may be retained an additional 35 days. If permission is not granted, the tape **must** be erased. Schools may not build library collections of off-air recordings without permission of copyright owners.

2. Programs recorded from pay television channels (HBO, Cinemax, Disney, etc.) do not qualify under "fair use" guidelines and may **not** be recorded or used in the classroom.

3. Teachers must file formal requests for off-air taping as principals and library media specialists may not make such requests on their behalf.

4. Off-air recordings of broadcast programs may be taped only once for or by a teacher, regardless of the number of rebroadcasts in the same or succeeding years.

5. Off-air recordings must meet the tests of spontaneity:

   A. The copying is at the instance and inspiration of the individual teacher, and

   B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

6. A videotape marked "For Home Use Only" may be used in school only in a regular instructional situation by a classroom teacher in a face-to-face setting to meet an instructional objective. It may **not** be used for entertainment, filler, or any other purpose without prior permission of the copyright owner. Face-to-face teaching exemptions apply if all the following requirements are met:

   A. A Performance must be given by an instructor or student;

   B. Performance must take place at a non-profit educational institution;

   C. Performance must be part of a regular instructional activity limited to when instructor and students are in a face-to-face situation;

EFEA-R - USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

D. Performance takes place in a classroom or in a similar place devoted to instruction;

E. Performance must utilize a lawfully made copy.

7. Audio and video tapes on preview must not be copied and must be returned or purchased after a reasonable evaluation period,

8. Audio and video tapes may not be borrowed from other school districts and used in the classroom.

9. It is not legal to make a "shelf" or archival copy of any audio/visual material or duplicate any material on another format without written permission from the copyright owner.

Computer Software

1. All software purchased by the district for classroom, lab, media center, and office use remains the property of the district and may be used only in school-sponsored programs and activities. No employee or student may make a personal copy of any district-owned software.

2. Illegal copies of copyrighted software programs may not be made or used on school equipment.

3. Legal copies of copyrighted software programs must observe software licensing agreements of copyright holders and must be obtained and made by the McLoud Public Schools' authorized representative^.

4. One archival, or backup, copy of copyrighted software purchased by or donated to the office may be made, unless an applicable licensing agreement prohibits copying for any purpose.

5. Multiple loading of software is prohibited unless written permission has been obtained or unless the software is advertised as multi-load.

6. Use of software on a networked computer system is prohibited unless written permission is obtained or unless the networked version is used. Instructional software must be approved by the district software curriculum committee and administrative software must be approved by the director of data processing.

7. Installation of public domain software is prohibited on any district computer.

8. Computer software developed by McLoud Public Schools employees and students on equipment owned by the district and/or during the school day is the sole property of the district. Distribution of such software by the individual without written permission of the district is strictly prohibited.

9. Software on preview must not be copied and must be returned or purchased after a reasonable evaluation period.

10. The superintendent or designee may sign district duplication rights agreements or licenses for software for schools within the district.

EFEA-R - USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

11. Employees of the district shall not encourage or allow any student to surreptitiously or illegally duplicate computer software or access any database or electronic bulletin board.

12. The data processing department is solely responsible for the duplication of all computer software licensed for district-wide use.

13. The legal, ethical, and practical problems caused by software piracy will be taught in all schools in the district.

14. A teacher or student may download to the printer bibliographic citations or full text of a document identified during a search of DIALOG, Wilsonline, etc., as the terms of the school's contract with the vendors specify. It is assumed that the user will require no more than 20-30 citations, will be using a legitimate password or subscription for invoice purposes, and has local approval to order, receive, and provide payment for a full-text document or citations.

15. Without the express consent of a database vendor, a teacher or student may not keep archival copies of downloaded works or make commercially available the downloaded material.

Print/Graphics

No charge shall be made to the student beyond the actual cost of the photocopying.

1. Prohibited copying

A. The reproduction of copyrighted, consumable materials such as workbooks, exercises, activity sheets, standardized tests and test booklets, answer sheets, and other such materials is specifically prohibited by the copyright law. Once the ditto ink is depleted from a purchased ditto master, no further copies are to be made.

B. Copying shall not

1. Substitute for the purchase of books, publishers' updates or reprints, or periodicals;

2. Be directed by higher authority.

C. Copyrighted comic strip or cartoon characters may not be reproduced or altered for use on bulletin boards, hallways, cafeteria walls, publications, or school uniform/clothing.

D. Copying of the same item may not be repeated from term to term (school semester or school year).

2. Permissible copying

A. A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparation to teach a class:

1. A chapter from a book;

2. An article from a periodical or newspaper;

3. A short story, short essay, or short poem;

4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

B. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, and other such materials.

C. Multiple copies of non-consumable materials for classroom use or discussion may be made by or for the teacher giving the course, provided that

1. The copying meets the tests of brevity, spontaneity, and cumulative effect as defined below;

2. Each copy includes a notice of copyright; and

3. No more than one copy per pupil in a course is made.

Definitions

1. Brevity

A. Poetry: (1) a complete poem of less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words. (Copying may be expanded to permit completion of a stanza.)

B. Prose: (1) either a complete article, story, or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Copying may be expanded to permit completion of an unfinished paragraph.)

C. Illustration: one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

D. "Special" works (picture books and certain works in poetry and prose that combine language with illustrations and which are less than 2,500 words in their entirety): such "special" works may not be reproduced in their entirety; however, two of the published pages of such a special work may be reproduced.

2. Spontaneity

A. The copying is at the request and inspiration of the individual teacher, and

B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

EFEA-R - USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

3. Cumulative Effect

A. The copying of the material is for only one course in the school in which the copies are made.

B. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)

C. No more than nine instances of such multiple copying shall be made for one course during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)

Facsimile Sharing of Prints and Graphics

1. Copyrighted material may be faxed to any person making a legal request.

2. After making a copy of a work and then faxing that copy, it must be destroyed. This complies with the regulation that only one copy of the original work may be in existence.

3. Any faxed material received can be used as resource/research sharing, but not as resource building. No additional copies of the received material may be made.

4. Received faxed material may not substitute for purchasing books or subscriptions.

Music/Theatre

Royalties must be paid, as specified by the publisher, for the public performance of copyrighted plays or music.

1. Permissible copying

A. Sheet music or play's may be copied only if a purchase order for the materials has been issued but the materials have not yet been received. Once the purchase materials are received, all other copies must be destroyed.

B. For academic purpose other than performance, multiple copies of excerpts of works may be made provided that

1. Excerpts are not a performable unit (a section, movement, or aria) or more than 10% of the whole work;

2. No more than one copy per pupil in the class is made; and

3. The copyright notice appears on the printed copy.

EFEA-R - USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

C. For academic purposes other than performance, a single copy of an entire performable unit (a section, movement, or aria) may be made for the teacher for scholarly research or in preparation to teach a class provided that

1. The work is confirmed by the copyright holder to be out of print;

2. The work is unavailable except in a larger work; and

3. The copyright notice appears on the printed copy.

D. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added, if none exist.

E. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teachers.

F. A single copy of a sound recording (tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the **music itself** and **not to any copyright that may exist in the sound recording.)**

G. Copyright ed music record mgs may be used as background for a media presentation only if the presentation is required for instructional purposes, and not for entertainment.

2. Prohibited copying

A. Copyrighted music recordings may not be reproduced from album to tape.

B. Music or plays may not be recorded from a broadcast.

C. Copying for the purpose of performance may not be done.

<u>Internet</u>

1. The rights of the owner of copyrighted material on the Internet are exactly the same as the rights for the owner of traditional materials.

2. The rights of the copyright holder include:

A. The sole right to make copies;

B. The sole right to distribute copies;

C. The sole right to produce derivative copies;

D. The sole right to perform or display a work publicly.

3. All the criteria for "fair use" apply to works on the Internet just as they apply to other materials.

Digital Transmission (Distance Education)

The Technology, Education, and Copyright Harmonization Act of 2001 (the TEACH Act) provides that it is not copyright infringement for teachers and students in an accredited, nonprofit educational institution to transmit performances and displays of copyrighted works as part of a course if certain conditions are met. If these conditions are not or cannot be met, use of the material will have to qualify as a fair use or permission from the copyright holder(s) must be obtained.

1. Teachers who want to incorporate works into digital transmission for instructional purposes must:

   A. Avoid the use of commercial works that are sold or licensed for purposes of digital distance education.

   B. Avoid the use of pirated works or works where the teacher may otherwise have reason to know the copy was not lawfully made.

   C. Generally, limit the use of works to an amount and duration comparable to what would be displayed or performed in a live physical classroom setting.

   D. **Supervise** the digital performance or display, make it an integral part of a class session, and make it part of a **systematic mediated instructional activity.** In other words, teachers should interactively use the copyrighted work as part of a class assignment in the distance education course. It should be made by, at the direction of, or under the supervision of the instructor; and directly related and of material assistance to the teaching content. It should not be an entertainment add-on or passive background/optional reading.

   E. Use software tools provided by the district to limit access to the works to students enrolled in the course, to prevent downstream copying by those students, and to prevent the students from retaining the works for longer than a class session. The performance or display must be for, and technologically limited to, the students enrolled in the class.

   F. Notify the students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder(s). A sample notice might read:

      The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

EFEA-R - USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

2. The TEACH Act permits the transmission of the following:

   A. A Performances of **all** of a nondramatic literary or musical work. Nondramatic literary works, as defined in the Act, exclude audiovisual works; thus, examples of permitted performances in which entire works may be displayed and performed might include a poetry or short story reading. Nondramatic musical works would include all music other than opera, music videos (because they are audiovisual), and musicals.

   B. **Reasonable and limited portions** of any other performance. This would include all audiovisual works such as films and videos of all types, and any dramatic musical works excluded above.

   C. Displays of any work in **amounts comparable to typical face-to-face displays.** This would include still images of all kinds.

   Excluded from coverage are the use of works primarily produced or marketed for in-class use in the digital distance education market; works the instructor knows or has reason to believe were not lawfully made or acquired; and textbooks, course packs, and other materials typically purchased by students individually.

4. Conversion from Analog to Digital

   The TEACH Act specifically authorizes the digitization of print or other works in analog format under the following conditions:

   A. Only the amounts authorized to be performed or displayed may be digitized; and

   B. There is no digital version available to the district; or

   C. The digital version that is available to the district is technologically protected in a manner that prevents its use for authorized purposes.

   D. Such copies are retained only by the district and used only for the activities authorized by copyright law.

<u>Permission for Use</u>

Employees are urged to follow these guidelines and to instruct students in the importance of observing copyright provisions.

Employees are encouraged to seek written permission for use of copyrighted materials which have instructional value, but which cannot be purchased because of lack of funds or availability. A request for permission should include:

-Specific description of the item to be copied (title, author, edition, page numbers, frames, excerpts, etc.);
-Type of duplication and number of copies;
-Plans for usage and distribution of copies and the frequency of use.

MCLOUD BOARD OF EDUCATION

EFEA-E1 - COPYRIGHT RECORD (EXHIBIT)

This attests to the fact that I am a teacher in a nonprofit educational institution and have requested the library to make a copy or copies of materials indicated in the space provided.

I affirm that this request is in accord with the “fair use" provisions of the copyright law with respect to brevity, spontaneity, and cumulative effect. I hereby release the library and its employees from any responsibility in connection with this reproduction.

Type of medium: _____ Title: _____

Number of copies: _____Date of copy: _____

Name of instructor: _____

Class: _____

School: _____

Signature: _____Date of Request: _____

MCLOUD BOARD OF EDUCATION

EFEA-E2 - PERMISSION RELEASE FOR COPYRIGHTED MATERIALS

Date _____

Firm _____

Address _____

School_____

Address_____

Telephone_____

Person making request _____

To Whom It May Concern:

We would like to request permission to copy the following copyrighted materials:

Number of copies to be made_____

Copy medium_____

Use of copies. _____

Thank you for your cooperation.

Sincerely,

_____

PRODUCER'S REPLY

Permission is hereby: _____granted. _____denied.

Details: (include fees, limitations, etc.)

Signature _____

Title _____

Date _____

MCLOUD BOARD OF EDUCATION

EHA - BASIC INSTRUCTIONAL PROGRAM

The McLoud Board of Education will provide reasonable educational opportunities to enable all children to succeed, both personally and as citizens.

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of all school-aged children and provide opportunities for individual children to develop specific talents and interests.

The board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs and evaluate results.

The board will appoint a committee composed of administrators, teachers, and parents to annually evaluate the curriculum to determine whether each child in the school system is receiving basic skill instructions.

The committee shall have access to all materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal information. Members of the committee may visit with other staff members, students, former graduates, parents, and businesspeople in the community for input into their evaluation.

The committee chairperson shall prepare a written report of the findings of the committee to the superintendent prior to the first day of February each year. This report should list the strengths and recommendations for each basic skill area.

The superintendent shall present the report to the board of education at a regular or special meeting. The board will consider each recommendation made by the committee. Any changes in methods of instruction, scheduling, or curriculum changes will be left entirely up to the superintendent and the board of education.

This committee shall be appointed to serve for a one-year term However, individual members may be appointed to succeed themselves if the board so desires.

At all levels, provisions will be made for a wide range of individual differences through use of a variety of materials, adjustment in studies, and modified courses.

In all instances, the curriculum will meet the educational requirements established by state law.

The goals of the evaluation committee will be to permit and assist every child to acquire the following:

1. An understanding of himself and of his worth as an individual and a member of society.

2. A mastery of the basic skills in the use of the language arts - listening, speaking, writing, reading, spelling, and grammar.

3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically, and solving problems.

EHA - BASIC INSTRUCTIONAL PROGRAM (Cont.)

4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.

5. The desire and the ability to express himself creatively in one or more of the fine and creative arts and to appreciate the aesthetic expressions found in the art of others.

6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation, and the world.

7. An understanding of career roles and how to relate learning experiences to real life.

REFERENCE: 70 O.S. §11-103

MCLOUD BOARD OF EDUCATION

EHACA - DIPLOMAS FOR VETERANS

In order to recognize and pay tribute to veterans who left high school prior to graduation to serve in World War II, in the Korean war, or in the Vietnam War, the McLoud Board of Education will grant a diploma of graduation to any veteran who meets the requirements as listed below. Such diplomas will be presented in conjunction with appropriate Veterans Day programs.

To be eligible to receive a high school diploma, a veteran shall:

1. Have been honorably discharged from the Armed Forces of the United States of America;

2. Have served on active duty or have been discharged with a service-connected disability between the dates of September 16,1940, and December 31,1946, or between the dates of June 27,1950, and January 31,1955, or between the dates of May 13,1961, and April 29,1975; and

3. Be a resident of the State of Oklahoma.

Additional rules may be imposed by the State Department of Education after consulting with the Department of Veterans Affairs.

REFERENCE: 70 O.S. §24-153

MCLOUD BOARD OF EDUCATION

EHAG - CAREER PROGRAMS

The McLoud Board of Education recognizes that there is no one best way to educate students. Every student should be allowed the opportunity to learn in a situation that will encourage maximum development of abilities and skills. Therefore, the board of education may contract with the State Department of Career and Technology Education to provide career and technological programs for the school system. Such programs will include Technology Education, Agriculture and Consumer Science.

High school juniors and seniors who wish to train for jobs requiring less than a professional degree may attend the Gordon Cooper Technology Center in Shawnee. This will allow students to acquire skills leading to immediate employment.

Tuition and transportation are provided at no charge to the student. Fee waivers are available to students who wish to go to the technology center during the year following graduation from high school.

Attendance will be on a half-time basis. Guidelines for attending the technology center will be set by the administration subject to the approval of the board.

REFERENCE: 70 O.S. §5-117(0

MCLOUD BOARD OF EDUCATION

EHAG-R - CAREER PROGRAMS (REGULATION)

The following regulations shall apply to students enrolling in Gordon Cooper Technology Center programs:

Enrollment

1. Enrollment will be limited to students in grades 10,11, and 12.

2. The final acceptance of a student for a specific program will be made by the technology center enrollment counselor.

3. Preliminary scheduling will be handled through the high school counseling office. The final student selection will be made cooperatively by the McLoud High School counselor and principal.

4. After the first two weeks of school, students will not be reassigned to a different technology center program nor will any new assignments be made to the technology center.

5. New enrollees in the high school may be assigned to the technology center on a space available basis if they transfer from a comparable program.

6. A student failing a course at the technology center will not be permitted to withdraw from the program until the end of the semester.

Transportation

1. Bus transportation will be provided, and all students are encouraged to ride the bus. However, this is optional for the parents and students.

2. If a student misses the bus or is removed from the bus for disciplinary reasons, that student may not come to the high school campus suspension until time for his/her next scheduled class.

Attendance

1. The attendance requirements of the high school and technology center will be mutually respected and enforced.

2. Daily absentee reports will be sent from the-technology center to the high school.

3. Early dismissal from the technology center will not be allowed except when the parent personally picks up the student.

4. An absence due to attendance at a school-sponsored activity will not be counted against the student as an absence unless such absence prevents the student from fulfilling program requirements at the technology center or public-school district.

EHAG-R - CAREER PROGRAMS, REGULATION (Cont.)

Discipline

1. The Gordon Cooper Technology Center is an extension of McLoud High School. Therefore, suspension from one school is suspension from the other. A student suspended from classes at McLoud High School may not attend classes at the technology center.

2. The technology center will handle all discipline resulting from actions on the bus or at the technology center.

3. A morning and afternoon detention hall will be held at McLoud High School and technology center students will attend whichever one fits their schedule.

MCLOUD BOARD OF EDUCATION

EHAH - SEX EDUCATION

It is the policy of the McLoud Board of Education that all curriculum and materials, including supplementary materials which will be used to teach or will be used for or in connection with a sex education class or program which is designed for the exclusive purpose of discussing sexual behavior or attitudes, or any test, survey or questionnaire whose primary purpose is to elicit responses on sexual behavior or attitudes, shall be available through the superintendent or designee for inspection by the parents or guardians of the students who will be involved with the class, program, test, survey, or questionnaire.

Such curriculum, material, class, program, test, survey, or questionnaire shall include information about consent and shall have as one of its primary purposes the teaching of or informing students about the practice of abstinence.

The term "consent" means the affirmative, unambiguous and voluntary agreement to engage in a specific sexual activity during a sexual encounter which can be revoked at any time. Consent cannot be:

1) Given by an individual who:
   a) is asleep or is mentally or physically incapacitated either through the effect of drugs or alcohol or for any other reason, or
   b) is under duress, threat, coercion or force; or

2) Inferred under circumstances in which consent is not clear including, but not limited to:
   a) the absence of an individual saying "no" or "stop", or
   b) the existence of a prior or current relationship of sexual activity.

The superintendent or designee shall provide prior written notification to the parents or guardians of the students of their right to inspect the curriculum and material and of their obligation to notify the school in writing if they do not want their child to participate in the class, program, test, survey, or questionnaire.

No student will be required to participate in a sex education class or program that discusses sexual behavior or attitudes if a parent or guardian of the student objects in writing. If the type of program referred to is a part of or is taught during a credit course, a student may be required to enroll in the course but shall not be required to receive instruction in or participate in the program if a parent or guardian objects in writing.

The superintendent or designee shall approve all curriculum and materials' which will be used for the purpose of discussing sexual behavior or attitudes and any test, survey or questionnaire used to elicit responses on sexual behavior or attitudes prior to the use of such materials.

Teachers involved in the class, program, test or survey shall submit curriculum, materials, tests, or surveys to the superintendent or designee for approval before they are used in the classroom or school.

REFERENCE: 70 O.S. §11-105.1
21 O S. S 113

MCLOUD BOARD OF EDUCATION

EHAK - PHYSICAL EDUCATION

Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. The district is encouraged to provide adequate cocurricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

Oklahoma Kids Fitness Challenge Act

This district will implement the physical activity program for public school students in the fifth grade as established by the State Board of Education. Fitness challenges adopted by the Presidents Council on Physical Fitness and Sports will be incorporated into the program and may include the following activities:

EHAK - PHYSICAL EDUCATION (Cont.)

1. Twenty-five sit-ups in two minutes a minimum of three times per week every week during the school year; or

2. Walk a minimum of twenty-five miles per week every week during the school year.

3. Participation in "Walk Across Oklahoma."

REFERENCE: 70 O.S. §1-107
70 O.S. §11-103, §11-103.9
70 O.S. §1210.199
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

THIS POLICY REQUIRED BY
PUBLIC LAW 108-265, SECTION 204.

MCLOUD BOARD OF EDUCATION

EHBA - EQUAL EDUCATION OPPORTUNITIES

It is the policy of the McLoud Board of Education that the right of a student to participate fully in classroom instruction shall not be abridged or impaired because of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability.

Student participation in extracurricular activities shall be dependent upon the maintenance of minimum academic standards established by the board, the student's individual ability in the extracurricular activity, and such other factors as may be determined by the administration.

The administration shall insure that no student suffer discrimination by any school employee or any other student in curricular, cocurricular, or extracurricular activities of the school district.

REFERENCE: Title 6, Civil Rights Act of 1964; Title 7, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972: Executive Order 11246, as amended by Executive Order 11375: Title 9, Education Amendments of 1972 (Public Laws 92-318)

MCLOUD BOARD OF EDUCATION

EHBB - GIFTED CHILD EDUCATIONAL PROGRAM

The McLoud Board of Education recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.307 of Title 70.

Therefore, it is the policy of the board of education to cooperate fully with the State Department of Education in identifying gifted and talented children and in developing appropriate educational programs.

Children in this district will be considered for placement in the program in accordance with scores on standardized achievement and intelligence tests, records, and recommendations of teachers and parents.

Children identified as gifted and talented will be offered gifted and talented educational programs directly through the facilities of this district.

Student participation in extracurricular activities shall be dependent upon the maintenance of minimum academic standards established by the board, the student's individual ability in the extracurricular activity, and such other factors as may be determined by the administration.

The superintendent is directed to develop and implement regulations that support this policy.

REFERENCE: 70 O S. §1210.307, et seq.
Board Minutes dated February 4,1991
Board Minutes dated July 1,1991
Board Minutes dated April 6,1995
70 O.S. §5-135

MCLOUD BOARD OF EDUCATION

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS (REGULATIONS)

Introduction

An important goal of the McLoud Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high-performance capability in areas such as **intellectual, creative, artistic, or leadership capacity, or in specific academic areas,** and who require learning opportunities or experiences not ordinarily provided by the school in order to fully develop such capabilities.

Initiatives to provide those appropriate educational experiences will include:

- Assessing the instructional level of identified students and considering the unique learning characteristics of each child
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace
- Providing differentiated curriculum to meet unique needs
- Appropriately matching the programs and support services to the individual
- Structuring leaning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles

I. Identification of students for gifted educational programming

A. Site committee on gifted educational programming

1. The committee at each school site will include the site gifted/talent teacher, the site principal or designee, and the appropriate certified staff.

2. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

B. Process for identifying students

1. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.

2. Nominations will be sought from a wide variety of sources.

   a. Professional educators
   b. Parents
   c. Community members
   d. Peers
   e. Self
   f. Others as appropriate

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

3. Data will be collected on nominated students.

    a. Testing Methods

        1. Standardized ability tests
        2. Standardized achievements tests
        3. Creativity tests
        4. Student achievement within the curriculum
        5. Other as appropriate

    b. Non-testing Method

        1. Checklists (e.g., Renzulli-Hartman, "Scales for Rating the Behavioral Characteristics of Superior Students")
        2. Student work portfolios
        3. Student achievement outside the school's curriculum
        4. Other as appropriate

4. Site committee analyzes data and makes placement decisions

    a. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval. A score in the top 3% of major subgroup will also qualify a student for placement.

    b. Student placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.

    c. Uniform identification procedures will be used to identify students for specific gifted educational programming options.

    d. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists and other relevant information. The site committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.

    e. Placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities with parental approval.

    f. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.

5. Identification of gifted students is an ongoing process extending from first grade through grade twelve.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

a. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.

b. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student's educational experience.

c. Students who are being recommended for placement or were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner. A placement status report will be posted at the first of each month.

d. Evaluation of the appropriateness of student's placement in gifted educational programming will be ongoing.

e. The site committee does have the option to remove a student from a gifted and talented program option when it is in the best interest of the student and the school, following a conference with the student's parents.

f. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.

g. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.

h. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or for as long as needed for the educational decisions.

6. The identification and placement process includes parental involvement.

a. Parents will be asked to grant written permission for individual testing.

b. An additional evaluation will be available upon parent request.

c. Parents will be given written notice that their child has been identified for placement in gifted educational programming.

d. Parents will be provided with a summary of the gifted educational programming to be offered their child.

e. Parents may appeal a placement decision with which they disagree. Appeal will be made to the site committee. Further appeals may be made to the district program coordinator.

II. Differentiated Education

A. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

1. Programming Options

   a. Programming options will be coordinated by the site gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.

   b. Students will be placed in programming options based on their abilities, needs and interests.

   c. Gifted child educational programming options based on their abilities, needs, and interests.

2. Curriculum

   a. Assignments required as part of a regularly scheduled gifted program will be in place of, not an addition to, the gifted student's regular workload. However, if a gifted student experiences difficulty in understanding necessary concepts in the regular classroom, the regular teacher will lend support to that student.

   b. Curriculum is differentiated in content, process and/or product.

      i. Content is differentiated in breadth, depth and/or pace.

      ii. Processes for gifted students stress creativity and high-level thinking skills.

   c. Curriculum is planned to assure continuity.

B. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site development program which is an integral part of the total school program.

   1. Every school site will complete a site gifted plan for the following year by April 15 each year. This will include input from parents of gifted students, gifted students, gifted teachers, administration, and other appropriate individuals. Evaluation materials will be mailed or delivered by February 1.

   2. Each site will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible pace, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.

   3. When appropriate, differentiation will occur in content, process, product and learning environment.

   4. Teacher training opportunities will be an provided annually for regular classroom and gifted education

C. Site plans will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. A scheduled of activities will be a part of the plans. The following are some of the components that might be incorporated into the site-based plan:

   1. **Elementary Gifted Plan**

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

a. Appropriate Flexible Pacing

- Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
- Proficiency Based Promotion - Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Early Admission (Kindergarten) - Underage children admitted to a kindergarten program in the school district in which he of she resides based on certain criteria [70 O S. 1-114].
- Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- Gifted lab time may be a part of schedule. Individual students' program of study and grades will and grades will be determined by an Individual Educational Plan.
- Independent Study - Individually contracted in-depth study of a topic; also, a course or unit of study taken through an individual arrangement.
- Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Instructional Groups - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Cross Grade Groups - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum Compacting - A system designed to adapt the curriculum to meet the needs of above average students by eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

- Dual Enrollment - Qualified students taking middle level or high school courses while at elementary level or high school courses while at the middle level.

- Other

b. Enrichment

- Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material

  Learning centers
  Guest speakers
  Independent study
  Junior Great Books
  Other

- Mentorships - A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as guide, advisor, counselor and role model.

- Seminars - Special short-term sessions where students focus on one area of study.

- Resource Room - A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.

- Creative and Academic Competitions - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:

  Science Fair
  Geography Bee
  Invention Convention
  Math Olympiad
  Odyssey of the Mind

- Interest Groups - Any group organized from one or more classrooms on the basis of interest in a topic; usually short term in duration.

- Other

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

c. Academic/Social Support

- Guidance and Counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in-school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
- Other

d. Staff Development

Examples include:

- Implementation of McLoud School District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units Learning Styles
- Higher Level Thinking Skills
- Problem Finding and Problem Solving
- Other

2. **Intermediate Gifted Plan**

a. <u>Appropriate Flexible Pacing</u>

- Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of that student.
- Proficiency Based Promotion - Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
- Differentiated or Enriched Classes - Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.
- Gifted lab time may be a part of the schedule. Individual students' program of study and grades will be determined by an Individual Educational Plan.
- Independent Study - Individually contracted in-depth study of a topic; also, a course or unit of study taken through an individual arrangement.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

- Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups - Any classroom with a group purposefully Organized to provide planned differentiated instruction most of the time.
- Instructional Groups - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
- Cross Grade groups - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
- Curriculum Compacting - A system designed to adapt the regular curriculum to meet the needs of above average students by either **eliminating** previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than average.
- Dual Enrollment - Qualified students taking middle level or high school courses while at the elementary level or high school courses while at the middle level.
- Other

b. <u>Enrichment</u>

- Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular material Examples include:

  Learning centers
  Guest speakers
  Independent study
  Junior Great Books
  Other

- Mentorships -A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
- Seminars - Special short-term sessions where students focus on one area of study.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

- Resource Room - A class for students released from their regular classroom on scheduled basis to work with a teacher trained in the education of the gifted.

- Creative and Academic Competitions - Organized students to enter local, regional, state or national contests in variety of areas. Examples include:

  Science Fair
  Geography Bee
  Invention Convention
  Math Olympiad
  Odyssey of the Mind
  Engineering Fair
  Mathcounts
  National History Day
  Academic Bowl
  Other

- Interest Groups - Any group organized from one or more classrooms on the basis of interest in topic; usually short term in duration.

- Other

c. <u>Academic/Social Support</u>

- Duke Talent Search - Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.

- Guidance and counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also address the specific social- emotional needs of the gifted including underachievement.

- Other

d. <u>Staff Development</u>

Examples include:

- Implementation of McLoud School District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Learning Styles
- High Level Thinking Skills
- Problem Finding and Problem Solving
- Other

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

3. Secondary School Gifted Plan

   a. Appropriate Flexible Pacing

   - Individualization of Instruction - Instruction of an individual student focused on the specific educational needs of the student.
   - Proficiency-Based Promotion — Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on designated assessments.
   - Honors Differentiated or Enriched Classes - Include differentiated curriculum and acceleration content designed for able students. The classes need not be limited to identified gifted students.
   - Gifted lab time will be a part of the academic schedule. Individual students' program of study and grades will be determined by an Individualized Educational Plan.
   - Independent Study - Individually contracted in-depth study of a topic; also, a course or unit of study taken through an individual arrangement.
   - Continuous Progress - The content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.
   - Cluster Groups - Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
   - Instructional Groups - Any group of identified able learners organized to provide planned differentiated instruction in a curriculum area.
   - Cross Grade Groups - Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for the learning task and performance expectations.
   - Curriculum Compacting - A system design ed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences,
   - Acceleration - Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average. •
   - Dual Enrollment - Qualified junior high students taking courses at the high school level.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

- Correspondence Courses - High school courses taken by correspondence through an approved university.
- Concurrent enrollment - Qualified students taking college courses concurrently while in high school.
- Advanced Placement Courses - College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement program of the College Board).
- Other

b. Enrichment

- Enrichment of Content in the Regular Classroom - Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material. Examples

  Learning centers
  Guest speakers
  Independent study
  Great Books
  Other

- Mentorships -A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
- Seminars - Special short-term sessions where students focus on one area of study. Examples include:

  Current Economic Trends
  Environmental Issues
  Political Trends
  PSAT/SAT Workshops
  PACT/ACT Workshops
  Other Topics of Interest

- Resource Room - A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted.
- Creative and Academic Competitions - Organized opportunities for students to enter local, regional, state or national contests in a variety of areas. Examples include:

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

Science Fair
Geography Bee
Invention Convention
Math Olympiad
Odyssey of the Mind
Engineering Fair
Mock United Nations
National History Day
Academic Bowl
Other

- Interest Groups - Any group organized from one or more on the basis of interest in topic; usually short term in duration.

- Other

c. Academic/Social Support

- Guidance and Counseling - Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in-school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.

- Other

d. Staff Development

Examples include:

- Implementation of McLoud School District Gifted Program
- Components of Appropriate Flexible Pacing
- Integrated Curriculum/Thematic Units
- Learning Styles
- High Level Thinking Skills
- Problem Finding and Problem Solving
- Other

III. Evaluation

A. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

B. Students, teachers, parents and administrators will annually evaluate gifted educational programming at each school site. Evaluation material will be mailed or delivered by February 1. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site level, the district level and, as appropriate, to students, parents and the public.

C. The evaluation process assesses each component of gifted educational programming. These include:

1. Identification,
2. Instructional program,
3. Professional development,
4. Teacher selection,
5. Community involvement,
6. Program management and
7. The evaluation process.

D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.

E. A plan for evaluation will be developed at the time of the programming option is planned, specifying data to be collected and personnel responsible of the data.

F. Data for evaluation will be obtained from a variety of instruments, procedures and information sources.

G. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.

H. Advanced content courses will be noted on student transcripts.

IV. Local Advisory Committee

A. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of the site coordinators^), parent representatives from each site (4) and an administrative representative. [70 O.S. 1210.308(A)]

B. The Local Advisory committee will be demographically representative of the community.

C. The Local Advisory Committee will be appointed no later than September 15 of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district. [70 OS. 1210.308(A)]

D. The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting the committee will elect a chair and a vice-chair.

E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

F. The school district will furnish staff who have training in gifted education for the advisory committee.

G. The Local Advisory Committee will assist in the formulation of the district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education. [70 O.S. 1210.308(C)]

V. Qualifications and Responsibilities of Gifted Child Educational Program Staff

A. Qualifications of staff:

1. Teachers hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.

2. Gifted educational program coordinators hold a valid Oklahoma teaching certificate.

3. Teachers whose duties include direct involvement with gift ed and talented students shall participate in service training or college training designed to educate and assist them in the area of gifted education each year.

4. Gifted educational program coordinators shall participate in service training or college training designed to educate and assist them in the area of gifted education each year.

5. Administrators responsible for gifted educational programming will attend professional development related to the educational needs of gifted students each year.

B. Responsibilities of gifted educational program staff:

1. The superintendent or the district coordinator for gifted educational programming will responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as are required by the State Department of Education relative to gifted educational programming.

2. The principal or site coordinator for gifted educational programming will be responsible for working with the site committee, coordinating gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.

3. The site committee on gifted educational programming will work with the site coordinator to develop the site gifted plan each year. The site gifted education specialist or designee is responsible for coordinating the site programming options.

4. Under the direction of the district coordinator for gifted education programming, an organizational document will be developed at each site which clearly delineates roles, responsibilities and coordination procedures in regard to gifted educational programming options.

EHBB-R - GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

5. Delivery is addressed by both the regular classroom teachers and the gifted education specialist. They work closely together to implement appropriate flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.

    a. The gifted education specialist provides professional support through modeling, consultation, coteaching, collaborative problem solving, in-service training and assists classroom teachers in finding and securing resource material and/or resource persons.

    b. The gifted education specialist is responsible for coordinating gifted student identification, monitoring student progress, and record maintenance.

    c. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth and depth.

VI. Budget

A. Each site coordinator for gifted educational programming, in conjunction with the site committee and administration will prepare educational programming as a part of the site gifted plan.

B. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.

C. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.

D. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

VII. Expenditures Report

A. An expenditures report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O S. 1210.307(D).

B. The report will outline the expenditures made by the district during that year for gifted child educational programming. [70 O.S. 1210.307(D)]

C. The report will identify expenditures by major object codes and pro gr am classifications pursuant to the Oklahoma Cost Accounting System.

MCLOUD BOARD OF EDUCATION

EHBC - SPECIAL EDUCATION

It is the policy of this school district to provide special education to all exceptional children who reside in the school district. This duty will be satisfied by die district directly providing special education for such children.

Prior to July 1,1990, exceptional children shall mean educable mentally handicapped children, trainable mentally retarded children, speech-defective children, emotionally disturbed or perceptually handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with special learning disabilities as a result of neurological impairment, multiple-handicapped children, and other handicapped children of four years of age as of the first day of September of the school year, and on and after July 1,1990 of three years of age; provided up to July 1,1991, that there shall be no set minimum age for blind children, partially blind children, deaf and hard-of-hearing children, and low incidence severely multiple-handicapped children, i.e., deaf-blind, retarded-cerebral palsied, autistic, and other children failing to thrive.

Provided, on and after July 1,1991, children from age birth through two years (0-24 months) of age who meet the eligibility criteria specified in Section 3 of the Oklahoma Early Intervention Act, shall be served pursuant to the provisions of the Oklahoma Early Intervention Act; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided, that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

REFERENCE: 70 O.S. §1-107
70 O.S. §13-101 through §13-113
70 O.S. §18-109.5
Individuals With Disabilities Education Act, 20 USC §1400, et seq.
Board Minutes dated June 3,1991
Board Minutes dated July 1,1991

MCLOUD BOARD OF EDUCATION

EHBC-E3 - REVOCATION FOR CONSENT FOR SPECIAL EDUCATION SERVICES

The purpose of this notice is to provide the parent/adult student with information to make an informed decision when considering the written withdrawal of consent for special education services and provide information regarding the implications of this decision. The school considered the continuation of special education services but rejected that option because the parent/adult student revoked consent for special education.

There are many rights and protections offered to special education students that are not available to students in regular education. Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. Eligibility for special education is determined on the basis of evaluations which assess the need for specialized instruction designed to benefit in a public-school setting. [A copy of the Procedural Safeguards for Children with Disabilities and their Parents under the Individuals with Disabilities Education Act 2004 can be obtained in the school districts central office or from the Department of Special Education/Federal Programs.]

I understand that in withdrawing my consent for myself/my student to continue to receive special education carries with it the following implications listed below: (Place your initials next to each statement to acknowledge that you understand the content of this Notice).

_____I/My student will be dismissed from special education and will no longer receive any special education or related services.

_____I/My student will no longer be considered to have a disability under the Individuals with Disabilities Education Act (IDEA) and will only receive services from regular education,

_____I understand that I/my student may be ineligible for accommodations under a Section 504 Plan.

_____I/My student will be educated in all regular education classes and will not have the benefit of special education accommodations, modifications, specialized instruction, or related services. All instruction will be provided on grade level and 1/my student will be held to the same accountability standards as any other non-disabled student.

_____I/My student's educational progress will meet the same standards applicable to regular education students. This will include, but is not limited to any federal, state, or District tests, assessments, and criteria for regular education students.

_____I understand that I/my student must meet grade promotion standards.

_____ I/My student will be required to meet all graduation requirements in order to receive a high school diploma

_____I/My student will be expected to follow all school policies concerning student conduct, and will be subject to the same expectations and discipline consequences of regular education students. If, after dismissal from special education, the District proposes to discipline me/my student in a manner that involves removal to a disciplinary alternative education program or suspension and I decide to seek ah evaluation to determine eligibility for special education, the District will be deemed to have no knowledge of my/my student's suspected disability and may implement the discipline pending a new evaluation to determine eligibility.

EHBC-E3 - REVOCATION FOR CONSENT FOR SPECIAL EDUCATION SERVICES (Cont.)

_____I/My student have/has already received special education and related services; the District is not required to amend my/my student's education records to remove any references to the receipt of special education and related services because of the revocation of consent.

_____I understand that the provision of any instructional and related services not completed as stated in any previous
Individualized Education Program (IEP) report shall cease on the date of the signature of this document and will not be provided by the District. This includes any compensatory services, request for Independent Education Evaluations
(IEE), any services agreed to as part of any resolution session agreements or settlement agreements, and any services ordered by an impartial hearing officer as a result of any due process hearing that may have been filed.

_____I understand that any future consideration for services in special education will require initiation of the referral process and evaluation of my/my student's current performance levels.

_____I understand that my revocation of parental consent releases the District from liability for providing a Free Appropriate Public Education (RAPE) under IDEA to myself/my student from the time I revoke consent for special education and related services until the time, if any, that 1/my student am/is evaluated and deemed eligible, once again, for special education and related services.

If you have questions regarding this Notice or need to obtain assistance in understanding special education issues, you may contact the School District, Department of Special Education/Federal Programs.

Your signature below indicates that you understand the contents of this Prior Written Notice: Revocation of Consent for McLoud School District Special Education Services and that you understand the statements above and are withdrawing your consent for the provision of special education and related services. Additionally, you fully understand the consequence of your withdrawal of consent and are in agreement with the termination of special education services effective as of the date that you sign this document.

Dated this _____ day of _____, 20_____.

_____
Parent (or Student if Student is 18)

File this form in student's confidential IEP folder. Send a copy to the District Special Education Department. Document in the IEP folder that parents or adult student has received a copy.

REFERENCE: Individuals With Disabilities Education Act, 20 USC §1400, et seq.
34 CFR §300.503,300.9 & 300.300

MCLOUD BOARD OF EDUCATION

EHBC-R4 - SPECIAL EDUCATION SERVICES FOR CHILDREN ENROLLED IN PRIVATE SCHOOL

The school district shall provide special education services for district resident children enrolled in private schools located within the school district in accordance with state and federal law requirements. To ensure timely and meaningful consultation, the superintendent or designee shall consult with private school officials to design and develop educational programs and services. Consultation shall include:

A. How the children's needs will be identified;
B. What services will be offered;
C. How, where and by whom the services will be provided;
D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that are allocated under federal law for the services;
F. The method and sources of data that are utilized to determine the number of children from low-income families in participating school attendance areas who attend private schools;
G. How and when the school will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
H. How, if the school and the private school officials disagree on the provision of services through a contract, the school will provide in writing to the private school officials an analysis of the reasons why a contractor was not utilized;
I. Whether the school will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
J. Whether to provide equitable services to eligible private school children:
    a. By creating a pool or pools of funds with all of the funds allocated by federal law based upon all the children from low-income families in a participating school attendance area who attend private schools; or
    b. By using a proportion of funds allocated under federal law based upon the number of children from low-income families in the school district's participating school attendance area who attend private schools.
K. When, including the approximate time of day, services will be provided; and Whether to consolidate and use funds provided under federal law in coordination with eligible funds
L. available for services to private school children under applicable programs defined in federal law to provide services to eligible private school children participating in programs.

If the school district disagrees with the private school regarding an issue addressed above, the school district shall provide in writing to private school officials the reasons why the school district disagrees. The school district will maintain written documentation which includes a written affirmation signed by private school officials that consultation has occurred. The written affirmation shall also include an option for private school officials to provide that the private school officials do not believe that timely and meaningful consultation has occurred and that the program design is not equitable with regard to private school students.

LEGAL REFERENCE: ESSA Section 1117

MCLOUD BOARD OF EDUCATION

EHBCA - EXTENDED SCHOOL YEAR SERVICES

In recognition that some children need educational services in excess of the 180 days provided during the traditional school year, the McLoud Public Schools has developed an extended school year program in order to provide students with a free, appropriate, public education. Whether a student is entitled to extended year services will be determined on a case-by-case basis. Once a student is deemed to require additional educational services, the student's IEP team will determine what areas of the curriculum will be included in each individual student's extended school year program. This program and its attendant procedures do not supersede or preempt the prerogative of the individualized education planning team. The intent is to assure thorough review and careful consideration of the individual needs of our student population who will benefit from extended school year services.

REFERENCE: 70 O S. §13-101
300.320 IDEA Regulations

EHBCA-R - EXTENDED SCHOOL YEAR PROGRAM STANDARDS (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall govern the standards for the Extended School Year (ESY) program. The school district will strictly follow the requirements as set forth in *Policies and Procedures for Special Education in Oklahoma* and the technical assistance document *Extended School Year (ESY) Services for Children and Youth With Disabilities.*

Individuals over the age of twenty-one and under the age of twenty-six years, who are legal residents of this school district may be entitled to receive educational privileges and opportunities in order to complete a secondary education program when they have been unable to complete the twelfth grade due to physical disability or military service. Legal residents of this school district nineteen years of age or older, who are not enrolled in a high school program and have not completed the twelfth grade, may attend adult high school completion programs if such programs are established by the school district and approved by the Oklahoma State Department of Education (SDE).

This school district is responsible for providing Free Appropriate Public Education (TAPE) for children ages 3 through 21 years when it is determined by the individualized education program (IEP) team that the services are needed to receive TAPE.

Extended school year (ESY) services are defined as special education and related services provided by this school district to children with disabilities beyond the regular instructional year as a necessary part of PAPE. The type, amount, or duration of ESY services may not be unilaterally limited but must be determined on an individual basis by the IEP team. The time period during which ESY may be offered may not be restricted but will be determined on an individual basis by each student's IEP team.

A handicapped student will be eligible for ESY services when it is determined that in the absence of such services the student will regress to such a marked degree that the student will be unable to recoup the loss within a reasonable time. Many factors will be considered in evaluating a student's need for an ESY program. Some of these factors are:

1. **Nature of the Handicapping Condition:** Certain children, by the nature of their handicap, may be predisposed to severe regression and limited recoupment. Such handicapping conditions include autism, severe emotional disturbance, severe or profound mental retardation, degenerative impairments with mental involvement, and severe multiple handicaps. However, ESY services will not be limited based upon particular categories of disabilities.

2. **Severity of Handicapping Condition:** Children more severely handicapped are most likely to need services.

3. **Availability of Home Stimulus During Summer Months:** In many instances it is feasible for a parent to monitor and implement a child's program during the summer break. When such a non-school program can be implemented by the student's parents and/or peers, it may provide a child the dual benefit of a vacation break from school without severe regression.

4. **Other Factors:** Other factors to be considered in determining the need for ESY include, but me not limited to the degree of the child’s disability; the parents’ ability to provide education in the home; the child’s rate of progress; the child’s need for interaction with nondisabled peers and vocational training; and whether the requested services are an integral p art of a program for children with similar disabilities.

EHBCA-R - EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

The following factors **must** be considered by the Individual Education Program (IEP) team in determining need for ESY programming:

Degree of impairment;
Degree of regression;
Recovery time from this regression;
Ability of parents to provide educational structure at home;
Child's rate of progress;
Child's behavioral problems;
Child's physical problems;
Availability of alternative resources;
Ability of the child to interact with children and youth who are not disabled;
Area(s) in curriculum that need continuous attention;
Child's vocational needs;
Whether the requested service is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition; mid
Other relevant factors as determined by the IEP team.

Determination of the need for ESY services must be made on an individual basis and addressed appropriately on the IEP,

ESY services may also be appropriate for some children who have received SoonerStart services. To determine need for ESY services, the Individualized Family Service Plan (IFSP) and IEP teams (including family members) will meet and consider all pertinent information including background, information, current evaluations, and information provided by SoonerStart. IEP team participants will include:

an administrator or administrative representative;
the child's regular education teacher;
a special education teacher qualified to provide special education in the area of the suspected disability;
the child's parent(s);
the child, as appropriate;
other individuals at the discretion of the parent(s) or this district; and
a member of the multidisciplinary evaluation team or a representative of the district or some other person who is knowledgeable about the evaluation procedures and the results.

ESY Review Procedures

The IEP review may occur at any time the team member(s) considers appropriate. However, a review must occur on or before the anniversary date of the IEP (i.e., at least once a year). The review requires participation of team members
as described under Team Participants in this section. Any team member, including a parent, may initiate a review of placement when revision of the IEP is needed. The IEP should reflect the specific amount and type of special education and related services provided to a child at all times.

EHBCA-R - EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

The educational progress and appropriateness of the placement for each eligible child shall be reviewed on at least an annual basis. The review of the IEP shall be accomplished with reference to the schedules and procedures for evaluation of the goals and objectives specified in the IEP. The IEP team continues to provide: ongoing review of the effectiveness and appropriateness of the child's special education and related services; need for changes in type, frequency, or duration of services; and whether the child's placement continues to be the least restrictive environment or needs to be changed.

A review of placement meeting should occur following reevaluation or consideration of new information concerning the educational program of the child. The purpose of this meeting would be to review the present placement, services
and any necessary change in services in relation to the new information.

Extended School Year (ESY) services are provided to children with disabilities who meet requirements of this ESY policy. ESY services must be determined and documented through the IEP. Special education and related services shall be provided beyond the regular instructional year as a necessary part of a free appropriate public education, for individual children determined eligible for ESY. Such determinations shall be made on an individual basis.

All special education students will be considered for an ESY program and screened upon request of a parent or other member of the IEP team. However, because of their propensity toward severe regression and slow recoupment, multi-handicapped and trainable mentally handicapped students will automatically be screened, each year, for the need of ESY.

Data and Evaluation Information to Determine ESY Needs

The IEP team must determine a child's need for ESY services by collecting, reviewing, and analyzing existing information and pertinent data, including, but not limited to, the child’s disability, educational history, and present levels of performance/educational functioning and needs. Examples of data and information could involve a review of the following:

Criterion-referenced and standardized tests, including pretest and posttest data of a student’s progress;

Functional assessments used in natural environments (e.g., home, community, work, school);

Analysis of data collected on a regular basis;

Evaluations and progress records for related services;

Parent, student, and/or service provider information;

Attendance records;

Behavior and disciplinary records;

EHBCA-R - EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

Health/medical information;

Interviews with teachers and parents, students; and

Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

Screening Process

1. All special education students will be considered for an ESY program at their annual IEP team meeting and provision will be made on the IEP at that time if the team determines that an ESY program is necessary, likewise, notation will be made on the IEP if a determination has been made that the student does not need or desire an ESY program.

2. In February, all multi-handicapped and trainable mentally handicapped students will be screened by their teachers and therapists using forms provided by the district.

3. February screening of students with other handicaps will be conducted upon special request by a parent, teacher, or other service provider.

4. All screening forms must be returned prior to the end of the second week in March.

5. The district will compile a list of those students requiring additional consideration and analyze possible service needs.

6. For those students identified as in need of ESY, the district will prepare recommendations as to the nature, duration, and frequency of services needed to assure that significant regression will not occur to such a degree that recoupment cannot be accomplished within a reasonable period of time.

7. At either the spring IEP review or a specially convened IEP team meeting, the team shall be advised of the referral for ESY and the recommendation, if any, that the student be placed in an ESY program for the summer. The advantages and disadvantages of such a program shall be explained to the parent as well as the basis for the referral and recommendation.

If the parent rejects the ESY, such should be recorded on the IEP. If the parent accepts the recommendation for an ESY, the IEP team should complete an amendment to the IEP with regard to services to be provided.

ESY services may be necessary for a free appropriate public education; therefore, procedural safeguards include the right to request a due process hearing. Parents or guardians may request a hearing to challenge the identification, evaluation, or educational placement. Mediation must be available as an option whenever a hearing is requested. However, parents and schools may use mediation to resolve a dispute regarding ESY without a request for a due process hearing.

MCLOUD BOARD OF EDUCATION

EHBCA-E1 - EXTENDED SCHOOL YEAR SCREENING FORM

Student Name _____

Address _____ Home Phone _____

Handicapping Category, Condition(s) _____

Service Provider _____ Title _____

1. Is there progress toward achievement of IEP objectives during the regular school year? _____ yes _____,no.

2. Indicate evidence of progress or lack of progress toward achievement of IEP objectives during the regular school year.

_____

_____

_____

_____

3. Is there evidence of severe difficulty in maintaining skills learned during the regular school year? _____yes, _____no.

4. Description and examples of severe difficulty in maintaining skills learned during the regular school year. (Indicate specific skills.)

_____

_____

_____

_____

5. Is there evidence of severe skill regression during breaks in programming? _____yes, _____ no.

6. Provide evidence of severe skill regression or lack of regression during breaks in programming and rate of recoupment. (Indicate specific skills.)

_____

_____

_____

EHBCA-E1 - EXTENDED SCHOOL YEAR, SCREENING FORM (Cont.)

_____

_____

7. List factors such as degenerative condition, environmental or other considerations that might indicate a need or lack of need for ESY services.

_____

_____

_____

_____

8. Recommended for further consideration for ESY programming? _____yes _____no.

Multidisciplinary Team Members

Date _____

_____
Signature & Title

_____
Signature & Title

_____
Signature & Title

_____
Signature & Title

MCLOUD BOARD OF EDUCATION

EHBCA-E2 - EXTENDED SCHOOL YEAR
RECORD OF MULTIDISCIPLINARY TEAM ACTION

Student Name _____ _____D.O.B._____

Address_____ _____ Home Phone _____

Handicapping Category, Condition(s) _____

1. List special education and related services provided during the regular school year.

   _____

   _____

   _____

2. Record the profile of the student indicated on the ESY screening form(s).

   _____

   _____

   _____

3. Record any additional data pertinent to determining eligibility or lack of eligibility for ESY services.

   _____

   _____

   _____

4. List and discuss the factors in the ESY policy that are relevant to this student's ESY eligibility.

   _____

   _____

   _____

5. Record the data that demonstrates that the student does or does not meet the standard for eligibility for ESY programming.

   _____

   _____

   _____

EHBCA-E2 - EXTENDED SCHOOL YEAR, RECORD OF MULTIDISCIPLINARY TEAM ACTION (Cont.)

_____

_____

6. Recommended for Extended School Year? _____yes_____ no.

7. If the child is eligible for an ESY, please recommend and record the nature, duration, and frequency of services needed to prevent or slow regression and maintain skills.

_____

_____

_____

Multidisciplinary Team Members:

Date _____

_____
Signature Title

_____
Signature Title

_____
Signature Title

_____
Signature Title

I have discussed and been made aware of my child's eligibility for Extended School Year services, as described above, and _____accept, _____ reject the placement of my child in the Extended School Year program.

_____

(Parent or Legal Guardian) Date

MCLOUD BOARD OF EDUCATION

EHBCA-E3 - EXTENDED SCHOOL YEAR SERVICES CHECKLIST FOR CHILDREN AND YOUTH WITH DISABILITIES

The IEP team will complete this checklist during the annual IEP review or any time when considering a student's need for extended school year services to ensure a free appropriate public education. Additional documentation should be attached as appropriate and maintained in the child's individual special education records.

Child: _____Birthdate _____Grade_____

Date of Review: _____School Site _____

1. Skill areas and annual goals being considered:

   List/explain:

   _____

   _____

2. Degree of the impairment

   Degree of impairment: Mild_____ Moderate _____ Severe _____

   Describe/explain:

   _____

   _____

3. Degree of regression and the time necessary for recoupment of skills

   A. Documented degree of regression in the past:

   _____

   _____

   Documentation source/basis:

   _____

   _____

   Documentation not available _____

EHBCA-E3 - EXTENDED SCHOOL YEAR SERVICES CHECKLIST FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

B. Documented amount of time required for recoupment of skills in the past:

_____

_____

Documentation source/basis:

_____

_____

Documentation not available _____

C. Predicted degree of regression during interruption of child's educational program (such as school breaks):

_____

_____

D. Predicted amount of time required for recoupment at the beginning of each school year if this child does not receive ESY services:

_____

_____

4. Ability of the child's parents to provide educational structure at home:

   Information/Comments:

   _____

   _____

5. Child's rate of progress:

   Information/data reviewed:

   _____

   _____

EHBCA-E3 - EXTENDED SCHOOL YEAR SERVICES CHECKLIST FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

Comments on IEP annual goals and progress:

_____

_____

6. Describe any behavioral problems:

_____

_____

7. Describe physical problems that the child has:

_____

_____

8. Availability of alternative resources for this child:

_____

_____

9. Child's ability to interact with nondisabled children:

_____

_____

Comments on IEP determination for least restrictive environment:

_____

_____

10. Area(s) in curriculum that require continuous attention for the child:

_____

_____

EHBCA-E3 - EXTENDED SCHOOL YEAR SERVICES CHECKLIST FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

11. The child's vocational needs:

    _____

    _____

12. Is the area of service(s) under consideration "extraordinary" to this child's disability as opposed to an integral part of a program for those with the child's disability?

    Yes _____ No _____

13. Other relevant factors as determined by the IEP Team:

    _____

    _____

Additional Information or Comments:

The IEP team has determined ESY service(s) are necessary for the provision of RAPE.

*Yes _____ No _____

*The IEP annual goals and benchmarks or short-term objectives requiring ESY service(s) are determined by the IEP team in accordance with 34 CFR §§ 300,340 - 300.350. The type, amount, and duration of ESY services will be determined by the IEP team on an individual basis and not based on particular categories of disability.

EHBCA-E3 - EXTENDED SCHOOL YEAR SERVICES CHECKLIST FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

IEP Team Members Participating in Review of Existing Data for ESY:

_____

Parent(s) Date

_____

Student (as required) Date

_____

Special Education Teacher Date

_____

Regular Education Teacher Date

_____

Administrative Representative Date

_____

Related Service Provider(s) (as appropriate) Date

_____

Others (indicate name and title) Date

MCLOUD BOARD OF EDUCATION

EHBDB - TITLE I PARENT INVOLVEMENT

Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental involvement in its development at the local level.

The McLoud Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least three (3) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;

2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;

3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress oh a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

EHBDB - TITLE I PARENT INVOLVEMENT (Cont.)

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title 1 program to meet the state's academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P. L. 103-382, Improving America's Schools Act
Every Student Succeeds Act 2016
20 U.S.C. 8 6318

NOTE: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district-wide parent advisory council.

THIS POLICY REQUIRED BY THE EVERY STUDENT SUCCEEDS ACT OF 2016.

MCLOUD BOARD OF EDUCATION

EHBE - LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant; or

2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency; or

3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Tutorial Programs

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment
in agriculture.

No Child Left Behind Act of 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.

EHBE - LIMITED ENGLISH PROFICIENCY INSTRUCTION (Cont.)

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. (See also policy EK.) Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).

4. Evaluation of the program and the academic success and language achievement of the students in the program.

Parents will be notified of:

A. Their child's level of English proficiency and how such a level was assessed.

B. The status of their child's academic achievement.

C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.

D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.

E. Exit requirements for the program.

F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCE: ESSA Sections 3111-3116

THIS POLICY REQUIRED BY ESSA

MCLOUD BOARD OF EDUCATION

EHBF - HOMEBOUND INSTRUCTION

As stated in the Oklahoma Policies and Procedures for Special Education manual, homebound instruction "provides the opportunity for children to enjoy achievement in the academic subjects of our public schools and advance in their efforts to obtain an education at their rate of development, when they are unable to attend public school because of physical illness."

McLoud Public Schools recognize the need for such a program and lend full support to the program under the following guidelines:

ELIGIBILITY

A child is eligible for homebound services who, because of physical illness, will be absent from school a minimum of two weeks. (Chronically ill children with high frequency absences may not have two consecutive weeks of absence but may be considered on an individual basis.)

A child who is absent from school occasionally or because of some minor illness and is not in any danger of having to repeat a grade should not be considered an eligible candidate for the homebound teaching program. This child should be assisted by the teacher to keep up with the class assignments.

Before a child is placed on the homebound program, the director of special services must complete and return the application, accompanied by a physician's statement to the State Department of Education, Special Education Services.

ELIGIBILITY FOR PREGNANT GIRLS

Girls should be placed in special service programs for pregnancy when the physician considers the home or other district-monitored alternative program to be in the best interest of the mother and baby:

The program may begin in the first trimester and continue until six weeks after delivery, but it will be necessary for the student to come to school for a portion of the time.

QUALITY CURRICULUM

Instruction should be supplemented with audio cassette tapes and class notes prepared by the teacher, peer or cross-age tutor when needed. Curriculum shall pinpoint essential content for mastery.

STUDENT RESPONSIBILITY

Students participating in the homebound program must maintain passing grades ("D" or better) in all subject areas addressed in their program. Additionally, students shall be responsible for completion of all assignments.

Unless bedridden, a student may periodically be required to come to school for certain homebound services.

TEACHER SALARY/REIMBURSEMENT

McLoud Public Schools shall pay teachers of homebound children up to $15.00 per hour for three one-hour home visits per week. Additionally, reimbursement can be made at the district rate per mile for the necessary distance

EHBF - HOMEBOUND INSTRUCTION (Cont.)

traveled by the homebound teacher, if the distance is two or more miles per round trip. The distance is figured from the school site the child would normally attend to the child's home.

ATTENDANCE AND RECORD OF INSTRUCTION

A child receiving instruction by a teacher on the homebound teaching program must be enrolled as a student in the McLoud district. When the child is taught by a visiting teacher for one hour per day for three days per week, the child shall be counted as having attended school five days per week, and the attendance shall be so entered in the school register. The material covered, mastered, and needed shall be documented.

TEACHER QUALIFICATIONS

Teachers of homebound children shall hold a valid Oklahoma teaching certificate; a special education certificate is not required.

Teachers employed to teach in the regular classroom may be employed to teach homebound children before or after school hours and be paid extra for this service as outlined above.

REFERENCE: Board Minutes dated March 2,1992

MCLOUD BOARD OF EDUCATION

EHBF-P - HOMEBOUND INSTRUCTION (PROCEDURE)

These procedures shall be followed in securing homebound instruction services:

1. The Physician's Report is obtained by the parent or student from the building designee and completed by a physician.

2. The completed Physician's Report is given to the building designee.

3. The building designee completes the Application for Conditional Preapproval and forwards both documents to the director of special services along with a recommendation for approval or disapproval.

4. The director of special services approves or disapproves the application.

    A. Approved applications are sent directly to the State Department of Education. Homebound services may begin upon approval by the director of special services.

    B. If an application is disapproved, the director of special services shall send a letter to the parent or student indicating non-approval of homebound instruction. The letter will also contain information regarding hearing procedures.

HEARING PROCEDURES

1. Upon receipt of a letter disapproving homebound instruction, the parent or student may request a hearing by sending a letter of request to the director of special services within five school days.

2. The request for hearing is forwarded to a hearing committee made up of three building designees, one of whom shall be the designee of the building in which the student normally attends school.

3. The hearing committee meets with the parent or student within five school days. By the end of this hearing, a decision of approval or disapproval shall be reached.

    A. If the hearing committee grants approval, homebound services may begin immediately and the director of special services shall forward the required documents to the State Department of Education,

    B. If the hearing committee does not grant approval, the parent or student shall be so informed. A letter will be sent indicating non-approval and listing information regarding appeal procedures.

APPEAL PROCEDURES

1. Upon receipt of a second letter disapproving homebound instruction, the parent or student may appeal the decision of the hearing committee by sending a letter to the superintendent within five school days.

2. The superintendent considers all information in reaching a decision of app oval or disapproval.

    A. If the superintendent grants approval, homebound services may begin immediately, and the director of special services shall forward die required documents to the State Department of Education.

EHBF-P - HOME BOUND INSTRUCTION, PROCEDURE (Cont.)

B. If the superintendent does not grant approval, the parent or student shall be so informed by a letter indicating non-approval.

MCLOUD BOARD OF EDUCATION

EHBH - ALTERNATIVE EDUCATION

This school district shall provide an alternative education program that conforms to the requirements of state law and rules applicable to alternative education. The alternative education program shall conform to federal law requirements if federal funding is utilized to provide services to meet the educational needs of neglected, delinquent, and at-risk children and youth. The program shall:

1. Allow class sizes and student/teacher ratios conducive to effective learning for at-risk students;

2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;

3. Include an intake and screening process to determine eligibility of students;

4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;

5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;

6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;

7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;

8. Offer individualized instruction;

9. State clear and measurable program goals and objectives;

10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;

11. Require a plan leading to graduation be developed for each student in the program that will allow the student to participate in graduation exercises for the school district after meeting all of the graduation requirements of the school district.

12. Offer life skills instruction;

13. Provide opportunity for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;

14. Provide a proposed annual budget;

15. Include an evaluation component including an annual written self-evaluation;

16. Be appropriately designed to serve middle school, junior high school, and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than as identified in 70 O S. §13-10, and;

EHBH - ALTERNATIVE EDUCATION (Cont.)

17. Allow all students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

The alternative education program shall be operational and serving students by September 15, of each school year.

Any equipment or material purchased by the school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by the district during the hours the alternative education program is in operation. The equipment or materials may be used for other purposes during hours when the alternative education program is not in operation.

If a program will serve fewer than ten (10) students, the alternative education program shall be offered by the district through an interlocal cooperative in which the district participates, unless the program has been granted a waiver from this requirement by the State Department of Education.

REFERENCE: 70 O S. §1210.568
70 O S. §1210.569
20 U.S.C. 6 6434

NOTE: Referenced statute 70 O S. §1210.568 requires the program be provided by all school districts beginning with the first semester of the 2000-2001 school year.

MCLOUD BOARD OF EDUCATION

EHBI - ADULT EDUCATION

The McLoud Board of Education encourages the use of the buildings and equipment for regularly organized and supervised adult education classes. Various classes may be organized upon request of citizens. Fees will be assessed to pay the expense of the teacher and the purchase of needed supplies. Facilities will be provided free. Regularly employed teachers are encouraged to teach night classes for adults. Tuition rates will be established by the board and a minimum number of students per class may be required.

REFERENCE: Board Minutes dated November 7, 1989
70 O.S. §5-131

MCLOUD BOARD OF EDUCATION

EHBJ - CHARTER SCHOOL APPLICATION PROCESS

Applications submitted for charter school status should be submitted to the office of superintendent. Upon receipt of the application, it is expected that the application will be reviewed and acted upon by the senior staff, the superintendent, and the McLoud Board of Education within 10 (ten) business days.

Board approval of a charter school application will allow the board's legal counsel and senior staff to prepare a charter school contract with the applicant. The contract will need to be approved by the board of education and executed by the board president.

Approved charter schools will be given a school year budget equivalent to the district's prior school year audited expenditure per student multiplied by the charter school's projected enrollment. The charter school's budget will be adjusted in January, based on actual enrollment at the end of the first nine weeks of school. Budget deductions will be made for use of district services.

The charter school may participate in any federal or state grant program for which it is eligible. Any such funding received will be in addition to the school's budget. The school will make all expenditures in compliance with all applicable local board policies, and state regulations and statutes.

The board of education will accept written proposals from any legally authorized entity wishing to establish a charter school. At a minimum, the proposal must contain the following:

1. The names of the charter applicants and requested sponsor board of education;
2. The mailing address(es) and telephone number(s) of the applicants;
3. The school's mission and goals statements;
4. The organizational structure and the governing body of the charter school (including individuals' names, if determined);
5. The financial plan for the first three years of operation;
6. The names of the treasurer and other officers who will have primary responsibilities for the finances of the school, along with the “demonstrated experience" such a person has in school finance or equivalent;
7. The school's proposed student attendance area/how students will be admitted to the school;
8. A description of the facility and location of the school;
9. A description of the grades being served;
10. The school's curriculum and instruction plan;
11. Plan for increasing student achievement;

EHBJ - CHARTER SCHOOL, APPLICATION PROCESS (Cont.)

12. Plan for increasing student learning opportunities;
13. Expected instructional outcomes at the end of the first school year and method(s) of evaluation;
14. A description of the school's "hiring policy";
15. Staffing plan for the school;
16. Plan for professional development opportunities;
17. Any board policies from which the school proposes to be exempt;
18. Any specific state regulations for which the school proposes to apply for deregulation;
19. Any district services (maintenance, custodial, child nutrition, payroll, etc.) the school proposes to use;
20. Proposed procedures for reporting progress to the board of education, including frequency and reporting areas,
21. An outline of criteria to be used in measuring the effectiveness of the school; and
22. A demonstration of support for the charter school from district residents, which may be satisfied by a survey or petition.

The applicant should be informed by the board of education that the applicant will assume any and all liability associated with the operation of the proposed charter school.

After the proposal is received by the board of education, the board will accept or reject the proposal within ninety (90) days at a lawfully convened meeting of the board of education. Written notification of the acceptance or rejection, and the reasons therefor, will be mailed to the applicants by certified mail, return receipt requested. If the proposal is accepted, the board shall notify the State Board of Education of the sponsorship and shall include in such notice a copy of the charter of the charter school. If the proposal is rejected, the applicants may resubmit a revised application for reconsideration within thirty (30) days of the rejection, and the board will respond to the revised application within thirty (30) days. If rejected again, the applicant may submit the proposal for mediation and/or binding arbitration. If the applicant desires mediation and/or binding arbitration, it shall be the responsibility of the applicant to initiate the process according to Oklahoma law.

If the proposal is accepted, the charter school will fall under the district's insurance programs and collective bargaining agreements, unless otherwise stated in the charter contract or as negotiated with the bargaining groups.

Existing public schools approved for charter status will be temporarily closed by the superintendent for re-staffing and reorganization purposes.

REFERENCE: 70 O.S. §3-134

MCLOUD BOARD OF EDUCATION

EHBJ-R - CHARTER SCHOOL (REGULATIONS)

Through a contract between the McLoud Board of Education as the sponsoring body and tire charter school's governing body, the terms and conditions under which a charter school will operate will be determined. Only educationally sound and quality charter school proposals will be considered for implementation.

Any charter school established pursuant to the policies of this district shall adopt a written charter that establishes the following:

1. The charter school has, as its central purpose, the improvement of student achievement and increased learning opportunities for students.

2. Compliance with all federal regulations and state and local rules and statutes relating to health, safety, civil rights, and insurance;

3. The charter school is nonsectarian in its programs, admission policies, employment practices, and all other operations;

4. The charter school shall provide a comprehensive program of instruction for at least a kindergarten program or any grade between grades one and twelve. The charter of a charter school which offers grades nine through twelve shall specifically address whether the charter school will comply with the graduation requirements established in Title 70 O S. §11-103.6. The charter school cannot be chartered for the purpose of offering a curriculum for deaf or blind students that is the same or similar to the curriculum being provided for students served by the Oklahoma School for the Blind or the Oklahoma School for the Deaf;

5. The charter school shall participate in the testing as required by the Oklahoma School Testing Program Act;

6. The charter school shall be exempt from all statutes and rules relating to schools, boards of education, and school districts, except as provided in the Oklahoma Charter Schools Act, and as may be otherwise provided in the charter school's charter;

7. The charter school shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as other public-school districts, and the charter school shall use the Oklahoma Cost Accounting System to report financial transactions to this district;

8. The charter school shall comply with all federal and state laws relating to the education of children with disabilities;

9. The charter school shall provide for a governing body to be responsible for the policies and operational decisions of the charter school;

10. The charter school shall not be used as a method of generating revenue for students who are being home schooled;

11. The charter school shall not charge tuition or fees, except for those fees normally charged by the school district;

EHBJ-R - CHARTER SCHOOL, REGULATIONS (Cont.)

12. The charter school shall provide instruction each year for at least the number of days required of other public-school districts;

13. The charter school shall comply with the student suspension requirements followed by other public-school districts;

14. The charter school shall be considered a "school district" for the purposes of the Governmental Tort Claims Act;

15. Employees of the charter school shall be allowed to participate as members of the Teachers' Retirement System of Oklahoma;

16. The charter school may participate in all health and related insurance programs available b the employees of the sponsoring district;

17. The charter school shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act;

18. The charter school governing body shall be subject to the same conflict of interest requirements $ members of other public local school boards;

19. The charter must include a description of the personnel policies, personnel qualifications, and method of school governance, and the specific role and duties of the sponsor of the charter school;

20. The charter may be amended at the request of the governing body of the charter school and upon the approval of the sponsor of the charter school; and

21. The charter must include a provision specifying the method(s) to be employed for disposing of real aid personal property acquired by the charter school upon expiration or termination of the charter, or failure of the charter school to continue operations.

22. Be accountable to the board of education for performance and results.

Upon acceptance of a charter school application, this district shall notify the State Board of Education. Said notice shall include a copy of the charter of the charter school.

Additionally, a properly approved charter school must implement a contract with this school district to include, but not be limited to, the following:

1. A description of the program to be offered by the charter school that complies with the purposes outlined in the Oklahoma Charter Schools Act;

2. Admission policies and procedures;

EHBJ-R - CHARTER SCHOOL, REGULATIONS (Cont.)

3. Management and administration of the charter school, including that a majority of the charter governing board members are residents of the State of Oklahoma and meet no less than quarterly in a public meeting within the boundaries of the school district;

4. Requirements and procedures for program and financial audits;

5. A description of how the charter school will comply with the charter requirements set forth in the respective charter and the Oklahoma Charter Schools Act;

6. Assumption of liability by the charter school;

7. The term of the contract;

8. A description of the high standards of expectation and rigor for charter school plans and assurance that charter school plans adopted meet at least those standards;

9. Policies that require the charter school be as equally free and open to all students as traditional public schools;

10. Procedures that require students enrolled in the charter school to be selected by lottery to ensure fairness if more students apply than a school has the capacity to accommodate;

11. Policies that require the charter school to be subject to the same academic standards and expectations as existing public schools; and

12. A description of the requirements and procedures for the charter school to receive funding in accordance with statutory requirements and guidelines for existing public schools

The provisions of the respective charter shall be incorporated into the written contract between the charter school and this school district. The term of the written contract between the charter school and this school district shall be effective for no longer than five (5) years from the first day of operation of the charter school A charter contract may be renewed for successive five-year terms of duration, although the school district may vary the term based upon the performance, demonstrated capacities, and particular circumstances of each charter school. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

A charter school cannot enter into any employment contracts until the charter school has executed a contract with this school district. The charter school employment contracts shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and non-re-employment, sick leave, personal business leave, emergency leave, and family and medical leave. The employment contracts shall also specifically set forth the salary, hours, fringe benefits, and work conditions.

Any request from the charter school to renew the written contract between the charter school and this district must be received by the board of education prior to the beginning of the last year of the term of the contract. The board of education may deny such a request if the board determines that the charter school has failed to complete the obligations of the contract or failed to comply with the Oklahoma Charter Schools Act. The board of education shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the

EHBJ-R - CHARTER SCHOOL, REGULATIONS (Cont.)

contract. The school district will adhere to state law and district policy with regard to the non-renewal or termination of a charter school contract.

The board of education may terminate the written contract between itself and the charter school prior to the expiration of the term of the contact for any of the following reasons:

1. Failure of the charter school to meet the requirements for student performance contained in the contract;
2. Failure of the charter school to meet the standards of fiscal management;
3. Violations of law by the charter school; or
4. Other good cause.

The board of education shall give at least ninety (90) days' written notice to the governing board of the charter school prior to terminating the contract. The governing board may submit a written request to he board of education for an informal hearing before the board of education to review any decision to terminate the contract. Any such request for hearing must be made by the governing board within fourteen (14) days of receiving notice from the board of education of its intent to terminate the contract. If a timely request is made, the board of education shall conduct an informal hearing before taking any final action with regard to terminating the contract. If the board of education decides to terminate the contract, the governing school district board of the charter school may, if requested by the charter school proceed to mediation and/or arbitration.

If the contract between the charter school and this school district is not renewed or terminated any student who attended the charter school may enroll in the resident school district of the student or may apply for a transfer in accordance with Oklahoma law.

REFERENCE: 70 O S. §§3-135; 3-136; 3-137

MCLOUD BOARD OF EDUCATION

EHBJA - CONVERSION CHARTER SCHOOL

Prior to converting any part of the school district to a conversion school, the board of education shall have the administration of the school district prepares a conversion plan. The conversion school may consist of a hew school site or all or any portion of an existing school site. The entire district may not legally become a charter school site. The conversion plan shall include documentation that demonstrates and includes the following:

1. A mission statement for the conversion school;
2. A description including, but not limited to, background information of the organizational structure and the governing body of the conversion school;
3. A description of the facility and location of the conversion school;
4. A description of the grades being served;
5. An outline of criteria designed to measure the effectiveness of the conversion school;
6. A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district;
7. Documentation that the applicants completed charter school training as set forth in 70 O S § 3-134;
8. Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;
9. A description of the instructional design of the conversion school, including the type of learning environment, class size and structure, curriculum overview and teaching methods;
10. The plan for using internal and external assessments to measure and report student progress on the performance framework developed by the applicant in accordance with subsection C of 70 O.S. § 3-135;
11. The plans for identifying and successfully serving students with disabilities, students who are English language learners and students who are academically behind;
12. A description of cocurricular or extracurricular programs and how they will be funded and delivered;
13. The student discipline policies for the conversion school, including those for special education students;
14. An organizational chart that clearly presents the organizational structure of the conversion school, including lines of authority and reporting between the governing board, staff, any related bodies such as advisory bodies or parent and teacher councils and any external organizations that will play a role in managing the school;
15. A clear description of the roles and responsibilities for the governing board, the leadership and management team for the conversion school and any other entities shown in the organizational chart;
16. The leadership and teacher employment policies for the conversion school;
17. Proposed governing bylaws;

EHBJA - CONVERSION CHARTER SCHOOL (Cont.)

18. Explanations of any partnerships or contractual partnerships central to the operations or mission of the conversion school;

19. A requirement that the conversion school governing board meet at a minimum quarterly in the state and that for those charter schools outside of counties with a population of five hundred thousand (500,000) or more, that a majority of members are residents within the geographic boundary of the sponsoring entity; and

20. A requirement that the conversion school follow the requirements of the Oklahoma Open Meeting Act and Oklahoma Open Records Act.

The conversion plan and all documents shall be in writing and will be available to the public as an Open Record subject to the Oklahoma Open Records Act. The board of education shall be provided the conversion plan and members will be given the documentation ____ days in advance of the board meeting wherein the plan will be voted upon. Members of the board will discuss the item and vote on the plan at a meeting which is open to the public. All votes by the board of education to approve a conversion plan will be publicly cast and recorded. If a majority of the board of education votes to approve the conversion plan, the superintendent shall notify the State Board of Education within sixty (60) days of the vote. The notification shall include a copy of the minutes for the board meeting at which the conversion plan was approved.

The conversion school will comply with all of the same accountability measures as required of charter schools. The conversion school is not required to comply with the requirements of 70 O.S. §§ 3-140 and 3-142. A conversion school is funded as a site within the school district and a conversion school cannot limit student enrollment.

Conversion schools shall be funded by the board of education of the school district as a school site within the school district and funding shall not be affected by the conversion of the school.

The board of education may vote to revert a conversion school back to a traditional public school at any time; provided, the change shall only occur during a break between school years.

REFERENCE: 70 O.S. §§3-132

MCLOUD BOARD OF EDUCATION

EHDA - SUMMER SCHOOL

It is the policy of the McLoud Board of Education that a summer session may be held in the high school and in the elementary school as deemed necessary.

Recommendations from teachers, principals, and the superintendent will determine what areas of the curriculum will be included in the summer session.

Tuition rates, teacher compensation, and minimum class sizes for the summer session will be established by the board prior to the commencement of the session.

MCLOUD BOARD OF EDUCATION

EHDD - CONCURRENT ENROLLMENT STUDENT

The McLoud Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible.

Therefore, all senior students who wish to attend college courses may request appearance at a regularly scheduled board of education meeting to present their request. Parents or guardian may be requested to be present.

Prior to appearance at the board of education meeting, the student must complete the necessary scheduling of courses required for graduation from high school and must meet the requirements set forth in the regulation which accompanies this policy.

The superintendent will designate a staff member who will make personal contact with every junior and their parents or guardians, individually or in groups, during the fall semester to present materials and to explain the concurrent enrollment program.

The superintendent will post notices in at least two places conspicuous to students calling attention to the concurrent enrollment program and naming the contact person.

The superintendent is directed to prepare a regulation implementing this policy.

REFERENCE: 70 O.S. §628.13
Department of Education, Administrator's Handbook

MCLOUD BOARD OF EDUCATION

EHDD-R - CONCURRENT ENROLLMENT STUDENT (REGULATION)

In accordance with the policy of the McLoud Board of Education, this regulation shall govern the concurrent enrollment of any student who wishes to attend college during his or her junior or senior year.

In order to enroll concurrently in college coursework, students must meet the following requirements:

1. Be a senior enrolled in sufficient credits to complete graduation requirements by the end of the school year.

2. Be enrolled less than full-time. (Fewer than six credit courses).

3. May not exceed full-time college workload of 19 semester credit hours. (One-half high school unit shall equal three semester credit hours.)

4. Must be enrolled in a full daily schedule of at least four units (hours).

5. Must have the written permission of a parent of legal guardian if student is under the age of eighteen (18)..

6. Achieve a composite American College Test (ACT) or Scholastic Aptitude Test (SAT) score using Oklahoma norms as follows:

    A. Comprehensive universities: ACT/SAT 75th percentile

    B. Regional universities: ACT/SAT 62nd percentile

    C. Two-year colleges: ACT/SAT 46th percentile

Eleventh grade students must meet the following requirements:

1. Be enrolled in sufficient credits to be eligible to satisfy graduation requirements no later than the spring of the senior year, as attested by the high school principal.

2. Achieve a composite score at or above the 90th percentile on the ACT using Oklahoma norms, or a combined verbal and mathematical score on the SAT at or above the 90th percentile using national norms. If a student's ACT or SAT composite score is not at the 90th percentile, but a sub score is at the 90th percentile, the student may enroll in coursework in the discipline with the required score, providing the student does not have a curricular deficiency in the subject area.

Other students not qualified by grade level might be considered for full enrollment or concurrent enrollment under the Opportunity Admission Category.

Students wishing to exceed the workload limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student’s academic performance and potential for success in determining the student’s load, which may not exceed the number of semester credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The collegiate portion of the student’s workload must be taken from regular faculty

EHDD-R - COLLEGE COURSEWORK, STUDENT, REGULATION (Cont.)

members of the institution and may be provided off campus if approved by the State Regents and may use alternative delivery systems if approved by the State Regents. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment. High school students enrolling concurrently in off-campus classes may enroll in only liberal arts and science courses.

A student who is otherwise eligible under these regulations may enroll in a maximum of nine semester credit-hours during a summer session or term at a college or university of the state system without the necessity of being concurrently enrolled in high school classes during the summer term. Students wishing to exceed this limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester credit-hours 50 percent greater than the number of weeks in the applicable semester/term.

The completion of the high school curricular requirements shall hot be required of concurrently enrolled high school students for purposes of admission. (Students may enroll only in curricular areas where the student has met the curricular requirements for college admission.) Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.

Following high school graduation, a student may continue enrollment at the institution to which the student has been admitted or may transfer to another institution in the state system, provided that during the provisional enrollment period the student has achieved a college grade point average of 2.0 or above on a 4.0 scale and meets the entrance requirements of the receiving institution, including the high school curricular requirements.

When a student earns college credit through concurrent enrollment, the school district will be required to provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. The district cannot transcript the academic credit as "elective credit" unless there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

MCLOUD BOARD OF EDUCATION

EHDF - ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the McLoud Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

EHDF - ONLINE INSTRUCTION (Cont.)

3. Only students who are enrolled in this district will be granted access to supplemental online courses.

4. Requests for enrollment in supplemental online courses shall be as follows:

   A. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.

   B. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.

   C. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and no appealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.

5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdraw al should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.

6. Students earning credit by means of online instruction shall participate in ~~all~~ require state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).

8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/ course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in

EHDF - ONLINE INSTRUCTION (Cont.)

online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.

10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities,

11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)

12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.

13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.

14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.

15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.

16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

EHDF-R1 - MCLOUD VIRTUAL/ALTERNATIVE SCHOOL POLICIES AND PROCEDURES

Admissions Policies

1. Student must reside in McLoud school district,
2. Student must be in grades 7-12.
3. Student must be under the age of 21.
4. Student and parent must complete an "enrollment application" and the McLoud Virtual School "student contract" to start the enrollment process.

Grades 9-12 Academic Policies

1. Regular McLoud graduation requirements will be followed (23 credits). See McLoud Student handbook for specific courses. Students will be required to meet graduation requirements.

Grades 7-8 Academic Policies

1. Students will be required to successfully complete 3 of 4 core semesters to pass to the next grade level. These courses include classes in the areas of mathematics, English, science and social studies.

2. Students will be required to take all end-of-the-year state tests at McLoud Junior High School for then specified grade levels.

Academic Policies for all Virtual School Students

1. In order to maintain the integrity of the credit, students will be required to take all required tests for all virtual courses at McLoud schools in a monitored, secure test environment. These tests must be scheduled through the virtual school coordinator.
2. A letter grade will be Tran scripted when course work is complete.
3. Credit recovery will be available to regular McLoud students. Full-time students may only take 2 credit recovery courses at a time. The only credit recovery courses allowed \are courses \that a student has previously taken land failed.
4. Student progress will be monitored by an administrator. If a student is not making monthly progress throughout the semester, they will not be allowed to remain in virtual school the following semester
5. Students must do their own work and understand that a student can be permanently dismissed from the McLoud Virtual School for violations of plagiarism, cheating and fraud.
6. Students must respect the rights and privacy of others. Students will only use their assigned password/ID and will not trespass into the files, folders or work of other users.
7. Students must follow all McLoud School District Rules and Policies while logged in and participating in an online course.
8. Special education students may apply. A committee consisting of an administrator and/or Special Ed Director, school counselor and special education teacher will meet to determine eligibility on a case by case basis.

EHDF-R1 - MCLOUD VIRTUAL/ALTERNATIVE SCHOOL, POLICIES AND PROCEDURES (Cont.)

Technology Requirements

1. Students are required to provide their own computer with internet access or be able to use the public library computers or other public access computers and internet.
2. PC with a Pentium Processor and Windows XP or Vista, or Macintosh with Macintosh OSX or higher.
3. 256MB RAM
4. 800 x 600 Resolution Monitor.
5. DSL or T-l or 56K modem internet access.
6. Hard Drive with at least 1G free space available.
7. A current browser (Internet Explorer, Firefox, Safari with pop-up blocking disabled, JavaScript enabled).

EHDF-R1 - MCLOUD VIRTUAL/ALTERNATIVE SCHOOL STUDENT CONTRACT

This contract is between _____and the McLoud Virtual School. By signing this contract, I agree to abide by all of the rules and policies of the McLoud Virtual School and the McLoud School District. I understand that failure to do so may result in the loss of MY PRIVILEGE to attend the online program. I also understand that I am responsible for knowing the contents of the student handbook and that my involvement in the program will be reassessed on a continuous basis. I understand that an internet-based approach to learning uses interactive online technology and requires active participation in each course. I understand that this modality requires a high degree of self-discipline and motivation and the ability to keep up with ongoing, sometimes very demanding, expectations without the constraints of a fixed time and place setting. I understand that the content of online courses is as rigorous as that found in the "regular" school classroom and that I can expect to spend as many hours on the online course as I would if I were attending class in a traditional setting. I understand and agree to abide by the following requirements for participation in McLoud Virtual School online program:

- Maintain a regular schedule of logging on and accessing courses,
- If a student is not making monthly progress throughout the semester, they will not be allowed to remain in virtual school the following semester.
- Keep up with readings, course assignments, homework, quizzes, and tests (contact the director to schedule tests in a timely manner).
- Submit assignments' quizzes and tests in timely manner according to course calendar.
- Do my own work and understand that I can be permanently dismissed from the McLoud Virtual School for violations of plagiarism, cheating and fraud.
- Communicate with the director and tutoring teachers in a professional manner in accordance with the "internet acceptable use" policy. The sending of offensive messages or pictures will not be sent, displayed, or downloaded. District harassment policies apply.
- Respect the rights and privacy of others. I will only use my assigned password/ID and will not trespass into the files, folders, or work of other users.
- Follow all McLoud School District Rules and Policies while I am logged on and participating in an online course.
- All tests/exams must be proctored and scheduled with the director.

_____	_____	_____
Student Signature	Parent Signature	Date

MCLOUD BOARD OF EDUCATION

EHDF-R1 - MCLOUD VIRTUAL/ALTERNATIVE SCHOOL PARENT/GUARDIAN QUESTIONNAIRE

Please respond as completely as possible to the following questions concerning your son or daughter.

1. What do you feel are the main reasons for his/her lack of success within the traditional school environment?

_____
_____
_____

2. Why do you feel that he/she will be more successful at BVHS?

_____
_____

3. What are his/her greatest strengths?

_____
_____

4. What are his/her greatest weaknesses?

_____
_____

5. How would you describe his/her interaction with peers?

_____
_____

6. How would you describe his/her interaction with authority figures?

_____
_____

7. What else should we know about him/her?

_____
_____

Please check the forms of assistance that you are willing and able to provide:

___ Notify the BVHS director when your student is struggling to complete online assignments/objectives.
___ Maintain consistent contact with director and attend teacher tutoring sessions.
___ Monitor grades by keeping track of progress online.
___ Provide appropriate environment for student to access BVHS online.
___ Strongly encourage consistent academic progress and encourage student to work every day.
___ Support all BVHS policies and procedures.

_____ _____ _____
Parent/Guardian Signature Date

MCLOUD BOARD OF EDUCATION

EIA - PROMOTION AND RETENTION

The McLoud Board of Education believes the primary goal of the educational process is to educate. The board also believes that since each child develops physically, mentally, emotionally, and socially at an individual rate, not all children will complete twelve grade levels of work at the same fate. Therefore, for some children, more than twelve years of public education are necessary to achieve the minimal standards of an appropriate education.

Students in special, education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Program as created by their IEP team.

Grade level placement in the elementary and in the junior high school will be based upon the child's maturity (emotional, social, mental, and physical), chronological age, school attendance, effort, and marks achieved. Standardized test results can be used as one means of judging progress. The grade marks earned by the child throughout the year shall reflect the probable assignment for the coming year. Assignment of grade marks will not be used as a means of discipline or reward under any circumstances.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not receive a passing grade in a course; the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

A grade mark on a report card at the end of the grading period shall not fulfill the teacher's responsibility in reporting a child's progress to the child's parents) or guardian. Informal notes and personal conferences are necessary to help the teacher and the parent(s) or guardian understand the child's development and progress. The parent(s) or guardian shall be informed, and a conference scheduled if the parent(s) or guardian desire, when it becomes apparent that a child may need to remain at a grade level.

Upon request of the student, or the student's parent(s) or guardian, a student who has been recommended for retention, is failing a grade, or seeks advancement will be given the opportunity to demonstrate proficiency in the Priority Academic Student Skills (PASS) for the applicable grade level or course. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: semester test, portfolio, criterion referenced test, thesis, project, product, or performance. (See also policy EIAE.)

Students demonstrating proficiency in a set of competencies at the 60% level shall be advanced to the next level of study in the appropriate curriculum area(s). This decision will take into consideration such factors as social, emotional, physical, and mental growth. The school will confer with parents or guardians in making such promotion/acceleration decisions.

Elementary, middle level, or high school students may demonstrate proficiency in the PASS Outcomes for grades 9-12 high school curriculum areas. Appropriate notation will be placed on the high school transcript. The iinit(s) shall count toward meeting the requirements for the high school diploma.

When students do not pass the 6th, 7th, or 8th grade math section of the state test, they shall be placed in remediation. Such placement is mandatory. When students do not pass the 6^ or 7th grade reading test, they shall be placed in remediation.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §11-103.6

MCLOUD BOARD OF EDUCATION

EIA-P2 - CHANGING GRADES ON TRANSCRIPTS (PROCEDURE)

While changing a grade on a transcript should be a rare occurrence, it is sometimes necessary to make such a change. Principals are responsible for ensuring that any grade changes on transcripts are completed in a professional manner maintaining a standard that is above reproach.

1. A change of grade form is to be completed by the teacher and approved by the principal and the superintendent prior to changing grades on transcripts.

2. The registrar or the principal are the only persons who can post grades on the transcripts.

   A. Grade changes must be typed.

   B. The person making the grade change must initial beside the grade change on the transcript.

   C. If the teacher did not request the grade change, the teacher must agree in writing to the grade change.

   D. Teacher grade books shall be posted after the principal approves the change of grade form.

   E. After posting the grade change on the transcript, the completed change of grade form will be kept on file for 5 years.

   F. Any person found to have changed a grade on a transcript in a manner that violates the procedures outlined in this regulation will be appropriately disciplined.

MCLOUD BOARD OF EDUCATION

EIA-R2 - GRADING CODES K-6

Pre-K. Kindergarten, and First Grade

Evaluation Letter	S - Satisfactory (80% - 100%) P - Progressing - but below grade level (60% - 79%) N - Needs Improving (59% and below)

Grades 2nd through 6th

Grades used on Report Cards	A - 90 - 100 B - 80 - 89 C - 70 - 79 D - 60 - 69 F - Below 60

Grades K-6 (Music. Physical Education. Art and Computer)

Letter Grades used on Report Cards	S - Satisfactory U - Unsatisfactory

Grades 1 - 6	Special Education Same Scale as Regular Classroom - determined by both regular and special teachers (only 1 grade given).

MCLOUD BOARD OF EDUCATION

EIA-R3 - GRADING GUIDELINES FOR K-4

1. All teachers' names are to be written on the permanent record cards and folders above or beside the grade.
2. No grades are to be given for Science or Social Studies in grades K, 1, and 2.
3. Science and Social Studies in the third and fourth grades will be taught the entire year and assigned grades accordingly.
4. All grades in Kindergarten through fourth grade will be recorded on permanent records with an evaluation letter.
5. All grades in the second, third and fourth grade will be recorded as a numerical grade using the online gradebook as prescribed by the district.
6. Teachers will record a minimum of two (2) grades per weeks per subject/section taught.

MCLOUD BOARD OF EDUCATION

EIA-R4 - STUDENT RETENTION (REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of 60% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

1. Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

2. If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a student reading portfolio and shall provide notice to the parent of the deficiency.

3. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered as required by law, has not accumulated evidence of third-grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade.

4. Starting with the 2017-2018 school year, a student not eligible for automatic promotion under paragraph 3 of this subsection and who scores at the unsatisfactory level on the reading portion of the third-grade statewide criterion-referenced test, may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. 2017-2018 school years, a student not eligible for automatic promotion as provided for under paragraph 3 of this subsection and who scores below the proficiency levels on the reading portion of the statewide third-grade assessment may be evaluated for “probationary promotion” by the Student Reading Proficiency Team, The Student Reading Proficiency Team shall be composed of:

(1) the parent(s) and/or guardian(s) of the student,

(2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

(3) a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and

(4) a certified reading specialist if one is available.

EIA-R4 - STUDENT RETENTION (Cont.)

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the school district superintendent and the principal and the superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion," the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellence Act.

5. Students who score below the proficient level on the reading portion of the statewide third-grade assessment and who are not subject to a good cause exemption as provided in subsection K of this section, and who do not qualify for promotion or "probationary promotion" shall be retained in the third grade and provided intensive instructional services and supports.

6. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law.

A third-grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

(1) Limited-English-proficient students who have had less than two years of instruction in an English language learner program;

(2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

(4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

(5) Students with disabilities who participate in the statewide assessments and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and

(6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two years.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

EIA-R4 - STUDENT RETENTION (Cont.)

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;

2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and

3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

REFERENCE: 70 O S. §24-114.1
70 O S. §1210.508C

MCLOUD BOARD OF EDUCATION

EIA-R5 - MIDYEAR PROMOTION FOURTH GRADE

A student retained in third grade in accordance with the Reading Sufficiency Act may be eligible for a midyear promotion to fourth grade. The midyear promotion of a retained student will be considered if the student can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education .Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score at the proficient level on the third-grade statewide criterion-referenced test, or upon demonstrating proficiency in reading at the third-grade level through a screening instrument administered in accordance with law, and upon showing progress sufficient to master appropriate fourth grade-level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and tire school principal.

REFERENCE: 70 O.S. §1210.5080

MCLOUD BOARD OF EDUCATION

EIAE - PROFICIENCY BASED PROMOTION

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.

   A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: portfolio, criterion-referenced test, thesis, project, product or performance. Proficiency in all laboratory sciences will require students to perform relevant laboratory techniques.

   B. Students shall have the opportunity to demonstrate proficiency in the core areas twice each year: once before the beginning of the school term and at the end of the school term as identified in 70 O.S. §11-103.6:

      1. Social Studies

      2. Language Arts

      3. The Arts

      4. Languages

      5. Mathematics

      6. Science

C. Students may obtain credit by examination in lieu of Carnegie Units for courses, but subject to compliance with the Oklahoma School Testing Program.

   1. Courses not tested under the Oklahoma School Testing Program.

      The school district will make available assessment tools to determine proficiency for credit by examination for courses without corresponding Oklahoma School Testing Program assessments. The assessment tools will be aligned to the school district's curriculum and will accurately measure the student's demonstration of sets of competencies in standards adopted by the State Board of Education

   2. Courses tested under the Oklahoma School Testing Program.

      If a student seeks to "test out" of a course under the Oklahoma School Testing Program, a student must obtain a score of at least "Proficient" on the Oklahoma School Testing Program assessment corresponding to the course.

D. Qualifying students are those who are legally enrolled in the local school district.

E. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.

F. Students will be allowed to take proficiency assessments in multiple subject areas.

EIAE - PROFICIENCY BASED PROMOTION (Cont.)

G. Students not demonstrating proficiency will be allowed to try again during the next assessment period. Failure to demonstrate proficiency will NOT be noted on the student transcript.

H. Exceptions to standard assessment may be approved for those students with disabling conditions.

2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.

   A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social, emotional, and intellectual needs of the student will be used in the consideration of the promotion/acceleration decision.

   B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. The statement shall be included in the permanent record of the student.

   C. Failure to demonstrate proficiency will not be noted on the transcript.

   D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.

   E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirement for the high school diploma.

   F. Units earned through proficiency assessment will be transferable with students among school districts within the state of Oklahoma.

3. Proficiency assessment will measure mastery of the priority academic student skills in the same way that curriculum and instruction are focused on the priority academic student skills. In other words, assessment will be aligned with curriculum and instruction.

4. Options for accommodating student needs for advancement after demonstrating proficiency may include, but are not limited to, the following:

   A. Individualized instruction;

   B. Correspondence courses:

   C. Independent study;

   D. Concurrent enrollment;

   E. Cross-grade grouping:

   F. Cluster grouping;

EIAE - PROFICIENCY BASED PROMOTION (Cont.)

G. Grade/course advancement;

H. Individualized education programs.

5. Each year the school district will disseminate materials explaining the opportunities of proficiency-based promotion to students and parents in the district. Priority Academic Student Skills and type of assessment or evaluation for each core curriculum area will be made available upon request.

Appropriate notation will be made for elementary, middle level or high school level students satisfactorily completing a 9-12 high school curriculum area. Completion will be noted with a "P" for passing. This unit will count toward meeting the requirements for the high school diploma.

MCLOUD BOARD OF EDUCATION

EIAE-P - PROFICIENCY BASED PROMOTION TESTING PROCEDURES

The test adopted by the Board of Education is the Oklahoma Proficiency Test by Riverside Publishing Company through the Oklahoma Test Proficiency Coop. Test packets include teachers' directions for the various grade levels, scoring guides, outcome statements, and technical reports. Tests and answer sheets cover the following subject matter:

Grades 1-7

Reading
Mathematics
Science
Language Arts
Social Studies

Grade 8

Reading
Mathematics
Science
Language Arts
Civics

Grades 9-12

Oklahoma History
U. S. History
World History
Government
World Geography
English I, II, HI, IV
General Mathematics
Pre-Algebra
Algebra I, II
Geometry
Spanish 1
French I
Physical Science
Earth Science
Biology I
Chemistry I
Physics

All new or currently enrolled students have an opportunity to request a proficiency assessment for the purpose of evaluating appropriate grade or course placement. New students will have thirty (30) days from the enrollment date to request a proficiency assessment. A request may be initiated by a new student or the student's teacher, parent, or legal guardian.

All students shall be provided with at least two (2) opportunities per school year to obtain course credit through examination in each required curriculum area. A request may be initiated by a student or the student's teacher, parent, or legal guardian.

The following are the steps to be taken when a proficiency assessment is requested:

1. Within five days of receipt of a request to demonstrate proficiency, the principal will coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The meeting will be to determine the best possible means of assessing the student's proficiency in the selected area(s), when the assessment will start, where the assessment will take place, and to obtain the parents or guardian's consent to give the proficiency assessment.

2. The principal will request a proficiency assessment from Superintendent, giving thein the date and areas that are to be tested. Superintendent will advise the principal when the assessment may be obtained.

EIAE-P - PROFICIENCY BASED PROMOTION, TESTING PROCEDURES (Cont.)

3. The principal will go to the Counselor's office and pick up the assessment the day before testing. The person actually, giving the assessment will receive the test and make all necessary preparations for the assessment. No person other than the principal, the test administrator, and the student may see the assessment either before or after the assessment is given.

4. The assessment will be given following the directions of the publisher.

5. After the assessment is completed, it will be scored by the tester and taken to the principal. The principal will then coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The purpose of the meeting will be to discuss the results of the assessment. After the meeting the score sheet and the test will be destroyed.

6. Failure to demonstrate proficiency in an assessment shall not be noted on a student's transcript. Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area shall be determined as follows:

   A. The school will confer with the parent or legal guardian in making decisions regarding student placement or promotion. Such factors as social, emotional, and intellectual needs of the student will be considered.

   B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to be included in the permanent record of the student.

   C. If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

   D. Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

      1. Individualized instruction
      2. Correspondence courses
      3. Independent student
      4. Concurrent enrollment
      5. Cross-grade grouping
      6. Cluster grouping
      7. Grade/course skipping
      8. Individualized education programs
      9. Supplemental online courses

MCLOUD BOARD OF EDUCATION

EIED - GRADUATION REQUIREMENTS

The McLoud Board of Education recognizes that a 12-year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study. Therefore, it is the policy of the board of education that a minimum of 23 units of credit be earned in the subject areas listed below to be eligible for graduation. All students, in order to graduate from an Oklahoma public school, will be required to complete the "college preparatory/work ready curriculum units or sets of competencies" at the secondary level. A student will be allowed to enroll in the core curriculum in lieu of the requirements of the college preparatory/work ready curriculum upon the written approval of the parent or legal guardian of the student. Current state graduation requirements will be deemed to be the "core curriculum" option. The "college preparatory/work ready curriculum" will include the following:

4 units of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

3 units of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3 units of laboratory science, limited to Biology, Chemistry, Physics, of any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

3 units of history and citizenship skills, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;

2 units of the same foreign or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

1 additional unit selected from the above categories or career and technology education courses, concurrently enrolled course, Advanced Placement courses or International Baccalaureate courses approved for college admission requirements; and

1 unit or set of competencies of fine arts, such as music, art, or drama, or 1 unit or set of competencies of speech.

In order to graduate from the district with a standard diploma, students shall complete the following core curriculum units at the secondary level:

EIED - GRADUATION REQUIREMENTS (Cont.)

Science
3 units or sets of competencies of laboratory science approved for college admission requirements:

1 unit or set of competencies of life science, meeting the standards for Biology I:
1 unit or set of competencies of physical science, meeting the standards for Physical Science, Chemistry or Physics; and
1 unit or set of competencies from the domains of physical science, life science or earth and space science such that content and rigor is above Biology I or Physical Science.

Language Arts
4 units or sets of competencies

1 unit of Grammar and Composition
and
3 units which may include
American Literature
English Literature
World Literature
Advanced English Courses
Other English courses with content and/or rigor equal to or above grammar and composition

Social Studies
3 units or sets of competencies

1 unit of United States History
½ to 1 unit of United States Government
½ unit of Oklahoma History
½ unit to 1 unit which may include:
World History
Geography
Economics
Anthropology
Other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma history

GRADUATION REQUIREMENTS (Cont.)

Mathematics

3 units or sets of competencies

1 unit of Algebra 1[1] and
2 units which may include:
- Algebra II
- Geometry 1
- Trigonometry
- Math Analysis or Precalculus
- Statistics and/or Probability
- Calculus
- Computer Science or acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit. The list of accepted industry valued credentials shall be reviewed annually and updated at least every three (3) years by the State Board of Career and Technology Education.
- Intermediate Algebra
- Mathematics of Finance
- Contextual mathematics courses that enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education
- Mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education
- Other mathematics courses with content and/or rigor equal to or above Algebra I
- A science, technology, engineering and math (STEM) block course.

The Arts and Computer Education

1 unit or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music and 1 unit or set of competencies of computer technology, whether taught at a high school or a technology center school, including computer programming, hardware and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing classes

Electives

8 units or sets of competencies

In addition to the curriculum requirements, students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act.

All students are strongly encouraged to complete two units or sets of competencies of foreign language classes and two units or sets of competencies of physical and health education as part of the core curriculum.

EIED - GRADUATION REQUIREMENTS (Cont.)

Credit may be given for the above-referenced classes when the courses are taken in the seventh or eighth grades if the teachers are certified or authorized by law to teach the subjects for high school credit and the required course rigor is maintained.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and which provide for the teaching and learning of the appropriate skills and knowledge in

the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting state graduation requirements.

No student will be allowed to receive credit more than once for completion of the same unit or sets of competencies. All of the above-referenced classes may not be offered by the district. However, sufficient courses shall be offered to allow students to meet the graduation requirements during the secondary grade years of the student.

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student. However, all students in grades nine through twelve are required to enroll in a minimum of six periods, dr the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

Students who transfer into this school district from out of state after their junior year of high school shall not be denied, because of differing graduation requirements, the opportunity to be awarded a standard diploma. This applies to students who would be unable to meet the specific graduation requirements listed above without extending the date of graduation. Exception from the graduation requirements will be based on rules established by the State Department of Education. All exceptions and the reasons therefor shall be reported to the State Department of Education on or before July 1 of each year.

Early graduation from high school is not offered by this district. Students are expected to complete eight (8) semesters of high school in order to graduate and receive a diploma.

All course credit earned through examination by students in required curriculum areas shall be appropriately noted on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation, credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferable to or from any other school district within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation count toward meeting the requirements for the high school diploma.

Beginning with the 2015-2016 school year, all students shall be required to receive instruction in cardiopulmonary resuscitation (CPR) and the awareness of the purpose of an automated external defibrillator at least once between ninth grade and high school graduation, A school administrator may waive this requirement for an eligible student who has a disability. A student may also be excused from this requirement if a parent or guardian of the student objects in writing.

Students who start ninth grade prior to or during the 2016-2017 school year will be required to complete an assessment in order to graduate with a standard diploma. The assessment required will be one that is required or has been required by the Oklahoma School Testing Program or an alternate assessment as approved by the superintendent. The

EIED - GRADUATION REQUIREMENTS (Cont.)

highest-achieved score on the assessment and any business and industry-recognized endorsements attained will be reflected on the student's transcript.

REFERENCE: 70 O S. § ll-103.2c
70 O.S. §11-103.6
70 O.S. § 1210.199
70 O.S. § 1210.508

MCLOUD BOARD OF EDUCATION

EJ - SCHOOL COUNSELOR

The school counselor is a member of the teaching team. The counselor is concerned for the welfare of the child, instructional goals of the teachers, and communication between home, school, and the community.

Student referrals to the school counselor are made by the principal and teachers. Parents wishing a conference may contact the counselor from 8:00 a.m. to 9:00 a.m. each school day. Students may make arrangements to visit the counselor through their homeroom teachers.

MCLOUD BOARD OF EDUCATION

EK-R1 - TESTING PROGRAM
STUDENT SURVEYS
(REGULATION)

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements outlined in policy found elsewhere in this manual. (See GVA-P.) Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without prior parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;

2. Mental and psychological problems of the student or the student's family;

3. Sex behavior and attitudes;

4. Illegal, antisocial, self-incriminating, and demeaning behavior;

5. Critical appraisals of other individuals with whom students have close family relationships;

6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and or ministers; or

7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or

8. Religious practices, affiliations, or beliefs of the student or the student’s parent.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.

EK-R1 - TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardiahs, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:

   A. College or other postsecondary education recruitment, or military recruitment;

   B. Book clubs, magazines, and programs providing access to low-cost literary products;

   C. Curriculum and instructional materials used in schools;

   D. Tests and assessments;

   E. Student recognition programs; and

   F. The sale by students of products or services to raise funds for school-related activities.

2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Definitions

The term "survey" includes an evaluation.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, of scoliosis screening.

EK-R1 - TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)

The term "personal information" means individually identifiable information, include a student's or parent's name, address, telephone number, or social security number.

The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

These rights transfer from the parent to a student who is eighteen (18) years of age or an emancipated minor.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C. 20202-8520.

THIS POLICY REQUIRED BY THE EVERY CHILD SUCCEEDS ACT OF 2016.

MCLOUD BOARD OF EDUCATION

EKBA - READING SUFFICIENCY TESTING

Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

Every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading
skills including, but not limited to, phonemic awareness phonics, reading fluency, vocabulary, and comprehension. Any student who is assessed and found not to be reading at the appropriate grade level before the close of each school
year shall be provided a program of reading instruction designed to enable to the student *b* acquire the appropriate grade level reading skills. The program of reading instruction required shall align with the subject matter standards adopted by the State Board of Education and shall include provision of the READ Initiative adopted by the school district. A program of reading shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonemic awareness, phonics, spelling, reading fluency, vocabulary, and comprehension

2. If necessary, tutorial instruction after regular school hours, oh Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080-hour school year required by law;

3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction

The program will be continued until the student is determined by the results of approved reading assessments to be reading on grade level. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include individualized remediation. Each team for a first or second grade student shall be composed of:

a. The parent(s) or guardian of tire student,
b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
c. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
d. A certified reading specialist, if one is available.

Teams for third grade students shall be comprised of:

a. The parent(s) or guardian of the student,
b. The teacher assigned to the student who had responsibility for reading instruction in that academic year
c. A teacher in reading who teaches in the subsequent grade level, and
d. A certified reading specialist.

EKBA - READING SUFFICIENCY ACT (Cont.)

The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, and parents, and if possible, a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Reading Sufficiency Act

REFERENCE: 70 O S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

MCLOUD BOARD OF EDUCATION

EMG - SERVICE ANIMALS

In accordance with federal law, the Oklahoma City Public School District seeks to accommodate students or staff with disabilities who require the assistance of a qualified service animal. A qualified service animal is defined as “any guide dog, signal dog, or other animal individually trained to work or perform tasks for the benefit of an individual with a disability, including, but not limited to, guiding individuals with impaired vision, alerting individuals with impaired hearing to intruders or sounds, providing minimal protection or rescue work, pulling a wheelchair, or fetching dropped items". Provided that an animal meets this definition, especially in regard to the nature of the animal’s training and the tasks performed, the animal is considered to be a service animal regardless of whether it has been licensed or certified by a state or local government. Service animals do not include wild animals, farm animals, rodents or any animal whose sole function is to provide emotional support, comfort, therapy, companionship, therapeutic benefits, or to promote emotional well-being.

Use of a service animal by staff or students with disabilities is subject to the following procedures:

1. Staff members or parents must submit a request for the use of a service animal to the Executive Director of Student Support Services. Such a request must identify and describe the need for the service animal as it relates to the staff member or student's disability and describe the manner in which the service animal will meet the individual's particular need (s). The individual making the request shall also provide a letter from physician, who is one of their primary healthcare providers, regarding the need for a service animal.

2. Requests for the use of service animals on School District property must, whenever possible, be made no less than three (3) weeks prior to the proposed use of the service animal. Under no circumstances may a service animal be on School District property without the prior approval of the Executive Director of Student Support Services.

3. In order to verify the need for the use of a service animal the staff member or parent requesting the use of the service animal must provide documentation which includes, but is not limited to, documentation that the service animal is properly trained and licensed, certification of proper vaccinations verified by a veterinarian, documentation that the handler for the service animal is properly trained and they must provide documentation of adequate liability insurance.

4. The use of a service animal on District may be subject to a plan which introduces the service animal to the school environment, any appropriate training for staff and students regarding interaction with the service animal, and other activities or conditions deemed necessary by the District. The District's approval of the use of a service animal on District property is subject to periodic review, revision or revocation by the District.

5. Service animals must wear proper identification and always be on a leash or other form of restraint mechanism. It is the responsibility of the staff person or student (parent) who uses a service animal pursuant to this Policy to be the certified handler, providing proper handling of the service animal. In the case that the certified handler will not be with the service animal at school, identified staff must be trained to give commands to the service animal. Any cost incurred in handling the service animal will be the responsibility of the staff person or the parent of the student who uses the service animal.

6. Service animals will be allowed on District transportation vehicles only when it has been determined through the IEP process that a service animal is part of a transportation accommodation, the inclusion of a service animal is documented on the special transportation form, the parents/guardians of each student riding the school district transportation vehicle have acknowledged in writing notification of the inclusion of the service animal and the service animal is under the control of a properly trained handler at all times.

EMG - SERVICE ANIMALS (Cont.)

7. The District retains discretion to exclude or remove a service animal from its property if the animal is out of control and the animal's handler does not effectively control its behavior, the animal is not housebroken or the animal's presence or behavior interferes in the functions of the District or if the animal poses a direct threat to the health and safety of others that cannot be eliminated through reasonable accommodation.
8. All owner/handlers are responsible to clean up after and properly dispose of the animal's waste (feces) while the animal is on District property.

9. The staff member or student/parent is liable for any damage to School District or personal property and any injuries to individuals caused by their service animal. Any staff member or student /parent who uses a service animal on District property will indemnify the District from any damage caused by such animal. The staff member or student/parent who uses the service animal will be required to submit a certificate of liability insurance covering the service animal and identifying the District as an additional insured. The amount of required insurance coverage shall be determined by the District.

MCLOUD BOARD OF EDUCATION

FD - STUDENT RESIDENCY

It is the policy of the McLoud Board of Education that the residence of any child for school purposes shall be the legal residence of the parents, guardian, or person having legal custody within the district as defined in 70 O.S. §1-113 (C). Provided that such parent, legal guardian, person, or institution having legal custody contributes in a major degree to the support of such child. Provided, further, that any child residing in the district who is entirely self-supporting shall be considered a resident of the school district if the child works and attends school in the school district. Questions concerning legal residence of children shall be determined pursuant to procedures utilized by the State Department of Education in accordance with 70 O.S. §1-113.

An adult who does not fall within the categories listed above, who holds legal residence in the district, and who has assumed permanent care and custody of the child may file an affidavit with the school district attesting that custody has been assumed. The affidavit must include the reasons for assuming custody. The residency officer shall consider the facts of each case and shall approve residency only if it is demonstrated that the custody arrangement is permanent, and the adult contributes in a major degree to the support of the child.

The superintendent or designee may require the submission of evidence of residency in order to determine whether the student is eligible to attend the public schools or programs without payment of nonresident tuition. Such evidence may include, but is not necessarily limited to, the following:

1. Proof of payment of local personal income tax or ad valorem taxes;

2. Title to residential property in the district, or a valid unexpired lease agreement, or receipts for payment of rent on a district residence in which the applicant actually resides;

3. Proof of provisions of utilities;

4. A valid, unexpired motor vehicle operator's permit or motor vehicle registration;

5. Maintenance of voter registration;

6. Notarized affidavit verifying residency and that the affiant has assumed the permanent cafe and custody of the student. (The filing of a false affidavit shall be subject to punishment in accordance with 70 O.S. §1-113(A)(1).)

<u>Homeless Students</u>

In accordance with the Federal McKinney Homeless Assistance Act, homeless children shall have access to the same free and appropriate public education as provided to other children. The board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their education that may exist in district policies or practices. No child or youth shall be discriminated against in this school district because of homelessness.

Children are deemed to be homeless under the following conditions:

1. A child who is lacking a fixed regular and adequate nighttime residence and who has a primary nighttime residence that is a publicly or privately operated shelter designed to provide temporary living accommodations, a

FD - STUDENT RESIDENCY (Cont.)

temporary residence prior to institutionalization, or a place not designed or ordinarily used as a regular sleeping accommodation for human beings.

2. A child who is placed in a transitional or emergency shelter before placement in a foster home or home for neglected children.

3. A child who is temporarily living in a trailer park or camping area due to lack of adequate living accommodations.

4. A child who is living in doubled-up accommodations due to loss of housing or another similar situation.

5. A migratory child who is staying in accommodations not fit for habitation.

6. A child who has run away from home and lives in a runaway shelter, abandoned building, the street, or other inadequate accommodations.

7. A child who is placed in a state institution because s/he has no other place to live.

8. A child who has been abandoned by his/her family and who is staying in a hospital.

9. A child whose parents or guardian will not permit him/her to live at home and who lives on the street, in a shelter, or in other transitional or inadequate accommodation.

10. School-age unwed mothers or expectant mothers who are living in homes for unwed mothers because they have no other available living accommodations.

The district administration shall attempt to remove existing barriers to school attendance by children in foster care and homeless children:

1. Enrollment requirements that may constitute a barrier to the education of a child in foster care or the homeless child or youth shall be waived. If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

2. Fees and charges that may present a barrier to the enrollment of transfer of a child in foster care or a homeless child or youth shall be waived.

3. Customary transportation policies and regulations shall be waived.

4. Official school records policies and regulations shall be waived.

FD - STUDENT RESIDENCY (Cont.)

5. The district shall make a reasonable effort to locate immunization records from information available or shall arrange for students to receive immunizations through health agencies and at district expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of board policy on immunizations. (See policy FFAB.)

6. Other barriers to school attendance by a child in foster care or a homeless youth shall be waived.

7. Information about a homeless child's or youth's living situation shall be treated as a student education record and shall not be deemed to be directory information under state or federal law.

The district will provide to each homeless child such school services that are comparable to services offered to other students in the district and that are determined to be in the child's best interest. Such services will include:

1. Public preschool programs;

2. Special education, Title I, and limited English proficiency programs for which they are eligible;

3. Vocational education programs;

4. Gifted and talented programs;

5. Before and after school programs;

6. School meal programs; and

7. Transportation services.

Residency Officer

The school district designates the Superintendent as residency officer.
The residency officer may be contacted by calling the school district at 405-964-3314 or by writing to the residency officer at the following address, or by personally visiting the residency officer at 113 N. Main, McLoud, OK 74851.

If this school district denies admittance of a student who claims to be a resident of the district, the parent, guardian, or person having care and custody of the student may request a review of the residency officer's decision. Such request for review shall be in writing and must be received by the residency officer within three school days of the denial of admittance. The request for review shall include any additional pertinent information that may justify the admittance of the child to the school district.

Upon receipt of a written request for review, the residency officer will render a decision and notify the parent of the decision within three school days of the receipt of the request for review.

FD - STUDENT RESIDENCY (Cont.)

If the parent disagrees with the findings of the residency officer, the parent will notify the residency officer within three school days of the receipt of the decision. The residency officer will submit his/her findings and all documents reviewed to the board of education.

The board of education will review the decision and the documents submitted by both the residency officer and the student and render a decision at die next board meeting. The board's decision may be appealed only pursuant to procedures utilized by the State Department of Education.

The Superintendent will designate a Point of Contact (POC) to coordinate activities relating to the District's provision of services to children placed in foster care, including transportation services.

The District will collaborate with Child Welfare Agencies when transportation is required for children placed in foster care to attend the school of origin outside their usual attendance area or the district when in the best interest of the student. Under the supervision of the Superintendent/designee, the District POC will invite appropriate District officials, Child Welfare Agencies, and officials from other districts or agencies to consider how such transportation is to be promptly arranged and funded in a cost-effective manner.

DEFINITIONS

"Foster Care" means 24-hour care and supportive services provided to children placed away from their parents, guardians, or person exercising custodial control or supervision and for whom the foster parent has placement care and responsibility.

"School of origin" means the school in which a child is enrolled at the time of placement in foster care.

"Best Interest" means a case -by-case determination of the appropriateness of the current educational setting and the proximity of placement as required by ESEA section 111 l(g)(l)(E)(i). Factors be utilized in this determination include, but are certainly not limited to, the following:

1. Safety considerations;
2. Proximity of the resource family home to the child's present school;
3. Age and grade level of the child as it relates to the other best interests' factors;
4. Needs of the child, including social adjustment and well-being;
5. Child's performance, continuity of education and engagement in the school the child presently attends;
6. Child's special education programming if the child is classified;
7. Point of time in the school year;
8. Child's permanency goal and likelihood of reunification;
9. Anticipated duration of the placement;
10. Preferences of the child;
11. Preferences of the child's parent(s) or education decision maker(s)
12. The child's attachment to the school, including meaningful relationships with staff and peers;
13. Placement of the child's sibling(s);
14. Influence of the school climate on the child, including safety;
15. Availability and quality of the services in the school to meet the child's educational and socio-emotional needs;

FD - STUDENT RESIDENCY (Cont.)

16. History of school transfers and how they have impacted the child;
17. How the length of the commute would impact the child, based on the child's developmental stage;
18. Whether the child is a student with a disability under the IDEA who is receiving special education and related services of a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
19. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

REFERENCE: 70 O.S. §1-113, §1-114
70 O.S. §18-111
42 U.S.C.S 11432

A POLICY ON THIS TOPIC IS REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FD-E3 - POWER OF ATTORNEY

1. "I certify that I am the parent or legal custodian of:

_____ _____
(Full name of minor child) (Date of birth)

_____ _____
(Full name of minor child) (Date of birth)

_____ _____
(Full name of minor child) (Date of birth)

2. "I designate_____
(Full name of Attorney-in-fact)

_____
(Street address, city, state and zip code of Attorney-in-fact)

_____ _____
(Home phone of Attorney-in-fact) (Work phone of Attorney-in-fact)

as the attorney-in-fact of each minor child named above."

3. _____" I delegate to the attorney-in-fact all of my power and authority regarding the care, custody and property of each minor child named above, including but not limited to the right to enroll the child in school, inspect and obtain copies of education records and other records concerning the child, the right to attend school activities and other functions concerning the child, and the right to give or withhold any consent or waiver with respect to school activities, medical and dental treatment, and any other activity, function or treatment that may concern the child. This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on or for the child, or the termination of parental rights to the child." or

4. _____ "I delegate to the attorney-in-fact the following specific powers and responsibilities (write in):

_____

_____

This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on or for the child, or the termination of parental rights to the child."

FD-E3 - POWER OF ATTORNEY (Cont.)

5. "This power of attorney is effective for a period not to exceed one year,beginning_____20_____, and ending, _____20_____. I reserve the right to revoke this authority at any time."

   By:_____
   (Parent/Legal Custodian signature)

6. "I hereby accept my designation as attorney-in-fact for

   _____
   (Minor child(ren)) as specified in this power of attorney."

   _____
   (Attorney-in-fact signature)

State of_____

County of_____

ACKNOWLEDGEMENT

Before me, the undersigned, a Notary Public, in and for said County and State on this_____ day of _____20 _____, personally appeared _____(Name of Parent/Legal Custodian) and _____(Name of Attorney-in-fact), to me known to be the identical persons who executed this instrument and acknowledged to me that each executed the same as his or her free and voluntary act and deed for the uses and purposes set forth in the instrument.

Witness my hand and official seal the day and year above written.

_____
(Signature of notarial officer)

(Seal, if any)

_____
(Title and Rank)

My commission expires: _____

REFERENCE: **10 O S. § 701**

MCLOUD BOARD OF EDUCATION

FD-P - STUDENT RESIDENCY DISPUTE PROCEDURES

The superintendent of schools shall serve as the district residency officer.

If a dispute arises regarding a student's residency, or residency status as "homeless" under the McKinney-Vento Homeless Assurance Act, the parent or guardian may request a review of the ruling by the superintendent. Any question or dispute as to the residence of a student shall be determined by the superintendent pursuant to the following procedures:

1. If the school district initially denies admittance of a student who claims to be a resident of the district, the parent, guardian, or person having care and custody (hereafter parent) of the student shall be informed that a request may be made for a review of the decision of the local residency officer.

2. If, during the course of the school year, a dispute arises as to the residence of a student who is enrolled and attending school, the student shall be allowed to continue attending McLoud Public schools until these dispute procedures have been exhausted.

3. The parent of the student may request a review by notifying the residency officer in writing within three (3) school days from denial of admittance. Upon receipt of a request for review, the residency officer shall allow the parent to provide additional pertinent information in accordance with the district's criteria and the statutory provisions regarding residency. The information must be submitted with the request for review.

4. Within three (3) school days of the receipt of the request for review, the residency officer must render a decision and notify the parent, in writing, of the decision and the reasoning therefor.

5. In the event the parent disagrees with the decision, the parent shall notify the residency officer within three (3) school days of receipt of the residency officer's decision. The residency officer will submit to the board of education his or her findings and all documents reviewed. The board of education will review the decision and the documents submitted on behalf of the district and the student and render a decision at the next board meeting. The board's decision shall be the final administrative decision.

6. In an effort to place students in school as quickly as possible, timelines shall be followed unless, due to emergency circumstances, both parties agree to an extension of timelines.

Any question as to the place of residence of any child for school purposes shall be decided pursuant to procedures utilized by the State Department of Education.

Legal Reference: 42 U.S.C. 11432

MCLOUD BOARD OF EDUCATION

FD-E - STUDENT RESIDENCY AFFIDAVITS

PERMISSION TO RELEASE EDUCATIONAL RECORDS

(to be submitted by the actual parent or guardian)

STATE OF OKLAHOMA §
§
COUNTY OF POTTAWATOMIE §

I, _____ the undersigned person, being of lawful age, being first duly sworn, on oath, state that I am the lawful parent of guardian of_____ _____I further state that my rights as parent or guardian to access educational records have in no way been restricted, modified, terminated, or extinguished by any court order, decree, or custody arrangement.

I hereby grant McLoud Public Schools permission to release any and all educational records including grades as defined under the Family Educational and Privacy Rights Act to_____ who has assumed the permanent care and custody of_____. In the event that _____ is not a relative of_____ , I hereby state that he/she contributes the major degree of support to the child.

I hereby agree to hold McLoud Public Schools harmless in any, and all manner, which may arise out of the release of any, and all, educational records to._____.

I acknowledge that willful misstatement in this affidavit, known by me to be false, shall be a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars ($500) or both such fine and imprisonment.

_____
Affiant

Subscribed and sworn to me this _____ day of _____, _____

_____
Notary Public or officer administering oath

My commission expires:

_____

(Seal)

FD-E - STUDENT RESIDENCY AFFIDAVITS (Cont.)

AFFIDAVIT

(to be submitted by person with permanent care and custody)

[Acceptance for enrollment is a district option]

STATE OF OKLAHOMA §
§
COUNTY OF POTTAWATOMIE §

I _____,the undersigned person, being of lawful age, being first duly sworn, on oath, state that I have assumed the permanent care and custody of_____ and that I contribute the major degree of support to_____
I further state that I am a bona fide resident of McLoud Public School District. I desire that _____be enrolled in McLoud Public School on the basis of my affidavit.

I acknowledge that willful misstatement in this affidavit, known by me to be false, shall be a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars ($500) or both such fine and imprisonment.

_____
Affiant

Subscribed and sworn to me this _____ day of _____, _____

_____
Notary Public or officer administering oath

My commission expires:

_____

(Seal)

MCLOUD BOARD OF EDUCATION

FDAH - EDUCATION OF MIGRATORY CHILDREN

The school district shall provide migratory students with appropriate educational services that address their unique needs in a coordinated and efficient manner. “Migratory child" shall mean a child who is, or whose parents or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six (36) months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Priority for services shall be provided to those migratory children who:

1. Are failing or are at risk of failing to meet the Oklahoma Academic Standards; and
2. Whose education has been interrupted during the regular school year.

Continuation of services shall be provided by the school district to:

1. A child who ceases to be a migratory child during a school term for the remainder of the school year.
2. A child who is no longer a migratory child may continue to receive services for one (1) additional school year if comparable service are not available through other programs; and
3. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

The school district shall comply with all state and federal requirements in the implementation and expenditure of federal funds designated for the education of migratory children. Migratory children who qualify for special education services shall be provided a free, appropriate education in accordance with federal law.

Legal Reference: **ESSA, Sections 1301-1309**.

MCLOUD BOARD OF EDUCATION

FDC - STUDENT ATTENDANCE

The McLoud Board of Education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

The superintendent and the board of education will annually review the scheduling of activities so that minimal interruptions occur in the instructional program. The superintendent is directed to develop, for board approval, regulations which support this policy.

MCLOUD BOARD OF EDUCATION

FDC-R1 - ATTENDENCE/ACTIVITIES POLICY (REGULATION)

In accordance with the policy of the board of education, the following regulations shall govern student attendance and activities within this public-school system:

The board has established an Internal Activities Review Committee. The committee will be responsible for reviewing and approving any deviation from the activities policies. The committee will consist of the building principal, the transportation director and/or athletic director, and one classroom teacher for grades K-12. The committee will make recommendations to the board for changes in the activities policies.

Students will be allowed a maximum of ten absences from each class period during the school year to participate in approved activities whether sponsored by the school or by an outside agency/organization. Absences for activities that are of a state and national nature, as defined by the criteria of earned right to compete, shall not be considered an absence for the purpose of this regulation.

The following activities are not included in the above category. Therefore, absences caused by participation shall be counted toward the maximum:

1 Athletic contests other than OSSAA play-offs. (Includes initial qualification for play-offs for athletes and cheerleaders.)

2 Shows and contests that are not defined as state contests.

3 Annual staff workshops.

4 Conferences such as FHA, Student Council, etc.

5 District contests for concert band and marching band.

6 FHA/FFA leadership

7 Field trips sponsored by clubs or organizations that are not classified as academic field trips.

8 Band trips, chorus trips, speech and drama trips

9 State vocational conventions for which no earned right to attend is required (FHA/FFA state conventions).

10 School related community activities.

The following activities will not be counted against the permissible ten (10) day absence regulation:

1. Academic classroom field trips (History Day, NSU; Math Day, Connors; High School Bowl, OSU; science fairs, Business Day Competition, NSU).

2. OSSAA sponsored state play-offs that require earned qualification to participate (athletes and cheerleaders).

FDC-R1 - ATTENDENCE/ACTIVITIES POLICY REGULATION, (Cont.)

3. Assemblies that are school sponsored and required.
4. School pictures.
5. Class meetings.
6. Participation in school approved testing programs.
7. State band, chorus, and speech contests.
8. Scholastic contests.
9. FHA/FFA state shows and state fairs. To be eligible, however, students must have placed in one of the top seven (7) places at the county show/fair.
10. Legislative page.
11. There is no activities absence if a student is enrolled in an activity class and is away from school during the time the class is scheduled.

MCLOUD BOARD OF EDUCATION

FDF - CLOSED CAMPUS
Pre-K THROUGH 12th GRADE

It is the policy of the McLoud Board of Education that the school's Pre-K - 12th grade will have a closed campus. Students will remain on campus from the time they arrive in the morning until the completion of the school day. They are to remain on campus in the mowed areas around the buildings. Wooded areas and roadways are off limits. Due to heavy bus and automobile traffic, congregating at any of the entrance gates or parking lots is prohibited.

Each student should plan to arrive at school before the first bell, allowing time to get books, organize for the morning and be ready to meet the first class.

Upon arrival on campus, the student is to go to an approved area to wait for the first bell. Sitting in a vehicle is not permitted.

Students having arrived at school may not leave the school premises at any time during the day without first receiving permission from the principal's office. For special occasions at school, students will not be allowed to leave campus to dress or undress unless extenuating circumstances exist.

Any meals brought to the school other than by the student must be first checked into the office.

Before permission can be granted for a student to leave at any time other than at noon:

1. The principal's office must have received a note or a phone call from the student's parent/guardian stating the reason why the student needs to leave school (a note must be brought in soon enough to be verified).

2. The principal or office personnel must talk personally with the parent/guardian.

3. The principal will then issue a slip that verifies the student's right to leave campus.

4. The student must then sign the sign-out sheet (and must sign back in if returning before school is out).

Before permission can be granted for a student to leave the campus during the lunch period:

1. The student's parent/guardian must notify the principal's office that the student will be leaving.

2. Only the parent/guardian may pick up the student. (If a custodial parent does not wish the child to be released to a noncustodial parent, appropriate written instruction should be filed with the school. A parent who is awarded legal custody of a child by court action shall file with the school a copy of the court decree awarding such custody.)

3. The parent/guardian must sign the student out through the principal's office before the student is allowed to leave.

4. The student must be picked up and returned at the front office.

5. The student must sign back in upon returning to campus.

6. Students are not permitted to drive from the campus at noon if planning to return for afternoon classes.

FDF - CLOSED CAMPUS Pre-K THROUGH 12th GRADE (Cont.)

Any student who fails to abide by these policies will be considered truant and could be subject to corporal punishment, detention, or other appropriate discipline.

MCLOUD BOARD OF EDUCATION

FE - OPEN TRANSFER POLICY
TRANSFERS AND ASSIGNMENTS

It is the policy of the McLoud Board of Education that any legally transferring student shall be accepted by the district (on an emergency basis only) unless, in the opinion of the board and the administration, it would be in the best interest of the school or the student not to accept the transfer. Requests for transfer will be evaluated on an annual basis. A student granted a transfer may continue to attend school in this district unless the transfer is subsequently canceled by the board of education. Notice of such cancellation shall be given on or before July 15, provided the student shall be entitled to continue attending school in this district until the end of the school year.

The State Board of Education shall establish the necessary and appropriate application forms sufficient to enable school districts to accomplish transfers. The application form shall be obtained from and filed with the superintendent during regular business hours of the school district.

On or before September 1, the superintendent shall file a copy of a list of students granted transfer showing the resident school district and grade level of all students granted transfer with the State Board of Education and each resident school district.

Written application for any transfer shall be made by the parent(s) of the student and filed with the superintendent of the district. For purposes of the Education Open Transfer Act, the term "parent" means the parent of the student or person having custody of the student or a competent student having reached the age of majority. On an adequate showing of emergency, the superintendent may make and order a transfer, subject to approval by the State Board of Education. An emergency shall include only:

1. The destruction or partial destruction of a school building:

2. The inability to offer the subject a student desires to pursue, if the student becomes a legal resident of a school district after February 1 of the school year immediately prior to die school year for which the student is seeking the transfer;

3. A catastrophic medical problem of a student, which for purposes of this section shall mean an acute or chronic serious illness, disease, disorder, or injury which has a permanently detrimental effect on the body's system or renders the risk unusually hazardous;

4. The total failure of transportation facilities;

5. The concurrence of both the sending and receiving school districts;

6. The unavailability of remote or on-site Internet-based instruction by course title in the district of residence for a student identified as in need of drop-out recovery or alternative education services, provided such student was enrolled at any time in a public school in Oklahoma during the previous three school year's; of

7. The unavailability of a specialized deaf education program for a student who is deaf or hearing impaired.

8. When a student has been the victim of harassment, intimidation, and bullying as defined in 70 O.S. § 24100.3, and the receiving school district has verified that:

    i. The student has been the victim of harassment, intimidation, or bullying; and

FE - OPEN TRANSFER POLICY, TRANSFERS AND ASSIGNMENTS (Cont.)

ii. The sending school district was notified of the incident or incidents prior to tire filing of the application for transfer.

The district may accept or refuse the transfer request based on the following criteria and standards for approval or denial of transfers of students who do not reside in the district:

1. Provisions relating to the availability of programs, staff, or space.

2. Provisions relating to each student's behavior and attendance at his/her previous school.

The district shall not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, of athletic ability. Notwithstanding the provisions of die Education Open Transfer Act, transfers of children with disabilities shall be granted as authorized in Section 13-103 of Title 70 of the Oklahoma Statutes.

A child who has reached the age of four (4) on or before September 1 of the school year, and resides in a district that does not offer an early childhood program may be granted a transfer into the district provided the physical facilities and teaching personnel can accommodate the child. The district may also refuse to accept the nonresident child if the district determines die child is not ready for the district's early childhood education program.

A child whose family relocates from the school district may continue attendance to the end of the current school year provided the student began the school year in the school district.

Students transferring to the district between school years shall be admitted to the next higher grade upon meeting entrance requirements and showing evidence of having completed the preceding grade. Students transferring from private, non-accredited schools shall be tested and placed accordingly.

Any student residing in a school district that does not offer the grade that such child is entitled to pursue shall be entitled to be transferred to any school district inside dr outside of the transportation area in which such student resides which offers the grade which he/she is entitled to pursue. Such transfer shall be automatically approved.

Except for a child in the custody of the Department of Human Services in foster care, m student shall be permitted an open transfer more than once in any school year.

Any brother or sister of such transferred student may apply to attend the same said school system.

Discipline records of students transferring to this school will be requested as part of the student's records.

Any parent, guardian, person, or institution having care and custody of a child who pays ad valorem tax on real property in this district, but does not reside in this district may, with approval of the board of education, enroll the child in this district and receive a credit on the nonresident tuition fee equal to the amount of the ad valorem tax paid for school district purposes provided the credit shall not exceed the total amount required for the tuition payment.

Any student transfer approved for any reason prior to January 1, 2000, shall continue to be valid and shall not be subject to the Education Open Transfer Act unless the parent having custody chooses otherwise.

FE - OPEN TRANSFER POLICY, TRANSFERS AND ASSIGNMENTS (Cont.)

Should the board of education detem1ine that cancellation of a previously approved transfer is in the best interest of the district, the resident district and the parents/guardian of the student shall be notified of the cancellation. Such notice shall be made by June I prior to the school year for which the cancelation is applicable.

REFERENCE: 70 O.S. §1-114
70 O.S. §1-113
70 O.S. §5-117.1
70 O.S. §8-101, et seq.
70 O.S. §24-101, et seq.; §24-102
Family Education Rights and Privacy Act
Atty. Gen. Op. No. 87-134, April 1, 1988

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FEF - STUDENT TRANSFERS FOR CHILDREN OF SCHOOL DISTRICT EMPLOYEES

Children or wards of individuals employed as teachers by the school district shall be allowed to transfer into the school district without regard to other transfer policies. A student who enrolls pursuant to this policy shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance unless the transfer is from a school district which does not offer the grade the student is entitled to pursue. Eligibility requirements are governed by the Oklahoma Secondary School Activities Association.

REFERENCE: 70 O.S. §8-113
70 O.S. §8-103.2

MCLOUD BOARD OF EDUCATION

FEG - STUDENT TRANSFERS FOR CHILDREN OF ACTIVE DUTY MILITARY MEMBERS

The school district shall allow the transfer of students who are dependent children of a member of the active uniformed military services of the United States on full-time active duty status and for whom Oklahoma is the home of record and students who are the dependent children of a member of the military server on active duty orders and for whom Oklahoma is the home of record. Transfers will be approved if:

a. At least one parent of the student has a Department of Defense-issued identification card;

b. At least one parent can provide evidence that he or she will be on active duty status or orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation, or a natural disaster requiring the use of orders for more than thirty (30) consecutive days; and

c. The student will be residing with a relative of the student who lives in the receiving school district or who will be living in the receiving school district within six (6) months of the filing of the application for transfer.

REFERENCE: 70 O.S. §8-103.1

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

FEXX - WITHDRAWAL FROM SCHOOL

The McLoud Board of Education realizes that a student may need to withdraw from school because of residence relocation or other valid reason. In such a case, the student must notify the principal who will assist the student with out-processing. All district-owned books, supplies, equipment, etc. must be returned to the teachers who distributed them. A clearance slip with the appropriate teachers' signatures must be returned to the principal's office. Any refunds dire will be made at that time.

On a quarterly basis as scheduled by the State Department of Education, the superintendent will notify the Department of the name, address, race, and age of any student dropping out from school during the preceding quarter. A dropout is any student who is under the age of nineteen (19) and has not graduated from high school and is not attending any public or private school or is not otherwise receiving an education pursuant to law for the full term the schools of the district in which the student resides are in session.

Whenever a student over 14 years of age and under 18 years of age withdraws from school, the attendance officer shall notify the Department of Public Safety (DPS) of the withdrawal through a documentation of enrollment status form. Within 15 working days of receipt of the notice, DPS shall provide written notice by certified mail, return receipt requested, to the student that the driver license of the student will be canceled, or the application of the student will be denied 30 days following the date the notice to the student was sent unless documentation of compliance is received by DPS before such time. When the withdrawal from school is due to circumstances beyond the control of the student or is pursuant to lawful excuse, as confirmed in writing by a parent/guardian of the student, no notice shall be sent to DPS, or if sent, the notice will be disregarded by DPS. The board of education or appropriate designee shall be the sole judge of whether the withdrawal of a student is due to circumstances beyond the control of the student or is made pursuant to lawful excuse.

REFERENCE: 47 O.S. §6-107.3
70 O.S. §35e

MCLOUD BOARD OF EDUCATION

FFACA - MEDICATION: ADMINISTERING TO STUDENTS

It is the policy of the McLoud Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a nonprescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:

   A. student's name,
   B. name and strength of medication,
   C. dosage and directions for administration,
   D. name of physician or dentist,
   E. date and name of pharmacy, and
   F. whether the child has asthma or other disability which may require immediate dispensation of medication.

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

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

2. Self-administration of inhaled asthma medication by a student for treatment of asthma or an anaphylaxis medication used to treat anaphylaxis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:

   A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.

   B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.

   C. Permission for the self-administration of asthma or anaphylaxis medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.

   D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication at all times.

E. Definitions:

1. Medication means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.

2. Self-administration means a student's use of medication pursuant to prescription or written direction from a physician.

3. Students shall be permitted to possess and self-apply sunscreen that is regulated by the Food and Drug Administration without the written authorization of a parent, legal guardian, or physician. Students applying sunscreen are prohibited from applying sunscreen during instructional time. Aerosol spray must be applied outside of school buildings and away from other students. Students shall not be allowed to apply sunscreen to other students. Students who do not conform to these rules will be disciplined by the administration in accordance with school discipline policies.

4. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

   District personnel may assist a student in applying sunscreen with the written permission of a parent, guardian, or person having legal custody

   Would require the district to obtain a prescription for Epinephrine injectors from a licensed physician who has prescriptive authority to the school district in the name of the district as a body corporate specified in Title 70, Section 5-105 which shall be maintained at each school site. This language should hot be adopted or included in the policy if a prescription is not obtained.

5. School District Prescribed Epinephrine Injectors. The school district will inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional or trained in correlation with the State Department of Health's Diabetes Management Annual School Training Program may administer, with parent or guardian permission but without a health care provider order, an Epinephrine injection to a student whom the school nurse or trained school employee in good faith believes is having an anaphylactic reaction. Only those students who have a waiver of liability executed by a parent or guardian on file with the school district may be administered an Epinephrine injection. A school employee will contact 911 as soon as possible if it is believed that a student is having an anaphylactic reaction.

The administrator of administrator's designee, will:

A. Inform appropriate school personnel of the medication being administered
B. Keep an accurate record of the administration of the medication
C. Keep all medication in a locked cabinet except medication retained by a student per physician's order

FFACA - MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

D. Return unused prescription medication to the parent or guardian only

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

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: 10 O.S. §170.1
59 O.S. §353.1
70 O.S. §1-116, et seq.

MCLOUD BOARD OF EDUCATION

FFACA-E7 - AUTHORIZATION TO APPLY SUNSCREEN

Adopt only if school personnel will be applying sunscreen on students.
Not needed if district is only going to allow students to self-administer.

I hereby authorize the school nurse, or persons designated to administer medication in his/her absence, to apply sunscreen on my child, when necessary, advisable, or the circumstances warrant.

I request that this authorization remain in force as long as my child is a student in this school, unless school personnel are advised in writing of a change.

_____

Student's Name Grade Date

_____ _____

School Signature of Parent/Guardian/Individual Assuming Permanent Care and Custody

MCLOUD BOARD OF EDUCATION

FFACC - DIABETES MEDICAL MANAGEMENT PLAN

This plan was created by the personal health care team of McLoud Public Schools. This document sets out the health services that may be needed by the student at school.

The student shall be permitted to attend to the management and care of the diabetes of the student as follows:

1. Performing blood glucose level checks;
2. Administering insulin through the insulin delivery system used by the student;
3. Treating hypoglycemia and hyperglycemia;
4. Possessing on his/her person at any time any supplies or equipment necessary to monitor and care for the diabetes of the student; and
5. Otherwise attending to the management and care of the diabetes of the student in the classroom, in any area of the school r school grounds, or at any school-related activity. A private area will be available for the student to attend to the management and care of the student's diabetes.

The school nurse or a volunteer diabetes care assistant will assist the student with the management of their diabetes care as provided in this plan. The specific person assigned to assist this student is: _____

In addition to the above, the following shall be included as a part of the student's diabetes management plan:

_____

_____

_____

_____

_____

Agreed this _____day of, _____20_____.

_____ _____

Parent or Guardian of Student Principal (or designee)

_____ _____

School Nurse Physician of Student

REFERENCE: 70 O.S. §1210.196.1, et seq.

MCLOUD BOARD OF EDUCATION

FFAC-R1 - FIRST AID STUDENTS (REGULATION)

In accordance with the policy of the board of education, the following procedure will be followed in the event of personal injury or sudden illness involving a student.

If a student becomes injured or ill during the school day or while attending a school-sponsored activity, any staff member present should render first aid and summon a school nurse. If a school nurse or other professional medical person is not available the staff person will:

A. Administer first aid to the child or injured person,

B. Notify the student's parent or guardian, if possible; otherwise, follow instructions on student's enrollment card, if available.

C. In the event of an extreme emergency, summon professional care, with or without parental permission.

In the absence of family transportation or ambulance service, the school nurse, principal, teacher, or other school personnel may transport the student to the student's home, to a physician's office, or to a hospital. An ill or injured student shall be accompanied by an adult.

Medication shall not be administered by school personnel, including the school nurse, without a prescription or a written order from a physician.

A written report of any accident or serious illness must be made as soon as possible, but not later than noon of the following school day.

Parents and guardians should make a special effort to keep their student’s records updated with current phone numbers so that they may be reached in event of an emergency that involves their child. It is strongly recommended that another party be listed on the child’s record in event die parents Or guardians cannot be reached immediately. It is the responsibility of the parents or guardians to keep the school informed of who should he contacted in the event of an emergency and how and where they can be reached.

MCLOUD BOARD OF EDUCATION

FFACA - MEDICATION: ADMINISTERING TO STUDENTS

It is the policy of the McLoud Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a nonprescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:

    A. student's name,
    B. name and strength of medication,
    C. dosage and directions for administration,
    D. name of physician or dentist,
    E. date and name of pharmacy, and
    F. whether the child has asthma or other disability which may require immediate dispensation of medication.

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

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

2. Self-administration of inhaled asthma medication by a student for treatment of asthma or an anaphylaxis medication used to treat anaphylaxis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:

    A. The parent or guardian must provide the school with an emergency supply of the student’s medication to be administered as authorized by state law.

    B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.

    C. Permission for the self-administration of asthma or anaphylaxis medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements,

    D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication at all times.

FFACA - MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

E. Definitions:

1. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.

2. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.

3. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

4. School District Prescribed Epinephrine Injectors. The school district will inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional or trained in correlation with the State Department of Health's Diabetes Management Annual School Training Program may administer, with parent or guardian permission but without a health care provider order, an Epinephrine injection to a student whom the school nurse or trained school employee in good faith believes is having an anaphylactic reaction. Only those students who have a waiver of liability executed by a parent or guardian on file with the school district may be administered an Epinephrine injection. A school employee will contact 911 as soon as possible if it is believed that a student is having an anaphylactic reaction.

The administrator, or administrator's designee, will:

A. Inform appropriate school personnel of the medication being administered
B. Keep an accurate record of the administration of the medication
C. Keep all medication in a locked cabinet except medication retained by a student per physician's order
D. Return Unused prescription medication to the parent or guardian only

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

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: 10 O.S. §170.1
59 O.S. §353.1
70 O.S. §1-116, et seq.

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FFACA-E1 - MEDICATION: ADMINISTERING TO STUDENTS

AUTHORIZATION

Name _____ Grade _____

Teacher _____ School _____

Time to be administered. _____a.m._____p.m

Date from_____ to _____

.

TO PARENT/GUARDIAN/INDIVIDUAL ASSUMING PERMANENT CARE AND CUSTODY: Is the medication that you wish administered to your child prescription medicine? _____If so, please provide the name of the medical doctor who prescribed the medication. _____

Is the child's disability or illness such that the medication must be self-administered by the child (asthma, etc.)? ____ If so, the student's medical doctor should include a statement to that effect in the child's prescription. The parent or guardian must provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication.

Prescription medication must be furnished by the parent or guardian with the original label prepared and attached by a pharmacist. The label must reflect the name, strength, and dosage of the medication and whether or not the medication may be self-administered by a minor. Non-prescription medication must be in the original container that must reflect the name and strength of the medication.

This form must be signed by the parent/guardian of the child named herein. The signature of the prescribing physician may be required at the discretion of the medication administrator.

_____ _____

Signature of Parent/Guardian/Individual Assuming Permanent Care and Custody — Date

_____ _____

Physician's Signature (required for self-administration of medication) — Date

MCLOUD BOARD OF EDUCATION

FFACA-E2 - PARENTAL AUTHORIZATION TO ADMINISTER MEDICINE

TO: _____
(Principal)

_____
(School)

I am the parent with legal custody, the legal guardian, or individual assuming permanent care and custody of _____, a student attending this school. This student requires medication at intervals during the school day.

I hereby give my consent and authorize and request the school principal, dr — _____ (an employee of the school district designated by the principal, and me) to:

_____ Administer_____, a non-prescription medication that I am hereby supplying you, in accordance with the written instructions of the child's physician that is attached hereto.

_____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the directions for the administration of the medicine listed on the label of the vial.

_____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the written instructions of the physician prescribing the medicine, which is attached hereto.

_____ Permit the student to retain the medication on the student's person since the medication must be administered at unpredictable intervals throughout the day. A physician's statement that the student is capable of, and has been instructed in the proper method of, self-administration of medication is attached.

I understand that under state law, the board of education, the school district, or the employees of the district shall not be liable to the student or the student's parent or guardian, for civil damages for any personal injuries to the student which result from acts or omissions of school employees in administering the medicine I have hereby authorized or from the self-administration of medication by the student.

Dated this _____day of _____, _____.

_____
(Parent with Legal Custody, Guardian, or Individual Assuming Permanent Care and Custody)

_____
(Address)

WITNESS:

_____

MCLOUD BOARD OF EDUCATION

FFACA-E2 - FOR THE MCLOUD SCHOOL SCHOOL YEAR_____-_____

LOG OF THE ADMINISTRATION OF MEDICINE

DATE MEDICINE ADMINISTERED	NAME OF STUDENT GIVEN MEDICINE	NAME & TITLE OF PERSON WHO ADMINISTERED MEDICINE	NAME OF MEDICINE	DOSAGE & TIME GIVEN

MCLOUD BOARD OF EDUCATION

FFACA-E3 - EMERGENCY AUTHORIZATION TO ADMINISTER NONPRESCRIPTION MEDICATION

For Students in Grades K-8

I hereby authorize the school nurse, or persons designated to administer medication in her absence, to administer nonprescription medication, as indicated, when necessary, advisable, or in an emergency.

_____ Aspirin Substitute _____ Cough Formula _____ Antacid

I understand that a school official will require additional verbal approval before administering the medication.

For Students in Grades 9-12

I hereby authorize the school nurse, or persons designated to administer medication in her absence, to administer nonprescription medication, as indicated, when necessary or advisable.

_____ Aspirin _____ Aspirin Substitute _____ Cough Formula _____Antacid

I request that this authorization remain in force as long as my child is a student in this school, unless school personnel are advised in writing of a change.

_____

Student's Name Grade Date

_____ _____

School Signature of Parent/Guardian/Individual Assuming Permanent Care and Custody

MCLOUD BOARD OF EDUCATION

FFACA-E4 - CLINIC CARD

The undersigned, _____ is a parent with custody, the legal guardian, or individual assuming permanent care and custody of _____ _____who attends _____School

If this child is injured or becomes ill at school, I hereby authorize the school nurse, the school principal, or _____to administer non-prescription medicine to the child in the event I cannot be contacted to give my consent to administer the same.

Dated this _____ day of _____, _____

_____
Parent with Legal Custody, Guardian, or Individual Assuming Permanent Care and Custody

_____
Address

WITNESS:

_____

MCLOUD BOARD OF EDUCATION

FFACD (NEW 2018) - MEDICAL MARIJUANA

The district will not regulate or take any adverse action against an employee for holding a medical marijuana license. The school district may take action against an employee who possesses a medical marijuana license if the employee uses or possesses marijuana while at school or during the hours of employment as per 63 O S. § 425.

Students whose medical condition requires the use of medical marijuana are allowed to access and utilize marijuana in accordance with state law. School personnel are not legally permitted to administer medical marijuana to students. The district will provide a private location for a caregiver to administer medical marijuana to students at school. Oklahoma law limits who may act as a caregiver and any caregiver will have a medical marijuana license designating them to act on behalf of a student. The caregiver is responsible for bringing the medical marijuana to the qualifying student and promptly removing the medical marijuana from the premises after consumption or use.

Upon arriving at school, the caregiver will follow district protocol with regard to check in and departure.

There will be no smoking on school premises of any substance 24/7 in accordance with the state's no smoking act. At no time will marijuana be grown or stored on school premises.

School employees will not under any circumstances:

a. Assist students in obtaining or using medical marijuana;
b. Store medical marijuana for students;
c. Take and/or use a student's medical marijuana;
d. Serve as a student's designated caregiver, unless the student is the child or in the legal custody of the employee.

The district reserves the right to discipline employees or students who fail to adhere to Oklahoma law and/or the requirements of this policy. Such disciplinary action will be addressed in accordance with the student discipline code and/or the standards of conduct for employees. Employees may be subject to termination or non-reemployment.

If a student has specific procedures regarding medical marijuana that are written into the student's Individualized Education Program (IEP) and such procedures are consistent with state and federal law, those provisions will take precedent over this policy.

MCLOUD BOARD OF EDUCATION

FFAD - BED BUGS

The common bed bug *(Cimex lectularius)* has long been a pest - feeding on blood, causing itchy bites and generally irritating their human hosts. The Environmental Protection Agency (EPA), the Centers for Disease Control and Prevention (CDC), and the United States Department of Agriculture (USD A) all consider bed bugs a public health pest. However, unlike most public health pests, bed bugs are not known to transmit or spread disease.

Experts believe the recent increase in bed bugs in the United States may be due to more travel, lack of knowledge about preventing infestations, increased resistance of bed bugs to pesticides, and ineffective pest control practices. Bed bugs can be hard to find and identify, given their small size and their habit of staying hidden.

If a Bed Bug is Found on School Premises or on a Person at School

Inform the building principal. The building principal will notify the superintendent and begin the notification process as to the location of where the bed bug was found. Under no circumstances will the identity of a student, parent, or employee be released with regard to where the bed bug is suspected to have originated. Students and employees who are suspected of having bed bugs on their person will not be disciplined nor will they be removed from the premises for having bed bugs on their person or in their homes.

The parents or guardians of the child who was found with a bed bug on their person should also be informed as soon as possible. Those students and staff suspected of having brought bed bugs to school will be provided a safe and private location to change clothing. If possible, the clothing that may be contaminated will be run through the school district's dryer at the highest setting for approximately thirty minutes. Under ho circumstances will the identity of students and staff required to change clothing be released to other employees or to any person.

The district will treat buildings with chemicals only if a true infestation is found with breeding bed bugs. A single bed bug is not an infestation. Any chemicals will be applied only by a pest professional that utilizes integrated pest management techniques. Exposure to students and employees will be minimized by applying pesticides at a time that building occupants are not present.

If a bedbug is sighted in a building, alert everyone who works in the building. Let staff know how the sighting will be handled. This allows them to take additional precautions to protect their homes as well as limiting rumors and speculation.

MCLOUD BOARD OF EDUCATION

FFAEA - CONCUSSIONS AND HEAD INJURIES

The McLoud Board of Education recognizes that concussions and head injuries are commonly reported injuries in contact sports.

On an annual basis, a concussion and head injury information sheet shall be completed and returned to the school district by the youth athlete and the youth athlete's parent or guardian prior to the youth athlete's participation in practice or competition. The athletic director shall provide written instructions to all coaches to ensure that no youth athletes are allowed to participate in practice or competition prior to the receipt of a concussion and head injury information sheet. Any coach or staff allowing a youth athlete to participate in practice or competition prior to the receipt of a signed concussion and head injury information sheet shall be disciplined and may be terminated from employment in the extra duty assignment.

A youth athlete who is suspected of sustaining a concussion or head injury during a practice or game shall be removed from participation at that time. Any youth athlete removed from participation shall not be allowed to participate until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to participation from that health care provider. "Return to learn" guidelines shall be provided to teachers and relevant school personnel pertaining to athletes returning to the classroom after sustaining a concussion or head injury. "Graduated return to athletic participation" guidelines shall be provided to coaches and staff members pertaining to youth athletes returning to activity after sustaining a head injury or concussion.

The school district shall impose the following minimum penalties for failing to remove an athlete from an activity:

1st offense: The coach or staff member will be required to attend additional training.

2nd offense: The coach or staff member will be suspended from the sport or activity until an appearance in front of the board of education. The appearance before the board of education may involve a determination as to whether the coach Or staff member will continue employment in the extra duty assignment.

Additional free online concussion training programs are available at The Center for Disease Control at http://www.cdc.gov/HeadsUp/index.html and at the National Federation of State High School Associations at http://nfhsleam.com/?courseID=38000.

Return to learn guidelines are located at:
http://www.cdc.gov/headsup/pdfs/schools/tbi_ciassroom_tips_for_teachers-a.pdf

Graduated return to participation guidelines are located at:
http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_for_schools.pdf

REFERENCE: 70 O S. §24-155

POLICY NOTE: SB 1164 (2016) requires that a school policy include links to one or more online concussion training programs provided by the Center for Disease Control, the National Federation of State High School Associations or comparable programs or resources. We have linked two above in the final paragraph of this policy.

MCLOUD BOARD OF EDUCATION

FFAEA-E - CONCUSSION AND HEAD INJURY ACKNOWLEDGEMENT AND INFORMATION SHEET

In compliance with Oklahoma Statute Section 24-155 of Title 70, this acknowledgement form is to confirm that you have read and understand the Concussion Fact Sheet provided to you by McLoud School District related to potential concussions and head injuries occurring during participation in athletics.

I _____, as a student-athlete who participates in McLoud School District's athletic programs and I _____, as the parent/legal guardian, have read the information material provided to us by McLoud School District related to concussions and head injuries occurring during participation in athletic programs and understand the content and warnings.

_____

SIGNATURE OF STUDENT-ATHLETE DATE

_____

SIGNATURE OF PARENT/LEGAL GUARDIAN DATE

This form should be completed annually prior to the athlete's first practice and/or competition and be kept on file for one year beyond the date of signature in the principal's office or the office designated by the principal.

FFAEA-E - CONCUSSION/HEAD INJURY INFORMATION SHEET STUDENT ATHLETES

WHAT IS A CONCUSSION?

A concussion is a brain injury
Is caused by a bump or blow to the head
Can change the way your brain normally works
Can occur during practice or games in any sport
Can happen even if you have hot been knocked out
Can be serious even if you have just been "dinged"

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

Headache or "pressure" in head
Nausea or vomiting
Balance problems or dizziness
Sensitivity to light
Sensitivity to noise
Feeling sluggish, hazy, foggy or groggy
Concentration or memory problems
Confusion
Does not "feel right"

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

Tell your coaches or parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates may have a concussion.

Get a medical checkup. A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.

Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Additional concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Follow your coach's rules for safety and the rules of the sport.

Practice good sportsmanship.

Use the proper equipment, including personal protective equipment (such as helmets, padding, shin guards and eye and mouth guards—IN ORDER FOR EQUIPMENT TO PROTECT YOU, it must be the right equipment for the game, position and activity; it must be worn correctly and used every time you play.)

FOR MORE INFORMATION VISIT:

www.cdc.gov/TraumaticBraininiurv/
www.oata.het
www.ossaa.com
www.nfhslearn.com

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!

FFAEA-E - CONCUSSION/HEAD INJURY FACT SHEET PARENTS/GUARDIANS

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a "ding", "getting your bell rung" or what seems to be a mild bump or blow to the head can be serious. You cannot see a concussion. Signs and symptoms of a concussion can show up right after the injury or may not appear to be noticed until days or weeks after the injury. If your child reports any symptoms of a concussion or if you notice any symptoms yourself, seek medical attention right away.

WHAT ARE THE SYMPTOMS REPORTED BY ATHLETES?

Headache or "pressure" in head
Nausea or vomiting
Balance problems or dizziness
Sensitivity to light
Sensitivity to noise
Feeling sluggish, hazy, foggy or groggy
Concentration or memory problems
Confusion
Does not "feel right"

WHAT ARE THE SIGNS OBSERVED BY PARENTS/GUARDIANS?

Appears dazed or stunned
Is confused about assignment or position
Forgets an instruction
Is unsure of game, score or opponent
Moves clumsily
Answers questions slowly
Loses consciousness (even briefly)
Shows behavior or personality changes
Cannot recall events prior to hit or fall
Cannot recall events after hit or fall

HOW CAN I HELP MY CHILD PREVENT A CONCUSSION?

Ensure they follow their coach's rules for safety and the rules of the sport.
Make sure they use the proper equipment, including personal protective equipment (such as helmets, padding, shin guards and eye and mouth guards—IN ORDER FOR EQUIPMENT TO PROTECT YOU, it must be the right equipment for the game, position and activity; it must be worn correctly and used every time you play.)
Learn the signs and symptoms of a concussion.

FOR MORE INFORMATION VISIT:

- **www.cdc.gov/TraumaticBraininiurv/**
- **www.oata.net**
- **www.ossaa.com**
- **www.nflislearn.com**

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!

MCLOUD BOARD OF EDUCATION

FFAF - VISION SCREENING OF STUDENTS

During enrollment, parents or guardians of students who enroll in kindergarten, first, or third grade for the 2007-08 school year and thereafter, shall receive notification of state law via a copy of this policy regarding vision screening.

Beginning in the 2007-08 school year, the parent or guardian of each student enrolled in kindergarten, first, or third grade shall provide certification to school personnel that the student passed a vision screening within the previous twelve months or during the school year. The screening shall be conducted by personnel listed on the statewide registry maintained by the State Health Department.

No student shall be prohibited from attending school for a parent's or guardian's failure to furnish a report of the student's vision screening.

REFERENCE: 70 O S. § 1210.284

MCLOUD BOARD OF EDUCATION

FFA - HEALTH: STUDENTS

The McLoud Board of Education believes that the goals of educators should include training that helps bur children to grow into productive and responsible adults.

While the general health and physical maintenance of a child is the responsibility of the parent, the board believes that teachers and administrators should encourage students to become aware of the value of a healthy mind and body.

If a teacher or an administrator becomes aware of a health problem involving a student, the parents or legal guardian of the student shall be notified and a conference with the parents be scheduled. If efforts to resolve the problem through consultation with the parents are hot successful, the administrator shall consider referring the matter to the Department of Human Services.

Health education shall, whenever possible, be incorporated into the subject matter of all courses of instruction. There shall also be established definite time allocations for the teaching of health education.

Any child who is determined to be afflicted-with a contagious disease, as currently defined by the Oklahoma Department of Health shall be prohibited from attending school until a health officer has determined that the child is free of the contagious disease or that the disease is no longer contagious.

The school district will allow a child with head lice to attend classes in accordance with guidelines set by the American Academy of Pediatrics and the National Association of School Nurses.

REFERENCE: 70 O.S. §5-117, §10-105, §11-103, §1210.194
63 O.S. §1-507

MCLOUD BOARD OF EDUCATION

FFAAB - ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

The McLoud Board of Education believes that its primary responsibility is to provide the opportunity for an education to each school-age child who resides within this district and who is qualified under Oklahoma law to attend school.

Acquired Immune Deficiency Syndrome (AIDS) is a disease in which the body's immune system is impaired by the Human Immunodeficiency Virus (HIV). The virus leaves its victim unable to fight off infections. As a result, persons with AIDS are susceptible to serious secondary infections, such as pneumonia and certain malignancies. Some, but not all, persons infected with HIV develop AIDS.

It is the policy of this board of education that students who have contracted Acquired Immune Deficiency Syndrome (AIDS), or students who are infected with Human Immunodeficiency Virus (HIV) will not be denied educational opportunities.

REFERENCE: 63 O.S. §1-502.2

MCLOUD BOARD OF EDUCATION

FFAC - FIRST AID
STUDENTS

The overall school program will be operated in such a manner as to provide a reasonably safe and healthy school environment. Accepted federal and state safety and health regulations will be followed.

The McLoud Board of Education recognizes the school's responsibility for emergency handling of accidents and sudden illnesses occurring at school or on school property. The superintendent shall prepare regulations supporting this policy and establishing a procedure for assisting students who become ill or injured while under the school's responsibility.

The superintendent shall emphasize to students and parents that, in order to obtain emergency medical care, a medical release form signed by a parent/guardian must be on file. If a medical release is not on file, emergency medical care will be provided in life-threatening situations only. The regulation prepared by the superintendent must be approved and adopted by the board.

MCLOUD BOARD OF EDUCATION

FFB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO

It is the goal of the McLoud Board of Education to develop a program of instruction concerning drugs, alcohol, and tobacco so that students may learn the adverse and dangerous effects of drugs on the human mind and body and the proper usage of prescription and nonprescription medicines.

The philosophy of this school district is that drug abuse includes any physical or mental state resulting from the use of a drug for any purpose other than its medically prescribed use if appropriate. The board believes that prevention requires education, and that the most important aspect of the policies and guidelines of the district should be the education of each individual student.

It is the intent of this school district to coordinate its efforts and activities with appropriate state and local health and law enforcement agencies and drug and alcohol abuse programs within the community which provide drug education, prevention, treatment, and rehabilitation.

For the purposes of this policy, the following definitions are adopted:

> "Alcohol" means any nonintoxicating alcoholic beverage or alcoholic beverage as defined in Oklahoma Statutes, Title 37;
>
> "Drug" means articles recognized in the official United States Pharmacopoeia, official Homeopathic Pharmacopoeia of the United States, or official National Formulary, or any supplement to any of them; articles intended for use in the diagnosis, cure, mitigation, treatment, or prevention of disease in man or other animals; articles, other than food, intended to affect the structure or any function of the body of man or other animals; and articles intended for use as a component of any article specified herein. “Illicit drugs" includes tobacco and tobacco products.

<u>Objectives of the Drug Education Curriculum</u>

1. To create an awareness of the drag problem including prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national, and international levels.
2. To inform students of the effect of narcotics, sedatives, hallucinogens, and other drugs.
3. To relate the use of drugs and alcohol to physical, mental, social, and emotional consequences.
4. To encourage students to adopt appropriate attitudes toward pain, stress, and discomfort.
5. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
6. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.
7. To develop an interest in preventing illegal use of drags in the community.

FFB - TEACHING ABOUT DRUGS, ALCOHOL, AND TOBACCO (Cont.)

The superintendent is directed to develop a drug education curriculum implementing these objectives. The superintendent is further directed to develop an addendum to this policy describing the health hazards of drug usage.

REFERENCE: 70 O.S. §1210.229-1, et seq.
Public Law 101-226

MCLOUD BOARD OF EDUCATION

FFFD-R - STUDENT AUTOMOBILE USE (REGULATIONS)

In accordance with the policy of the board of education, the following rules arid regulations shall govern student parking at the public schools:

1. Students driving a vehicle on campus will be required to register that vehicle and get a parking permit. The permit must be displayed within the designated area of the vehicle. Failure to properly display a permit will result in a warning for the first offense. Successive offenses may result in a loss of driving privilege on the school campus. Students who drive vehicles to school park at their own risk and must understand that the school will not be held responsible for damage to a vehicle. Although the parking areas are monitored, students are encouraged to keep vehicles locked.

2. A student wishing to drive a vehicle to school must possess an appropriate and valid Oklahoma operator's permit or license.

3. Once parked, student vehicles may not be driven until school is dismissed for the day unless the student is excused to leave school for the day.

4. Students may not sit in, or upon, or congregate around vehicles at any time during school.

5. Vehicles shall riot be driven on any gr ass area, around the junior high school, Or upon or into any area not designated as a driveway or parking area.

6. Students may drive motor vehicles to lunch during lunch period.

7. Tags, bumper stickers, signs, or flags that suggest profanity, advertise tobacco or drugs, or are inflammatory or degrade another person because of race, gender, creed, or culture are prohibited.

8. All state laws, city laws, ordinances, and school rules and regulations shall be strictly enforced.

9. Stereos should be used in a manner that does not disturb school operations or neighbors. Failure to observe this regulation will be cause enough to have the student barred from driving to school.

10. Any student in violation of any of these rules shall, on the first offense, be suspended from operating a vehicle on school premises for two (2) weeks. A second violation may result in the permanent suspension of (hiving privileges on school premises.

MCLOUD BOARD OF EDUCATION

FFG - REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the statewide toll-free hotline of the Department of Human Services. The statewide DHS hotline number is 1-800-522-3511. Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

"Child Abuse and Neglect" shall include, but is not limited to:

1. Child abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;
2. Sexual abuse or sexual exploitation as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes;
3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes;
4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes;
5. Incest as described in Section 885 of Title 21 of the Oklahoma Statutes;
6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes;
7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes;
8. Soliciting of aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021 of Title 21 of the Oklahoma Statutes;
9. Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography, as described in Section 1021.2 of Title 21 of the Oklahoma Statutes;
10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statutes;
11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1040.13a of Title 21 of the Oklahoma Statutes;
12. Offering or offering to secure a minor child for the purposes of prostitution or any other lewd of indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes;

FFG - REPORTING SUSPECTED CHILD ABUSE (Cont.)

13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes;

14. Rape or rape by instrumentation, as described in Sections 1111.1 and 1114 of Title 21 of the Oklahoma Statutes; and

15. Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 of Title 21 of the Oklahoma Statutes.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any such person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees. Any person who knowingly and willfully fails to promptly report any incident of child abuse may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report, or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity from any liability with respect to participation in any judicial proceeding resulting from such report.

The school district shall post, in a clearly visible location in a public area of the school that is readily accessible to all students, a sign in English and Spanish that contains the toll-free number operated by the Department of Human Services.

REFERENCE: 10A O S. § 1-2-101
10A O S. § l-:2-104
63 0.8. §1-120 (G)
70 O.S. §1210.162
Ally. Gen. Op. No. 78-202 (Dec. 28,1978)

MCLOUD BOARD OF EDUCATION

FFG-E - SUSPECTED CHILD ABUSE REPORT FORM

CHILD'S NAME: _____ DATE OF BIRTH: _____

ADDRESS: _____ SCHOOL: _____

PARENT(S)/LEGAL GUARDIAN:_____

ADDRESS:_____

I hereby acknowledge that I have a statutory duty to report any suspected abuse to DHS. I further understand that merely filing this report does not absolve me of my statutory duty to report this directly to DHS.

A copy of this suspected child abuse or neglect report may be filed with the Department of Human Services, the supervising administrator and the Superintendent of Schools. The supervising administrator will also need to contact the DHS.

Describe the nature and extent of the suspected child abuse or neglect:

_____

_____

Describe any evidence of previous suspected child abuse or neglect:

_____

Names of persons present during the interview with the child:

_____

Name of investigating social worker with the Department of Human Services (if known): _____

Signature of Person Filing Report: _____

Signature of Supervising Administrator: _____

MCLOUD BOARD OF EDUCATION

FJ-R - ADMINISTRATIVE GUIDELINES FOR RAFFLES

With passage of the Oklahoma Education Lottery Act in November 2004, public schools accredited by the State Department of Education and parent-teacher organizations affiliated with a public school were granted the right to conduct raffles as a means to raise funds.

In order to conduct raffles in a legal and organized manner, these administrative guidelines shall be followed:

1. Participation in raffles is a voluntary act on behalf of the participant, and the contributions to participate in the raffle are considered voluntary.

2. A set of pre-numbered tickets must be issued. One ticket stub will be issued to the participant, and the school will retain the other ticket stub.

3. Schools and other related organizations may not hire or contract with any person or business to conduct the raffle, to sell raffle tickets, or to solicit contributions in connection with a raffle on behalf of the organization.

4. The board of education must approve all raffles conducted on behalf of the respective school.

5. School officials must be actively involved in supervising the drawing of the ticket stub of stubs.

6. All funds received in connection with the raffle shall be accounted for in accordance with district activity fund procedures.

7. The owner of the winning ticket stub need not be present to win.

8. Cash and non-cash prizes may be used as raffle winnings.

9. The fair market value of the winnings must be disclosed. The winning prize for raffles will be limited to a fair market value not to exceed $5,000.

10. Tax considerations must be followed. If the fair market value of the winning cash or non-cash prize is less than $600, then there are no tax Considerations to be followed. For cash or non-cash prizes that have a fair market value of $600 or more and under $5,000, the winnings must be reported through the issuance of a 1099 to the IRS and the recipient. Information such as name, address, and social security number must be obtained from the recipient for winnings greater than $600.

11. Schools and affiliated organizations shall not conduct casino nights and other forms of gambling.

12. Students who wish to participate in the raffle may do so before and after school.

MCLOUD BOARD OF EDUCATION

FL - STUDENT RECORDS

It is the policy of the McLoud Board of Education that the principal of each school will be the legal custodian of all student records for that school.

Students and parents will have access to their school records. The school will notify parents and adult students annually of the following:

1. The type of records kept;
2. The procedure for inspecting and copying these records;
3. The right for interpretation;
4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;
5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his or her own use, and which are not available to others are exempted from this definition.

The school will require a prior written consent before information other than directory information may be divulged to third parties. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as officials in other schools in which the student seeks to enroll. A school district in which a student is enrolled or is in the process of enrolling in may request the student's education records from any district in which the student was formerly enrolled to ascertain safety issues with incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel.

When schools transfer records to new educational institutions, the schools must notify parents of the transfer, and of their right to review and contest the material. An exemption exists for material under court order. Parents must be notified of such order prior to release.

The district will release individual student records from the Current or previous school year to a school district where the student was previously enrolled if the release of such records is for the purposes of evaluating educational programs and school effectiveness.

The district may disclose personally identifiable information to third parties, without prior written consent, in order to conduct studies, audits, and evaluations of the educational programs of the school district, In such Case, the district will take reasonable steps to ensure that all authorized representatives of the third party are FERPA compliant with the information provided for the purposes of the study, audit, or evaluation of the educational program.

The district may disclose, without the consent or knowledge of the eligible student or parent, personally identifiable information in the educational records of a student to the Attorney General of the United States or his or her designee in response to an exparte order in connection with the investigation or prosecution of terrorism crimes. The district is not required to record such disclosure of information and is protected from liability for disclosing such information in good faith.

FL - STUDENT RECORDS (Cont.)

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act and other applicable acts and regulations.

REFERENCE: 34CFR99.1
18 USC §§2331 and 2332(g)(5)(B)
20 USC 1232
P. L. 107-110, No Child Left Behind Act of 2001
51 O.S. §24A.16
70 O.S. §6-115
70 O.S. §24.101.4
70 O S. §24-114

MCLOUD BOARD OF EDUCATION

FLB - PERMANENT STUDENT RECORDS

It is the policy of the McLoud Board of Education that the school district will compile and maintain temporary and permanent records of students enrolled in the school district. The Superintendent will regulate access and monitor disclosure or communication of any information contained in each student's records in accordance with state and federal law.

The school district will maintain all documents and information in student records m either electronic or paper format. Records will be stored, backed up, and secured in accordance with standards and protocol established by the Oklahoma State Board of Education.

The transcript of a student shall be maintained by the school district for hot less than eighty (80) years following the graduation, transfer, or date the student is withdrawn from the school district. "Transcript" will include the following:

1. The permeant academic record of a student which shall include the name, address, telephone listing;
2. The date and place of birth of the student;
3. An inventory of courses taken;
4. All grades received;
5. Grade-point averages or class rank;
6. AH academic and extracurricular honors and awards received;
7. All degrees conferenced;
8. Extracurricular or afterschool activities.

All non-transcript information in a student's record shall be disposed of by the school district at a time selected by the administration that is between five (5) years and seven (7) years after the student has graduated, transferred, or withdrawn from the school district. The school district shall comply with the notification of destruction of records requirements set forth by the State Board of Education.

REFERENCE: 70 O.S. §24-114

MCLOUD BOARD OF EDUCATION

FLE - TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

It is the policy of the McLoud Board of Education to adhere strictly to Oklahoma arid Federal law concerning the transfer and release of confidential information including student records.

For the purposes of this policy, "confidential information" means any information regarding a child receiving services supported in whole or in part by state or federal funds, a family member of such child, or other persons residing in the home of such child, and which is required by state or federal law or regulation to be maintained in a confidential manner.

The school district will transfer and release confidential information in accordance with this policy to:

(1) The Department of Human Services,

(2) The Department of Mental Health and Substance Abuse Services,

(3) The State Department of Health,

(4) The State Department of Education,

(5) The State Department of Career and Technology Education,

(6) The Oklahoma Commission on Children and Youth,

(7) The J.D. McCarty Center for Handicapped Children,

(8) The Department of Corrections,

(9) Private agencies receiving public funds pursuant to a grant or contract with one of the agencies listed in (1) through (8) and providing institutional, community residential or community-based services as defined by Title 10, Section 7001-1.3 of Oklahoma Statutes, to children and family

(10) Persons and agencies subject to the rules promulgated by the agencies listed in (1) through (8),

(11) Statutorily constituted juvenile bureaus, and

(12) Other school districts upon, their request and in compliance with state law.

Unless otherwise permitted by state or federal law or regulation, confidential information will only be released to the above-described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by state or federal law to execute such consent, if the subject of the confidential information is a child or (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or her behalf, if the subject of the confidential information is an adult, A copy of the school district's informed consent form may be found at FLE-E.

FLE - TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION (Cont.)

The school district will follow the rules promulgated by the State Department of Education for authorizing access to and the transfer or release of confidential information for the purpose of gathering statistical information or conducting studies or research otherwise authorized by law.

The school district shall charge $.10 per page for all copies made pursuant to this policy plus the actual cost of mailing the copies.

REFERENCE: 10 O.S. §620.1, et seq.
10 O.S. §7001-1.3
70 O S. §24-101.4

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FLE-E1 - PERMISSION FOR THE TRANSFER AND/OR RELEASE OF CONFIDENTIAL STUDENT INFORMATION

I _____the parent or legal guardian(s) of _____ , a student at
(Name) *(Name)*

_____, _____Public Schools, request that the following part of the
(School)

above student's records

_____

_____

be made available to _____ for the purpose of
(Name)

_____

_____

Date: _____ _____
Signature of Parent

_____Please send me a copy of the records released at the following address:

Name _____

Address _____

City, State, Zip _____

_____Please send a copy to the above student at the following address:

Name _____

Address _____

City, State, Zip _____

Enclosed is $ _____ for reproduction and mailing.

MCLOUD BOARD OF EDUCATION

FLF - INFORMATION COORDINATOR

The school district has designated a representative to coordinate requests for information from the Oklahoma State Bureau of Investigations when the release of such information has been authorized by a parent, legal guardian of the student, or by court order, information regarding past and present students in the district may be released to law enforcement officers subject to court order or by parental consent.

Such information includes but is not limited to:

1. Student's name, address, telephone listing, and date and place of birth;
2. Parent or lawful custodian's name, address, and telephone listing;
3. Major field of study and grade level classification (example: elementary, 7th grade, sophomore);
4. Student's participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance, dates of enrollment, withdrawal, re-entry;
7. Diplomas, certificates, awards, and honors received;
8. Most recent previous educational agency or institution attended by the student;

REFERENCE: 70 Q.S. §10-103.2
34 CFR 99.1
20 USC 1232

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FMA - EXTRACURRICULAR ACTIVITIES

The McLoud Board of Education believes that extracurricular activities are those activities that primarily involve students in other than classroom situations.

The board believes that participation in such activities should be available only to those students who are performing acceptable work in all other school-related areas.

Therefore, the superintendent is directed to establish a regulation, subject to approval of the board, governing participation in extracurricular activities.

MCLOUD BOARD OF EDUCATION

FMC - STUDENT CLUBS AND ORGANIZATIONS SPONSORS

The McLoud Board of Education believes that certain extracurricular and social activities can enhance the learning environment of our schools. The board of education shall annually notify parents or guardians of students about clubs and organizations sponsored by or under the direct control and supervision of the school district. The annual notification shall be placed in the student handbook and by posting information on the school district's Internet website. The annual notification shall include, but is hot limited to, the following information about each club or organization:

1. Name;
2. Mission or purpose; and
3. Name of the faculty advisor, if known.

Parents or guardians of students will notify the school administration that they are withholding permission for their children) to join or participate in one or more clubs or organizations. Parents or guardians shall be responsible for preventing their child from participating in a club or organization in which permission is withheld. Parents or guardians are also responsible for retrieving their child(ren) from attendance at a club or organization in which participation is withheld.

If clubs or organizations are created or formed after the annual notification is distributed, the school district shall send additional notification to the parents or guardians containing the above-listed information regarding the additional clubs or organizations by way of a message added to the school district's website.

LEGAL REFERENCE: 70 O.S. § 24-105

A POLICY ON THIS ISSUE IS REQUIRED BYLAW

MCLOUD BOARD OF EDUCATION

FMD - STUDENT ACTIVITIES
SOCIAL AFFAIRS

The McLoud Board of Education believes that students benefit from social activities sponsored and supervised by the school staff. Therefore, activities such as the annual junior-senior banquet, school dance, and an annual class party are permitted.

Any classroom parties, other than the designated school parties, will be organized and approved through the office of the building principal. Designated parties for the elementary school include:

1. October-Harvest (Appropriate Costumes)
2. December - Christmas
3. February - Valentine
4. May - End of School

MCLOUD BOARD OF EDUCATION

FNCC - HAZING

It is the policy of this school district that no student or employee of the district shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the board of education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that 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 sanctioned or authorized by the board of education.

“Endanger the physical health" shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned Or authorized by the board of education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive school district authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O.S. §1190

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

FNCD - BULLYING

It is the policy of this school district that bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Bullying of students by electronic communication is prohibited 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 harassment, intimidation, or bullying at school. The school district is not required to provide educational services in the regular school setting to any student who has been removed from a public school or private school in Oklahoma or another state by administrative or judicial process for an act of using electronic communication with the intent to terrify, intimidate or harass, or threaten to inflict injury or physical harm to faculty or students.

As used in the School Safety and Bullying Prevention Act, "bullying" means 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 the 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 educational mission or the education of any student. Such behavior is specifically prohibited.

In administering discipline, consideration will be given to alternative methods of punishment to ensure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance. 1 11

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency or to a delinquency prevention and diversion program administrated by the office of Juvenile Affairs
13. Suspension
14. Performing Campus-site services for the school district
15. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

FNCD - HARASSMENT (Cont.)

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, of written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one's grades, achievements, etc.;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact.

The superintendent shall develop procedures providing for:

1. Prompt investigation of allegations of harassment;
2. The expeditious correction of the conditions causing such harassment;
3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O S. §850.0
70 O S. §24-100,2

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FNCD-P - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (INVESTIGATION PROCEDURES)

The following procedures will be used by any person for the filing, processing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

Definitions

1. "Bullying" means 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 the intent to cause negative educational of physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

   "Electronic communication" means the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless communication device, or a computer.

   "Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

Procedures

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior,

1. The matter should immediately be reported to the building principal. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible should be provided to the building principal in written form to allow for a thorough investigation of the matter.

2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.

3. If, during the course of the investigation, it appears that a crime may have been committed the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.

4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student. The building principal shall make a determination as to whether the conduct is actually occurring.

5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care substance abuse o r other counseling options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of

FNCD-P - INVESTIGATION PROCEDURES (Cont.)

students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

6. Upon completion of an investigation, timely notification shall be provided to the parents or guardians of a victim of documented and verified bullying. This information should be provided within 10 (ten) days of the conclusion of the investigation.

7. Upon completion of an investigation, timely notification shall be provided to the perpetrator of the documented and verified bullying. This information should be provided within 10 (ten) days of the conclusion of the investigation.

Reports may be made anonymously. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports shall be made immediately to the building principal by any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying.

The Superintendent shall be responsible for enforcing this policy. The building principal should notify the superintendent within twenty-four (24) hours of any report of bullying. Upon completion of an investigation, tire building principal should notify the superintendent of the findings of the investigation. Documentation should also be provided to the superintendent to establish that timely notification was provided to the parents of the victim and the parents of the perpetrator.

MCLOUD BOARD OF EDUCATION

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

The McLoud Public Schools' student conduct code prohibits bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.

2. Substantially disrupts school operations by interfering with the district's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and js just as disruptive of the district's efforts to prepare students for productive lives in the community as they become adults.

3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the district's primary and substantial interest in operating schools that foster and promote academic achievement.

4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.

5. Substantially interferes with the district's mission to advance the social skills and social and emotional wellbeing of students. Targets of intimidation, harassment, and bullying are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.

6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.

7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subject ed to frightening acts or be the vie time of mistreatment resulting from bullying behavior.

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

Bullying often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of bullying. This results in a reluctance or resistance to attend school.

Definition of Terms

1. Statutory definition of harassment, intimidation, and bullying:

   70 O.S. §24-100.3(c) of the School Safety and Bullying Prevention Act defines the terms "bullying," as including, but not limited to a 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 the 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 educational mission or the education of any student that a reasonable person should recognize will:

   A. Harm another student;

   B. Damage another student's property;

   C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or

   D. Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

2. The "Reasonable Person" Standard

   In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly sensitive to efforts by a bully to humiliate, embarrass, or lower the self-esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts

   Bullying, for purposes of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated Over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

B. Emotional Bullying includes the intentional infliction of harm to another's self-esteem, including, but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing and frightening statement, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.

C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors, or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.

D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment — also prohibited by McLoud Public Schools.

Procedures Applicable to the Understanding of and Prevention of Bullying of Students

1. Student and Staff Education and Training

   All staff will be provided with a copy of the district's policy on prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

request, McLoud Public Schools is committed to providing appropriate and relevant training to staff regarding identification of behavior constituting bullying of students and the prevention and management of such conduct.

Students, like staff members, shall participate in an annual education program that sets out expectations for student behavior and emphasizes an understanding of bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers,

B. McLoud Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with an adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bully mg and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem-solving teams that include counselors and/or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts, (See also policy BDFC.)

Student Reporting

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the building principal. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying are to report all relevant information to the building principal.

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

Parental Responsibilities

Parents/guardians will be informed in writing of the district's program to stop bullying. An administrative response to 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:

1. Report bullying when it occurs;

2. Take advantage of opportunities to talk to their children about bullying;

3. Inform the school immediately if they think their child is being bullied or is bullying other students;

4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and

5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions^ the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance. 1 11

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral Contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal

FNCD-R - PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

The above consequences will be imposed for any person who commits an act of bullying as well as any person found to have falsely accused another as a means of retaliation, reprisal, or as a means of bullying. Strategies will be created to provide counseling or referral to appropriate services, including guidance, academic intervention, and other protection for students, both targets and perpetrators, and family members affected by bullying, as necessary.

Publication of Policy

Annual written notice of this policy will be provided to parents, guardians, staff, volunteers, and students with age-appropriate language for students. Notice of the policy will be posted at various locations within each school site, including but not limited to, cafeterias, school bulletin boards, and administrative offices. The policy will be posted on the school district's website at www.mcloudschools.us and at each school site that has an Internet website. The policy will be included in all student and staff handbooks.

MCLOUD BOARD OF EDUCATION

FNCD-E - HARASSMENT/BULLYING INCIDENT REPORT FORM

Date: _____Time:_____Room/Location: _____

Student(s) Initiating Bullying/Harassment:

_____Grade: _____ Class: _____

_____Grade: _____ Class: _____

Student(s) Affected:

_____Grade: _____ Class: _____

_____Grade: _____ Class: _____

Type of Harassment Alleged:

Racial _____Sexual _____ Religious _____Other _____

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

_____ Name Calling
_____ Stalking
_____ Inappropriate Gesturing
_____ Staring/Leering
_____ Writing/Graffiti
_____ Threatening
_____ Taunting/Ridiculing
_____ Inappropriate Touching
_____ Other _____

_____Spitting
_____Demeaning Comments
_____Stealing
_____Damaging Property
_____Shoving/Pushing
_____Hitting/Kicking
_____Flashing a Weapon
_____Intimidation/Extortion

Describe the incident:

_____

_____

Witnesses Present:_____

Physical evidence: Graffiti_____ Notes _____ E-mail _____Web sites _____ Video/audio tape _____
Other _____

Staff signature _____

Parent(s) contacted: Date_____ Time _____

Administrative response taken:

_____

_____

MCLOUD BOARD OF EDUCATION

FNCE - REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES

It is the policy of the McLoud Board of Education that any administrator, teacher, or counselor who has reasonable suspicion that a student may be under the influence of, or has in his Or her possession, alcoholic beverages – including the legally nonintoxicating beverage commonly referred to as 3,2 beer (low-point beer) - or a controlled dangerous substance as defined by law shall immediately notify the principal of such suspicions. The principal shall immediately notify the superintendent of schools and a parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Every administrator, teacher, or counselor employed by the board of education who has reason to believe that a student is under the influence of, or has possession of, alcoholic beverages (including 3.2 beer) or a controlled dangerous substance and who reports such information to appropriate school officials shall not be subject to civil liability unless such referral was made in bad faith or with malicious purpose.

This policy shall be distributed to each classroom teacher. Receipt shall be acknowledged in a form to be determined by the superintendent.

REFERENCE: **70 O.S. §24-138**
63 O.S. §2-101, et seq.
70 O.S. §24-102
37 O.S. §163.2

NOTE: **A copy of this policy must be filed with the State Superintendent of Public Instruction in accordance with 70 O.S. §24-138. While the cited statute requires only that school districts develop a written policy requiring only *teachers* to report students under the influence of certain substances, the State Department of Education has interpreted the civil liability exemption statute (70 O.S. §24-132) as requiring school administrators, teachers, or counselors to** make **such reports. Therefore, a school district's policy may be written to require reporting by administrators, teachers, and counselors.**

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

FNCGA - WEAPONS-FREE SCHOOLS

It is the policy of this school district to comply fully with the Gun-Free Schools Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including school transportation or school-sponsored transportation may be removed from school for one full calendar year or longer.

   The superintendent or designee may modify the provisions of this policy on a case-by-case basis. However, any substantial modification must be reported to the board of education at its next meeting.

   Firearms are defined in Title 18 of the United States Code, Section 921, as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device including any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to the above.

   Such firearm or weapon will be confiscated and released only to a law enforcement authority.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272, below:

   > "...any pistol, revolver, shotgun or rifle whether loaded or unloaded, or any dagger, bowie knife, dirk knife, switchblade knife, spring-type knife, sword cane, knife having a blade which opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed."

Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act. If the violation is found by the student's IEP team to be unrelated to the student's disability, the student may be suspended for up to 45-calendar days at the discretion of the superintendent. If the student's IEP team determines that the violation is related to the student's disability, the student may be suspended for up to ten days and placed up to 45 days in an alternative educational setting. The school district must take immediate steps to remedy any deficiencies found in the child's IEP or placement, or the implementation of the IEP. The child must be placed in an appropriate setting determined by the IEP team and continue to receive special education and related services.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment. (See Note 2, below.)

Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be determined on a case-by-case basis.

FNCGA - WEAPONS-FREE SCHOOLS (Cont.)

Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system. Any firearms found on the premises shall be reported to law enforcement and will immediately be turned over to local law enforcement as per state law requirements.

REFERENCE: **18 U.S.C. §921**
21 O S. §1271.1, §1280.1
70 O S. § 24-132.1

NOTE 1: **The district is required to include, in each application to the State Department of Education for assistance under the Elementary and Secondary Education Act of 1965, a description of the circumstances surrounding any expulsions imposed under this policy, including the same of the school; the number of students expelled from the school, and the type of weapons concerned.**

NOTE 2: **Firearms and weapons are allowed on school property and deemed not in violation as follows: A** gun **or** knife **designed for hunting or fishing purposes kept in a privately owned vehicle and properly displayed or stored as required by law, or a handgun carried in a vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act provided such vehicle containing said gun or knife is driven onto school property only to transport a student to and from school and such vehicle does not remain unattended on school property; a gun or knife used for the purposes of participating in the Oklahoma Department of Wildlife Conservation certified hunter training education course or any other hunting, fishing, safety, or firearms** training **courses, or a recognized firearms sports event, team shooting program or competition, or living history reenactment, provided the course or event is approved by the principal or chief administrator of the school where the course or event is offered, and provided the weapon is properly displayed or stored as required by law pending participation in the course, event, program, or competition; and weapons in the possession of any peace officer or other person authorized by law to possess a weapon in the performance of his/her duties and responsibilities. Although state law allows weapons on school premises, federal law dictates that students in possession of a firearm on school premises are to be suspended for one calendar year. The administration may modify this on a case-by case basis.**

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

FNF - SEARCH OF STUDENTS

The McLoud Board of Education believes that all students should be free from unreasonable search and seizure by school officials. However, it shall be the policy of the board that the superintendent, principal, teacher, and security personnel shall have the authority to search a student and a student's property when there is reasonable suspicion for such searches. The superintendent is instructed to establish a regulation for board approval that supports this policy.

REFERENCE: 70 O.S. §24-102

MCLOUD BOARD OF EDUCATION

FNFA - RESPONSIBILITY FOR SCHOOL PROPERTY: LOCKERS

It is the policy of this district that school lockers will be assigned to students on the first day of school or as soon as possible thereafter.

They are to be kept locked at all times. They are to be kept clean and never defaced in any manner. This applies to the inside as well as the outside. Locker mates are not changed without the principal's permission.

Any locker malfunction should be reported to the office. Students are cautioned not to keep money or other valuables in their lockers.

Students have no expectation of privacy concerning lockers, desks, or other school property. All student lockers, desks, and other school property are subject to periodic inspection. When such inspections are announced, each student shall open his or her locker and remain present during the inspection.

The superintendent will develop, or cause to be developed, rules and regulations for the issuance, use, and maintenance of the lockers.

REFERENCE: 70 O.S. §24-102

MCLOUD BOARD OF EDUCATION

FNFA-E -ACKNOWLEDGMENT CONCERNING USE OF STUDENT LOCKERS

I acknowledge and understand that:

Student lockers are the property of the school system.

Student lockers remain at all times under the control of the school system.

I am expected to assume full responsibility for my school locker.

The school system retains the right to inspect student lockers for any reason at any time without notice, without student consent, and without a search warrant.

_____
STUDENT

_____
DATE

_____
LOCKER NUMBER

MCLOUD BOARD OF EDUCATION

FNFA-R - RESPONSIBILITY FOR SCHOOL PROPERTY LOCKERS (REGULATIONS)

In accordance with the policy of the board of education, lockers are loaned to students during the school year but remain the property of the school and may be inspected periodically to ensure that they are being properly cared for and that contents are in no way harmful to the owners, other students, or to the school building. If, at the end of the school year, the locker has not been maintained in good condition, a maintenance fee will be assessed. These rules should be followed:

1. All lockers should be cleaned out weekly.
2. Under no circumstances should a student tamper with another student's locker.
3. Students should remain quiet while at lockers and refrain from banging locker door or closing it by kicking it
4. Students are not permitted to change locker partners unless special permission is given by the principal.

MCLOUD BOARD OF EDUCATION

FNF-R - SEARCH OF STUDENTS (REGULATION)

In accordance with the policy of the board of education, searches of students shall be conducted under the following circumstances:

The superintendent, principal, teacher, or security personnel of this school (authorized personnel) may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school only under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the student's person or property alcohol, dangerous weapons, unauthorized electronic paging devices, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules.

2. School lockers and school desks are the property of the school, not the student. Students have no expectation of privacy concerning lockers, desks, or other school property. The users of lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to contain any item that should not be at school. Students shall hot. exchange lockers or desks or use any lockers or desks other than those assigned to them by the principal.

3. Authorized personnel may search a student, within the limits of state and federal law (or this policy), whenever the student consents to such a search. However, consent obtained through threats or coercion is not considered to be freely and voluntarily given.

4. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized.

5. Any searches of students as outlined herein will be conducted by an authorized person who is the same sex as the person being searched and shall be witnessed by at least one other authorized person who is of the same sex as the person being searched.

6. Strip searches are forbidden. No clothing except cold weather outer garments will be removed before or during a search.

7. Items that may be seized during a lawful search - in addition to those mentioned in paragraph 1 above – shall include, but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited. For example: prescription or nonprescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or other school personnel, shall be seized, identified as to ownership if possible, and held for release to proper authority.

FNF-R - SEARCH OF STUDENTS, REGULATION (Cont.)

8. Any student found to be in possession of dangerous weapons, controlled dangerous substances, or other unlawful or prohibited items may be suspended by the superintendent for a period not to exceed the current school semester and the succeeding semester. Such suspension may be in addition to any civil or criminal liability.

REFERENCE: 70 O.S. §24-102
70 O.S. §24-101.3

MCLOUD BOARD OF EDUCATION

FNG - WIRELESS TELECOMMUNICATION DEVICES

It is the policy of the Board of Education that a student may possess a wireless telecommunications device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon prior written consent of both the student's parent or guardian, and the superintendent or the superintendent's designee.

Upon reasonable suspicion, the superintendent, principal, teacher, or security personnel shall have the authority to detain and search, or authorize the search of, any student or property in the possession of the student for unauthorized wireless telecommunication devices.

Students found to be using any wireless, telecommunications device for any illegal purpose, violation of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any wireless telecommunication device following the incident unless a bona fide health emergency exists.

Students found to be in possession of or using a wireless telecommunications device in violation of the rules shall be subject to disciplinary action under the student discipline policy, including, but not limited to confiscation of the device pending parent/guardian conference, detention, Or suspension. Punishment for violation will be determined by the administration on a case-by-case basis. Where appropriate, police authorities may be contacted.

REFERENCE: 70 O S. §24-101.1, et seq.
70 O S. §24-102

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FO - STUDENT DISCIPLINE

The McLoud Board of Education believes that the school's primary goal is to educate, not to discipline. However, education includes establishing norms of social behavior and assisting students in understanding and attaining those norms. Occasionally, corrective actions are necessary for the benefit of the individual and the school. The teacher in a public school has the same rights as a parent or guardian to control and discipline a child while the child is in attendance, in transit to or from the school, or participating in any authorized school function. Further, it is the policy of the district that students may be disciplined for any misconduct related to the programs or activities of the district. No teacher or administrator will administer formal discipline to his or her own child on behalf of the school except in cases of disruption in the classroom or common areas. Disciplinary matters concerning children of school employees will be handled by the appropriate principal or the superintendent or the superintendent's designee. The superintendent's child will be disciplined by someone other than the superintendent.

Each student shall be treated in a fair and equitable manner. Disciplinary action will be based on a careful assessment of the circumstances surrounding each infraction. The following are some examples of these circumstances.

The seriousness of the offense;
The effect of the offense on other students;
Whether the offense is physically or mentally injurious to other people;
Whether the incident is isolated or habitual behavior;
The manifestation of a disability;
Any other circumstances which may be appropriately considered.

Standards of behavior for all members of society are generally a matter of common sense. The following examples of behavior are not acceptable in society generally, and in a school environment particularly. The involvement of a student in the kind of behavior listed below will generally require remedial or corrective action. These examples are not intended to be exhaustive and the exclusion or omission of unacceptable behavior is not an endorsement or acceptance of such behavior. When, in the judgment of a teacher or administrator, a student is involved or has been involved in unacceptable behavior, appropriate remedial or corrective action will be taken. 1 11

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Cutting class
4. Leaving school without permission
5. Refusing detention/late room
6. Smoking
7. Truancy
8. Possessing or using alcoholic beverages or other mood-altering chemicals
9. Stealing
10. Forgery, fraud, or embezzlement
11. Assault, physical and/or verbal
12. Fighting
13. Possession of weapons or other items with the potential to cause harm
14. Distributing obscene literature
15. Destroying/defacing school property
16. Racial discrimination including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another student, an employee, or a visitor
17. Sexual Harassment
18. Gang related activity or action
19. Cheating

FO - STUDENT DISCIPLINE (Cont.)

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each ease. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

Parents, guardians, and students enrolled in this school district shall be notified at the beginning of each school year that this policy is in effect. A copy of this policy will be made available upon request to parents or guardians at any time during the school year.

Parents, guardians, and students residing in this school district are also advised by means of this policy statement and by the student handbook that students in this district shall have no reasonable expectation of privacy rights towards school officials, in school lockers, desks, or other school property. School personnel shall have access to school lockers, desks, and other school property at any time and no reason shall be necessary for such search. Student property may be searched with reasonable suspicion.

Teachers, parents, guardians, and students are invited and encouraged to participate in the formulation of disciplinary policies, rules, and regulations by suggesting to administrator’s appropriate means of discipline for specific infractions.

REFERENCE: 10 O S. §7115
70 O.S. §6-114
70 O.S. §24-101.3

THIS POLICY REQUIRED BY LAW.

MCLOUD BOARD OF EDUCATION

FOB - CORPORAL PUNISHMENT

It is the policy of the McLoud Board of Education to administer corporal punishment only as a last resort after other reasonable corrective measures have been used without success. However, under no circumstances shall any child in DHS custody be administered corporal punishment. School district personnel are prohibited from using corpora) punishment on students identified with the most significant cognitive disabilities according to criteria established by the State Department of Education unless the punishment is addressed in the student's individualized education program (IEP).

At the beginning of the school year, parents and legal guardians will be provided the opportunity to request the Non-administration of corporal punishment to their children. If a request for the non-administration of corporal punishment has not been signed, the administration shall notify a parent or legal guardian that corporal punishment is being planned. At that time, the parent or legal guardian may request that corporal punishment not be administered.

Corporal punishment must be administered only in the presence of another professional, certificated staff member, preferably an administrator. Careful documentation of each occasion shall be made by the teacher or the administrator or both. Such documentation will identify the student and set forth the behavior necessitating the punishment; the person who administered the punishment; and the name of witnesses.

Under no circumstances shall other students or non-certificated personnel observe the administration of corporal punishment. The student shall be carefully advised of the nature of the rule infraction for which the punishment is being administered.

If a parent or legal guardian has requested that corporal punishment not be administered to the student, alternative discipline will be considered and may include suspension from school.

REFERENCE: 10 O S. §7115
70 O S. §6-113.1
70 O S. §6-114
70 O S. 613-116

MCLOUD BOARD OF EDUCATION

FOD - SUSPENSION OF STUDENTS

It is the policy of the Board of Education that the superintendent or designee may suspend a student for:

- Violations of policy or regulations
- Possession of an intoxicating beverage, low-point beer (See policy FNCE)
- Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
- Possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public-school property, or at a school event (Uniform Controlled Dangerous Substances Act)
  (See policies FNCE and FNCGA)
- Possession of a firearm shall result in out-of-school suspension of not less than one year (See policy FNCGA)
- Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers, or officials or damages property
- Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the school district superintendent on a case-by-case basis.

Before a student is suspended out-of-school, the principal shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. A student suspended out-of-school shall be placed in a supervised, structured environment in either a home-based schoolwork assignment setting or another appropriate setting in accordance with a plan prescribed by the school administration that provides education in accordance with the supporting regulations. Parents or guardians will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school. Students suspended from school shall be ineligible to participate in extracurricular activities. Additionally, any student serving suspension during the time of graduation activities shall not be allowed to participate in or attend ceremonies or programs honoring graduates.

No school board member, administrator, or teacher may be held civilly liable for any action taken in good faith, which is authorized by law under the provisions of this policy.

The superintendent is directed to establish regulations, subject to board approval, which support this policy. Such regulations shall include provisions for appeal of suspension to a suspension appeals committee and/of the board of education. The superintendent may delegate authority for suspensions of students to building principals.

REFERENCE: 10 O.S. §7005-1,2
10 O.S. §7303-5,3
10 O.S. §7307-1.2
37 O.S. §163.2
70 O.S. §24-101,3, §24-102, §24-103, et seq.

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FOD -R - SUSPENSION OF STUDENTS (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the suspension of students from school.

The authority to suspend a student from a school in the school district is delegated to the respective building

1. Any student may be suspended for:

    - Violations of policy or regulations
    - Possession of an intoxicating beverage, low-point beer (37 O.S. §163.2) (See policy FNCE)
    - Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
    - Possession of a dangerous weapon or a controlled dangerous substance while or within two thousand (2,000) feet of public-school property, or at a school event (Uniform Controlled Dangerous Substances Act) (See policies FNCE and FNCGA)
    - Possession of a firearm may result in out-of-school suspension of not less than one year (See policy FNCGA)
    - Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers, or officials, or damages property
    - Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the school district superintendent on a case-by-case basis.

2. A full suspension shall not extend beyond the present semester and the succeeding semester except for violations of the Gun-Free Schools Act which provides suspensions for up to one calendar year or longer. (See policy FNCGA.)

3. Except under circumstances that require the immediate removal of a student or students, the parent(s) or legal guardian(s) shall be informed before a student is released from school.

4. Any student who has been adjudicated as a delinquent and has been removed from a public or private school in this state or any other state for such act, will not be enroll ed in a regular classroom setting in the district but may be provided an alternative education solution until such time as that student no longer poses a threat to self, other students, or faculty.

5. Students suspended out-of-school who are on an individualized education plan pursuant to IDEA, P.L. No. 101-476, shall be provided the education and related services in accordance with the student's IEP.

6. A student who has been suspended for a violent offense that is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

FOD-R - SUSPENSION OF STUDENTS, REGULATION (Cont.)

Procedural Steps to Suspension

Before a student is suspended from school, the principal of that school shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspensions. Such placements can include an alternative school setting, reassignment to another classroom, or in-school detention. If such alternate placement is rejected, written justification must be placed in the student's permanent record.

1. Probation. A student may be placed on probation with or without additional disciplinary action. If probation is elected by the principal as a suitable alternative to suspension, both the student and the parent(s) shall be notified of the probation and the reasons therefor.

2. In-school placement. In-school placement is an alternative to out-of-school suspension. In-school placement will be imposed by the student's principal, and the student will be placed in a supervised, structured environment. This placement will not be considered suspension and may include an alternative school setting, reassignment to another classroom, or in-school detention. Both the student and the parents) shall be notified of the placement, the reasons therefor, and the right to appeal the placement to the suspension appeals committee.

3. Out-of-school suspension.

    A. Both the student and the parent(s) shall be notified of the suspension, the grounds therefor, and the right to appeal the suspension to the board of education, A student suspended out-of-school will be placed in a supervised, structured environment in either a home-based schoolwork assignment setting or another appropriate setting.

    B. If a student is suspended out-of-school for five (5) days or less, the district may provide an education plan. If a student is suspended for more than five (5) days and is found guilty of acts as described above, the school administration shall provide the student with an education plan designed for the eventual reintegration of the student into school which provides for the core units in which the student is enrolled. The minimum core units shall consist of English, mathematics, science, social studies, and art. The plan shall set out the procedure for education and shall address academic credit for work satisfactorily completed. A copy of the plan shall be provided to the student's parents or guardian, and the parents or guardian shall be responsible for the provision of a supervised, structured environment in which the parent or guardian shall place the student and bear responsibility for monitoring the student's educational progress until the student is readmitted to school.

Appellate Procedures

Suspension Appeals Committee

A suspension appeals committee is hereby established which will consist of 5 (five) administrators or teachers or a combination thereof. The members of the committee shall be appointed by the superintendent and may include the superintendent. However, any member of the committee who initiated a suspension in a case shall be excused from the committee during any appeal of that particular case.

FOD-R - SUSPENSION OF STUDENTS, REGULATION (Cont.)

Appellate Procedures

1. Any student who has been suspended for ten (10) days or less under the steps listed above, or the student's parent(s), may appeal the suspension to the suspension appeals committee. The following procedures shall govern the appellate process:

   A. A The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.

   B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the suspension appeals committee. The suspension appeals committee shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal,

   C. During the hearing of the appeal before the suspension appeals committee, the student or the student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.

   D. The suspension appeals committee shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The suspension appeals committee may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five (5) days of the decision.

   E. Decisions of the suspension appeals committee may not be appealed to the board of education. The decision of the suspension appeals committee shall be final.

2. Any student who has been suspended for greater than ten (10) days under the steps listed above, or the student's parent(s), may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision to the board of education. The following procedures shall govern the appellate process:

   A. The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension of the notice of the intent to suspend of their intent to appeal the suspension.

   B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the board of education. The board of education may conduct the hearing of may appoint a hearing officer to conduct the hearing. The board of education or hearing officer shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.

FOD-R - SUSPENSION OF STUDENTS, REGULATION (Cont.)

C. During the hearing of the appeal before the board of education or hearing officer, the student or the student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.

D. The board of education or hearing officer shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The board of education or hearing officer may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five days of the decision. The decision of the board of education or hearing officer shall be final.

NOTE: **70 O.S. §24-1013 (E) states that a student who has been suspended from a public or private school in the state of Oklahoma or another state for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students shall not be entitled to enroll in a public school of this state, and no public school shall be required to enroll such student, until the terms of the suspension have been met or the time of suspension has expired.**

THIS POLICY REQUIRED BYLAW.

MCLOUD BOARD OF EDUCATION

FP - STUDENTS:
FEES, FINES, AND CHARGES

It is the goal of the McLoud Board of Education to provide a free, appropriate, public education to all the children of this district. However, there are certain areas in which the payment of fees, fines, or charges may be required. The superintendent is directed to establish a regulation designating such areas and setting forth methods of payment

MCLOUD BOARD OF EDUCATION

FP-R - STUDENTS: FEES, FINES, AND CHARGES (REGULATION)

In accordance with the policy of the board of education, the following areas will require payment of a fee, fine, or charge by the student:

1. Membership dues in student organizations or clubs and admission fees or charges for attending extracurricular activities when membership or attendance is voluntary.

2. Security deposits for the return of material, supplies, or equipment.

3. Items of personal use such as student publications, class rings, annuals, and graduation announcements.

4. Any authorized student health or accident benefit plan.

5. A reasonable fee, not to exceed the actual annual maintenance cost for the use of musical instruments and uniforms owned or rented by the district.

6. Items of personal apparel that become the property of the student and which are used in extracurricular activities.

7. Parking fees and fees for identification cards if applicable.

8. Fines assessed for lost, damaged, or overdue library books.

9. Other fees, fines, or charges specifically permitted of required by law.

Payments to schools for lost or damaged instructional materials will be deposited in the school activity fund as a line item account and will be used to purchase replacement materials as necessary.

Students who are financially unable to make payment for lost or damaged instructional materials will be allowed to arrange to work off their debts in a program approved by the superintendent or his designee.

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the school district.

Students in the 12th grade who have not fulfilled these obligations also will be denied a cap and gown and the privilege of participating in the graduation ceremonies of the class.

MCLOUD BOARD OF EDUCATION

GBA - OPEN RECORDS ACT

It is the policy of the McLoud Board of Education to recognize and facilitate the public's right of access to and review of public records. The district is not required to release information contained in its education records except in conformity with the provisions of the Open Records Act, Title 51, Oklahoma Statutes, Section 24 A.1. and only to the extent that said act does not violate federal law, (See GBA-R.)

The superintendent's secretary shall be the district's custodian of public records and shall be responsible for the preservation and care of those public records. At least one person shall be available at all times to release records during the regular business hours of the school district. Additionally, the superintendent may establish reasonable rules of procedure by which public records may be inspected.

The superintendent shall charge a fee to recover the reasonable direct costs of copying district records. The superintendent shall also charge a fee for the direct costs of searching for district records sought for solely commercial purposes or for searches that cause excessive disruption to the district's essential functions. In no case shall a search fee be charged for records sought in the public interest including, but not limited to, releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the district are honestly, faithfully, and competently performing their duties as public servants. Fees for copies shall be paid in advance before the copies are made. A deposit may be required for search fees. The fee schedule for searching for and copying of district records shall be as follows: "

Copies:		Research:
8 1/2" X 11" or		$25.00 per hour
8 1/2" x 14"	$.25 per copy	
11" x 17" ledger	$.50 per copy	
Certified copy	$ 1.00 per page	

All confidential student records as defined by state and federal law shall remain confidential and accessible only to authorized personnel. The district may make requested records available on the Internet to comply with the obligation of providing prompt, reasonable access to records.

REFERENCE: 51 O.S. §24 A.l, et seq.

NOTE: If regular business hours are not maintained, the school district is required by law to post and maintain a written notice at the main office of the school district and with the county clerk, which notice shall include the following: (1) the hours records are available for inspecting, copying, and reproduction; (2) the name, address, and telephone number of the individual in charge of the records; and (3) detailed procedures for obtaining access to the records at least two days of the week, excluding Sunday.

MCLOUD BOARD OF EDUCATION

GBA-R - OPEN RECORDS ACT (REGULATION)

In accordance with the policy of the board of education to recognize and facilitate the public's right of access to and review of the district's public records, the following regulations shall apply:

Public access to district records shall be provided in accordance with applicable federal and state laws and regulations. The district shall implement the following procedures to provide prompt and reasonable access to its records in a manner that protects the integrity and organization of its records and prevents excessive disruptions of its essential functions.

1. Records specifically exempted by law from public inspection and copying are also exempted from this policy, including but not limited to:

    A. Records which relate to internal personnel investigations including examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation.

    B. Records where disclosure would constitute a clearly unwarranted invasion of personal privacy such as employee evaluations, payroll deductions, employment applications submitted by persons not hired by the public body, and transcripts from institutions of higher education maintained in the personnel files of certified public employees (may disclose degree obtained and curriculum on the transcripts of certified public employees).

    C. Records of what transpired during meetings of the district's board of education lawfully closed to the public, such as executive sessions authorized under the Oklahoma Open Meeting Act. The following information may be kept confidential:

        1. investigative evidence of a plan or scheme to commit an act of terrorism;

        2. Assessments of the vulnerability of government facilities or public improvements to an act of terrorism and work papers directly related to preparing the assessment of vulnerability;

        3. Plans for deterrence or prevention of or protection from an act of terrorism;

        4. Plans for response or remediation after ah act of terrorism;

        5. Information technology of a public body or public official but only if the information specifically identifies:

            a. Design or functional schematics that demonstrate the relationship or connections between devices or systems;

            b. System configuration information;

            c. Security monitoring and response equipment placement and configuration;

            d. Specific location or placement of systems, components, or devices;

GBA-R - OPEN RECORDS ACT, REGULATION (Cont.)

e. System identification numbers, names, or connecting circuits;

f. Business continuity and disaster planning, or response plans; or

g. Investigation information directly related to security penetrations or denial of services; or

6. Investigation evidence of an act of terrorism that has already been committed.

7. The term "terrorism" means any act encompassed by the definitions set forth in Section 1268.1 of Title 21 of the Oklahoma Statutes.

D. The home address or social security number of any employee or former employee.

2. Requests for the inspection and copying of district records will be accommodated by district personnel designated to release district records for inspection and copying as soon as it is determined the requested records are not exempt from inspection and copying. Such determination may require the consideration of the superintendent and/or the district's attorney. Records shall only be available during the regular business hours of the district's administration building.

3. The superintendent shall charge a fee to recover the reasonable direct costs of copying district records. The superintendent shall also charge a fee for the direct costs of searching for district records sought for solely commercial purposes or for searches which cause excessive disruption to the district's essential functions. Search fees shall not be charged for records sought in the public interest, including, but not limited to releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the district are honestly, faithfully, and competently performing their duties as public servants. Fees for copies shall be paid in advance before the copies are made. A deposit may be required for search fees. The fee schedule for searching for and copying of district records shall be as follows:

Copies: 8 1/2" x 11" - $.25 per copy
8 1/2" x 14" - $.25 per copy
Search fee: $25.00 per hour

The referenced fees shall be posted at the principal office of the school district and with the county clerk.

4. The following records shall be kept confidential by the district:

A. Individual student records;

B. Teacher lesson plans, tests, and other teaching material; and

C. Personal communications concerning individual students;

GBA-R - OPEN RECORDS ACT, REGULATION (Cont.)

D. Personnel records which relate to internal personnel investigations including examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation; or

E. Personnel records whose disclosure would constitute a clearly unwarranted invasion of personal privacy such as employee evaluations, payroll deductions, or employment applications submitted by persons not hired by the public body.

5. An employee of the district shall have a right of access to the employee's own personnel file.

REFERENCE: 51 O.S. §24A.5
51 O.S. §24A.27

MCLOUD BOARD OF EDUCATION

GF - PUBLIC COMPLAINTS

The McLoud Board of Education welcomes comments and suggestions for improvement from the patrons whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the board has confidence in its professional staff and desires to support their actions in order that they are free from unnecessary, spiteful, or negative criticism and complaint. Therefore, whenever a complaint is made directly to the board as a whole or to a board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual board members have no authority to resolve complaints, other than by formal board action, administrators are expected to follow up on all complaint referrals and to advise the board members of the nature of the complaint and the action(s) taken. The board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the board members.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it will be the policy of the board that anonymous complaints shall not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the board and anonymous telephone complaints will not be brought to the board by any individual board member, administrator, or another district employee. Further, the administration will not act on any anonymous complaint.

Complaints for which specific resolution procedures are provided shall be directed through those channels. This includes complaints about personnel, complaints about instructional materials, etc.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the superintendent of schools.

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the board of education. No appeal will be heard by the board and no charges or accusations against an employee will be investigated or acted upon unless the accusations are reduced to writing, signed by the party making the complaint and presented to the board through the superintendent.

In addition to the above, the board will request written reports be provided to the board prior to the meeting from the following:

1. The person against whom the complaint is made,
2. The principal of the school involved,
3. The superintendent, and
4. The complainant.

Generally, all parties involved will be asked to attend the board meeting for the purposes of presenting any additional facts, making further explanations, and clarifying the issues.

GF - PUBLIC COMPLAINTS (Cont.)

The board will not consider or act upon complaints that have not been explored at the appropriate administrative level or complaints for which specific resolution procedures have been established that do not include board review. If the board decides to hear the complaint, the board shall make a decision that shall be sent to all interested parties. The board's decision is final.

MCLOUD BOARD OF EDUCATION

GGFA - INDIAN TRIBAL INVOLVEMENT

The following policy relates to tribal and parental involvement in the education of children residing on Indian lands within this school district and is hereby approved by tire McLoud Board of Education in regular session and shall remain in effect until rescinded by the board of education.

1) Children living on Indian land participate in school programs on an equal basis with all other children attending school in the McLoud Public Schools. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. The McLoud Public Schools will review school data and comments from tribal officials and parents to assess the extent of Indian children's participation in the educational program on an equal basis. An annual statistical study will be conducted to determine the extent Indian children do participate on an equal basis and modifications will be made in the educational programs, as needed, to allow equal participation of all children.

2) Pertinent program policies/plans, applications, and evaluations will be disseminated through one or more of the following ways:

   A) Mail notices in advance to tribal leaders and send handouts home to parents of Indian children requesting their participation in meetings regarding education programs assisted with funds provided under Public Law 81-874.

   B) Inform the Indian community of events in education programs assisted with funds provided under Public Law 81-874 through student handouts and/or the student newspaper and make greater use of newspapers serving the McLoud Public Schools area.

   C) Mail copies of an information summary sheet describing the Public Law 81-874 application and evaluations, program plans, and other information concerning education programs assisted with funds provided under Public Law 81-874 to the tribe and send copies home with children to all parents of Indian children, when these items become available, with a note saying that upon request to the superintendent/principal, copies of the original documents listed above will be provided.

3) By scheduling through the superintendent's office a place on the agenda of any open meeting of the board of education, a tribe, or their designee, parent, or group of parents, concerned with the educational opportunity of any student or group of students in the McLoud Public Schools may:

   A. Present views regarding applications.

   B. Make recommendations concerning the needs of their children.

   C. Provide input into the planning and development of the educational program of the district.

   D. Present views on the education program and its operation.

GGFA - INDIAN TRIBAL INVOLVEMENT (Cont.)

In addition to the above, the McLoud Public Schools will:

A. Provide notice of any annual meetings regarding education programs assisted with funds provided under Public Law 81 -874 to the Indian community and to the tribe.

B. Work with the tribal leaders to seek input from the Indian parents, tribe, and other Indians in the community by using available forms of communication and cooperation to seek and encourage such input.

C. Hold all meetings involving or discussing education programs assisted with funds provided under Public Law 81-874 in the school auditorium of a classroom of sufficient size to accommodate all Indian parents who might wish to attend.

D. Provide ample time for discussion of education programs assisted with funds provided under Public Law 81-874.

E. Invite comments and suggestions from the Indian community with regard to educational programs assisted with funds provided under Public Law 81-874 by holding as many meetings with the tribe and Indian community as are necessary to ensure that the needs of the Indian community are received and considered.

F. LEA officials will review school data and comments from tribal officials and parents to assess the extent of Indian children's participation in the educational program on an equal basis.

4) A public hearing will be held on annually at which parents of children living on Indian land and/or tribal officials may discuss toe current status of school programs, desired directions for future development for board consideration, and any changes needed in the Indian policies and procedures. In addition to the above,
McLoud Public Schools will:

A. Encourage staff members of the LEA to elicit input regarding the general educational program from Indian parents and tribal leaders, and to submit such suggestions to the administration for consideration and evaluation.

B. Encourage staff members to use their best efforts in establishing a more amicable relationship with tribal leaders and parents of Indian children tb elicit voluntary input.

C. Recommendations of the tribe will be considered, and written response will be submitted.

MCLOUD BOARD OF EDUCATION

GJ - SCHOOL VISITORS

It is the policy of the McLoud Board of Education that all visitors to any school facility obtain a visitor's pass at the building principal's office. Parents are requested not to send or allow siblings to visit students in the classroom.

Staff members are not normally expected to have personal visitors during the school day.

Agents or other persons shall not visit teachers during school hours for the purpose of selling books or other articles without written consent from the superintendent.

The superintendent or principal of any school shall have the authority to order any person1 but of the school building and off the school property when it appears that the presence of such person is a threat to the peaceful conduct of school business, school activities, and/or school classes. This authority shall extend to the removal of any individual attending an official school activity or field trip where students are present, including an activity or field trip not on school property, when the superintendent or principal determines that a threat to the peaceful conduct of students exists. Any person who refuses to leave the school building or grounds after being ordered to do so by the superintendent or principal, shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more **than $500.00** or by imprisonment in the county jail for not more than **90** days, or by both such fine and imprisonment

Any person who is requested to leave the premises shall be unable to return to the premises without the written permission of the administration for a period of six months. A grievance or an appeal may be filed by the individual as per district policy GJ-P.

REFERENCE: 70 O.S. §24-131
21 O.S. §§ 1375,1376

THIS POLICY REQUIRED BYLAW.

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[1] Does not include students, officers, or employees of the district.

MCLOUD BOARD OF EDUCATION

GJ-E - ORDER TO LEAVE SCHOOL PREMISES

The undersigned chief administrative officer of the McLoud Public School District, under authority of 21 O.S. §1375 and §1376 and 70 O.S. §24-131.1, hereby directs and orders

Name _____

Address_____

to leave the institution and the premises of _____

or the sanctioned athletic event at _____
and to not (1) interfere with the peaceful conduct of activities at the school district including sanctioned athletic events; or (2) commit any act which interferes with tire peaceful conduct of activities at the school district or upon any school premises; or (3) enter the school district for the purpose of committing any act which may interfere with the peaceful conduct of activities at the school district including sanctioned athletic events,

And such person is notified that under the laws of Oklahoma any person who refuses to leave the school district after being ordered to do so, or returns within six (6) months hereof or within such time as a court may provide, without first obtaining written permission from the chief administrative officer, will be guilty of a misdemeanor under Oklahoma law,

And you are further notified that any complaint or objection to this order and directive should be made to the McLoud Board of Education, District 1-001, Pottawatomie County.

_____
Chief Administrative Officer
(Superintendent of Schools, Principal)

MCLOUD BOARD OF EDUCATION

GJ-P - SCHOOL VISITORS (GRIEVANCE/APPEALS PROCESS)

Any person who has been removed from this institution or from a school activity or event whether held on or off the premises shall be given written notice of the procedures for requesting a hearing and filing a grievance or appeal with the board of education by their receipt of a copy of this policy.

Filing a Grievance or Appeal

Within five (5) working days of being directed to leave premises, the individual ("complainant") may request a hearing before the board of education regarding their removal from school premises. The request shall be submitted in writing to the superintendent. Such request shall be mailed certified mail, return receipt requested. If the complainant fails to request a hearing within five (5) working days of being directed to leave the premises, the right to a hearing shall be deemed to be waived.

Upon receipt of the complainant's request for a hearing, the administration shall prepare a written summary of the reason(s) why the individual was directed to leave school premises. The written summary may include the date, time, place, witness statements, and reasoning behind the administrator's decision to direct the individual to leave school premises. The written summary prepared by the administration shall be mailed to the complainant no later than ten (10) days prior to the date set for hearing before the board of education.

Hearing

The hearing shall be conducted by the board of education as follows:

1 The administration shall present each of the board members with a copy of the written summary provided to the complainant;

2 The complainant shall present each of the board members with a copy of a written response to the administration's paperwork;

3 Members of the board of education shall be afforded the opportunity to ask questions related to the summary and response;

4 The board of education shall vote to accept, amend, or reject the recommendation of the administration with regard to the directive to complainant[1].

The decision of the board of education shall be final and unappealable.

THIS POLICY REQUIRED BYLAW.

[1] Agenda language will need to reflect the individual's name.

MCLOUD BOARD OF EDUCATION

GJBA - STUDENT RECRUITMENT
ACCESS TO STUDENTS AND DIRECTORY INFORMATION

The McLoud Public School District restricts recruiting access to students and directory information. Directory information or class lists of student names, addresses, and/or telephone numbers shall not be distributed without the consent of the parent or legal guardian of the student or by the student age 18 or over. Military services representatives shall have access to student directory information unless such access is specifically denied in writing by the parent, legal guardian, or student age 18 or over.

Military services representatives shall have the same access to secondary school students as is generally provided to postsecondary institutions or prospective employers. However, such access may be specifically denied in writing by the parent, legal guardian, or student age 18 or over.

This district will notify parents of the types of student directory information released. The notice will include:

1 An explanation of the parent's right to request that information not be disclosed without prior written consent;

2 Notice that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent; and

3 Notification on how the parent may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

The notice will be provided to parents on an annual basis.

REFERENCE: 10 U.S.C. §503 as amended by The National Defense Authorization Act for Fiscal Year 2002 (P.L. 107-107)
20 U.S.C. §7908

NOTE: Cited provisions of federal law apply to all LEAs receiving ESEA funds. A district's failure to comply with ESEA regulations may result in loss of funds.

A POLICY ON THIS TOPIC IS REQUIRED BY FEDERAL LAW

***GJBA* - STUDENT RECRUITMENT, ACCESS TO STUDENTS AND DIRECTORY INFORMATION (Cont.)**

MCLOUD BOARD OF EDUCATION

GK-R1 - USE OF FACILITY AND/OR GROUNDS

The McLoud Board of Education believes that the primary use of school buildings, facilities, grounds and equipment is for the educational program. Approval must be secured before any MPS facility can be utilized. No facility may be rented at tithes when it will interfere with school activities or the general operation of the District. All "Use of Facility" forms are to be obtained from the Administrative Office at 113 North Main, McLoud, Oklahoma.

The following guidelines apply to use of MPS facilities:

1 There will be no unauthorized use of MPS facilities.

2 Any person planning to use MPS facilities must complete a Facilities Reservation Request and follow all requirements.

3 Facilities may be used by PTAs of other parent/teacher groups for any program dealing with schools without charge if the building is normally open and custodians are on duty.

4 Adult sponsors, approved by the school district, must supervise the activities at all times. Activities must be confined to the area assigned,

5 No intoxicants, narcotics, or tobacco products shall be used in or around school buildings and grounds.

6 The MPS Alumni Organization is approved to hold its functions in school facilities without charge.

7 Any special or one-time event may be approved by the Administration. The Administration will determine the merits of use and any associated fees or fee waivers.

8 Girl Scouts, Boy Scouts, Cub Scouts, etc. will have free use between 3:50 - 6:00 pm.

9 Use by Little League Non-profit Association and City League Non-Profit Association will not be charged, a fee of $1500.00 for seasonal use,

10 McLoud Public Schools reserves the right to revoke any use of facility for cause, as determined by the administration and/or Board of Education.

11 The McLoud Board of Education shall be the final authority in matters not covered by this policy.

12 Proof of General Liability with McLoud Schools named as also insured must be provided

13 Failure to follow this policy will result in said use being considered as trespassing and will be treated as such.

GK-R1 - FACILITIES USAGE RATES

High School Gymnasium

$85 hourly rate for gym
$30 custodial fee per event

Elementary Gym/ Elementary Safe Room/ Junior High Gym

$35 hourly rate for gym
$30 custodial fee per event

Ag. Facility

$35 hourly rate
$30 custodial fee per event

District Wide Cafeterias

$50 hourly rate for cafeteria
$30 custodial fee per event
$15 hourly rate for cafeteria worker (mandatory if cooking food)

District-Wide Classrooms

$20 hourly fate per classroom
$30 custodial fee per event.

Hitting Facilities

$35 hourly rate for facility
$30 custodial fee per event

Football Field/Baseball/Softball Field

$50 hourly rate for facility
$30 custodial fee per event

Soccer Field

$35 hourly rate for facility
$30 custodial fee per event

MCLOUD BOARD OF EDUCATION

GK-R1 -FACILITY RENTAL RESERVATION REQUEST FORM

FACILTY REQUESTED: _____

Date of Request; _____ Purpose of Request: _____

Beginning Date and Time: _____ Ending Date and Time: _____

Organization Requesting Facility: _____ Responsible Party: _____

Person Requesting Facility: _____ Title: _____

Contact Number: _____ Address: _____

Liability Insurance Verified: Yes _____ No_____ Copy Attached: Yes _____ No _____

Non-profit status Verified: Yes _____ No _____ Copy Attached: Yes _____ No _____

Custodian Service is required at EVERY event. Custodial Fee is $30.00 per event.

Use of Cafeteria Required: Yes _____. No _____ **(CAFETERIA WORKER REQUIRED IF COOKING. FEE REQUIRED - $15 PER HOUR FOR CAFETERIA WORKER.)**

*****ALL FEES - FACILITY USAGE FEE, CUSTODIAL FEE, AND CAFETERIA STAFF FEE NEED TO BE PAID TO MCLOUD PUBLIC SCHOOLS*****

Office Use Only:

Date Key Picked Up: _____By: _____Date Key Returned: _____By: _____

Fee Charged: Yes_____ No _____ Waived By Superintendent: _____

Facility Fee Per Hour: $_____ Fee Collected: Yes_____ No _____ Check # _____/Cash $. _____

Cafeteria Staff Required: Yes_____ No_____ Cafeteria Staff on Duty: _____

Custodial Staff Required: Yes_____ No_____ Custodian on Duty: _____

Custodial Fee: $_____ Fee Collected: Yes_____ No_____ Check # _____Cash $ _____

MCLOUD BOARD OF EDUCATION

GK-R2 - FACILITY USAGE
Athletic Camps and Similar Usage

As stated in policy GK-R1, the McLoud Board of Education believes that the primary use of the school building, facilities, grounds and equipment is for the education program. Approval MUST be secured from the Athletic/Activity Director and/or Central Office before any MPS facility can be utilized. Forms for usage can be obtained from the Central Office at 113 North Main, McLoud, Oklahoma.

In regard to camps for athletics, cheer, or other similar type camp, the camp can be designated as one of two types, depending upon the sponsoring group and/or the type of attendees.

1. Camps held by MPS staff/coaches for the primary use of MPS student/athletes.
   A. This type of camp shall be coordinated and approved by the Athletic/Activity Director.
   B. The coach/sponsor fills out the facilities usage form.
   C. All charged fees will be placed in the sport activity account, not the booster activity account.
   D. The coach/sponsor is responsible for filling out all purchase orders. All camp expenses shall be paid from the collected fees.
   E. Facilities usage fees shall be 10% of collected fees not to exceed $300 for each week. This will include all facilities combined for the week. An example would be field use plus concession.
   F. The coach/sponsor shall secure catastrophic insurance for participants beyond $25,000.
   G. The coach/sponsor is responsible for the repair of damage beyond the normal wear and tear of the facility.
   H. 100% of the remaining money after expenses are paid shall be paid to the coach/sponsor. Money will be transferred from the activity account in to the general payroll account. All pay shall follow proper legal and tax guidelines as set forth by the IRS or any appropriate authority.
   I. If more than 1 school employee is to be paid, the coach/sponsor of the camp will determine the split of the money. All pay shall follow proper legal and tax guidelines as set forth by the IRS or any appropriate authority.
   J. The coach/sponsor must provide a financial statement to the superintendent or his/her designee within 1 week of the conclusion of the camp/event. This financial statement will include all expenses and revenues.

2. Camps held by entities, individuals, or organizations other than MPS shall complete the form attached to the Board Policy GK-R1 (Use of Facility and/or Grounds), and meet the requirements outlined in the is same policy (fees required, proof of liability, proof of non-profit status, signatures by the officers of the group, notarized, etc.). Pay given to individuals that are school employees to work these events shall follow proper legal and tax guidelines as set forth by the IRS or any appropriate authority. In addition to usage fees, use of any athletic facility will incur a daily charge of 10% of all profits will be returned to McLoud Schools to be deposited in the Athletic Activity account (801).

GK-R2 - FACILITY USAGE Athletic Camps and Similar Usage (Cont.)

In summary, all facility use for these types of events MUST either be approved by the Central office through use of policy GK-R1 (outside groups), or through the Athletic/Activity Director (groups within the school body). There shall be NO use that does not follow one of these two avenues of approval.

Also, it shall be a responsibility of a coach/school employee that is involved in one of these activities to verify that the event has been properly approved by the appropriate authority, and that any pay that they receive has followed the guidelines set forth in this policy. Failure to do so by an individual employee may result in their loss of extra duty responsibilities (coaching).

MCLOUD BOARD OF EDUCATION

GKE - USE OF SCHOOL STORM SHELTER

The McLoud Board of Education will make the school owned storm shelter available for public use during times of bad weather.

No pets, of any kind, shall be allowed in the shelter. Patrons bringing animals to the shelter will not be allowed to enter the shelter. Service animals will be allowed into the shelter for those individuals that have a disability protected under the Americans with Disabilities Act that require the use of a service animal for a protected disability.

Patrons are encouraged to be weather wise and not to travel to the storm shelter if imminent danger exists.