FRONTIER PUBLIC SCHOOLS
OKLAHOMA SCHOOL DISTRICT NO. I-004

SCHOOL POLICY MANUAL

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PHILOSOPHY

The educational program of Frontier Public Schools will focus on the individual. In assisting each individual to become a responsible citizen, the District is contributing to the improvement of our nation and society as a whole. While the curriculum must be broad enough to allow each individual to develop their own interests, the District will place emphasis on the achievement of excellence in core curriculum areas such as reading, writing, mathematics and communications. Education is essential to the development of character, physical and mental health, emotional security and provides the foundation for successful living in an ever-changing world.

MISSION STATEMENT

Frontier Public Schools mission, in partnership with parents, students, and the community, is to lead by example in creating an environment where students are empowered to find their purpose, achieve their goals, and to be proud of who they are.

NEPOTISM

Relatives of board members within the second degree by affinity or consanguinity may be candidates for employment in the school district. If a relative of a board member is recommended for employment by the superintendent, the board member may not participate in any regular or executive session of the board held to consider the issue. If a relative of a board member within the second degree is hired by the school district, the board member will not participate in any regular or executive session held to discuss the employee.

Modification of this statute will also allow second degree relatives of school employees to file candidacy for school board elections and be considered for appointment to vacant board seats.

REFERENCE: 70 O.S. §5-113, 5-113.1

SCHOOL BOARD MEMBERS
TERM OF OFFICE

It is the policy of the Frontier Board of Education that as mandated by Oklahoma Statute, Title 26, Section 13A-103, a general election, held for the purpose of electing a member or members of the board of education, shall be held on the first Tuesday in April, 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 Noble County election board between the hours of 8 a.m. on the first Monday in December and 5 p.m. on the following Wednesday. A primary election shall be held if more than two candidates file for a board seat on the second Tuesday in February. A candidate receiving more than fifty percent of the votes cast in the primary election will be elected to the office. If no candidate receives more than fifty percent of the votes cast in the primary election, then the two candidates with the highest number of votes shall appear on the ballot at the general election.

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 board of education unless the 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.

SCHOOL BOARD MEMBERS, TERM OF OFFICE (Cont.)

If vacancies occur which result in the loss of a quorum of the board of education, the Governor shall appoint a member or members necessary to constitute a quorum to the board of education. Such appointment shall be for the remainder of the term of office for that seat.

Each board member is expected to attend all board meetings. If an emergency situation should arise which will prevent a board member from attending a scheduled meeting, the board member should notify the board president or the superintendent. Three (3) 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.

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.

BOARD OF EDUCATION
OATHS OF OFFICE

Each member of the board of education and the treasurer and assistant treasurer shall take and subscribe to the following oath:

I, _____ (name of officer), hereby declare under oath that I will faithfully perform the duties of _____ (name of position) of the Frontier Public Schools to the best of my ability and that I will faithfully discharge all of the duties pertaining to said office and obey the Constitution and laws of the United States and Oklahoma.

REFERENCE: 70 O.S. §5-116

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 an individual to vacant board seat #_____. 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 an individual to vacant board seat #_____.

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

DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS

The school board in modern 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.

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 laws and ideas affecting the continued welfare of our local schools; and to deepen their insights into the nature of leadership in a modern 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 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.)

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.

DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS (Cont.)

School board members are encouraged to attend virtual and in-person workshops. 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 sixty (60) days from the final date that the member has to complete the requirements as indicated by receipt of the certified notice from the State Board of Education to declare the seat vacant.

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

NEW BOARD MEMBER WORKSHOP

The board of education will assist newly elected board members to become familiar with their duties and responsibilities as quickly as possible. All board members are encouraged to attend appropriate workshops, seminars, and conventions in order to develop professionalism and expertise.

A school board member who is elected or appointed to be a member of the board of education shall be required to earn twelve (12) new board member credits within the first fifteen (15) months of office. These twelve (12) credits shall include at least one (1) hour of instruction in school finance, one (1) hour of instruction in the Oklahoma Open Records Act and the Oklahoma Open Meeting Act, and one (1) hour of instruction in ethics. The remaining nine (9) hours may be in legal issues, due process, new laws, the Oklahoma Open Records Act and the Open Meeting Act, duties and responsibilities, which include but are not limited to special education and ethics of district board of education members.

Board members who attend and successfully complete such workshops as required by state law, which are presented by the OSSBA, the State Board of Education, or an organization or association approved by the SDE, shall be reimbursed for expenses incurred in accordance with the district's travel reimbursement policy.

The superintendent or the superintendent's designee will maintain records of each board member's training accomplishments and will notify any board member of the need for the board member to accomplish any additional training. The superintendent will notify the State Department of Education of any changes in board membership.

REFERENCE: 70 O.S. §5-110

SCHOOL BOARD MEMBER CONTINUING EDUCATION

It is the policy of this board of education that its members shall attend workshops and seminars designed to increase their knowledge and abilities of good boardsmanship.

Newly elected board members are required by law to attend a minimum of 12 hours of school law within 15 months following the board member's election. Each re-elected board member is required by law to attend a minimum of six (6) hours of school law workshops within 15 months following the board member's election. The board will declare vacant the position of any board member who fails to complete the six hours. Such vacancy will be filled as prescribed by law.

In addition to the above requirements, each board member elected to a full term of office will obtain additional hours of continuing education as required by law. Any board member who fails to complete the required hours of training will not be eligible to file for re-election to the school board upon completion of the current term.

5-year term of office ----- 15 continuing education hours required

Announcements of seminars and workshops by the Oklahoma State School Boards Association, the State Department of Education or the State Department of Career and Technology Education will be provided to each board member as received by the school administration.

Any board member of this school district who attends and completes a course which satisfies this policy shall be reimbursed by the school district for expenses incurred. The board may also reimburse expenses incurred in registering for and attending board member training programs approved by the board, which are in addition to the minimum training requirements established by law.

The superintendent or the superintendent's designee will maintain records of each board member's training accomplishments and will notify any board member of the need for the board member to accomplish any additional training. The superintendent will notify the State Department of Education of any changes in board membership.

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

SCHOOL BOARD
INTERNAL ORGANIZATION

The Frontier 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 case 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

BOARD OF EDUCATION OFFICERS
TREASURER

It is the policy of the Frontier 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 Noble County, and any other duties as the board 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.

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)

BOARD OF EDUCATION
OFFICER DUTIES - TREASURER
(REGULATION)

The board of education has established the following duties for the office of the treasurer:

1. The treasurer shall execute a surety bond in an amount equal to the largest estimated account balance that will be on hand at any one time during the current year. However, the bond shall not, in any event, be required to be in an amount greater than that of the county treasurer of the county. The bond must be approved by the board of education.

2. The treasurer shall receive all state appropriations, district school taxes, and all other funds belonging to the school district, and report same to the clerk to be reported to the board of education.

3. The treasurer shall promptly pay, out of funds belonging to the school district and on proper orders approved by the board, all bills according to the provisions of the school code.

4. The treasurer shall deposit the funds belonging to the school district in the school accounts as provided by law and make available to the members of the board of education such information.

5. The treasurer shall perform such other acts and duties pertaining to the district as the board of education may direct or be required by law to perform.

6. The treasurer shall, at the end of his/her term in office, pay over to his/her successor the balance of any and all money remaining in the treasurer's hands and shall deliver to the successor all books, accounts, and other property of the district.

7. The treasurer shall submit his/her accounts for the audit of the finances of the school district.

8. The treasurer shall keep general accounts showing all of the receipts, appropriations and expenditures of the district, and have the same available for inspection by members of the board of education and the superintendent of schools.

REFERENCE: 70 O.S. §5-115

HEALTHY AND FIT SCHOOL ADVISORY COMMITTEE/SAFE SCHOOL COMMITTEE

In accordance with state law, the Frontier 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. Implementation of the Health Education Act located at 70 O.S. §§ 11-103.12, 11-103.13, and 11-103.14.

   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; and

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

The committee shall meet as needed.

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.

5. (Optional language) Study and make recommendations to the school district board of education regarding the development of a rape or sexual assault response program that may be implemented at the school site.

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.

BOARD OF EDUCATION
CLERK
(REGULATION)

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

1. It shall be the duty of the clerk of the board of education to attend all meetings of the board and to countersign all warrants for school moneys drawn upon the treasurer by the board; and perform such other duties as the board may direct.

2. The clerk shall, in addition to performing the duties specifically imposed upon him/her by the school code, cooperate with the superintendent of schools, the board treasurer, the minutes clerk, and the encumbrance clerk in the management of the business affairs of the school.

3. The clerk shall attest, in writing, the execution of all deeds, contracts, reports, and other instruments that are to be executed by the board of education.

4. The clerk shall furnish, whenever requested, any and all reports concerning the school affairs, on such forms and in such manner as the State Board of Education or the Superintendent of Public Instruction may require.

5. The clerk is authorized to destroy all claims, warrants, contracts, purchase orders and any other financial records, or documents, including those relating to school activity funds, on file or stored in the offices of the board of education of such district for a period of longer than five (5) years.

6. Performs such other duties as are required by the board of education.

REFERENCE: 70 O.S. §5-119, §5-122

BOARD OF EDUCATION
MINUTES CLERK
(REGULATION)

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

1. Attend all meetings of the board and keep an accurate journal of the proceedings thereof;
2. List the approved encumbrances in the minutes of the board meetings;
3. Furnish requesting newspapers in the county with copies of tentative minutes;
4. Perform such other duties as required by the board of education.

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

REFERENCE: 70 O.S. §5-119

NOTE: Board of education members cannot serve as minutes clerk. Superintendents, principals, instructors, or teachers employed by the board may not serve as minutes clerk.

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.

BOARD OF EDUCATION
MINUTES/ENCUMBRANCE CLERK
(REGULATION)

The board of education has combined the positions of minutes clerk and encumbrance clerk and has established the following duties for the minutes/encumbrance clerk:

1. Attend all meetings of the board and keep an accurate journal of the proceedings thereof;
2. List the approved encumbrances in the minutes of the board meetings;
3. Furnish requesting newspapers in the county with copies of tentative minutes;
4. Keep all books and documents of this school district;
5. Enter the authorized amounts of appropriations in the various appropriations accounts;
6. 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;
7. 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.
8. 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.
9. Receive all warrants, certificates of indebtedness, or bonds from the treasurer after the treasurer has registered the warrants in numerical order.
10. Perform such other duties as directed by the board of education.

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

REFERENCE: 70 O.S. §5-119

NOTE: The minutes and 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, except that a treasurer or assistant treasurer may serve as a minutes clerk.

NOTE: School boards may elect to employ one person to act as both encumbrance and minutes clerk or treasurer and minutes clerk. In that case, this policy may be adopted in lieu of BD-R2 and BD-R3.

BOARD OF EDUCATION MEETINGS AND NOTIFICATION PROCEDURES

The Frontier Board of Education shall transact all business at official meetings of the board. A "meeting" is defined as the gathering of a majority of members of a public body to discuss school business. Board meetings shall be regarded as public meetings. 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.

The regular meeting of the Frontier Board of Education shall be the second Monday of each month at 8:00 AM in the Frontier Public Schools' Board Room.

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

Special meetings of the board may be called by the board president at any time.

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.

Notification of Meetings

Notice of all meetings of the board of education shall be made in accordance with the Oklahoma Open Meeting Law except that federal confidentiality laws take precedence and 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. Otherwise, a 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. Procedures for insuring proper notice, preparing agendas, etc., are as follows:

1. 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. The regular meeting notice and all regular meeting agendas shall be posted on the school district's website in compliance with Oklahoma Law.

2. 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.

3. At least 24 hours prior to a regular or special meeting, a paper copy of 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. Or at least 24 hours prior to a regular or special meeting an agenda shall be posted electronically on the school website. For districts choosing only to do an electronic posting, the district will be required to provide an email distribution system for delivery of the agenda to those who have requested email delivery. Those wishing to receive advance copies of the agenda in compliance with the Oklahoma Open Meeting Act will submit a written request to the superintendent at least three (3) days in advance of the meeting. The school shall distribute the agenda for regular meetings via email delivery at least 24 hours in advance of a regular meeting and at least 48 hours in advance of a special meeting.

BOARD OF EDUCATION MEETINGS AND NOTIFICATION PROCEDURES (Cont.)

4. 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, excluding weekends and state holidays, prior to the meeting.

5. 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 is possible in person or by telephone.

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

REFERENCE: 70 O.S. §5-118
25 O.S. §302, §303, §304, §307.1, §311

SCHOOL BOARD MEETINGS
AGENDA PREPARATION AND DISSEMINATION

As executive officer of the Frontier 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.

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 one calendar day. 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.frontierok.com.

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

BOARD MEETING PROCEDURE
QUORUM

A quorum consisting of a majority of the board membership shall be necessary to conduct business at a meeting of the Frontier Board of Education. In the event that a quorum is not present and a regularly scheduled board meeting cannot be convened, the meeting shall be cancelled. If a regularly scheduled board meeting is cancelled due to lack of a quorum, a notice of such cancellation shall be immediately prepared and posted with the original agenda of the cancelled meeting. A special meeting may then be called with the appropriate minimum of 48 hours' notice to the county clerk. The agenda for the special meeting shall include all of the items listed on the agenda of the regular meeting.

If a quorum is present, but the meeting needs to be relocated due to lack of space, building problem, etc., a motion to reconvene the meeting at another place will be made and voted upon. If the board decides to reconvene the meeting, the decision will be announced and a written notice will be posted with the original agenda showing the date, time and place of the reconvened meeting. The minutes of the original meeting will reflect the decision to reconvene and the full announcement.

BOARD OF EDUCATION MEETING
PUBLIC PARTICIPATION

All regular, special, and emergency meetings of the Frontier 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

REQUEST TO ADDRESS BOARD OF EDUCATION

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____ _____

(Date) (Name)

_____

(Street Address)

_____

(City) (State) (Zip)

_____

(Representing)

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 the 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 7 days prior to the next regularly scheduled meeting in order to be placed on the agenda. (The agenda must be posted twenty-four business hours prior to the meeting.) The superintendent must inform the board president of any individual or organization denied the opportunity to address the board of education. The superintendent shall notify any individual denied the opportunity to speak. The notification shall include the rationale behind the superintendent's decision and any legal authority supporting the decision.

2. The board clerk shall ask all visitors to list their names in the visitor's register.

3. Board members and administrative staff will not respond to questions from the public at the board meeting. 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.

4. The president of the board shall recognize speakers, maintain proper order, and adhere to time limits, if any established by the board. Specifically, the president may require all proponents of one side of an issue to elect one spokesperson. Repetitive comments by consecutive individuals will not be allowed.

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

BOARD OF EDUCATION MEETINGS
VIDEOCONFERENCE REGULATIONS

In accordance with state law, the Frontier Board of Education may hold board meetings by videoconference. Whenever the board president or 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 or board members desiring to participate in a meeting by videoconference must do so from a site and room from within the district.

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.

BOARD POLICIES

The Frontier 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 for all students.

Policies may be cooperatively formulated by the board of education working with students, teachers, and parents, ~~and~~ or legal guardians of students and stakeholders, 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.

BOARD OF EDUCATION
EXECUTIVE OFFICER - SUPERINTENDENT

The Frontier Board of Education recognizes that the superintendent of schools is the executive officer of the board of education and the administrative head of the school system. The superintendent must hold an administrator's certificate recognized by the State Board 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. The following duties have been established for the office of the superintendent of schools:

1. The renewal of the superintendent's contract shall be considered by the board in accordance with the superintendent's contract and announced or tabled annually. 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 all meetings of the board, 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 public 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, within the limits established by the board.

7. Responsibility for the operation and maintenance of the child nutrition 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. 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.

9. 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.

10. The superintendent shall be responsible for the supervision of student disciplinary actions.

11. 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 board of education.

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

12. The superintendent shall administer a complete curriculum as adopted by the board of education, in conformity with the regulations established by the State Department of Education.

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

14. The superintendent shall visit personally all the schools sites of the district as often as practical.

15. 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.

16. The superintendent shall prepare a well-coordinated budget by requiring the various divisions of the school system to participate in its development. At least quarterly, the superintendent shall provide to the board a financial analysis indicating the expenditures of the district and an opinion of the general financial condition of the district.

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

18. The superintendent shall promote and model a culture of inclusion and equality for all students, families, employees and community, including through the development and implementation of policies and practices that embrace a diversity and honor individual differences.

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

BOARD-SUPERINTENDENT RELATIONSHIP

The Frontier Board of Education believes that the legislation of policies is the most important function of a school board and that the execution of the policies should be the function of the superintendent.

Delegation by the board of its executive powers to the superintendent provides freedom for the superintendent to manage the schools within the board's policies and frees the board to devote its time to policy making and other governance functions.

The board holds the superintendent responsible for the administration of its policies, the execution of board decisions, the operation of the internal machinery designed to serve the school program, and for keeping the board informed about school operations and problems.

The board as a whole, as individual members, shall:

1. Give the superintendent full administrative authority for properly discharging his or her professional duties, holding him or her responsible for acceptable results.

2. Act only, except under extraordinary circumstances, upon the recommendation of the superintendent in matters of school personnel.

3. Hold all meetings of the board in the presence of the superintendent except when the superintendent's contract and salary are under consideration.

4. Refer all complaints to the superintendent and discuss them only at a regular meeting after failure of administrative solution.

5. Strive to provide adequate safeguards around the superintendent and other staff members.

6. Present personal criticisms of any employee directly to the superintendent.

EVALUATION OF THE SUPERINTENDENT

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

Members of the Board will first evaluate the Superintendent independently, using a written form 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 an executive session during a meeting of the Board of Education prior to February 15 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

OSSBA POLICY SUBSCRIPTION SERVICES TEAM NOTES:

The board may modify the form to meet the needs of the district.

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 in the evaluation. 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.

3 - Commendable 2 - Meets Expectations 1 - Needs Improvement

ADMINISTRATION	3	2	1
1. The superintendent exerts 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. *			

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. The superintendent identifies instructional objectives for students and implements programs 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. * _____

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 the areas of 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. _____

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. _____

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. _____

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. _____

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

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: _____

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

The Frontier Board of Education 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 ESSA.

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**

GRANT POLICIES AND PROCEDURES

GRANT SUBMISSIONS

A grant offer and acceptance constitutes 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 **seven 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 funding 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, shall be collected, transmitted and stored electronically.

LEGAL REFERENCE: **2 C.F.R. 200.302**

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.

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.

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:

INTERNAL CONTROLS (Cont.)

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 make initial corrections or adjustments.
- Delegation of authority in writing is required for grants and recommended for other budgets.
- 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.
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.

INTERNAL CONTROLS (Cont.)

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 others.

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 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.

INTERNAL CONTROLS (Cont.)

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.
   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 Exchange Bank and Trust for as much of the departmental purchasing needs as possible.

INTERNAL CONTROLS (Cont.)

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 budget/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 exist.

LEGAL REFERENCE: 2 C.F.R. § 200.303

MANAGEMENT AND INVESTMENT OF FUNDS

It is the policy of the Frontier 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 treasurer shall invest the full amount of the investment account in:

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, a treasurer of a school district who has completed the appropriate training offered by the State Department of Education 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;

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 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;

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

8. Warrants, bonds, or judgments of the school district; or

9. 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. § 5-117b and the program must competitively select its investment advisors and other professionals. Any pooled investment program must be approved by the board of education.

MANAGEMENT AND INVESTMENT OF FUNDS (Cont.)

Any interest received from investments shall be placed in the 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. §471
70 O.S. §5-115

THIS POLICY REQUIRED BY LAW.

PUBLIC GIFTS/DONATIONS TO THE SCHOOLS

The Frontier Board of Education assumes responsibility, within its financial capabilities, for providing at public expense all items of equipment, supplies, and services that may be required in the interest of education in the school units under its jurisdiction. Gifts, donations, grants, or bequests will be accepted and the action recorded, provided the conditions of acceptance do not remove any degree of control of the school district from the board and will not cause inequitable treatment of any student(s) or student group(s).

A gift shall be defined as money, real or personal property, and personal services provided without consideration. Gifts from organizations, community groups, and/or individuals that will benefit the district shall be encouraged by district administration. Individuals or groups contemplating presenting a gift to a school or the district shall be encouraged to discuss, in advance, with the building principal or the superintendent what gifts are appropriate and needed.

Community groups or individuals may donate equipment to the district. Such equipment shall be added to the district's inventory, provided it is operative at the time of donation and meets an educational purpose of the district.

The district reserves the right to accept or decline any proposed gifts. In determining whether a gift will be accepted, consideration shall be given to district policies, goals, and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to the basic principles outlined in board-approved regulations.

Propositions giving funds, equipment, or materials to the school with a "matching agreement" or restriction are generally not acceptable. Acceptance of donated equipment or materials may depend upon the compliance with the board's policy of standardizing materials and equipment in the district which could restrict gifts purchased by parent-teacher organizations to individual schools. The acceptance of a gift for a particular school, however, indicates the board's approval of the use the benefactor specified.

Any person or organization desiring to give a gift or make a donation, grant, or bequest to the board should contact the superintendent who may accept the gift, thank the donors, and inform the board, except that offers of real property will be accepted only by the board. Also, where the appropriateness of a gift is in doubt, the superintendent will refer the matter to the board for its acceptance or rejection. For example, single gifts of considerable value exhibiting the donor's name or business shall be considered on an individual basis by the board.

Provided, all conditional gifts must be approved by the board.

Any gift or grant accepted by the board or the superintendent as its executive officer shall become the property of the board of education and will comply with all state and federal laws.

REFERENCE: Title IX, Education Amendment of 1972, 20 U.S.C. §1681, et seq.
70 O.S. §5-117

ANNUAL STATISTICAL/FINANCIAL REPORTS

The Frontier 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
70 O.S. §5-134.1

ACTIVITY FUNDS

The Frontier 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. This includes any fundraiser that an employee wishes to create utilizing online services. Prior to creating an online fundraiser at sites such as "GoFundMe" or similar websites, an employee shall make a formal request to the superintendent or superintendent's designee. The superintendent shall process the request and a make a determination as to whether the request will be submitted to the board of education for approval. If approved by the board of education, the employee in consultation with the administration of the school district, shall create an online fundraiser which will be subject to all state laws and district policies.

The school activity fund custodian will be appointed by the board of education. The board shall review on an annual basis the surety bond for the activity fund custodian, which shall be in no case less than one thousand dollars ($1,000), and such bond shall be filed with the clerk of the board of education.

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 superintendent shall cause the activity account to 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 with the office of the superintendent. The custodian of such funds shall cause the funds to be deposited by the close of the next business day following receipt of the funds.

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 board of education shall establish a petty cash account to be used only for the purpose of making small cash expenditures, such as postage, freight or express charges; provided that no single expenditure from the petty cash account will be made in excess of seventy-five dollars ($75.00), and the total expenditures during any one fiscal year will not exceed two thousand five hundred dollars ($2500.00) per school building.

These provisions shall not 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

ACTIVITY FUNDS (Cont.)

of such organizations and associations may include, but not be limited to, examinations of financial and performance audits performed on each such organization and association.

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.

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 proscribed by statute.

Recognizing that students will also be involved in the collecting and accounting of funds through fund-raising 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 the bank in a single account, in the name of Frontier School Activity Fund.

ACTIVITY FUNDS (Cont.)

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.

REFERENCE: 70 O.S. §5-129, §5-129.1
70 O.S. §22-103

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 Frontier 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.

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.

SANCTIONING OF PARENT ORGANIZATIONS AND BOOSTER CLUBS (Cont.)

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.

AUDITOR

It is the policy of the Frontier 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.

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 Frontier 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 two employees to request deductions for any other specific payee.

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

PURCHASING AND DISTRIBUTION

It is the policy of the Frontier 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 $500.00 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. However, the school district is required to purchase goods and services provided by the Oklahoma Department of Corrections whenever the article, service, or product provided by the Department of Corrections is the lowest and best bid.

No expenditure involving an amount greater than $500.00 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

PETTY CASH

The Frontier Board of Education may establish petty cash account to be used only for the purpose of making small cash expenditures, such as postage, freight or express charges; provided, no single expenditure from a petty cash account shall be made in excess of seventy-five dollars ($75.00), and the total expenditures during any one fiscal year shall not exceed two thousand five hundred dollars ($2,500.00) per school building. The student activity fund custodian shall initiate a petty cash expenditure debit by filing a claim against the general fund of the school district for the authorized amount of petty cash account which shall not exceed two hundred dollars ($200.00) per school building. The general fund warrant issued in payment of said claim shall be deposited in a petty cash account in the school activity fund.

All disbursements from the petty cash accounts shall be made in the same manner as other disbursements from the school activity fund, except no disbursement shall be made from a petty cash account unless a prenumbered, dated receipt is obtained and signed by the person receiving payment. The school activity fund custodian shall file claims against the general fund of the school district for reimbursement of the petty cash account whenever the need arises. Such claims shall be itemized in the same manner as other claims filed against the general fund and shall have attached thereto the receipts covering each of the expenditures claimed for reimbursement. The total of reimbursement should at all times equal the authorized amount of the petty cash account.

None of the provisions pertaining to a petty cash account shall be construed to authorize the use of one fiscal year's funds to pay obligations of another fiscal year.

DISPOSAL OF SURPLUS SCHOOL PROPERTY

Certain school-owned equipment, furniture, and other personal property may be declared surplus by the Frontier Board of Education and disposed of by public sale or discarded if determined to be of no value.

Computers declared as surplus property may contain such information as social security numbers, staff/student identification numbers, credit card numbers, bank account numbers, passwords, medical records, photographs, addresses, telephone numbers, student records, and other information that should not be released to the public. The district has an obligation to ensure that all school information has been deleted from surplus computers' files **and** hardware. Specialized software will be used to ensure the complete deletion of information from surplus computers prior to their sale or disposal.

Surplus personal property that has a saleable value shall be sold by Frontier Public Schools. As the Oklahoma Constitution clearly prohibits gifts with public funds, the school district must receive reasonable compensation in exchange for any surplus personal property. School board members and relatives of school board members within the second degree are prohibited from purchasing property from the school.

If the decision is made to dispose of real or personal property that is leased at the time the decision is made, the lessee shall have a right of first refusal to purchase the property on the following terms and conditions:

1. If the board of education receives a bid or offer in a public sale, private bid, or private sale for any real or personal property that it desires to accept, notice shall be provided to the lessee. The notice shall include the identity of the prospective purchaser, the terms and conditions of the proposed sale, and the purchase price to be paid by the prospective purchaser.

2. The lessee shall have thirty (30) days after receipt of the notice to inform the board of education that it elects to purchase the property on the same terms and conditions set forth in the notice. The board of education will then convey the property to the lessee on all the same terms and conditions. If any portion of the consideration included in the purchase price set forth in the notice is not in cash, then the lessee shall be entitled to pay the fair market value in cash of such noncash consideration.

REFERENCE: 70 O.S. §5-117(A)(11)
Oklahoma Constitution, Article 10, Section 15

DISPOSAL OF REAL PROPERTY

The disposal of real property will be made in accordance with Oklahoma law. When the Frontier Board of Education decides that school-owned real property is no longer needed, the board of education shall declare the property surplus and the superintendent will cause the property to be appraised. The results of the appraisal will remain confidential until the property is sold. Following appraisal, the superintendent will cause a public announcement of the board's intention to dispose of the real property through a public sale or bid. Such announcement will include a description of the property, an invitation for bids, and a reservation of the board's right to reject all bids. Additional procedures, including bid deadlines, minimum bids, etc., will be decided by the board on a case-by-case basis.

If the decision is made to dispose of real or personal property that is leased at the time the decision is made, the lessee shall have a right of first refusal to purchase the property on the following terms and conditions:

1. If the board of education receives a bid or offer in a public sale, private bid, or private sale for any real or personal property that it desires to accept, notice shall be provided to the lessee. The notice shall include the identity of the prospective purchaser, the terms and conditions of the proposed sale, and the purchase price to be paid by the prospective purchaser.

2. The lessee shall have thirty (30) days after receipt of the notice to inform the board of education that it elects to purchase the property on the same terms and conditions set forth in the notice. The board of education will then convey the property to the lessee on all the same terms and conditions. If any portion of the consideration included in the purchase price set forth in the notice is not in cash, then the lessee shall be entitled to pay the fair market value in cash of such noncash consideration.

REFERENCE: 70 O.S. §5-117(A)(11)
Oklahoma Constitution, Article 10, Section 15

SAFETY PROGRAM

It is the policy of the Frontier Board of Education to develop rules and procedures which will promote safety in the workplace and which will establish and maintain conditions of work that are reasonably safe and healthful for district employees. Therefore, the superintendent is directed to develop such rules and procedures in accordance with Oklahoma law and the rules of the Oklahoma Department of Labor. The superintendent will designate himself/herself or other person as a district safety coordinator. The rules and procedures developed by the superintendent and approved by this board shall be incorporated into this policy and become a part hereof.

The superintendent will establish procedures in an effort to offer reasonable protection for the safety of students, employees, visitors, and others present on school property or at school-sponsored events. Written plans and procedures will be prepared for the protection of students, faculty, administrators, and visitors from both natural and man-made disasters and emergencies. The written plans and procedures will be reviewed and revised as needed at the September meeting of the board of education. A copy of the district's disaster/emergency plan will be provided to appropriate local emergency management officials.

The practice of safety shall be taught in educational programs in traffic and pedestrian safety, driver education, fire prevention, emergency procedures, disaster preparedness, etc., appropriately geared to students in different grade levels. Areas of emphasis shall include, but not be limited to, in-service training, accident record keeping, plant inspection, driver and vehicle safety programs, fire prevention, and emergency procedures in traffic safety problems relevant to students, employees, and the community.

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 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 to avoid harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school;

2. Student harassment, intimidation, and bullying at school;

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

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 that include counselors and/or school psychologists.

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

The committee shall meet as needed. The principal shall give consideration to recommendations of the committee.

REFERENCE: 63 O.S. §681
70 O.S. §1-107
70 O.S. §24-100

USE OF METAL DETECTORS

The deterrence of the possession of weapons or other dangerous objects as defined in this policy is necessary to promote health and safety within the school setting and to provide a school environment conducive to education. The administration is authorized to utilize stationary or mobile metal detectors when:

The administration has reasonable cause to believe weapons or dangerous objects are in the possession of students or other persons on school property;

There has been a pattern of weapons or dangerous objects found at school, on school property, at school functions, or in the vicinity of a school;

Violence involving weapons or dangerous objects has occurred at the school, on school property, at school functions or in the vicinity of the school.

School personnel operating the metal detectors must comply with the rules and regulations for the use of such devices as adopted by the board of education. Any search of a student's person as a result of the activation of the detector shall be conducted in accordance with board policy on student searches.

REVIEW NOTE: A hand-held device may require the district to be able to articulate reasonable suspicion prior to the search being conducted.

USE OF AUTOMATIC EXTERNAL DEFIBRILLATOR

The Frontier Public Schools district will follow the guidelines set by a national-recognized, guidelines-based organization focused on emergency cardiovascular care in determining ~~for~~ automatic external defibrillator (AED) placement on district property, use ~~and storage~~ and routine maintenance needs. Responders' use of the AED should not replace the care provided by emergency medical services (EMS), but is meant to provide a lifesaving bridge during the first few critical minutes it takes for advanced life support providers to arrive.

The AEDs are to be located so that any victim may be reached in three minutes or less. Therefore, they will be stored in all offices, the nurses' station, and the gymnasium.

Roles and Responsibilities

The AED coordinator will serve as the primary liaison between the local EMS and the AED program. The coordinator will be responsible for purchasing equipment and supplies, organizing training programs, forwarding incident data to the local EMS, and holding post-event debriefing sessions for employees involved.

Certified district employees authorized to utilize the AED are specific employees trained and certified to use an AED in a sudden cardiac arrest emergency. These employees will attend an annual, a training set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

Procedure

When an apneic, pulseless victim is discovered, activate the sudden cardiac emergency response plan and by following the suggested guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The AED coordinator will notify the medical director's office of the use of the AED. An accident report form will be used to document an event and to document the practice drills.

Maintenance

The district will follow the manufacturer's suggested guidelines for maintenance of the AED. The AED coordinator will supervise the procedure.

The administration or the school nurse will:

1. Daily, or in accordance with national guidelines as specified above, check the status indicator, verifying alternating dark and hourglass shapes, which indicates readiness for use, and recording the status on the AED battery check sheet.

2. Notify the AED coordinator if a flashing red X, a solid red X, or constant dark shape appears.

LEGAL REFERENCE: **70 O.S. § 1210.200**
70 O.S. § 24-156

OSSBA POLICY SERVICES LEGAL NOTES:

The district should specify who the AED coordinator is (e.g., building principal).

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN
FRONTIER PUBLIC SCHOOLS

Purpose

1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.

2) In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020). Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation.

2) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.

3) Designate one person to call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Best Practice Considerations:

a) Consider having the Cardiac Emergency Response Team comprise of at least 5 people or 10% of staff.
   a. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.

b) CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.

c) A list of these individuals and their CPR certifications should be maintained on-site in a readily accessible area.

d) Consider medical coverage continues to be provided at the athletic event if continued after the event.

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance

1) Minimum recommended number of AEDs for Frontier Public Schools include inside the building and outside the building:

a) *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

b) *Outside the building* (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including summer months when school is not in session.

3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.

4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.

5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.

7) Each AED should have one set of AED pads connected to the device and one spare set.

8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).

9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.

10) Locations of the AEDs are to be listed in the "Protocol for Cardiac Emergency Response Team" and Building Location Information, AED locations, and School Maps.

<u>Best Practice Considerations:</u>

a) Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to offsite locations. If unable to have a back-up AED, have a plan on what AED you will use if an AED is out of service.

b) AEDs to be installed using a cabinet or bracket/wall rack approved for such purpose and be surface mount or wall recessed.

i. Regardless of which mount is chosen, AEDs shall be placed so that the AED's readiness indicator faces outward.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

ii. During installation, it is important to make sure that screws, bolts and wall anchors will not penetrate electrical wires or pipes inside wall.

iii. Installation Height: Placed at an unobstructed height of forty-eight (48) inches from the floor (it may be lower) to provide optimum accessibility in compliance with American Disabilities Act (ADA). ADA Accessibility Guidelines (ADAAG) specify that objects such as automated external defibrillator wall cabinets shall not protrude more than 4 inches from the wall into walks, corridors, passageways, or aisles.

c) Keep copies of event documentation with AED and first responder kits.

d) CERT coordinator should register their AED with the manufacturer and supplier to receive notifications of potential recalls or alerts.

e) Best practice is for all schools, regardless of grade levels served, to have both pediatric and adult pads available. Apply pads based on manufacture recommendations. Make sure pads do not touch.

f) If only adult pads are available: adult AEDs may be used on children. If the pads are too large for standard positioning without touching, Pads can be placed with one pad on the center of the chest between the nipples and the other pad on the back of the child between their shoulder blades.

g) If pediatric pads are available: the small pads or child key/switch will deliver a shock with a lower energy dose than the larger pads will. If a child is very small, you may need to put one pad on the child's chest and the other on the child's back.

h) Consider having an AED readily available on the sidelines of sporting events and practices.

i) Consider posting AHA Simplified Adult BLS diagram from the AHA near AED cabinet (see appendix).

Communication of CERP

1) The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):

a) In each classroom, cafeteria, restroom, health room, break room and in all offices.

b) Adjacent to each AED.

c) In the gym and in all other indoor locations where athletic activities take place.

d) At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.

e) Attached to all portable AEDs.

2) The Cardiac Emergency Response Plan should be distributed to:

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

a) All staff and administrators at the start of each school year, with updates distributed as made. In workplace and recreation centers, the CERP should be made available annually and when updates are made.

b) All staff should be educated on the Cardiac Emergency Response Plan in their school yearly.

c) New staff members should receive CERP in their orientation materials.

Best Practice Considerations:

a) A copy of the Cardiac Emergency Response Protocol should be provided to any organization using the school. The organization using the facility should then adapt the CERP to the needs of their group/organization.

b) Consider having a plan in place for after-hour events or off-site field trips.

c) Consider a modified Cardiac Emergency Response Protocol which takes into consideration the nature and extent of the use and shall meet the spirit and intent of this Protocol to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on-site after standard business hours.

d) A facility user or renter should have their own plan, especially those using facility after school hours. A template letter is available for schools to provide to facility users and renters: https://parentheartwatch.egnyte.com/dl/Ead1QYTXCc

Training in Cardiopulmonary Resuscitation (CPR) and AED Use

1) Staff training

a) A sufficient number of staff (in addition to the school nurse or safety coordinator) should be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff in schools should have current CPR/AED certification.) Training shall be renewed at least every two years. Absolute minimum number is 3 to ensure CPR is initiated, AED is retrieved, and 911 is notified.

b) The school should designate the person responsible for coordinating staff training and the medical contact for AEDs, if available.

c) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice, and testing.
i) Consult local regulations to ensure your plan meets any additional local requirements.

d) All staff, regardless of if they are a CERT member, should receive annual training on SCA and understand how to recognize a cardiac arrest, how to initiate the response team, and where the AEDs in the building are located.

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2) Cardiac Emergency Response Drills:

a) Cardiac Emergency Response Drills are an essential component of this Plan. The site should perform at least 2 successful Cardiac Emergency Response Drills each year with the participation of staff, safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. One drill may include a tabletop exercise with all the staff and CERP members present.

b) Include as many other people as possible (staff, faculty, coaches, students, parents, etc.) who can receive additional CPR/AED education and awareness of the plan.

Best Practice Considerations:

a) Consider utilizing a checklist outlining response steps to ensure all actions are being completed. An observer can time the event and check off steps as they occur.

b) Save time after the drill to debrief with staff about how the response can be improved, if the CERP needs to be edited, and that the team feels confident in a real response.

Local Emergency Medical Services (EMS) Integration with the School Plan

1) Provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).

2) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses, and other members of the school and/or community medical team.

3) Work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

Best Practice Considerations:

a) When possible, invite local EMS and first responders to the Cardiac Emergency Response Drills. They can
give meaningful feedback and provide information about realistic situations.

b) Speak with your local EMS team to see if training supplies are available for education and to use for the CERP drill.

Conduct Practice Drills

1) Please refer to the CERP Drill section on the American Heart Association page for more information.

Annual Review and Evaluation of the Plan

1) Conduct an annual internal review of the Cardiac Emergency Response Plan (CERP) for schools. The annual review should focus on ways to improve the response process, to include:

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

a) A *post-event review* following an event. This includes review of existing documentation for any identified cardiac emergency that occurred at the location or at any sanctioned function. There should be a designated person responsible for establishing the documentation process.

2) Post-event documentation and action shall include the following:

a) A contact list of individuals to be notified in case of a cardiac emergency.

b) Determine the procedures for the release of information regarding the cardiac emergency.

c) Date, time, and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.

d) The identification of the person(s) who responded to the emergency.

e) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

f) An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

g) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

h) A review of the documentation for all Cardiac Emergency Response Drills performed during the year. Consider pre-established Drill report forms to be completed by all responders.

i) A determination, at least annually, as to whether additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in facilities, equipment, processes, technology, administration, or personnel.

Best Practice Considerations:

a) Consider before/after school events.

Activation of Cardiac Emergency Response Team During an Identified Cardiac Emergency

1. Activate the Cardiac Emergency Response Team immediately when a cardiac emergency is suspected.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

2. The Protocol for responding to a cardiac emergency should be posted and readily accessible to anyone.

Best Practice Considerations:

a) All Cardiac Emergency Response Team members should be able to step away from their tasks without risking harm to other students.

b) All members should be alerted uniformly via overhead page, radio, text, or phone.

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following:

a. The person is not moving, unresponsive, or unconscious.

b. The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).

c. The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.

d. If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2) Facilitate immediate access to professional medical help:

a. Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.

b. Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).

c. Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

d. If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

e. The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR

a. Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below.

i. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided. ii. If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED:

a. When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically.

i. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

b. Minimize interruptions of compressions when placing AED pads to patient's bare chest.

c. Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS.

a. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.

b. Team focus should now be on assisting EMS safely out of the building/parking lot.

c. Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff:

a. Confirm the exact location and the condition of the patient.

b. Activate the Cardiac Emergency Response Team and give the exact location.

c. Confirm that the Cardiac Emergency Response Team has responded.

d. Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.

SUDDEN CARDIAC EMERGENCY RESPONSE PLAN (CON'T)

e. Assign a staff member to direct EMS to the scene.

f. Perform "Crowd Control" – directing others away from the scene.

g. Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.

h. Consider medical coverage to continue to be provided at the athletic event if continued after the event.

i. Consider having the students stay in place (i.e.. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.

j. Designate people to cover the duties of the CPR responders.

k. Copy the patient's emergency information for EMS.

l. Notify the patient's emergency contact (parent/guardian, spouse, etc.).

m. Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.

n. Contact school district administration, human resources and/or sports facility management.

7) Debrief

a. Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

b. An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

c. An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

IMPORTANT: This is a resource document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state, and federal law.

LEGAL REFERENCE: 70 O.S. § 24-156

USE OF SECURITY CAMERAS

Policy Statement

1. Security cameras may be installed in situations and places where the security of either property or people would be enhanced.

2. When appropriate, cameras may be placed throughout the District, inside and outside of District buildings or vehicles.

    a. Cameras will be used in a manner consistent with all existing District policies; and

    b. Camera use will be limited to situations that do not violate the reasonable expectation of privacy as defined by law. Generally, an individual has no reasonable expectation of privacy in public places or common areas, including, but not limited to:

        - Classrooms
        - Offices
        - Hallways
        - Parking lots
        - Cafeterias
        - District owned or leased transportation

Policy Purpose:

1. The purpose of this policy is to regulate the use of security cameras.

2. The function of security cameras is to assist in protecting the safety and property of the District.

3. The primary use of security cameras will be to record images for future identification of individuals involved in criminal activities.

Policy Requirements:

1. The following individual(s) is/are designated to be involved with, or have access to, District security camera data:

    Superintendent
    7-12 Principal
    PreK — 6th Principal
    Technology Director/Network
    Technology Assistant
    Student Behavior Mentor Teacher

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USE OF SECURITY CAMERAS (Cont.)

2. When an incident is suspected to have occurred, the individual designated under paragraph 1 of this section may review the images from the security camera data.

3. No video data may be copied, e-mailed, downloaded or otherwise distributed without prior authorization.

4. An automated log will be maintained documenting access of authorized users to the data stored in the District's video security system.

5. The installation of new security cameras must be approved in advance by the Technology Director. The Superintendent may authorize the use of security cameras when he/she deems the use in the best interest of the District.

    a. Once approved, new security cameras, except in limited instances approved by the Superintendent, must connect to the District's centralized security system which will be maintained by the IT Department.

6. No employee, student, staff, administrator, media or member of the public is allowed to install or conceal camera devices in or around District property.

7. Any person acting to remove, alter, bypass, disconnect or otherwise affect the operation of any camera or monitor installed in, or around, District property or vehicles without the express prior approval of Technology Director or the Superintendent, or who violates this policy, will be subject to disciplinary or other adverse action including, but not limited to, removal from District property and prosecution.

School Buses and District Vehicles:

In furtherance of the District's School Bus Safety Program, the District may install and operate a video-monitoring system in or on its school buses or bus stop-arms, or contract with a private vendor to do so on behalf of the District for the purpose of recording a violation of the following statutory requirement:

> The driver of a vehicle meeting or overtaking a school bus that is stopped to take on or discharge school children, and on which the red loading signals are in operation, is to stop the vehicle before it reaches the school bus and not proceed until the loading signals are deactivated and then proceed past such school bus at a speed which is reasonable and with due caution for the safety of such school children and other occupants. (47 O.S. §11-705)

In the event the video-monitoring system captures a recording of a violation, appropriate personnel at the District shall extract data related to the violation from the recording. The extracted data shall include a recorded image or video of the license plate of the vehicle, an identifiable picture of the driver's face, the activation status of at least one warning device and the time, date and location of the vehicle when the image was recorded.

For the purposes of this policy, "video-monitoring system" means a system with one or more camera sensors and computers installed and operated on a school bus that produces live digital and recorded video of motor vehicles being operated in violation of subsection A of this section.

USE OF SECURITY CAMERAS (Cont.)

The school district shall submit the extracted data for review to the law enforcement agency with jurisdiction in which the violation occurred. If the reviewing law enforcement agency determines there is sufficient evidence to identify the vehicle and the driver, such evidence shall be submitted to the district attorney's office for prosecution.

This policy also provides for the use of security cameras on District buses or District vehicles for disciplinary and security purposes. This policy will support efforts to maintain discipline and to ensure the safety and security of all students, staff, contractors and others being transported on District-owned, operated, or contracted buses or vehicles.

School bus means a motor vehicle that is designed to carry eleven (11) passengers or more, including the driver, and is used for the transportation of District students to or from other schools or events related to such schools or school-related activities.

The use of security cameras shall not place a duty on the District to regularly monitor live camera images and/or video or audio recordings, and it shall not place on the District any additional duty in regard to providing a safe facility.

A security camera will not necessarily be installed in each and every vehicle owned, leased, contracted and/or operated by the District, but cameras may be rotated from vehicle to vehicle without prior notice.

Notification Requirements:

Except in emergency or investigative situations, all locations with security cameras will have signs displayed that provide reasonable notification of the presence of security cameras.

Notification signs shall be placed in conspicuous areas in close proximity to the security cameras. For buildings with interior cameras, this shall include, at a minimum, the placement of signs at all primary building entrances. All such signs shall contain a notification that the cameras may or may not be monitored.

Students and staff will also receive additional notification at the beginning of the school year regarding the use of security cameras in the schools, on District vehicles and school grounds.

Related Policy Information:

1. Security cameras will not record or monitor sound;

2. Recorded security camera data must be retained for a period of at least 14 days unless retained as part of a criminal or civil investigation, court procedure, or other bona fide use;

3. Security camera data is not considered to be Directory Information and may be subject to confidentiality restrictions including, but not limited to, FERPA requirements.

    a. Requests to release information obtained through security cameras must be submitted to the Superintendent and approved prior to release.

USE OF SECURITY CAMERAS (Cont.)

Exclusions:

1. Cameras installed or utilized for criminal and civil investigations are subject to appropriate state and federal laws and are excluded from this policy;
2. Cameras used for instructional purposes are excluded from this policy; and
3. Cameras used for internal personal investigations are excluded from this policy.

Definitions:

Word	Definition
Security camera	Any item, system, camera, technology device, communications device, or process, used alone or in conjunction with a network, for the purpose of gathering, monitoring, recording or storing an image or images of District facilities and/or people in District facilities. Such devices may include, but are not limited to: analog and digital security cameras, close circuit television, web cameras, and computerized visual monitoring.
Security camera data	Images captured by security cameras, which may be real-time or preserved for review at a later date.
Centralized Security System	Core infrastructure maintained by IT for purposes of storing and retrieving images from all security cameras deployed across the District. Infrastructure could include storage resources, such as disk drive arrays, as well as dedicated servers. Servers could perform activities such as storing images for later retrieval, retrieving images for investigation purposes, and maintaining logs of all access to stored security camera data.

Responsibilities:

Role Responsibility
IT Maintains infrastructure for the District's main security camera infrastructure, including storage space, server systems, and backup resources (as appropriate).

REFERENCE: **Okla. Stat. tit. 47 § 11-705**

SPONSORING PARENT OR GUARDIAN SECTION
(Required)

My student and I received a copy of the Use of Security Camera policy. I understand that I can obtain another copy of this policy at the [INSERT LOCATION—examples: the school principal's office, website, district's education service center, etc.]. I also understand that I can access a full copy of all the district's policies, including this security cameral policy, through [INSERT LOCATION—examples: the school principal's office, website, district's education service center, etc.].

I understand that my student may be disciplined, including but not limited to suspension, for failing to comply with district policies and procedures.

_____ _____

Parent/Guardian Signature Date

This acknowledgement/agreement must be renewed each academic year.

SAFETY DRILLS

The School District will conduct ten (10) safety drills each school year. The Superintendent shall be responsible for ensuring that all ten (10) drills have been appropriately conducted at each school site within the school district. It shall be the duty of the site principal, under the direction of the superintendent, to conform to the written plans and procedures adopted by the school district. All students and teachers shall participate in the safety drills. The extent of student involvement in intruder drills shall be determined by the superintendent in consultation with the building principal. The ten (10) drills shall consist of the following:

1. Security drills. A minimum of four (4) security lockdown drills shall be conducted at each site within the school district each school year. No security drill can be conducted at the same time of day as a previous security drill in the same school year, and no more than two drills shall be conducted in the same semester. One security drill shall be conducted within the first fifteen (15) days of each semester. Security drills shall be conducted for the purpose of securing school buildings to prevent or mitigate injuries or deaths that may result from a threat around or in the school.

2. Fire drills. Each site school shall conduct a minimum of two (2) fire drills per school year. Each fire drill shall be conducted within the first fifteen (15) days of each semester. The fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.

3. Tornado drills. Each school site shall conduct a minimum of two (2) tornado drills per school year. Tornado drills are required to be conducted in the months of September and March.

4. Safety drills. Each school site shall conduct a minimum of two (2) safety drills per year that can consist of any of the aforementioned drills.

Documentation of completion of the drills shall be maintained. Records for each fire drill shall be preserved in writing for at least three years and made available to the State Fire Marshal or the marshal's agent upon request. The school district shall document all other safety drills in writing and by school site with a copy of the report remaining at the school, a copy filed with the district administrative office, and a copy with the Oklahoma School Security Institute.

REFERENCE: 70 O.S. § 5-148
70 O.S. § 5-149

*Evacuation of the building to various safe locations in a random order is preferred so that anyone threatening harm will not have prior knowledge of the evacuation route and safe areas.

FIRE DRILLS
RULES AND PROCEDURES

In accordance with the policy of the board of education and Oklahoma law, fire drills will be scheduled by the principal at least twice each school year. The fire drills shall be conducted within the first fifteen days of each semester. The purpose of a fire drill is to train students, under staff direction, to move safely, quickly, and quietly from any location within the building to an assigned evacuation area outside.

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

1. Rules for fire 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 through the assigned exit to the assigned evacuation area.

6. Provided safety considerations allow, the teacher or other fire 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 exercise will be observed by the vice-principals and a report made to the principal as to the time required to complete the evacuation.

8. The principal will provide the superintendent, or the superintendent's designee, with a report on all fire drills, including the time required for evacuation. The superintendent shall preserve such reports for at least three years and make them available to the State Fire Marshal, or his agent, upon request.

REFERENCE: 70 O.S. §5-149

TORNADO DRILLS
RULES AND PROCEDURES

In accordance with the policy of the board of education, tornado drills will be scheduled by the principal at least two times per school year in order to ensure the best possible plan has been established and to ensure all students and personnel know what they are to do when a signal for a tornado drill is given. Tornado drills must be conducted in September and March of each school year. The principal or designated staff member shall submit a copy of the drill plan for the building to the superintendent's office during the first month of school. Tornado drills are to be held on different days of the week at different hours of the day.

Definition of Terms

A **tornado watch** indicates that, within a period of several hours, a tornado may strike in a designated area.

A **tornado warning** indicates a tornado has been spotted or indicated on radar and that the tornado is likely to strike in a designated area immediately or within the next hour.

Procedures

When a tornado warning has been received, the superintendent or designated administrator shall notify all schools in the area. Upon being notified of a tornado warning, the principal or designated staff member must check weather conditions in the area to determine if it is necessary for students to be moved into the refuge areas. A designated staff member will monitor commercial radio or TV for tornado warnings, even if the school has a NOAA weather radio tone-alert system.

It is not necessary for schools to wait for the "weather alert" before moving students into the refuge areas. If the principal or designated staff member deems it advisable to move students into the refuge areas, this should be done immediately. Designated staff members will be assigned to bring in children from playgrounds or other outdoor areas during a tornado warning.

Each principal or staff representative will need to use individual best judgment as to when students should leave the refuge areas and return to the classrooms.

Refuge Areas

Students housed in single story buildings should be moved into a safe room, basement or the interior corridors that are not parallel to the tornado’s path (usually from the southwest).

Students housed in single story buildings that do not have a safe room or corridors should seek refuge under tables, desks, etc. preferably away from areas containing glass.

In situations where some of the students are housed in annexes adjacent to the main building, students should be moved from the annex into the main building when space is available.

Avoid the use of large enclosed areas not designated as safe rooms, such as auditoriums, gymnasiums, cafeterias, or other rooms with wide, free-span roofs as places of refuge.

TORNADO DRILLS, RULES AND PROCEDURES (Cont.)

If a school bus is caught in the open when a tornado is approaching, the children will be escorted to a nearby ditch or ravine and made to lie face down, hands over their heads. They should be far enough away from the bus so that the bus cannot topple onto them.

Planning Security Drills

When developing a tornado security drill, selecting refuge areas to be used should be the first consideration. After refuge areas are determined, the following should be accomplished:

1. Assign and fit the students into the refuge areas. Adjustment may be necessary.

2. Conduct drills with one or two rooms at a time.

3. Determine the position(s) to be taken in the refuge areas and explain them to the students. The following positions are recommended:

   A. Down on knees, lean forward, cover as much of exposed body as possible by crossing arms and burying the face in the arms.

   B. Cross legs, sit on the floor, and cover face with folded arms. (Students should turn their backs to natural light.)

4. Determine the signal to be used for the security drill and ensure all school personnel and students know how to distinguish it from other signals. Establish a backup alarm to be used in the event of a power failure, e.g. a battery-operated bullhorn, hand-cranked siren, or hand bell.

5. Conduct a building drill and make any changes necessary to improve the plan.

Teacher Responsibility

The classroom teacher has the responsibility of preparing the students for the drills as well as the real emergency. Information given by the teacher will do much to protect the emotional health of the child. Statements by uninformed or poorly informed individuals can cause students to become emotionally upset. It would seem psychologically sound to teach all students the usable facts that can be understood at their intelligence level. There cannot be a quick course of instruction once a tornado has struck.

Preparation of the Building

Close the outside doors on the side from which the tornado is approaching.

Open outside doors on the side of the building opposite to the approaching tornado. Doors must be fastened securely so there is no danger of their blowing shut. Tapered wedges and/or doorstops should be used for this. All inside doors leading into corridors must be left open.

TORNADO DRILLS, RULES AND PROCEDURES (Cont.)

The custodian or alternate MUST turn off the gas on the outside of the building when a tornado warning has been received.

Variety

It is recommended that tornado drills be held under all kinds of conditions and circumstances and from all parts of the building in order to prepare students for any emergency that would make it necessary for them to be moved into the refuge areas. Among these would be the following situations:

--From regular classrooms
--From regular classrooms with a blocked exit
--From assemblies
--When some of the students are in the classrooms and others are on the school grounds or in the cafeteria
--When students are in the process of changing classes
--Any other situation in which students might be found
--From the cafeteria
--From a bus

Dismissal from School

School will not be dismissed because of a tornado warning. (See also policy CKBB.)

Children will not be permitted to leave school during a tornado warning alert in the immediate area. However, parents may go to the school and get their children. Parents should contact the principal's office and let a member of the school staff get the student from the classroom. When parents go to the classroom, it excites the other students and disrupts teaching.

If, at dismissal time, a storm is approaching and it is believed the children will not have time to reach home before it strikes, children should be kept in the building until it is deemed safe to dismiss them. School buses will not be used during tornado warnings.

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

HAZARDOUS MATERIALS

The Frontier 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 and healthful for our employees. The school district's safety standards and 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 a fire, 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 U.S. 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.

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, e.g., 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 EPA (pesticides, algaecide, rodenicide, bactericides);

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

Each building principal or project manager 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 May 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 (MSDS) for the district.

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 MSDS 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 and 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 date. Materials should be stored so that the oldest materials are used first.

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 all 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 CILs shall be presented to any employee upon request and to all appropriate employees at least once annually. The master and individual CILs 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 CILs 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.

SEX OFFENDERS REGISTRATION ACT

The Frontier Board of Education is concerned for the safety and well-being of the staff and students in this school district. In accordance with state law, no person or business having a contract with this district for services to be performed during normal school hours shall allow any employee to work on school premises if the employee is convicted in this state, the United States, or another state of any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or any felony offense except as provided by law. Persons registered pursuant to the Sex Offenders Registration Act or the Mary Rippy Violent Crime Offenders Registration Act are not permitted to work with or provide services to children or to work on school premises. Persons or business who offer or provide services to children or contract for work to be performed on school premises will not knowingly and willfully allow any employee to work with children or to work on school premises who is registered pursuant to the Sex Offenders Registration Act or the Mary Rippy Violent Crime Offenders Registration Act. Violation of these provisions may result in a fine of up to $1,000.00 and may cause the violator to be liable for civil damages.

Every person or business having a contract for services with this district where such services are to be performed on the school premises during normal school hours is required to sign a statement declaring that no employee working on school premises under the authority of such person or business is in violation of the provisions of state law and this policy. (See CKGA-E.)

REFERENCE: 57 O.S. §589
70 O.S. §6-101.48

SEX OFFENDERS/VIOLENT OFFENDERS REGISTRATION ACT

THE FOLLOWING IS REQUIRED TO BE SIGNED BY ALL BUSINESSES OR COMPANIES HAVING A CONTRACT TO PERFORM WORK ON A FULL-TIME OR PART-TIME BASIS THAT WOULD OTHERWISE BE PERFORMED BY SCHOOL EMPLOYEES FOR A SCHOOL OR SCHOOL DISTRICT

Every person or business having a contract with a school or school district in Oklahoma to perform work on a full-time or part-time basis that would otherwise be performed by school district employees is required to sign a statement declaring that no employee working on school premises under the authority of such person or business is in violation of the provisions of 70 O.S. §6-101.48. Furthermore, it is unlawful for those registered pursuant to the Mary Rippy Violent Crime Offenders Registration Act (57 O.S. §589) to work with or provide services to children or work on school premises.

I, _____ on behalf of _____, hereby subscribe and swear that no employee performing work on a full-time or part-time basis that would otherwise be performed by school employees under the authority and control of this business or company has been convicted of a felony within the past ten (10) years in this state, the United States or any other state. I further subscribe and swear that no employee of this business or company working with children, providing services to children, or working on school premises at any time has been convicted in this state, the United States, or any other state of any sex offense subject to the Sex Offenders Registration Act in this state, or subject to another state's, or the federal sex offender registration provisions or the Mary Rippy Violent Crime Offenders Registration Act.

OKLAHOMA SEX OFFENDERS REGISTRATION ACT

The provisions of the Oklahoma Sex Offenders Registration Act ("Act") apply to any person who, after November 1, 1989, has been convicted, whether upon a verdict or plea of guilty or upon a plea of nolo contendere, or received a suspended sentence for a crime or an attempt to commit one of crimes listed below. The provisions of the Act apply to anyone who enters Oklahoma after November 1, 1989, and who has been convicted or received a suspended sentence for a crime or attempted crime, which, if attempted in this state, would be a crime or an attempt to commit a crime provided for in any of said laws. In addition, the provisions of the Act apply to anyone who enters Oklahoma after September 1, 1993, and who has received a deferred judgment for a crime or attempted crime, which if committed or attempted in this state, would be a crime or an attempt to commit one of the crimes listed below.

1. Abuse or neglect of a child if that crime involves either sexual abuse or sexual exploitation.

   "Sexual Abuse" includes, but is not limited to, rape, incest, and lewd or indecent acts or proposals, by a person responsible for the child's health or welfare.

   "Sexual Exploitation" includes, but is not limited to, allowing, permitting, or encouraging a child to engage in prostitution by a person responsible for the child's health or welfare or allowing, permitting, or encouraging, or engaging in the lewd, obscene, or pornographic photographing, filming, or depicting of a child in those acts by a person responsible for the child's health or welfare.

2. Kidnapping - without lawful authority, forcibly seizing and confining another, or to lure, entice, or lead astray, by false representation or promises, or other deceitful means or to cause another to be sent out of state against their will.

SEX OFFENDERS/VIOLENT OFFENDERS REGISTRATION ACT (Cont.)

3. Trafficking in Children.
4. Incest.
5. Forcible Sodomy.
6. Child Stealing.
7. Indecent exhibitions - procuring, counseling, or assisting any person to expose such person, or to make any other exhibition of such person to public view or to the view of any number of persons for the purpose of sexual stimulation of the viewer.
8. Obscene or Indecent Writings - writing, composing, stereotyping, printing, photographing, designing, copying, drawing, engraving, painting, molding, cutting or otherwise preparing, publishing, selling, distributing, keeping for sale, or exhibiting any obscene or indecent writing, paper, book, picture, photograph, motion picture, figure, for of any description or any type of obscene material.
9. Making, prearranging, cutting, selling, giving, loaning, distributing, keeping for sale, or exhibiting any disc record, metal, plastic, or wax, wire or tape recording, or any type of obscene material or any other kind of sound recording of any obscene or indecent language, poetry, or songs, or speaking any words by means of a telephone to any person which are offensive to decency or are calculated to excite vicious or lewd thoughts or acts or speaking any other communicable words which are offensive to decency or are adapted to excite vicious or lewd thoughts or acts.
10. Solicitation of Minors - willfully soliciting or aiding a child to perform or show, exhibit, loan or distribute to a minor child any obscene or indecent writing, paper, book, picture, photograph, motion picture, figure, or form of any description or any type of obscene material for the purpose of inducing any minor to participate in any act described in 7, 8, or 9.
11. Procuring or causing participation of a minor, under the age of 18, in any film, motion picture, videotape, photograph, negative, slide, drawing, painting, play, performance or any type of obscene material wherein the minor child is engaged in or portrayed, depicted, or represented as engaging in any act of sexual intercourse.
12. Any parent, guardian, or individual having custody of a minor who allows the minor to participate in any act specified in 11.
13. Facilitating, encouraging, offering, or soliciting sexual conduct with a minor.
14. Showing acts of sexual intercourse or unnatural copulation.
15. Procuring child under eighteen years of age for prostitution, lewdness or other indecent act.
16. Inducing, keeping, detaining, or restraining a child under eighteen years of age for prostitution.
17. Rape by instrumentation.

SEX OFFENDERS/VIOLENT OFFENDERS REGISTRATION ACT (Cont.)

18. Rape in first or second degree.

19. Lewd or indecent proposals or acts as to a child under sixteen.

MARY RIPPY VIOLENT CRIME OFFENDERS REGISTRATION ACT

On and after November 1, 2004, the provisions of the Mary Rippy Violent Crime Offenders Registration Act shall apply to any person residing, working, or attending school in this state who is subsequently convicted of, or who receives a deferred judgment or suspended sentence for, any crime or attempted crime listed below by any court in this state, another state, the United States, a tribal court, or a military court. In addition, the provisions of this Act apply to any person who subsequently enters this state for purposes of residence, work, or to attend school and who has been previously convicted of or is subject to a deferred judgment, suspended sentence, probation, or parole from any court of another state, the United States, a tribal court, or a military court for any crime or attempted crime which, if committed or attempted in this state, would be a crime substantially similar to any crime listed below.

For purposes of this Act, "convicted of" means an adjudication of guilt by a court of competent jurisdiction whether upon a verdict or plea of guilty or nolo contendere.

The following crimes and attempts to commit such crimes shall be registered under the Mary Rippy Violent Crime Offenders Registration Act:

1. First degree murder as provided for in Section 701.7 of Title 21 of the Oklahoma Statutes;

2. Second degree murder as provided for in Section 701.8 of Title 21 of the Oklahoma Statutes;

3. Manslaughter in the first degree as defined by Section 711 of Title 21 of the Oklahoma Statutes;

4. Shooting or discharging a firearm with intent to kill, use of a vehicle to facilitate the intentional discharge of a firearm, crossbow or other weapon, assault, battery, or assault and battery with a deadly weapon, or by other means likely to produce death or great bodily harm, as provided for in Section 652 of Title 21 of the Oklahoma Statutes;

5. Assault with intent to kill as provided for in Section 653 of Title 21 of the Oklahoma Statutes;

6. Bombing as provided for in Section 1767.1 of Title 21 of the Oklahoma Statutes; and

7. Any crime or attempt to commit a crime constituting a substantially similar offense as stated in paragraphs 1 through 6, above, adjudicated by any court of another state, the United States, a tribal court, or a military court.

The registration requirements of the Mary Rippy Violent Crime Offenders Registration Act shall not apply to any person while the person is incarcerated in a maximum or medium correctional institution of the Department of Corrections, a private correctional institution, or another state, federal, tribal or military facility, but shall apply to deferred, suspended, probation, parole, and discharges.

SEX OFFENDERS/VIOLENT OFFENDERS REGISTRATION ACT (Cont.)

IT IS UNLAWFUL FOR ANY PERSON REGISTERED PURSUANT TO THE SEX OFFENDERS REGISTRATION ACT OR THE MARY RIPPY VIOLENT CRIME OFFENDERS REGISTRATION ACT TO WORK WITH OR PROVIDE SERVICES TO CHILDREN OR TO WORK ON SCHOOL PREMISES, OR FOR ANY PERSON OR BUSINESS WHO OFFERS OR PROVIDES SERVICES TO CHILDREN OR CONTRACTS FOR WORK TO BE PERFORMED ON SCHOOL PREMISES TO KNOWINGLY AND WILLFULLY ALLOW ANY EMPLOYEE TO WORK WITH CHILDREN OR TO WORK ON SCHOOL PREMISES WHO IS REGISTERED PURSUANT TO THE SEX OFFENDERS REGISTRATION ACT OR THE MARY RIPPY VIOLENT CRIME OFFENDERS REGISTRATION ACT. UPON CONVICTION FOR ANY VIOLATION, THE VIOLATOR SHALL BE GUILTY OF A MISDEMEANOR PUNISHABLE BY A FINE NOT TO EXCEED ONE THOUSAND DOLLARS. IN ADDITION, THE VIOLATOR MAY BE LIABLE FOR CIVIL DAMAGES.

I have read and understand the provisions of this document.

Dated this _____ day of _____, _____.

_____

On behalf of _____

Subscribed and sworn to before me
this _____ day of _____, _____.

_____
Notary Public

My Commission Expires: _____

ASSAULTS UPON SCHOOL EMPLOYEES

It is the policy of the Frontier Board of Education to encourage the prosecution of any person who commits assault, battery, or assault and battery upon the person of a school employee or student or threatens and places an employee or student of the public schools in immediate fear of bodily harm while the employee or student is in the performance of his duties as a school employee or student. The following statement will be posted in at least one prominent location at each school site:

FELONY CHARGES MAY BE FILED AGAINST ANY PERSON(S) COMMITTING AN AGGRAVATED ASSAULT OR BATTERY UPON ANY SCHOOL EMPLOYEE.

School employee is hereby defined to include any duly appointed person or employee of a firm contracting with a school system for any purpose, including personnel not directly related to the teaching process and including school board members during school board meetings.

REFERENCE: 21 O.S. §650.7

ASSAULTS UPON SCHOOL EMPLOYEES (REGULATION)

Assaults/battery upon school district personnel and/or students will not be tolerated. Appropriate action must be taken immediately. Procedures to be followed by the building administrator when an assault/battery has occurred are:

1. Restore order and contact proper law enforcement authorities, if necessary;
2. Secure medical assistance, if necessary;
3. Conduct a preliminary investigation;
4. Submit a written report to the superintendent.

After reviewing the written report of the incident, the superintendent may refer the matter to the district attorney.

Nothing herein shall be construed as limiting the individual employee's or student's right or duty to report such occurrence.

SAFETY PROGRAM
(REGULATION)

In accordance with the policy of the board of education, the following regulation supports and implements the board's policy concerning workplace safety and shall apply to the safety program of this school district:

Safety Coordinator

1. A Safety Coordinator will be appointed and designated in writing. The coordinator will be responsible for administering the workplace safety program.

2. The coordinator will arrange for safety classes to be provided to all school district employees each quarter. Safety classes will be provided only during the school year. Certified personnel who are in compliance with federal OSHA occupational safety and health standards shall be exempt from such safety classes or instruction.

3. Special training for certain classes of employees, if any, designated by the Oklahoma Commissioner of Labor will be administered within the district or by the Pioneer Career Technology Center in conjunction with the district.

4. No employee of this school district shall discharge, discriminate, or take adverse personnel action against any other employee because such employee has filed any complaint, or instituted or caused to be instituted any proceeding under or associated with this policy.

5. Within 48 hours after the occurrence of an employment accident that is fatal to one or more employees or that results in the hospitalization of five or more employees, the Safety Coordinator, the superintendent, or other designated employee will report such accident in writing to the Oklahoma Department of Labor.

6. The Safety Coordinator or the superintendent or other designated person will prepare or cause to be prepared an annual report of employee workplace injuries. The report will be forwarded to the Oklahoma Department of Labor.

7. The Safety Coordinator will conduct liaison with the Oklahoma Department of Labor to ensure continuing compliance with any rules and regulations of that department.

Responsibilities of the Buildings and Grounds Department

1. Maintain an overall safety program in maintenance and operation of buildings and grounds.

2. Provide specialized assistance as requested by building principals.

Responsibilities of Building Principals

1. Schedule regular inspections.

2. Post required state and federal safety regulations and maintain appropriate safety records.

SAFETY PROGRAM, REGULATION (Cont.)

3. Arrange the correction of defects reported by employees in the building either by using building personnel or requesting assistance from the buildings and grounds department.

4. Cooperate in the correction of defects reported by the district center buildings and grounds department or other governmental agencies.

5. Notify the fire department any time a fire, regardless of size, takes place in a building.

6. Designate smoking areas.

Responsibilities of Teachers and Counselors

1. Help students to develop confidence in their ability to take care of themselves and to be of help to others.

2. Be prepared to provide leadership and activities for students during a period of enforced confinement.

3. Be familiar with the psychological basis for working with students under the stress of emergency situations.

4. Be familiar with minimum first aid procedures.

5. Maintain good housekeeping practices to reduce hazards.

6. Help students to understand and interpret the emergency preparedness plan to parents.

Responsibility of School Nurse

1. Be prepared to render first aid, treat casualties, and identify and tag young children, unconscious persons, and others as indicated, and prepare patients for transportation to hospitals.

2. Participate as a health resource person in faculty studies in the area of curriculum development in determining how to best meet the need for emergency preparedness.

3. Assist the principal in determining the need for additional emergency supplies and equipment.

Responsibilities of Other Employees

1. Report promptly to the principal of the school or immediate supervisor any defects in buildings, grounds, or equipment that might prove injurious to the safety, health, or comfort of employees, pupils, or other persons.

2. Take reasonable precaution for the safe use of buildings, grounds, and equipment by students.

SAFETY PROGRAM, REGULATION (Cont.)

Responsibilities of the Safe Schools Committee

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.

Responsibilities of Students

1. Do not abuse or misuse any safety equipment such as fire extinguishers, fire blankets, alarm systems, etc.

2. False setting off the fire alarm, misuse of the fire alarm system, fire extinguishers or other fire protection equipment, or setting a fire in the building or on the school grounds shall be considered grounds for expulsion.

REFERENCE: 40 O.S. §403

NOTE: The law states that only employers having 25 or more employees shall be required to conduct safety classes and that exempted employees are not counted in the 25 or more employees.

BUILDINGS, EQUIPMENT, AND GROUNDS

The Frontier 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 $15,000. Contracts 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 act 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 $2,500.00.

REFERENCE: 23 O.S. §10

EQUIPMENT ACCOUNTABILITY

It is the policy of the Frontier Board of Education 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 or 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. §§ 200.33, 200.94, 200.20 and 200.313.
Department of Education, Administrator's Handbook

BUILDINGS AND GROUNDS SECURITY

Buildings of the Frontier school district constitute one of the greatest investments of the district. It is deemed in the best interest of the district to protect the investment adequately.

Security should mean not only maintenance of a secure (locked) building but protection from fire hazards and faulty equipment and safe practices in the use of electrical, plumbing, and heating equipment. The board requires and encourages close cooperation with local police, fire, and sheriff's departments and with insurance company inspectors.

Access to school buildings and grounds outside of regular school hours shall be limited to personnel whose work requires it. An adequate key control system shall be established which will limit access to buildings to authorized personnel and will safeguard against the potential of entrance to buildings by keys in the hands of unauthorized persons.

Records and funds shall be kept in a safe place and under lock and key when required.

Protective devices designed to be used as safeguards against illegal entry and vandalism shall be installed when appropriate to the individual situation. Employment of watchmen may be approved in situations where special risks are involved.

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 to 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

TEXTBOOKS: DISTRIBUTION AND CARE OF

The Frontier 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 may withhold from a third party transcripts or other school records relating to a student if the student fails to return a textbook or fails to make payment for the textbook if not returned. The superintendent is authorized to apply this provision on a case-by-case basis taking into consideration the student's (or parent's) ability to pay for lost textbooks and reasons for the nonreturn of such textbooks. For the purpose of this policy, transcript means any record of a grade or grades given to a student by a teacher.

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

OSSBA POLICY SERVICES REVIEW NOTES:

The district may withhold transcripts/records only from third parties. Under the FERPA, they may not be withheld from the student or the student's parents. The district is required to provide other schools with student records within three (3) business days regardless of whether or not fees or fines have been paid. 70 O.S. §24-101.4

SCHOOL BUS: EXTRACURRICULAR USE OF

It is the policy of the Frontier Board of Education to allow the use of school buses or other district-owned vehicles for the transportation of students participating in school-sponsored activities under the following conditions:

Bus or district-owned vehicle use for educational field trips and by student organizations is accepted as an extension of classroom activities.

When district-owned transportation is used, the student organization using the vehicles may be required to reimburse the district for all or part of the cost of the transportation.

Students participating in such activities must return in the same vehicle in which they departed unless permission is granted from the activity sponsors to return with parents.

Lights will be activated at all times that the bus is in operation.

REFERENCE: 47 O.S. §12-228
70 O.S. §9-108

TRANSPORTATION MANAGEMENT

The Frontier Board of Education recognizes that transportation is a necessary element of educational opportunity and, therefore, the board shall grant appropriations for transportation. Transportation is a privilege extended to students in the district only when necessary for the accomplishment of one of the following purposes:

1. To provide transportation for any child who is participating in prekindergarten, kindergarten, or early childhood program operated by the school district or any Head Start program offered by the school district.

2. To transport children whose homes are more than a reasonable walking distance, as defined by regulations of the State Board of Education, from the school attended by such child. Transportation may be provided to children whose residence is within one and one-half miles of the school attended only within the limits of time, space, and funds. Such transportation privileges shall be withdrawn if the board believes it to be in the best interest of the school district.

3. To allow, when practicable, the use of school buses for the transportation of students to school activities and on field trips that have been approved by the superintendent. Expenses for such transportation shall be paid by the students transported or by the school activity or school organization requiring the transportation. Such costs may also be paid from other private sources. Any money so collected will not be chargeable to or become a part of the school district's finances.

4. To provide adequate education facilities and opportunities which otherwise would not be available;

5. To contract for the use of school buses and other school transportation for general public use including religious, political, literary, community, cultural, scientific, mechanical, agricultural, or parental involvement purposes, and to make a reasonable charge to cover the cost of the use of school buses and other school transportation.

6. For group movements for participants to and from contests, athletic games, or other school functions under the direct auspices of the board of education:

   A. Activity trips for children participating in regularly scheduled school activities within the state.

   B. Activity trips for children participating in educational contests and activities with neighboring out-of-state schools for normally scheduled inter-school functions.

   C. FFA and FHA trips in the state for children participating in regularly scheduled activities.

   D. 4-H trips in the state, for children in regularly scheduled activities, if under the supervision of a member of the local school faculty.

   E. Transportation for school children participating in educational contests and activities outside the State of Oklahoma or outside the districts in which they reside upon request from the State Director of Cooperative Extension Work in Agriculture and Home Economics (Service), or the State Director of Career and Technology Education, or the State Supervisor of Vocational Agriculture.

   F. Trips for purposes connected with summer youth activities, upon approval of the school board.

   G. Transportation for adults enrolled in adult and community education class.

TRANSPORTATION MANAGEMENT (Cont.)

District-owned vehicles will not be used for the following:

1. Transportation for students to and from night programs, contests, athletic games, or other school functions at the local schools.

2. Transportation for adults to and from programs, contests, athletic games, or other non-supervised school functions.

3. Transportation for non-participating students to and from contests, athletic games, or other school functions.

In accordance with state law, bus lights will be activated at all times any school bus is in operation.

REFERENCE: 47 O.S. §12-228
70 O.S. §5-130
70 O.S. §9-101
70 O.S. §9-108

SCHOOL BUS SAFETY INSPECTIONS

The purpose of the school bus inspection is twofold. First, it is to determine that the equipment as purchased meets the minimum uniform standards set for school buses. Secondly, it is to see that the equipment is being maintained in such condition as to keep it safely and economically operable.

In order to carry out this twofold purpose, the inspection must be a continuous process, not merely an annual or semi-annual affair. In addition to the local inspection, all buses must be inspected and approved annually at specified stations approved by the Department of Public Safety. The State Board of Education will designate official inspectors who are eligible to conduct inspections for school transportation equipment. The annual inspection is required to include, but is not limited to, the following:

1. Brakes
2. Steering
3. Front and rear wheel suspension
4. Exhaust systems
5. Wheels and tires
6. Windshield wipers
7. Horn or warning device
8. Proper adjustment of turn signals
9. Windshield
10. Glass and lighting equipment
11. Stop signal arms
12. Emergency exits and equipment

The most vital part of the inspection process is that carried on at the local level. This is a continuous, daily pre-trip inspection and report.

The daily inspection will include examination of tires, radiator, oil level, engine operation, brakes, lights, signaling devices, and definite check to see if exhaust system is free of leaks and tail pipe extends even with the back bumper. After each daily inspection, the school vehicle driver shall be required to complete and sign a check sheet showing all defects and deficiencies that may affect the safety of the vehicle's operation or result in a mechanical break down. These sheets are to be filed daily with the supervisor of school bus transportation. The daily safety check reports shall be kept on file 90 days and shall be kept available for inspection by authorized persons.

SCHOOL BUS SAFETY INSPECTIONS (Cont.)

This system of school bus inspection will result in two benefits. First, regular inspections will forestall mechanical failures and thus avoid delays in transportation of students as well as costly repairs. Secondly, it will reduce the accidents that can result from mechanical failures.

In consideration of these facts, no school bus driver or any person in any way responsible for the operation of the school transportation system can afford to be without the protection of a systematic school bus inspection report.

REFERENCE: 70 O.S. §9-101.1

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 driver’s 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 the 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)

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 <u>roads</u> ~~highways~~, except on <u>the state highway system, the interstate highway system and the turnpike system</u> ~~and interstate highways~~ 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.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

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.

<u>School Bus Safety</u>

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.

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 (½) 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 or 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.

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 the life or safety of any student transported.

2. During a school assembly or upon enrollment, all students will be presented with a copy of the school bus rider rules. These rules must be discussed with each child by their parent or 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.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

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.

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

FRONTIER PUBLIC SCHOOL WELLNESS POLICY

Preamble

Frontier School District is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.
Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture's (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks.

Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities — do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

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

- Students in the District have access to healthy foods throughout the school day — both through reimbursable school meals and other foods available throughout the school campus— in accordance with Federal and state nutrition standards.

- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors.

- Students have opportunities to be physically active before, during and after school.

- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness.

- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school.

- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits.

- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

This policy applies to all students, staff and schools in the District. Specific measurable goals and outcomes are identified within each section below.

Frontier will coordinate the wellness policy with other school aspects when appropriate.

School Wellness Committee

Committee Role and Membership

The District will convene a representative district wellness committee (hereto referred to as the DWC or work within an existing school health committee) that meets at least 4 times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this district-level wellness policy (heretofore referred as "wellness policy").

The DWC membership will represent all school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g.., superintendent, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

Leadership

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

The designated official for oversight is Alicia Ingmire

Mindy Linn
Parent Rep.
mindy.linn@frontierok.com
Assists in the evaluation of the wellness policy implementation.

Lori Cooksey
7-12 Principal
lori.cooksey@frontierok.com
Assists in the evaluation of the wellness policy implementation.

Alicia Ingmire
Child Nutrition
alicia.ingmire@frontierok.com
Assists in the evaluation of the wellness policy implementation.

Sam Stephen
High School Teacher/ Coach
sam.stephens@frontierok.com
Assists in the evaluation of the wellness policy implementation.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Wellness Policy Implementation, Monitoring, Accountability and Community Engagement

Implementation Plan

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at: www.frontierok.com.

Record Keeping

The District will retain records to document compliance with the requirements of the wellness policy at Frontier District Office and/or on Frontier's information system. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy.
- Documentation demonstrating that the policy has been made available to the public.
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC.

- Documentation to demonstrate compliance with the annual public notification requirements.

- The most recent assessment on the implementation of the local school wellness policy.

- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy;

- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy.

- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is Bud Valerius 7-12 Principal, bud.valerius@frontierok.com.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new

health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

Community Involvement, Outreach and Communications

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the district's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Nutrition

School Meals

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

- Are accessible to all students;
- Are appealing and attractive to children;

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)

- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:

  - Sliced or cut fruit is available daily.

  - Daily fruit options are displayed in a location in the line of sight and reach of students.

  - All available vegetable options have been given creative or descriptive names.

  - Daily vegetable options are bundled into all grab-and-go meals available to students.

  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.

  - White milk is placed in front of other beverages in all coolers.

  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.

  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.

  - Student artwork is displayed in the service and/or dining areas.

  - Daily announcements are used to promote and market menu options.

<u>Staff Qualifications and Professional Development</u>

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

Water

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

All water sources and containers will be maintained on a regular basis to ensure good hygiene and health safety standards. Such sources and containers may include drinking fountains, water jugs, hydration stations, waterjets and other methods for delivering drinking water.

Students will be allowed to bring and carry (approved) water bottles filled with only water with them throughout the day.

Competitive Foods and Beverages

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks. The Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at muw.foodplanner.healthiergeneration.org.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day* will meet or exceed the USDA Smart Snacks nutrition standards unless it is one of the exempt fundraisers that is listed in our Smart and Healthy Snack policy.

Nutrition Promotion

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

● Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and

● Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthierqeneration.orq/.

Nutrition Education

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

● Is designed to provide students with the knowledge and skills necessary to promote and protect their health.

● Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects.

● Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens.

● Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods.

● Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise).

● Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods, and nutrition-related community services.

● Teaches media literacy with an emphasis on food and beverage marketing.

● Includes nutrition education training for teachers and other staff.

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

Essential Healthy Eating Topics in Health Education

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake

- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement; and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the district will be encouraged to participate in Let's Move! Active Schools (www.letsmoveschools.orq) in order to successfully address all CSPAP areas.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

Through a formal joint- or shared-use agreement, indoor and outdoor physical activity facilities and spaces will be open to students, their families, and the community outside of school hours (meets Healthy Schools Program Gold-level criteria). Chanae Lab Solutions provides guidance regarding joint- or shared-use agreements.

The District will work with schools to ensure that inventories of physical activity supplies and equipment are known and, when necessary, will work with community partners to ensure sufficient quantities of equipment are available to encourage physical activity for as many students as possible.

Physical Education

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "Essential Physical Activity Topics in Health Education" subsection). The curriculum will support the essential components of physical education.
All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All District elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

Essential Physical Activity Topics in Health Education

Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

Recess

All elementary schools will offer at least 20 minutes of recess on all days during the school year. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built into the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when the weather is above 32 degrees.

In the event that the school or district must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

Classroom Physical Activity Breaks

The District recognizes that students are more attentive and ready to learn if provided with periodic breaks when they can be physically active or stretch. Thus, students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through USDA and the Alliance for a Healthier Generation.

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

Active Academics

Teachers will incorporate movement and kinesthetic learning approaches into "core" subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

Other Activities that Promote Student Wellness

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

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC/SWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

Community Partnerships

The District will promote relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

FRONTIER PUBLIC SCHOOL WELLNESS POLICY (Cont.)

Community Health Promotion and Family Engagement

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the district's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Professional Learning

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

Coordinated School Health

The district adopts the Whole School, Whole Child, Whole Community (WSCC) Coordinated School health Program model that is recommended by the Centers for Disease Control and Prevention (CDC) for planning and coordinated school health activities. This model will help create a school environment that conveys consistent messages and is conducive to healthy eating, physical activity, and wellness for all staff, students and their families.

Health Education

The District will implement Health Education Curriculum for all grade levels that follow The Oklahoma Academic Standards for Health/ Safety Education (PASS Standards for Health/ Safety) or National Health Education Standards

Glossary

Extended School Day: The time during, before and after school that includes activities such as clubs, intramural sports, band and choir practice, drama rehearsals and more.

School Campus: Areas that are owned or leased by the school and used at any time for school related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

School Day: The time between midnight the night before to 30 minutes after the end of the instructional day.

Triennial: Recurring every three years.

PROCUREMENT

It is the policy of the Frontier Board of Education 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 subagreements. 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.

Small, minority and women's businesses enterprises and labor surplus firms are used when possible.

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 § 200.318

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 Frontier Public Schools may formally protest to the superintendent of Frontier Public Schools. Such protests must be made in writing and received by the superintendent of Frontier Public Schools at 17750 Valley Rd, Red Rock, OK 74651 within 10 days of the awarding of the bid. The protesting party must mail or deliver copies of the protest to Frontier Public Schools, the State Agency, and other interested parties.

In the event of a timely protest, Frontier Public Schools 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 Frontier Public Schools 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.

Frontier Public Schools may settle and resolve the dispute over the solicitation or award of a contract at any time before the matter is submitted on appeal. Frontier Public Schools may solicit written responses to the protest from other interested parties.

If the protest is not resolved by mutual agreement, Frontier Public Schools shall issue a written determination that resolves the protest.

If Frontier Public Schools determines that no violation of statutory or regulatory provisions has occurred, then the Frontier Public Schools shall inform the protesting party, the State Agency, and other interested parties by letter that sets forth the reasons for the determination.

If Frontier Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has not been awarded, then Frontier Public Schools 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 Frontier Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has been awarded, then Frontier Public Schools 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.

Frontier Public School shall maintain all documentation on the purchasing process that is the subject of a protest or appeal in accordance with the retention schedule of Frontier Public Schools.

PROCUREMENT
(REGULATION)

SECTION I - PROCUREMENT PLAN GENERAL REQUIREMENTS

The Frontier Public Schools plan for procuring items for use in the Child Nutrition Program is as follows:

1. The procurement plan provides for free and open competition, transparency in transactions, comparability, and documentation of all procurement activities.

2. The following **Code of Conduct** will be expected of all persons who are engaged in the awarding and administration of contracts supported by Child Nutrition reimbursement funds. These written standards of conduct include:
    a. No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
        1) The employee, officer, or agent;
        2) Any member of the immediate family;
        3) His or her partner;
        4) An organization which employs or is about to employ one of the above.
    b. Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.
    c. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
    d. No item, food, or beverage purchased with nonprofit school food service funds will be removed from the school premises by school personnel.
    e. Penalties for violation of the standards of code of conduct of the SFA School Child Nutrition Program (CNP) should be:
        1) Reprimand by Board of Education
        2) Dismissal by Board of Education
        3) Any legal action necessary

3. Regardless of procurement method, the following factors will be determined regarding the allowability of costs:
    a. Be necessary and reasonable for proper and efficient administration of the program(s)
    b. Be allocable to federal awards applicable to the administration of the programs(s)
    c. Be authorized and not prohibited under state and local laws

4. Purchasing will be conducted at the most restrictive procurement threshold:

	Federal Procurement Thresholds	SFA/Sponsor Procurement Thresholds (input)
Micro-purchasing	Less than $10,000	Less than $10,000
Equipment	Over $5,000	Over $5,000
Small/Informal	Less than $250,000	Less than $250,000
Formal	Greater than $250,000 or any total Food Service Management Contract	$250,000 or greater

PROCUREMENT, REGULATION (Cont.)

5. All staff conducting purchasing will be trained on the procurement procedures.

6. All purchasing records will be maintained no less than the current year plus 3 additional years.

7. **Buy American** Provision
   Section 104(d) amended Section 12(n) of the National School Lunch Act (NSLA) (42 U.S. 1760) to require SFAs participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) in the United States ***to purchase for those programs, to the maximum extent practicable, domestic United States Department of Agriculture (USDA) Foods or products***. For purposes of this provision, the term domestic food commodity or product means agricultural USDA Foods produced in the United States, including Guam, American Samoa, the Virgin Islands, Puerto Rico, and the Northern Mariana Islands, and food products processed in the United States **SUBSTANTIALLY** using agricultural USDA Foods that are produced in the United States. The Conference Report accompanying Public Law 105-336 makes it clear that the term **SUBSTANTIALLY** means that over 51 percent of the processed food comes from American produced products. (SD-24-2016)

8. **Geographical Preference**
   The use of statutorily or administratively imposed in-state or local geographic preferences for procurements under USDA entitlement programs is prohibited, except for unprocessed locally grown or locally raised agricultural products. The Food, Conservation, and Energy Act of 2008 (Public Law 110-246, Section 4302), amended Section 9(j) of the National School Lunch Act (NSLA) to allow institutions receiving funds through CNP to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products.

   When geographic preference is used, an SFA must still get quotes from several farmers when procuring unprocessed locally grown or locally raised agricultural products so that competitors have an opportunity to compete for the bid.

9. **Protest procedures** are required. SFAs will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest to the awarding agency. A protestor must exhaust all administrative remedies with the SFA before pursuing a protest with a federal agency. Reviews of protests by the federal agency will be limited to: (Reference USDA Policy Memo2006-SNP-06)
   a. Violations of federal law or regulations and the standard of 7 CFR §3016 (violations of state or local law will be under the jurisdiction of state or local authorities).
      AND
   b. Violations of the SFA's protest procedures for failure to review a complaint or protest. Protests received by the federal agency other than those specified above will be referred to the SFA.

10. **Beverage and Snack Agreements** (Reference USDA Policy Memo 99-SP-09)
    In some cases, the exclusive contracts do not involve nonprofit school food service account (SFSA) funds, in which case there are no federal FNS procurement issues involved. However, if any nonprofit school food service products are purchased via the exclusive contract, then all federal procurement requirements must be met. If small purchase procedures are used for a procurement of $250,000 or less, price or rate quotations must be obtained from an adequate number of qualified sources. Additionally, if nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund

PROCUREMENT, REGULATION (Cont.)

contributions, or any other payments back to the SFA or SFA-related organizations must be reimbursed to the nonprofit SFA on a prorated basis.

a. No federal prohibition on multiyear contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multiyear contracts, as opposed to one-year contracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.
b. Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.
c. Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term ***Exclusive Pouring Rights***. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.

11. The SFA will take all necessary affirmative steps to assure that **minority firms, women's business enterprises, and labor surplus area firms** are used when possible. Affirmative steps shall include:
    a. Placing qualified small and minority businesses and women's business enterprises on solicitation lists.
    b. Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources.
    c. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises.
    d. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
    e. Using the services and assistance of the Small Business Administration (SBA), and the Minority Business Development Agency of the Department of Commerce.
    f. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed above.

Certifications

1. **Nonkickback Affidavit** - Please note that Oklahoma statute 62 0.S. §310.9 requires a signed and notarized nonkickback affidavit on every purchase order of $25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier.

2. Lobbying Certification (Reference 200.326[1])
    a. Lobbying certification must be obtained for procurement contracts of more than $100,000. Any vendor whose contract award is for more than $250,000 must complete a Certification Regarding Lobbying form. The SFA must keep this signed certification statement on file with a copy of the vendor's contract.

PROCUREMENT, REGULATION (Cont.)

b. Any SFA or its vendors who participate in lobbying activities must complete a Disclosure of Lobbying Activities form. SFAs must submit this completed form to the State Agency. A vendor would submit its completed form to the SFA.

3. **Debarment or Suspension**. An SFA is prohibited from contracting with an individual or company that has been debarred or suspended in accordance with 2 CFR §180, as adopted and modified by USDA regulations at 2CFR §417. This prohibition does not extend to contracts in existence at the time of the debarment or suspension or to most contracts under $25,000. Rather, it applies to new contracts and extensions or renewals of existing contracts of $25,000 or more and to contracts for audit services, regardless of amount. **(FORMAL CONTRACTS)**

4. **Contract Work Hours and Safety Standards Act** (40 U.S.C. 3701-3708). Where applicable, ***all contracts*** awarded by the nonfederal entity in excess of $100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 70 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a halftimes the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous, or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market or contracts for transportation or transmission of intelligence.

5. **Equal Opportunity and Discrimination**. The vendor certifies it is an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, and Executive Orders 11246 and 11375. The vendor assures compliance with the Americans With Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant. **(FORMAL CONTRACTS OF $10,000 OR MORE)**

6. Contracts in excess of $150,000 shall contain provisions that require compliance with all applicable standards, orders, or requirements issued under Section 306 of the **Clean Air Act** (42 U.S.C. 1857[h]), Section 508 of the **Clean Water Act** (33 U.S.C. 1368), Executive Order 11738, and **Environmental Protection Agency (EPA)** Regulation (40 CFR §15), which prohibit the use of nonexempt federal contracts, grants, or loans of facilities included on the EPA list of violating facilities. The provision shall require reporting of violations to the grantor agency and to the EPA Assistant Administrator for Enforcement. The contract must recognize mandatory standards and policies relating to energy efficiency that are contained in the State Agency conservation plan issued in compliance with the Energy Policy and Conservation Act (Public Law 94-163).

SECTION II - MICRO PURCHASING

If the amount of purchases for items is less than $10,000 and less than the SFA/Sponsors' small purchase threshold, the following procedure will be used.

PROCUREMENT, REGULATION (Cont.)

1. Purchases will not be separated into 2 or more purchases to meet or be below the $10,000 threshold.
2. The price quotes will not be required. Competition is not required.
3. When practicable, micro-purchases will be distributed equitably among qualified suppliers.
4. Documentation of purchases will be kept and maintained for 3 years plus the current year.
5. The Superintendent or Designee will be responsible for documentation of purchase.

Note: Federal threshold of $2,000 is applicable in the case of acquisitions for construction subject to the Davis Bacon Act

SECTION III - PURCHASING EQUIPMENT

If the amount of purchases for equipment is greater than $5,000, the following procedure will be used.

1. Written specifications will be prepared and provided to vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
3. The price quotes will receive appropriate confidentiality before award.
4. If using USDA funding for the purchase, the SFA/Sponsor will seek prior approval from Oklahoma Child Nutrition Programs unless the equipment is placed on the Equipment Pre-Approval list located in the Child Nutrition Manual.
5. Quotes will be awarded by the Superintendent or Designee. Quotes awarded will be to the lowest and best quote based upon quality, service availability, and price.
6. The SFA will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and ***written specifications***.
7. The SFA will be responsible for documentation that the actual product specified is received.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $5,000. See also §200.12 Capital assets, 200.20 Computing devices, 200.48 General purpose equipment, 200.58 Information technology systems, 200.89 Special purpose equipment, and 200.94 Supplies.

PROCUREMENT, REGULATION (Cont.)

SECTION IV - SMALL PROCUREMENT

If the amount of purchases for items is greater than $10,000 and less than $250,000 *(or the SFA/Sponsor 's small purchase threshold)*, Small Purchase Procedures must be followed. There are two methods of Small Purchasing allowed, either Quotes and/or a Market Basket Study. Quotes documented from an adequate number of qualified sources will be required.

Select one

☐ Purchases over $10,000 but below $250,000

☐ Purchases over $10,000 but below _____ *(Sponsor input if threshold is below federal limit of $250,000, must use most restrictive)*

Method 1: Quotes

1. Written specifications will be prepared and provided to the vendor.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
3. The SFA will be responsible for contacting potential vendors when price quotes are needed.
4. The price quotes will receive appropriate confidentiality before award.
5. Quotes will be awarded by the Superintendent. Quotes awarded will be to the lowest and best quote based upon quality, service availability, and price.
6. The SFA will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and written specifications.
7. The SFA will be responsible for documentation that the actual product specified is received.
8. Any time an accepted item is not available, the SFA will select the acceptable altemate. Full documentation will be made available as to the selection of the acceptable item. Substituted items will not be made at the vendor's discretion.
9. Purchasing will be based on the following criteria:
    a) Quality
    b) Service Availability
    c) Price

PROCUREMENT, REGULATION (Cont.)

SECTION V - FORMAL PROCUREMENT (N/A)

Select one or more as applicable

☐ Purchases over $250,000 *(Sponsor input if threshold is below federal limit of $250, 000, must use most restrictive)*

☐ Food Service Management Contracts at any total cost *(does not include vended meal agreements)* n/a, no purchases over $250,000 or Food Service Management Contracts

1. If the amount of purchases is $250,000 (or SFW Sponsor approved threshold if less), or for a Food Service Management Contract, formal procurement procedures will be used as required by 2 CFR Part 200.318-326, formerly 7 CFR §3016.36.

2. Formal bid procedures will be applied on the basis of:

Category	Procurement Method	Evaluation Used	Contract Award Type	Contract Duration/Frequency
Frozen Foods *(Meats, Fruits, Vegetable)*; Canned Foods *(same as above)*	Formal	Bottom line	Fixed price	Bi-annual (August 1-January 31; February 1-June 15)
Fresh Fruits and Vegetables	Formal	Bottom line	Cost reimbursable plus fixed-fee	Bi-annual, same as above.
Dish Machine Chemicals	Formal	Bottom line	Fixed price with price adjustment	August 1-June 15
Fresh Bread	Formal	Bottom line	Fixed price with price adjustment	Annual by SY
Milk and Dairy Products	Formal	Bottom line	Fixed price with price adjustment	Annual by SY
Office Supplies	District contract	Bottom line	Cost reimbursable plus fixed-fee	Annual July 1-June 30

3. Formal bid procedures will be applied on **the basis of a:**
   _____ Centralized System
   _____ Individual Site
   _____ Multi-Sponsor Systems
   _____ State Contract
   _____ Combination of above (specify): _____

4. Because of the potential for purchasing more than $250,000, it will be the responsibility of the SFA to document the amounts to be purchased so the correct method of procurement will be followed.

PROCUREMENT, REGULATION (Cont.)

When a formal procurement method is required, the following ***COMPETITIVE SEALED BID or an Invitation for Bid (IFB) or COMPETITIVE PROPOSAL in the form of a Request for Proposal (RFP)*** procedures will apply:

- An announcement of an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be placed in the (Newspaper/media, IPS Website, other internet source) to publicize the intent to purchase needed items. The advertisement for bids/proposals or legal notice will be run for (2 weeks).

- An advertisement is required for all purchases over the districts shall purchase threshold of $150,000 or greater. The announcement will contain a:

    - general description of items to be purchased
    - deadline for submission of questions and the date written responses will be provided including addenda to bid specifications, terms and conditions as needed
    - date of pre-bid meeting, if provided, and if attendance is a requirement for bid award
    - deadline for submission of sealed bids or proposals, and
    - address of location where complete specifications and bid forms may be obtained.

- In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.

- The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.

- The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:

    - Contract period
    - SFA/Sponsor is responsible for all contracts awarded (statement)
    - Date, time, and location of bid opening
    - How vendor is to be informed of bid acceptance or rejection
    - Delivery schedule
    - Set forth requirements (terms and conditions) which bidder must fulfill in order for bid to be evaluated
    - Benefits to be entitled if the contractor cannot or will not perform as required
    - Statement assuring positive efforts will be made to involve minority and small business
    - Statement regarding the return of purchase incentives, discounts, rebates, and credits to the nonprofit Child Nutrition account
    - Contract provisions as required in Appendix II for 2 CFR Part 200, formerly 7 CFR Part 3016.36(i)
    - Contract provisions as required in 7 CFR Part 210.21 (f) for all cost reimbursable contracts
    - Contract provisions as required in 7 CFR Part 210.16(a)(l-10) for Food Service Management Company contracts
    - Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding
    - Price adjustment clause (escalation/de-escalation) based on appropriate standard or cost index (Consumer price index, or other as stated in terms and conditions for pricing and price adjustments)
    - Method of evaluation and type of contract to be awarded
    - Method of award announcement and effective date (if intent to award is required by State or local procurement requirements)

PROCUREMENT, REGULATION (Cont.)

- Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received
- Provision requiring access by duly authorized representatives of the SFA/Sponsor, State Agency, United State Department of Agriculture, or Comptroller General to any books, documents, papers and records of the contractor which are directly pertinent to all negotiated contracts
- Method of shipment or delivery upon contract award
- Provision requiring contractor to maintain all required records for ***three*** years after final payment and all other pending matters (audits) are closed for all negotiated contracts
- Description of process for enabling vendors to receive or pick up orders upon contract award
- Provision requiring the contractor to recognize mandatory standards/polices related to energy efficiency contained in the State Energy Plan issued in compliance with the Energy Policy and Conservation Act (PL 94-165)
- Signed statement of non-collusion
- Signed Debarment/Suspension Certificate or statement included in contract or copy of Excluded Parties List System (EPLS).
- Specifications and estimated quantities of products and services prepared by SFA/Sponsor and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
- If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, interpretation will be provided in writing to all potential bidders by the Superintendent or Designee and date specified.
- The Superintendent or Designee will be responsible for securing all bids or proposals.
- The Superintendent or Designee will be responsible to ensure all SFA/Sponsor procurements are conducted in compliance with applicable Federal, State, and local procurement regulations.
- The following criteria will be used in awarding contracts as a result of bids/proposals.
  - Quality
  - Service Availability
  - Price

In awarding a competitive negotiation (RFP), a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, but remains the primary consideration when awarding a contract. Following evaluation and negotiations a firm fixed price or cost reimbursable contract is awarded.

- The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the SFA/Sponsor, price, and other factors considered. Any and all bids or proposals may be rejected in accordance with law.
- The Superintendent is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections.
- The Superintendent reviewing the procurement system to ensure compliance with applicable laws.
- The Superintendent or Designee will be responsible for documentation the actual product specified is received.
- Any time an accepted item is not available, the Superintendent or Designee will select the acceptable alternate. The contractor must inform Superintendent within 10 days a product is not available. In the event a non-domestic agricultural product is to be provided to the SFA/Sponsor, the contractor must obtain, in advance, the written approval of the product. The SFA must comply with the Buy American Provision.

PROCUREMENT, REGULATION (Cont.)

- Full documentation as to the reason an accepted item was unavailable, and to the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for this documentation is Superintendent or Designee.
- The Superintendent is responsible for maintaining all procurement documentation.

SECTION VI - NON-COMPETITIVE NEGOTIATION

If items are available **only** from a single source ***when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation*****, NON-COMPETITIVE NEGOTIATION** procedures will be used:

1. Written Specifications will be prepared and provided to the vendor.

2. The SFA will be responsible for the documentation of records to fully explain the decision to use the non-competitive negotiation. The records will be available for audit and review.

3. The SFA will be responsible for documentation that the actual product or service specified was received.

4. The Superintendent or Designee will be responsible for reviewing the procedures to be certain all requirements for using single source or non-competitive negotiation are met.

5. Non-competitive negotiations shall be used for one-time purchases of a new food item in order to determine food acceptance by students and for samples for testing purposes. A record of non-competitive negotiation purchase shall be maintained by the Superintendent or Designee. The record of non-competitive purchases shall include, at a minimum, the following:

    - item name
    - dollar amount
    - vendor, and
    - reason for non-competitive procurement

**** Due to the rural location of the district, it is feasible the school will only receive one responsible response.**

SECTION VII - EMERGENCY PURCHASING

1. If it is necessary to make a one-time emergency procurement to continue service or obtain goods, the purchase shall be made, and a log of all such purchases shall be maintained by the SFA. The following emergency procedures shall be followed. All emergency procurements shall be approved by the SFA/ Superintendent. At a minimum, the following emergency procurement procedures shall be documented:
    - item name
    - dollar amount
    - vendor, and
    - reason for emergency

PROCUREMENT, REGULATION (Cont.)

2. If the emergency purchasing need requires a contract, all books, records and other documents relative to the award of the contract must be retained for three (3) years after final payment. Specifically the SFA/Sponsor shall maintain, at a minimum, the following documents:
    - Written rationale for the method of procurement;
    - A copy of the original solicitation;
    - The selection of contract type;
    - The bidding and negotiation history and working papers;
    - The basis for contractor selection;
    - Approval from the State agency to support a tack of competition when competitive bids or offers are not obtained;
    - The basis for award cost or price;
    - The terms and conditions of the contract;
    - Any changes to the contract and negotiation history;
    - Billing and payment records;
    - A history of any contractor claims; and
    - A history of any contractor breaches.

INFORMAL PROCUREMENT LOG

TO BE USED FOR PURCHASES OF $250,000 OR LESS

Check the box next to the supplier that you choose. If chosen supplier does not provide the lowest overall price, explain decision on attached sheet. Document contact with 2 or more vendors.

Items to be purchased and specifications:

	Date & Method of Contact	Bid Price	Negotiated Price	Notes
Supplier #1				
Supplier #2				
Supplier #3				

PROCUREMENT, REGULATION (Cont.)

CHART OF PROCEDURES

The SFA will purchase the following products or group of products and services as per the stated purchase period using the identified procurement method. Price quote time frame period is defined as the time frame for which bids or quotes are obtained and awarded.

PRODUCT	HOW OFTEN ARE PRICE QUOTES OBTAINED	PROCUREMENT METHOD USED
Groceries	Annually	Small/Micro Purchase
Paper products	Annually	Small/Micro Purchase
Chemicals	As needed	Small/Micro Purchase
Small equipment	As needed	Small/Micro Purchase
Large equipment	As needed	Small/Micro Purchase
_____	Quick need basis	Micro Purchase
_____	Quick need basis	Micro Purchase

CHILD NUTRITION INFORMATION FOR FAMILIES

All district students may, but are not required to, participate in any or all of the district's child nutrition program services. The district participates in the following USDA child nutrition programs:

- National School Lunch Program (NSLP)
- School Breakfast Program (SBP)
- Summer Food Service Program (SFSP)

Although the district complies with all USDA child nutrition program requirements, this policy is designed to provide families with pertinent information regarding meals at schools. Any individual who wishes to obtain more detailed information about the district's programs may contact the director of food services.

Cafeteria Use

Except under special circumstances* all students will eat in the cafeteria or other designated location.

Guests must be cleared by the building principal prior to joining a student in the cafeteria. Non-district individuals or groups who wish to the use the cafeteria must also be cleared by the building principal.

Meal Costs

The superintendent will establish the cost for meals prior to the beginning of each school year. Meal costs will be widely publicized and posted in the cafeteria.

Meal Payments

The district provides all students' meals free of charge. Consequently, no student is charged for and no parent/guardian received a billing for school meals

Free and Reduced Price Meals

The district provides all students' meals free of charge. Consequently, no student is charged for and no parent/guardian received a billing for school meals.

*Special circumstances include, but are not limited to, lunch detention, severe food allergies, and IEP requirements. The district will not separate students during meals based on a student’s ability to pay.

FOOD ALLERGIES POLICY FOR SECONDARY STUDENTS

The District is committed to ensuring equal access to its programs for all students, including students with food allergies. Reasonable accommodations will be made to allow students with food allergies to participate in all its programs. The District will not tolerate any retaliatory or bullying conduct toward a student due to a food allergy.

Food Allergy and Anaphylaxis Action Plan

A Food Allergy and Anaphylaxis Action Plan ("Plan") will be developed for each student who has a food allergy. The Plan will be based on an interactive meeting between the parent/guardian and Site Principal, Bud Valerius 7-12 or Jera Kiespert, PreK-6th, and will be supported by medical documentation provided by the student's healthcare provider. The Plan will include, at a minimum, the following information:

- specific allergens / ingredients to be avoided
- preventative measures
- method by which employees can easily identify the student
- type of reaction to the allergen
- actions to be taken in case of suspected exposure when no reaction is observed
- actions to be taken when symptoms are present
- reasonable accommodations which will be provided for the student

Reasonable accommodations may include actions such as an alternative meal which is as nutritionally comparable as reasonably possible, a meal prepared in a separate area of the kitchen, a meal served at a separate table in the cafeteria, etc. The reasonable accommodations identified during the interactive development of the student's Plan are subject to final approval by school officials. In the event the parent/guardian is not satisfied with the results of the interactive meeting or the established Plan, the parent/guardian may request a review of the accommodations and/or the Plan by contacting the superintendent in writing within five (5) school days of the development of the Plan.

The Plan will be reviewed/updated through the interactive process at least once per school year.

Cafeteria Employees

The District provides training regarding food allergies to all individuals who work in the cafeteria. Although the District will attempt to protect student confidentiality to the extent safely possible, cafeteria workers are considered individuals who have a need to know information regarding student food allergies. Accordingly, relevant cafeteria staff will have access to all Plans.

The District will clean all cafeteria surfaces in accordance with accepted standards. Tables and work areas which are specifically designated as allergen free, if applicable, will be cleaned with designated cloths/sponges to avoid cross contact.

Food Consumption Outside of Cafeterias

Except under limited circumstances such as banquets or similar events involving approved food service, the District does not permit food to be consumed outside the cafeteria. Instructors planning on permitting food consumption for a special occasion or activity must take reasonable precautions to ensure that a student with a food allergy is not inadvertently exposed to an allergen, and that the student may participate in the activity in a meaningful way with other students.

TELEPHONES

The Frontier Board of Education recognizes that telephone communications by staff and students are occasionally necessary. However, classes must not be interrupted for routine telephone calls.

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.

Therefore, the superintendent is directed to establish a regulation to provide reasonable access to telephones for both students and staff.

DATA MANAGEMENT

The clerk of the Frontier Board of Education will supervise the management of all records kept by the school district.

The board will contract for the services of an electronic data processing system to manage financial and other business records and perform other needed functions. Responsibility for oversight of the system will rest with the clerk of the board.

The clerk is authorized to destroy all financial records and documents on file, including those in electronic format, in the district offices for more than five years. Minutes of board meetings will be kept permanently. Student and personnel records will be managed in accordance with board policy and applicable state and federal laws.

Materials to which the public has the right of access may be reproduced and provided to any citizen requesting such material at a charge to cover the cost of reproduction.

REFERENCE: 70 O.S. §5-122

WORKERS' COMPENSATION INSURANCE

It is the policy of the Frontier Board of Education that when an employee is absent from work due to a job-related illness and/or injury, compensation will be made to the claimant by the workers' compensation carrier.

It is further understood that neither earned vacation nor sick leave time will be used in lieu of workers' compensation benefits except as described below.

The school district will provide additional benefits to the employee, in addition to the workers' compensation benefits, by permitting employees to use a portion of accrued sick leave. When sick leave is used along with worker's compensation benefits, only that amount of sick leave may be used which when combined with worker's compensation benefits will provide a combined daily benefit equal to the employee's regular daily rate of pay. Any benefits above the worker's compensation benefits will be taxed at the particular employee's normal tax rate.

In no case will the combined payments to the claimant be in excess of 100 percent of the regular contractual salary for that employee.

Sick leave may be used for time lost to job-related injuries that do not qualify for workers' compensation insurance.

DISABILITY ACCOMMODATIONS

It is the policy of the Frontier 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 or 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 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.

DISABILITY ACCOMMODATIONS PROCEDURES

Any employee, student, or patron who believes that he or she has been discriminated against is encouraged to file a written complaint in accordance with district policies and procedures.

Should any employee, student, or patron have a disability for which reasonable accommodation is sought under federal or state law, he or she shall notify the ADA coordinator in writing describing the nature of the disability, why an accommodation is needed, and suggested possible accommodations.

The ADA coordinator shall investigate the request to determine, among other things, whether the disability is legally protected under federal or state law, whether it affects an essential job function, what reasonable accommodations are available, and the cost to the district. After conferring with the employee, student, or patron, a recommendation shall be made by the ADA coordinator. A report will be prepared and submitted to the superintendent.

If requested in writing, the superintendent shall review the report and recommendation and either accept, modify, or reject the recommendation, providing reasons for the decision.

If the employee, student, or patron is not satisfied, written request for a hearing before the board of education may be filed. The hearing shall be held within 60 days of receipt of the written request.

This procedure is not intended to apply to complaints or other due process hearings held pursuant to the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. Complaints or hearings held pursuant to such acts shall be conducted in accordance with applicable federal or state law or regulations or the applicable policy of this district.

REFERENCE: Public Law 101-336, The Americans With Disabilities Act (ADA)

FAIR LABOR STANDARDS ACT

The Frontier Board of Education will comply fully with the Fair Labor Standards Act, its regulations, and relevant court decisions. This district will inform 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 implementing 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

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 time card/sheet to indicate knowledge of recorded work time.

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: _____

OVERTIME AUTHORIZATION FORM

Name _____ Date _____

Job to be Done _____

Reason for Overtime _____

_____

Form Returned: Date _____

_____
Signature of Worker

_____
Signature of Superintendent

Rate of Pay: (Reg.) _____ (OT) _____

FAIR LABOR STANDARDS ACT PROCEDURES

It is the intent of this school district to fully comply with the Fair Labor Standards Act (FLSA), its regulations, and relevant court decisions and to cooperate with state agencies in an effort to maintain compliance with the FLSA.

The following procedures and guidelines are to be followed in each department to ensure employees are properly compensated for approved hours worked in excess of the established work week as required by the provisions of the FLSA.

Definitions

"Overtime" is defined as authorized, compensable work time in excess of forty (40) hours per work week.

A "work week" for full-time nonexempt employees is forty (40) hours during one consecutive seven-day period beginning at 12:00:01 a.m. on Saturday and ending at 12:00 midnight on the following Friday.

"Non-covered employees" are those who are excluded from the definition of "employee" within the meaning of 29 USCA §203(e) (Supp. 1990).

"Covered employees" are those who meet the definition of "employee" within the meaning of 29 USCA §203(e) (Supp. 1990). Covered employees will be either exempt or nonexempt employees.

An "exempt employee" is a covered employee who is exempt from FLSA by virtue of meeting one of the tests for exemption.

A "nonexempt employee" is a covered employee who does not meet one of the tests for exemption.

Exemptions

The FLSA exempts certain groups of covered employees from coverage. The following categories of exemptions are established:

1. Executives
2. Administrators; e.g., superintendents, principals
3. Professionals; e.g., teachers, special education skilled service providers, attorneys, auditors, nurses, counselors

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 of 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.

DEATH OF A STUDENT OR STAFF MEMBER

The School District recognizes the far-reaching impact a student's or staff member's death may have on other students, staff, families and the community. The District believes that remembrance of a student or staff member whose life ended during his/her years in the School should be consistent and equitable from case to case, and considerate of the grief process of family, friends, and coworkers, and in accordance with Board policy. Further, the District recognizes that decisions made about memorials immediately after traumatic events may not take into full consideration the potential impacts to students, staff, and community members. Memorials set a precedent for the future and need to be equitable. The purpose of this policy is to assist staff, students, and families affected by a death by providing guidelines for decision-making regarding memorials and memorialization activities.

DEATH OF A STUDENT OR STAFF MEMBER The School District establishes the following protocol in respect for the needs of individuals experiencing grief due to the death of a student or staff member.

1. The District's crisis response plan will be followed.

2. Grieving students will be excused from class to speak with appropriate staff members and counselors.

3. Students wishing to attend the funeral service may do so with parent permission. These students will be excused from class, but may be required to make up any missing assignments. Special arrangements will be made for siblings or relatives of the deceased student or staff member.

4. Memorial gifts/fundraisers organized in school must have the consent of the school administration and any other consent as required by District policies and/or procedures. The District's established processes and procedures for fund raisers should be followed. Students and staff may be given direction as to what is appropriate as a memorial. Suggested memorials include a blood drive, partnering with local nonprofit organizations and related activities, or establishing a scholarship. As a courtesy, the family of the deceased student or staff member should also provide consent before engaging in the activity.

5. If staff members wish to attend a funeral service for a student or staff member, they need to coordinate their absence with their supervisor and the appropriate leave notation will be made in personnel records.

6. School marquees will not be used to post messages about the deceased student or staff member.

7. The United States flag will only be lowered to half-staff in accordance with the laws and policies of the State.

8. The graduation ceremony is reserved for the celebration of scholastic achievement and the anticipation of future opportunities available to all of the graduates of the School District. The school administration will work together with the family of a deceased student to properly recognize the student's completion of high school.

MEMORIALS

The following guidelines apply to all other requests for memorials in school facilities or on District grounds. Any proposed memorial must be taken to the board of education for formal approval prior to installation on school premises.

The District recommends that individuals refrain from purchasing any type of memorial until it has been approved. The board of education will determine the location of all memorials on school grounds or in school facilities.

Memorial Options Unacceptable Memorials/Activities. Memorials and activities not allowed include:

- Those that require the use of public funds to purchase, develop, or maintain (such as plantings of trees, shrubs, or perennials);
- A monument, statuary, or marker on school property;
- Memorials attached to a wall or in a trophy case;
- Memorials that require the altering of school property;
- Memorials that may alter the routine of a regular school instructional day, and Memorials that require the altering of school activities or the activity schedule.

Benches, tables, and other outdoor furnishings. The board of education will consider accepting memorials of this type only to the extent that there is a suitable location and the style is complementary to the buildings and grounds. Each item may contain a plaque engraved with the memorialized individual's name, dates of birth and death, and the words, "donated in memory of" or "in memory of."

Maintenance, replacement, removal, and other long-term considerations must be considered and clearly delineated prior to approval of any memorial. Other types of memorials are addressed in the District's policy on acceptance of gifts.

All items received as memorials become the property of the School District, and the District cannot guarantee that memorials that become damaged or worn will be replaced at District expense. Existing Memorials established prior to the implementation of this policy will remain intact.

NONDISCRIMINATION

The Frontier 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 Frontier Board of Education does not discriminate on the basis of disability, race, color, religion, national origin, sex, age, veteran status, or gender."

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 Ashley Weckstein who is the Title IX/504/ADA Compliance Coordinator.

Frontier Public Schools	17750 Valley Rd
District	Street Address
580-723-4223	Red Rock, OK 74651
Telephone	City, State, Zip

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.

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 Frontier Public Schools 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, Frontier Public Schools 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 Frontier Public Schools 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. § 299.10**

INVESTIGATION REPORT ON THE ADMINISTRATION OF FEDERAL PROGRAM ACTIVITIES

1. **Complainant**		C. Date complaint 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 complainant 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 Complainant

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	BEGINNING		
	Mo.	Day	Year
	ENDING		
	Mo.	Day	Year

C. Identify all Title I documents reviewed (*i.e., application proposal, evaluation reports, parental council records, fiscal control and accounting 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

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.)

AMERICANS WITH DISABILITIES ACT GRIEVANCE FORM

1. Name and Address of Charging Party (Grievant)

   _____

   _____

   _____

2. Date: _____

3. Phone numbers where you may be reached:

   Home _____

   Office _____

4. Statement of grievance (please provide as detailed a statement as is possible and feel free to attach supplemental pages if necessary for a complete understanding of your concerns):

   _____

   _____

   _____

   _____

   _____

   _____

   _____

5. Please identify any documents or other materials that support your grievance. If documents or materials are in your possession, please attach copies to this grievance form.

   _____

   _____

   _____

   _____

AMERICANS WITH DISABILITIES ACT GRIEVANCE FORM (Cont.)

6. Please identify what action or relief you are seeking as a result of this grievance.

_____

_____

_____

_____

_____

_____

_____

_____

_____
Signature of Grievant

IF, AS A RESULT OF A DISABILITY, YOU NEED ASSISTANCE IN COMPLETING THIS FORM, PLEASE CONTACT _____, THE DISTRICT'S ADA COMPLIANCE OFFICER, FOR ASSISTANCE OR ACCOMMODATION.

[Name of Compliance Officer]
[address]
[telephone number]

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 Frontier 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 Frontier 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 IX, 504 and ADA Coordinator (Coordinator): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX 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.

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.

DISCRIMINATION COMPLAINTS, PROCEDURES (Cont.)

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 Frontier 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 middle school principal shall serve as an alternate Coordinator.

RECORDS INVESTIGATION

The Frontier 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 record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record 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 record 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.

Any teacher employed prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall complete the criminal history background checks upon the next renewal of his or her Standard Teaching Certificate. Any other employee employed by the district prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall have until July 1, 2022 to complete the criminal history background checks.

A written consent will be required from the prospective employee consenting to a felony 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 record~~s~~ check for the school year. Upon request of the substitute teacher, that felony 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 record 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 record check, if the teacher produces a copy of a national criminal history record 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 full-time 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 record 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 record check completed if the teacher can produce a copy of a national criminal history record 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.

RECORDS INVESTIGATION (Cont.)

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 record 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.

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 criminal history record 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.

REFERENCE: 70 O.S. §5-142

TEMPORARY CONTRACT
NOTICE OF LIMITED EMPLOYMENT

It is agreed by the employee and the Frontier School District that employment will begin as of the date below even though the results of the requested criminal history 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 criminal history 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 criminal history records search report or 60 days from the first day of district employment if no such report is received, whichever occurs earlier**. If the criminal history records search shows that the employee has a criminal history records, 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 criminal history 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 criminal history records search report is received and shows no criminal history records, 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 criminal history records search report shows a felony conviction, and that my employment will terminate at the end of 60 days if no criminal history records search 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.

PARAPROFESSIONALS

It is the policy of the Frontier 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 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's 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.

   C. Has completed training in Universal Precautions/Bloodborne 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

PARAPROFESSIONALS (Cont.)

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 paraprofessionals:

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:

* Hallroom 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.

PARAPROFESSIONALS (Cont.)

3. Early Childhood Intervention (ECI) funds provide paraprofessionals for mainstreamed students with certain specific handicaps that require frequent or constant attention.

REFERENCE: 70 O.S. §6-127, §18-113.1, et seq.
P. L. 107-110, ESSA

THIS POLICY REQUIRED BY FEDERAL LAW.

TITLE I AND SPECIAL EDUCATION PARAPROFESSIONALS

It is the policy of the Frontier Board of Education that Title I and 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 regulations.

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's degree or 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 Department 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 responsibilities to be assigned to a paraprofessional.

TITLE I AND SPECIAL EDUCATION PARAPROFESSIONALS (Cont.)

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 BY FEDERAL LAW.

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.

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.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

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.

   B. Repeated negligence in performance of duty.

   C. Mental or physical abuse to a child.

   D. Incompetency.

   E. Instructional ineffectiveness.

   F. Unsatisfactory teaching performance.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

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).

7. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person has, either in the presence of a minor or in a manner that such person has participated in making available to a minor online, engaged in sexual acts, acts that appeal to the prurient interest in sex as found by the average person applying contemporary community standards, or acts that excessively promote sexuality in light of the educational value of the material and in light of the youngest age of any student with access to said material.

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 BY LAW.

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 Frontier 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 nonrenew 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. 70 O.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 or 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.

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 other 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. § 5-124**
2 C.F.R. § 200.112
2 C.F.R. § 200.318

ACCOMMODATIONS FOR LACTATING EMPLOYEES

The school district shall provide an appropriate private, secure and sanitary room, other than a restroom, for an employee to express breast milk or breastfeed her child. School administrators shall make available a clean, accessible room with a lock or privacy sign.

The district shall provide lactating employees a reasonable amount of break time to express milk. The employee shall, to the extent possible, take breaks to express milk concurrently with the break times that are otherwise provided to the employee.

Employees must inform the building principal of the need to express breast milk and work collaboratively to develop a plan to accommodate the needs of the employee while ensuring that the employee's students are appropriately supervised.

LEGAL REFERENCE: 70 O.S. § 5-149.3.

NEW TEACHER RESIDENCY COMMITTEE

It is the policy of the Frontier Board of Education to assist new teachers in developing their potential as school-teachers. The board has established a New Teacher Residency Committee whose primary duty shall be to assist each new teacher during the initial year of teaching. The "Residency committee" means a committee in a school district for the purpose of providing professional support, mentorship and coaching to the resident teacher. A residency committee may consist of one or more mentor teachers, the principal or an assistant principal of the employing school, one or more administrators designated by the school district board of education, a teacher educator in a college or school of education of an institution of higher education or an educator in a department or school outside the institution's teacher education unit. If possible, qualified mentor teachers shall have expertise in the teaching field of the resident teacher and, if possible, the higher education members of the residency committee shall have expertise and experience in the teaching field of the resident teacher. However, in all cases, at least one member of the residency committee shall have expertise and experience in the teaching field of the resident teacher.

LEGAL CITATION: 70 O.S. § 6-182.

NEW TEACHER RESIDENCY COMMITTEE (REGULATION)

In accordance with the policy of the board of education, this regulation shall govern the composition and activities of the New Teacher Residency Committee.

The New Teacher Residency Committee shall be composed of three professional educators selected from the school system by the superintendent and the board of education. The duties of the committee members shall be as follows:

1. Assist the resident teacher through the initial year of teaching and specifically focus on all areas of classroom management.

2. Make a recommendation regarding certification.

3. Make a recommendation for a staff development program for the teacher for the following year.

New Teacher Residency Program Procedures

1. Resident teachers shall be assigned a New Teacher Residency Committee based on the New Teacher Residency Regulations. All persons graduating from an accredited institution of higher education before February 1, 1982, and not meeting approved program certification requirements prior to that date or not holding a valid certificate on February 1, 1982, shall be assigned a New Teacher Residency Committee.

2. The mentor teacher on the New Teacher Residency Committee will be paid according to the regulations established for the mentor teacher program.

   A. The only payment from the school district to the New Teacher Residency Committee is to the mentor teacher if the necessary funds are appropriated by the legislature.

   B. All mentor teachers must be designated on the Teacher Personnel Report by position code 79, column 12.

3. By August 1, the superintendent, or designee, shall inform the Teacher Education Section of the State Department of Education of the anticipated number of all resident teachers employed. Form 001 may be used to make the request. New Teacher Residency Packets shall be obtained from the State Department of Education by the superintendent. Each committee must have one packet for Committee Meeting I.

4. The superintendent shall schedule the first meeting of the New Teacher Residency Committee or delegate the assignment to one of the members of the New Teacher Residency Committee.

5. The Committee shall select a chairperson at the first meeting.

   A. The chairperson shall chair the committee and follow these New Teacher Residency Committee Regulations.

   B. The chairperson shall complete the New Teacher Residency Committee Form 002 and return it to the Teacher Education Section, State Department of Education, within one week following Committee Meeting I.

NEW TEACHER RESIDENCY COMMITTEE, REGULATION (Cont.)

6. Upon completion of the New Teacher Residency Committee assignment, the chairperson will present the completed recommendation document, Form 003, to the superintendent or designee for his/her signature.

7. A copy of the recommendation document shall be given to the resident teacher.

   A. If the recommendation is for certification, observation forms completed by the committee members will be given to the resident teacher, if requested by the resident teacher, and a copy of the observation forms completed by the committee members shall be filed with the State Board of Education, Teacher Certification Section.

   B. If the recommendation is for a second year in the New Teacher Residency Program, all observation forms completed by the committee members during the first year shall be filed with the superintendent or designee.

   C. If the recommendation is for noncertification at the end of the second year, all observation forms completed by the committee members during the second year, shall be filed with the State Board of Education, Teacher Certification Section.

8. The superintendent or designee shall forward, by certified mail, the recommendation document, Form 003, to the Certification Section, State Department of Education, within ten days following Committee Meeting III.

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.

DRUG AND ALCOHOL TESTING PROGRAM
BUS DRIVERS

Employees who operate school vehicles are subject to drug and alcohol testing if a commercial driver's license is required to operate a school vehicle which transports 16 or more persons, including the driver, or which weighs 26,001 pounds or more. For the purposes of this testing program, the term "employees" includes applicants who have been offered a position to operate a school vehicle.

Employees operating a school vehicle as described above are subject to preemployment drug testing and random, reasonable suspicion, post-accident, return-to-duty, and follow-up drug and alcohol testing. Employees operating school vehicles shall not perform a safety-sensitive function within four hours of using alcohol. Employees governed by this policy shall be subject to drug and alcohol testing beginning the first day they operate or are offered a position to operate school vehicles and will continue to be subject to drug and alcohol testing as long as they may be required to perform a safety-sensitive function as it is defined in administrative regulations. (See DCCB-R.) Employees with questions about the drug and alcohol testing program may contact the superintendent.

Employees who violate the terms of this policy will be subject to discipline up to and including termination. Employees who violate this policy may be required to successfully participate in a substance abuse evaluation and, if recommended, a substance abuse treatment program. Employees required to participate in and who fail to or refuse to successfully participate in a substance abuse evaluation or recommended substance abuse treatment program will be subject to discipline up to and including termination.

It is the responsibility of the superintendent to develop administrative regulations to implement this policy. The superintendent shall also inform applicants of the requirement for drug and alcohol testing in notices or advertisements for employment, in the application form, and personally at the first interview with the applicant.

The superintendent shall also be responsible for publication and dissemination of this policy and its supporting administrative regulations to employees operating school vehicles. The superintendent shall also oversee a substance-free awareness program to educate employees about the dangers of substance abuse and notify them of available substance abuse treatment resources and programs.

DRUG AND ALCOHOL TESTING PROGRAM
BUS DRIVERS
(REGULATION)

The following administrative regulations support the drug and alcohol testing program policy of the board of education. It also establishes and explains the requirements of the district's drug and alcohol testing program required for employees operating school vehicles.

Questions regarding the drug and alcohol testing program policy, these supporting regulations, or the drug and alcohol testing program may be directed to the superintendent, or designee, who will be the school district contact person. The contact person will answer questions from employees and others about the program, receive the test results, receive identification numbers of the drivers and will notify those drivers selected for random testing.

Definitions

Air Blank: A reading by an evidentiary breath testing device (EBT) of ambient air containing no alcohol.

Alcohol: The intoxicating agent in beverage alcohol, ethyl alcohol, or other low molecular weight alcohols including methyl and isopropyl alcohols.

Alcohol Concentration (or content): The alcohol in a volume of breath expressed in terms of grams of alcohol per 210 liters of breath as indicted by an evidentiary breath test under the law.

Alcohol Use: The consumption of any beverage, mixture or preparation, including any medication, containing alcohol.

Breath Alcohol Technician: An individual who instructs and assists drivers in the alcohol testing process and operates an evidentiary breath testing device.

Canceled or Invalid Test: In drug testing, it is a drug test that has been declared invalid by a Medical Review Officer or a specimen that has been rejected for testing by a laboratory. In alcohol testing, it is a test that is deemed to be invalid under the law. A canceled drug test or alcohol test is neither a positive nor a negative test.

Chain of Custody: Procedures to account for the integrity of each urine or blood specimen by tracking its handling and storage from point of specimen collection to final disposition of the specimen. With respect to drug testing, these procedures require that an appropriate drug testing custody form be used from time of collection to receipt by the laboratory and that upon receipt by the laboratory an appropriate laboratory chain of custody form(s) account(s) for the sample or sample aliquots within the laboratory.

Collection Site: A place where drivers present themselves for the purpose of providing body fluid or a tissue sample to be analyzed for specific drugs or breath alcohol concentration.

Commercial Motor Vehicle: A motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle 1) has a gross combination weight rating of 26,001 or more points inclusive of a towed unit with a gross vehicle weight of 10,000 or more pounds; or 2) has a gross vehicle weight rating of 26,001 or more pounds; or 3) is designed to transport 16 or more passengers, including the driver; or 4) is of any size used in the transportation of materials found to be hazardous for the purposes of the Hazardous Transportation Act and which require the motor vehicle to be placarded under the Hazardous Materials regulations.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

Confirmation Test: For alcohol testing, it is a second test following a screening test with a result of 0.02 or greater breath alcohol concentration that provides quantitative data of alcohol concentration. For drug testing, it is a second analytical procedure (GC/MS) to identify the presence of a specific drug or metabolite which is independent of the initial test and which uses a different technique and chemical principle from that of the initial test in order to ensure reliability and accuracy.

Controlled Substances/Drugs: Marijuana, cocaine, opiates, amphetamines, phencyclidine.

Driver: Any person who operates a school vehicle. This includes, but is not limited to, full-time, regularly employed drivers; casual, intermittent or occasional drivers; leased drivers and independent, owner-operator contractors who are either directly employed by or under lease to the school district or who operate a school vehicle at the direction of or with the consent of the school district. For the purposes of preemployment/pre-duty testing only, the term "driver" includes applicants for drivers of school vehicles positions.

Initial Test (or Screening Test): In drug testing, it is an immunoassay screen to eliminate "negative" urine specimens from further consideration. In alcohol testing, it is an analytic procedure to determine whether a driver may have a prohibited concentration of alcohol in a breath specimen.

Medical Review Officer (MRO): A licensed physician (medical doctor or doctor of osteopathy) responsible for receiving laboratory results generated by an employer's drug testing program who has knowledge of substance abuse disorders and has appropriate medical training to interpret and evaluate a driver's confirmed positive test result together with the driver's medical history and any other relevant bio-medical information.

Non-suspicion-based Post-accident Testing: Testing of a driver after an accident without regard to whether there is any reasonable suspicion of drug usage, reasonable cause to believe the driver has been operating the school vehicle while under the influence of drugs, or reasonable cause to believe the driver was at fault in the accident and drug usage may have been a factor.

Performing a Safety-sensitive Function: A driver is considered to be performing a safety-sensitive function during any period in which the driver is actually performing, ready to perform, or immediately available to perform any safety-sensitive function.

Random Selection Process: When drug tests are unannounced and every driver has an equal chance of being selected for testing.

Reasonable Suspicion: When the school district believes the appearance, behavior, speech or body odors of the driver are indicative of the use of drugs or alcohol.

Refusal to Test: When a driver (1) fails to provide adequate breath for alcohol testing without a valid medical explanation after he or she has received notice of the requirement for breath testing in accordance with the provisions of the law, (2) fails to provide adequate urine for drug testing without a valid medical explanation after he or she has received notice of the requirement for urine testing in accordance with the provisions of the law, or (3) engages in conduct that clearly obstructs the testing process. A refusal to test is treated as a positive drug test result or an alcohol test result of 0.04 or greater breath alcohol concentration.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

Safety-sensitive Function: All time from the time when a driver begins to work or is required to be in readiness to work until the time the driver is relieved from work and all responsibility for performing work. Safety sensitive functions shall include, but are not limited to:

1. All time at the district waiting to be dispatched.
2. All time inspecting equipment or otherwise servicing any commercial motor vehicle at any time.
3. All time spent at the driving controls of a commercial vehicle in operation.
4. All time in or on a commercial vehicle.
5. All time repairing, obtaining assistance, or remaining in attendance on a disabled vehicle.

School vehicle: A vehicle owned, leased, and/or operated at the direction or with the consent of the school district which transports 16 or more persons, including the driver, or weighs over 26,001 pounds and requires the driver to have/possess a commercial driver's license in order to operate the vehicle.

Split Specimen/Split Sample: The division of the urine specimen into thirty milliliters in a specimen bottle (the primary sample) and into at least fifteen milliliters in a second specimen bottle (the split sample).

Stand-down: Is prohibited by federal regulations and consists of temporarily removing an employee from the performance of safety-sensitive functions based only on a report from a laboratory to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test, before the MRO has completed verification of the test result.

Substance Abuse Professional: A licensed physician (medical doctor or doctor of osteopathy) or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with knowledge of, and clinical experience in, the diagnosis and treatment of alcohol and controlled substances-related disorders.

Verified Test: A drug test or validity testing result from a federally certified laboratory that has undergone review and final determination by the MRO.

Covered Drivers

1. The following requirements apply for a driver to be covered by the drug and alcohol testing program:
   A. Drive a vehicle transporting 16 or more persons, including the driver, or drive a vehicle weighing over 26,001 pounds; and
   B. Require a commercial driver's license to hold the driver position.
2. Covered drivers include:

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

A. Applicants seeking a position as a driver;

B. Full-time, regularly employed drivers;

C. Casual, intermittent, occasional or substitute drivers (including coaches, teachers, administrators, mechanics, etc.);

D. Leased drivers and independent, owner-operator contractors who are either directly employed by or under lease to a school district or who operate a school vehicle at the direction of or with the consent of a school district.

3. Drivers are subject to the drug and alcohol testing program and its requirements throughout the year, including the times when school is not in session or when the driver is on leave.

Prohibited Driver Conduct

1. Drivers shall not report to duty or remain on duty with a 0.04 or greater breath alcohol concentration.

2. Drivers shall not report for duty or remain on duty when using any drug except when a physician has advised the driver that the drug does not adversely affect the driver's ability to safely operate a school vehicle and the school district is informed in writing of the medication and doctor's opinion.

3. Drivers shall not use alcohol at least four hours prior to, or during the performance of, a safety-sensitive function.

4. Drivers shall not possess alcohol while on duty. This includes possessing prescriptions and over-the-counter medicines containing alcohol unless the packaging seal is unbroken.

5. Drivers required to take a post-accident alcohol test shall not use alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

6. Drivers shall not refuse to submit to a drug or alcohol test. A refusal to test is considered a positive test result requiring the driver to undergo a substance abuse evaluation and subjecting the driver to discipline up to and including termination.

7. Drivers shall not report for duty or remain on duty performing a safety-sensitive function if the driver has a positive drug test result.

Alcohol Breath Testing Procedures

1. Driver's breath is tested for alcohol.

2. Evidentiary breath testing devices are used to conduct the screening test and, if necessary, the confirmation alcohol test.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

A. The screening alcohol breath test determines whether the driver's breath alcohol concentration is less than 0.02.

1. A screening alcohol test result of less than 0.02 breath alcohol concentration allows the driver to continue to perform a safety-sensitive function.

2. An initial alcohol test result of 0.02 breath alcohol concentration or greater requires a confirmation test.

B. The confirmation alcohol breath test determines whether the driver may continue to perform a safety-sensitive function.

1. A confirmation alcohol test result of less than 0.02 breath alcohol concentration allows the driver to continue to perform a safety-sensitive function.

2. A confirmation alcohol test result of greater than 0.02 breath alcohol concentration but less than 0.04 breath alcohol concentration requires the driver to cease performing a safety-sensitive function for 24 hours.

3. A confirmation alcohol test result of 0.04 or greater breath alcohol concentration requires the driver to cease performing a safety-sensitive function and undergo a substance abuse evaluation.

3. Alcohol testing is conducted at collection sites that provide privacy to the driver and contain the necessary equipment, personnel, and materials.

A. Alcohol testing is conducted at a designated nonschool district facility unless the situation requires another location.

B. In the event privacy cannot be assured, privacy will be provided to the extent practical.

4. Screening alcohol testing steps

A. Once the driver is notified to submit to an alcohol test, the driver must complete the alcohol/drug test notification form and proceed immediately to the collection site. Collection site person will contact the superintendent or designated contact person immediately when a driver does not arrive at the specified

time. Failure to arrive at the collection site in a timely manner is considered a refusal to test, absent an acceptable excuse.

B. Upon arrival, the driver must provide a photo identification. Failure of the driver to produce a photo identification is considered insubordination as well as a refusal to test.

C. The testing procedure is explained to the driver by the collection site person.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

D. The collection site person, the breath alcohol technician, and the driver complete and sign the appropriate sections of the alcohol testing form.

1. Refusal of the driver to sign the form prior to the screening alcohol test is considered a refusal to test.

2. The school district is notified immediately of the driver's refusal to sign.

E. The driver forcefully blows into the evidentiary breath testing device mouthpiece for at least six seconds or until an adequate amount of breath has been obtained.

F. The initial test results are shared with the driver.

G. The driver and breath alcohol technician must sign the alcohol testing form following completion of the alcohol test. Failure to sign the form after the alcohol test is not considered a refusal to test. However, in the remarks section of the form, the breath alcohol technician notes the driver's refusal to sign.

H. Screening alcohol test results

1. An alcohol test result of less than 0.02 breath alcohol concentration is reported to the school district in a confidential manner and the driver may continue to perform a safety-sensitive function.

2. An alcohol test result of 0.02 or more breath alcohol concentration requires a confirmation alcohol test between 15 and 20 minutes after the screening test.

3. The breath alcohol technician provides the superintendent, or designated contact person, with a copy of the breath alcohol testing form if written communication was not used to report the test results.

I. Potentially incomplete or invalid breath alcohol tests are repeated with corrected procedures.

J. The breath alcohol test is stopped when the driver fails twice to provide an adequate amount of breath. In that case:

1. A physician analyzes the driver's inability to provide adequate breath.

2. Failure to provide adequate breath is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate breath.

3. A refusal of the driver to try a second time to provide adequate breath is considered a refusal to test, unless a physician determines the driver is not physically capable of providing adequate breath.

5. Confirmation alcohol testing steps

A. The confirmation alcohol test is done between 15 and 20 minutes after the screening alcohol test whether or not the driver followed the requirements to not eat, drink, put any object or substance in his or her mouth, and, to the extent possible, not belch during the 15-minute waiting period to avoid accumulation of mouth alcohol leading to an artificially high reading.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

B. If a different collection site is used, the driver must be under the observation of the collection site personnel or school district personnel while in transit to the confirmation alcohol testing site or while waiting for the confirmation alcohol test.

C. If a different collection site person is used for the confirmation alcohol test, the driver must again provide photo identification.

D. The testing procedure is explained to the driver by the collection site person.

E. The collection site person, a breath alcohol technician, and the driver complete and sign the appropriate sections of the alcohol testing form.

1. Refusal of the driver to sign the form prior to the confirmation alcohol test is considered a refusal to test.

2. The school district is notified immediately of the refusal to sign.

F. The driver forcefully blows into the evidentiary breath testing device mouthpiece for at least six seconds or until an adequate amount of breath has been obtained.

G. The confirmation alcohol test results, which are the final and official test results, are shared with the driver.

H. The driver and breath alcohol technician must sign the alcohol testing form following completion of the alcohol test. Failure to sign the form after the alcohol test is not considered a refusal to test. However, in the remarks section of the form, the breath alcohol technician notes the driver's refusal to sign.

I. The breath alcohol technician informs the superintendent, or designated contact person, of the results of the test in a confidential manner.

1. An alcohol test result of less than 0.02 breath alcohol concentration is reported to the school district in a confidential manner and the driver may continue to perform a safety-sensitive function.

2. The breath alcohol technician notifies the superintendent, or designated contact person, immediately of confirmation of alcohol test results of 0.02 or more breath alcohol concentration.

3. The collection site person provides the superintendent, or designated contact person, with a copy of the breath alcohol testing form if written communication was not used to report the test results.

J. Potentially incomplete or invalid breath alcohol tests are repeated with corrected procedures.

K. The breath alcohol test is stopped when the driver fails twice to provide an adequate amount of breath. In that case:

1. A physician analyzes the driver's inability to provide adequate breath.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

2. Failure to provide adequate breath is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate breath.

3. A refusal of the driver to try a second time to provide adequate breath is considered a refusal to test, unless a physician determines the driver is not physically capable of providing adequate breath.

Drug Testing Procedures

1. Driver's urine is tested for marijuana, cocaine, opiates, amphetamines, phencyclidine, etc.

2. A split specimen urine drug test, often called "split sample test," is used to conduct the drug test.

   A. A negative drug test result allows the driver to continue to perform a safety-sensitive function.

   B. A positive drug test result on the primary sample requires the driver to be removed from performing a safety-sensitive function.

   C. A positive drug test result on the primary sample allows the driver an opportunity to request the split sample be tested by another certified laboratory for the specific drug found in the primary sample. A negative drug test result on the split sample results in a negative drug test result.

   D. A positive drug test result requires the driver to undergo a substance abuse evaluation.

3. Drivers taking medication at a doctor's direction may perform a safety-sensitive function if the doctor determines there is not an adverse affect on performing a safety-sensitive function and the school district is informed in writing of the medication and doctor's opinion.

4. Drug testing is conducted at collection sites that provide privacy to the driver and where the necessary equipment, personnel, and materials are located.

   A. Drug testing is conducted at a designated nonschool district facility unless the situation requires another location. Public restrooms can be used as collection sites in exceptional circumstances.

   B. In the event privacy cannot be assured, privacy is provided to the extent practical. However, direct observation is allowed if:

      1. Reasons exist to believe the driver may alter or substitute the specimen.

      2. The driver presents a specimen with a temperature outside the allowed range and does not provide an oral body temperature or the oral body temperature varies from the specimen provided.

      3. The last specimen provided by the driver was determined by the laboratory to not meet specific gravity and urine creatinine concentration criteria.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

4. The collection site person observes conduct of the driver to substitute or adulterate the specimen.

5. The driver has previously been determined to have used a drug without medical authorization and the particular test is for follow-up testing upon or after return to duty.

C. Direct observation is approved by the supervisor of the collection site person or the designated school district representative. Non-medical personnel performing direct observation must be of the same gender as the driver.

5. Drug testing steps

A. Once the driver is notified to submit to a drug test, the driver must complete the alcohol/drug test notification form and proceed immediately to the collection site. The collection site person contacts the superintendent, or designated contact person, immediately when a driver does not arrive at the specified time. Failure to arrive at the collection site in a timely manner is considered a refusal to test, absent an acceptable excuse.

B. Upon arrival, the driver must provide a photo identification. Failure of the driver to produce a photo identification is considered insubordination as well as a refusal to test. The driver may require the collection site person to provide proof of identification.

C. The driver may keep his or her wallet but must remove any unnecessary outer garments, purses, briefcases, and similar items at the request of the collection site person.

D. Immediately prior to providing a urine sample, the driver must wash his or her hands.

E. The driver must then provide 45 milliliters of urine and deliver it immediately to the collection site person.

1. A driver who cannot provide an adequate amount of urine will receive instructions for drinking water and trying again.

2. The drug test is stopped when the driver fails twice to provide an adequate amount of urine.

3. Failure to provide adequate urine is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate urine.

F. The specimen is kept in view of the driver and the collection site person.

G. Upon receipt of the specimen, the collection site person immediately, and in no event later than four minutes from the time of urination, measures the temperature of the specimen.

H. The driver may volunteer to have his or her oral temperature taken to provide evidence against alteration or substitution if there is some question about the temperature of the specimen.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

I. The collection site person inspects the specimen for color and other signs of contaminants and notes any unusual findings.

J. Another specimen is required as soon as possible under direct observation if adulteration or substitution is suspected by the collection site person.

K. The specimen is divided into the primary and the split specimen, sealed, and labeled. The label is initialed by the driver.

L. The driver is required to read and sign the statement on the chain of custody form certifying the specimens are the driver's.

M. The collection site person is required to note on the chain of custody form any unusual behavior or appearance of the driver and any failure to cooperate.

N. The collection site person completes the chain of custody form and the driver signs the form indicating the collection is complete.

O. The specimens are packaged for shipping to the laboratory and are shipped immediately or placed in secure storage until they can be shipped.

6. Laboratory

A. The laboratory used by the school district's drug and alcohol testing program is certified by the U.S. Department of Health and Human Services. Certified laboratories meet the testing procedures, personnel, and record keeping requirements of the law.

B. Upon arrival of the specimen at the laboratory, the split specimen is stored and the primary specimen is tested.

1. A positive drug test result on the initial test of the primary specimen requires a confirmation drug test of the primary specimen.

2. The split specimen is discarded if the primary specimen has a negative drug test result.

7. Medical Review Officer (MRO) reviews drug test results

A. The MRO may release drug testing records of a driver to unauthorized individuals only with the written consent of the driver.

B. The MRO keeps a record of negative drug test results and reports negative drug test results to the school district, usually within two working days.

C. The primary role of the MRO is to review and interpret positive drug test results to determine whether a legitimate explanation exists for the positive drug test result.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

1. After reviewing the chain of custody form and the laboratory drug test results, the MRO contacts the driver to discuss the positive drug test result prior to notifying the school district and to ask whether the driver requests a drug test of the split sample. The driver's request for a drug test of the split sample must be made within 72 hours of talking with the MRO.

2. Upon request by the driver, the split specimen is sent to a second certified laboratory for drug testing.

3. The MRO contacts the superintendent, or designated contact person, for assistance if the driver cannot be reached.

4. The superintendent, or designated contact person, must confidentially inform the driver to contact the MRO.

5. Upon contacting the driver, the superintendent, or designated contact person, must inform the MRO that the driver was contacted.

6. Drivers who cannot be contacted are placed on temporary medically unqualified status, sick leave, other available leave, or unpaid leave of absence.

D. The MRO may verify a positive drug test without talking to the driver if:

1. The driver declines the opportunity to discuss the positive drug test.

2. The driver fails to contact the MRO within five days after the superintendent, or designated contact person, has contacted the driver.

3. MRO verification of positive drug test results under these circumstances can be challenged by the driver if the driver presents the MRO with information documenting a serious illness, injury or other circumstances unavoidably preventing the driver from timely contacting the MRO. The MRO, based on this additional information, may find a legitimate explanation for the positive drug test result and declare the drug test negative.

E. The driver is notified of the drugs found in a positive drug test result by the MRO, the superintendent, or designated contact person, or by certified mail to the driver's last known address.

F. The school district receives a written report of the negative and positive drug test results from the MRO.

<u>Substance Abuse Professional</u>

1. A substance abuse evaluation by a substance abuse professional is required when a driver has:

A. A positive drug test;

B. A positive alcohol test of 0.04 or greater breath alcohol concentration; or

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

C. Violated the drug and alcohol testing program policy, these supporting regulations, or the law.

2. The substance abuse evaluation determines what assistance, if any, the driver needs in resolving problems with alcohol misuse and/or drug use.

3. A list of available substance abuse professionals to provide assistance to bus drivers is available through the superintendent, or designated contact person.

Pre-employment Testing

1. Drivers shall submit to a drug test if a job offer is made. The job offer is contingent upon:

   A. A negative drug test result; and

   B. A signed written statement authorizing former employers to release all information on the driver related to drugs and alcohol.

   A pre-employment drug test may not need to be administered by the school district if the driver has participated in a drug testing program that meets the requirements of these regulations within the previous 30 days and while participating in that program, either was tested for drugs within the past six months from the date of application with the school district or participated in a random drug testing program for the previous 12 months from the date of application with the school district and the school district ensures that, to the school district's knowledge, no prior employer has records of a violation of the regulations within the previous six months.

   If the school district chooses not to administer a pre-employment alcohol and/or drug test, the school district must contact the alcohol and drug testing program in which the driver participates or participated and obtain the following information:

   name and address(es) of the program(s);
   verification that the driver participates or participated in the program(s);
   verification that the program(s) conform(s) to these regulations;
   verification that the driver is qualified under these regulations, including that the driver has not refused to be tested for alcohol or drugs;
   the date the driver was last tested for alcohol or drugs;
   the results of any tests taken within the previous six months and any other violation of the regulations.

   For applicants that have had a positive drug or alcohol test, based on information from a prior employer, the pre-employment test can serve as a return-to-duty test.

2. Prior to allowing a driver to perform a safety-sensitive function, and not later than 14 days after performing a safety-sensitive function, the following information must be obtained about the driver during the preceding two years from the date of the application:

   A. Any alcohol test results of 0.04 or greater breath alcohol concentration;

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

B. Positive drug test results; and

C. Refusals to be tested.

The school district may obtain any information related to the driver from previous employers as long as the driver consents and the written consent regarding the requested information is presented to the previous employers. If this information is not obtained prior to the performance of a safety-sensitive function, the school district will document why the information was not obtained prior to the performance of the safety-sensitive function. The information may be obtained by the school district by personal interviews, telephone interviews, letter, or other method that ensures confidentiality. The school district will document the information received and will note that the information addresses only whether the driver can perform a safety-sensitive function and does not address the Americans with Disabilities Act considerations of alcohol or drug addiction.

Random Testing

1. Annually, 25% of the average number of drivers is selected for random alcohol tests and 50% of the average number of drivers is selected for random drug tests.

2. The drivers' identification numbers are selected by a scientific method giving each driver an equal chance to be selected.

3. Random tests are unannounced and spread throughout the year.

4. Drivers selected for random alcohol testing are notified just before, during, or just after performing a safety-sensitive function. The school district will document why some, if any, drivers were selected but not notified (i.e., illness, vacation, etc.).

5. Drivers selected for random drug testing are notified at any time. The school district will document why some, if any, drivers were selected but not notified (i.e., illness, vacation, etc.).

6. Once a driver is notified of being selected for a random test, the driver must proceed immediately to the collection site. However, drivers performing a safety-sensitive function must safely stop and proceed to the collection site as soon as possible.

Reasonable Suspicion Testing

1. A driver may be required to submit to a reasonable suspicion drug test at any time.

2. A driver may be required to submit to a reasonable suspicion alcohol test just before, during, or just after the driver performs a safety-sensitive function or just before, during, or just after the time the driver is required to be in compliance with the drug and alcohol testing program policy, these supporting administrative regulations, or the law.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

A. A reasonable suspicion alcohol test is performed within two hours and not later than eight hours of determining reasonable suspicion.

B. If the alcohol test is not given within two hours, the reasons for the delay must be documented.

C. If the alcohol test is not given within eight hours, attempts to test are stopped and the reason for not testing must be documented.

3. A reasonable suspicion test request is made by an employee who received training to determine reasonable suspicion. The reasons for the reasonable suspicion must be documented within 24 hours or prior to the release of the test results. If more than one employee trained to determine reasonable suspicion observed the driver, those employees must also document their reasons.

Post-accident Testing

1. Drivers are subject to both post-accident drug and alcohol testing as soon as possible after an accident in which:

   A. The driver received a citation and

      1. Bodily injury occurred to a person who, as a result of the injury, required immediate medical treatment away from the scene of the accident; or

      2. One or more motor vehicles incurred disabling damage as a result of the accident, requiring the vehicle(s) to be transported away from the scene by a tow truck or other vehicle; or

   B. A fatality occurred.

   If a citation is not issued against the driver within eight hours of the accident, no alcohol testing can be done. If the citation is issued prior to 32 hours, a drug test must be given. If the citation is issued too late for either the alcohol or drug test, the circumstances must be documented.

2. Drivers must remain readily available for post-accident testing.

   A. Drivers who leave the scene or who do not remain readily available are deemed to have refused to test.

   B. Necessary medical treatment cannot and should not be denied to a driver waiting to complete post-accident drug and alcohol tests.

3. Alcohol testing requirements

   A. The alcohol test is administered within two hours and not later than eight hours after the accident.

   B. The reasons for administering the test later than two hours after the accident must be documented.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

C. The reasons for not administering the test within eight hours of the accident must be documented.

D. Drivers are prohibited from consuming alcohol for eight hours after the accident or until the alcohol test is completed.

4. Drug testing requirements

A. The drug test is administered as soon as possible and not later than 32 hours after the accident.

B. The reasons for not administering the test must be documented.

5. Results of drug or alcohol testing conducted by law enforcement officers or other officials on the scene with independent authority to conduct such tests are presumed valid if the testing conforms with the law. The school district must receive a copy of the results to use them.

Return-to-duty/Follow-up Testing

1. Prior to returning to duty after a positive drug test, a positive alcohol test of 0.04 or greater breath alcohol concentration, or other violation of the drug and alcohol testing program policy, these regulations or the law:

A. The driver must be reevaluated by a substance abuse professional to determine that the driver has properly followed any treatment program prescribed.

B. The driver must submit to the tests required by the substance abuse professional. The substance abuse professional may require a return-to-duty test for drugs, alcohol, or both.

C. The return-to-duty test must have a negative drug test result and/or an alcohol test result of less than 0.02 breath alcohol concentration before the driver can return to duty and perform a safety-sensitive function.

2. After returning to duty, the driver is subject to a minimum of six unannounced follow-up tests within 12 months for alcohol, drugs, or both, as determined by the substance abuse professional.

A. The substance abuse professional can terminate the follow-up testing requirement after the first six tests have been completed or continue the follow-up testing for up to 60 months from the date of the driver's return to duty.

B. Alcohol follow-up testing is done just before, during, or just after performing a safety-sensitive function.

School District Responsibilities

1. Drivers will be provided with information on the drug and alcohol testing requirements of the drug and alcohol testing program policy, these administrative regulations, and the law, including the driver's obligations. This information may be included in an employee handbook.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

2. Supervisors of drivers or employees designated to determine reasonable suspicion must receive 60 minutes of training on alcohol misuse and 60 minutes of training on drug use. The training must address the physical, behavioral, speech and performance indicators of probable alcohol misuse and drug use.

3. Drivers will be provided with instructions prior to the driver operating a school vehicle to enable the driver to comply with the drug and alcohol testing requirements.

4. Drivers will not be allowed to report to work or perform a safety-sensitive function when the school district has actual knowledge of a driver's drug use, whether or not a drug test was conducted.

5. Drivers will not be allowed to report to work or perform a safety-sensitive function when the school district has actual knowledge of a driver with 0.02 or greater breath alcohol concentration, whether or not an alcohol test was conducted.

6. Through the school district's drug and alcohol testing program service provider, the school district will ensure that the quality assurance plan, developed by the manufacturer and approved by the National Highway Traffic Safety Administration for the evidentiary breath testing device used for alcohol testing of its drivers, describes the inspection, maintenance, and calibration requirements and intervals for the device.

7. Through the school district's drug and alcohol testing program service provider, the district will ensure that the collection site person using an evidentiary breath testing device is a certified breath alcohol technician.

<u>Consequences of Violating the Drug and Alcohol Testing Program Policy, These Administrative Regulations, or the Law</u>

1. Each violation is dealt with based on the circumstances surrounding the violation. The following consequences may result from a violation:

   A. Drivers may be disciplined up to and including termination.

   B. Drivers may not be permitted to perform safety-sensitive functions.

   C. Drivers may be advised of the resources available to them in evaluating and resolving problems associated with the misuse of alcohol or use of drugs.

   D. Drivers may be required to undergo a substance abuse evaluation to determine what assistance, if any, the driver needs in resolving problems associated with the misuse of alcohol or use of drugs and be required to follow any recommended substance abuse treatment program.

   E. Prior to returning to duty, the driver is required to have a negative drug and/or alcohol test result and be subject to the follow-up drug and/or alcohol testing determined necessary based on the circumstances surrounding the incident.

   F. Drivers refusing to submit to drug and/or alcohol testing are considered insubordinate and are subject to discipline up to and including termination.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

G. Driver-applicants who refuse to submit to or cooperate with the drug and/or alcohol testing process and requirements shall be disqualified from further consideration.

2. Nothing in the drug and alcohol testing program policy, these administrative regulations, or the law relating to drug and alcohol testing limits, restricts the right of the board or superintendent to discipline, up to and including termination, a driver for conduct which violates the school district's policies, regulations, and procedures.

Drug and Alcohol Testing Records

1. Drug and alcohol testing records are stored in locked files at limited access locations separate and apart from the driver's general personnel records.

2. The records are released only with the written consent of the driver. Only those records specifically authorized for release may be released. However:

   A. Records may be released to appropriate government agencies without a written consent.

   B. Records may be released to appropriate school district employees without written consent.

   C. The school district may, without written consent, make a driver's drug and alcohol test records available to a decision-maker in a lawsuit, grievance or other proceeding initiated by or on behalf of the driver and arising from the result of an alcohol or drug test under the drug and alcohol testing program policy, these regulations, or the law, or from the school district's determination that the driver violated the drug and alcohol testing program, these regulations, or the law. Such proceedings may include, but are not limited to, workers' compensation, unemployment compensation, or other proceeding related to a benefit being sought by the driver and in wrongful discharge or other termination matters.

3. With a written request, drivers may access and copy their drug and alcohol test records in accordance with the board policy related to employee records. A driver is not denied access to these records for failure to pay fees associated with other records. Drug and alcohol testing and related records shall include at least the following:

   drug and alcohol related information obtained from prior employers if the driver was hired after January 1, 1995, for school districts with 50 or more drivers and January 1, 1996, for school districts with less than 50 drivers;
   a "sign off" sheet signed by the driver indicating receipt of the drug and alcohol testing program policy and related information and agreeing to participate in the drug and alcohol testing program;
   the chain of custody form for each of the driver's drug tests;
   the alcohol test form and results for each of the driver's alcohol tests;
   any accident information related to the driver;
   MRO report of drug test results;
   any reasonable suspicion information related to the driver;
   any substance abuse professional evaluation and treatment information related to the driver; and
   any other information related to drug and alcohol testing particular to the driver.

DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS, REGULATION (Cont.)

4. The following records of the school district's drug and alcohol testing programs are maintained for the time period indicated:

   A. One year:

      1. Records of negative and canceled drug test results and alcohol test results of less than 0.02 breath alcohol concentration.
      2. Records related to the drug and alcohol testing process.
      3. Records related to a driver's test results.
      4. Records related to other violations of the law.
      5. Records related to substance abuse evaluations.
      6. Records related to education and training.

   B. Two years:

      Records related to the alcohol and drug collection process, except calibration of evidentiary breath testing devices, and training.

   C. Five years:

      1. Alcohol test results of 0.02 and greater breath alcohol concentration.
      2. Verified positive drug test results.
      3. Documentation of refusals to take required alcohol and/or drug tests.
      4. Evidentiary breath testing device calibration documentation.
      5. Driver substance abuse evaluations and referrals.
      6. Annual calendar year summary.

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.

<u>Drug Testing Procedures</u>

Drug and alcohol testing standards and procedures of this school district shall conform fully to the provisions of the 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:

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

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.

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

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

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 or 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.~~

   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.

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

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.

Post-Accident

District may request or require an employee to undergo drug or alcohol testing if the employee or another person has sustained an injury while at work, or property has been damaged while at work, including damage to equipment. For purposes of workers' compensation, no employee who tests positive for the presence of substances defined and consumed pursuant to Section 465.20 of Title 63 of the Oklahoma Statutes, alcohol, illegal drugs, or illegally used chemicals, or refuses to take a drug or alcohol test required by the employer, shall be eligible for such compensation.

REFERENCE: 40 O.S. §2-406A
40 O.S. §551, et seq.

EMPLOYEE RESIGNATIONS AND REFERENCE REQUESTS

It is the policy of the Frontier 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 or 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. § 7926

ACCEPTANCE OF LETTERS OF RESIGNATION

Frontier Board of Education empowers the superintendent, as agent of the board, to accept on its behalf letters of resignation from any school district employee. Receipt of a letter of resignation by the superintendent constitutes acceptance of such resignation by the board of education and releases the employee and the district from any and all further contractual obligations beyond the effective date of the resignation. Any resignation received by the superintendent is irrevocable.

Upon receipt of a letter of resignation, the superintendent will give the resigning employee, either in person or by certified mail, the following statement:

> I, the Superintendent of Schools, acting as the Chief Executive Officer of the Frontier Board of Education, acknowledge receipt this date of a resignation from employment signed by _____, effective the _____ day of _____, _____. My signature constitutes acceptance of this resignation by the Board of Education and releases the resigning employee and the district, upon the effective date of the resignation, from all further contractual obligations. By accepting this resignation from the employee, the employee's offer to be released from his or her contract with the board of education is accepted, and thus the resignation is irrevocable.

_____
Superintendent

_____
Employee

_____
Date

CAFETERIA PLAN

It is the policy of the Frontier Board of Education to provide a fringe benefit schedule which reflects adequate compensation for professional training and experience and will participate in a Section 125 "Cafeteria" plan. The following limitations are placed upon the plan:

1. All employees are eligible to participate at the time they are employed.
2. An eligible dollar amount of benefits shall be established by the board to assure that all employees may benefit to the maximum of their eligibility.
3. Employees may elect benefits or cash to a maximum amount to be established annually.
4. Teacher Retirement shall be paid on the salary and fringe benefits claimed under the plan.
5. Social Security shall be paid on the salary and fringe benefits claimed under the plan.
6. The board will allow only those items it believes eligible to be covered in the plan for fringe benefits.
7. The decision of the board concerning eligible items to be covered in the plan will be final.
8. After an employee executes a contract at the first of the school year, no changes may be made in the fringe benefits plan until the next school year. Exceptions may be granted for circumstances arising beyond the control of the employee and only upon written board approval of contract modification.

REFERENCE: 70 O.S. §5-140
70 O.S. §17-101 through §17-116.2

PERSONNEL VACATIONS

The Frontier Board of Education will provide annual vacation with pay to those employees assigned to twelve-month positions and to all hourly and daily rate employees whose period of service is continuous (90% of the working days) throughout the year.

Vacation days are noncumulative. All employees must use earned vacation days each year. When such vacation time is not used within one year from June 30th, entitlement to such vacation will be forfeited. Upon retirement or termination, personnel having unused vacation time earned during their final year of employment are eligible to be reimbursed for such vacation.

Vacation Year

A full year of service is from July 1 through June 30. Employees shall be eligible for the next higher vacation step on June 30 of the year in which they complete the required number of years service. In effect, an individual employed after July 15 may work some months longer than the scheduled years before reaching the next higher vacation step.

Creditable Years of Service

1. Service need not be consecutive. All full years of service as a contract, full-time employee of the Frontier Public Schools will count toward vacation increments.

2. Nine and ten month contract years that have been successfully completed will count as "good" years when computing vacation due on current twelve-month employees.

3. A portion of a year on a twelve-month employee beginning after July 15 will not count as an increment year, but vacation will be granted for that portion of the year on a prorated basis.

Monthly Rate of Accrual

1. An employee must work one-half of the working days of a month to receive credit toward vacation for that month (starting or terminating).

2. When a person is absent more than one-half of the working days of any given month, a vacation day is not earned for that month.

Approval of Vacation Dates

The dates for all vacations must be approved by the immediate supervisor, and will be limited to 10 working days in a row, unless otherwise approved by the superintendent.

Substitutes for Employees on Vacation

It is the responsibility of the immediate supervisor to arrange vacations at a time when a substitute will not be required.

PERSONNEL VACATIONS (Cont.)

Vacation Accrual While on Sick Leave

1. With regard to computation of earned vacation time, absences of an employee on sick leave or vacation are considered as time served.

2. Vacation days will not be accrued after the expiration of sick leave or for absences not covered by sick leave or vacation time.

Eligibility

Employees shall be eligible for vacation days according to the following:

Years of Service	Days Per Year
1-10	10 days
11- more	15 days

The superintendent shall interpret the monthly accumulated earned vacation.

PERSONNEL LEAVE PROGRAM

The Frontier Board of Education recognizes that district employees must occasionally be absent from work. Therefore, leave time in different categories as required by law will be provided for employees to be absent when necessary. Leave categories will include sick leave, personal business leave, emergency leave, jury duty leave, and military leave.

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.

Deductions for Unpaid Authorized Absences

If a district employee believes there is a need to be absent from work for any reason not covered in the approved leave policies, the employee may request, in writing, unpaid leave for that purpose from the immediate supervisor.

If unpaid leave is granted by the immediate supervisor, an amount equal to one day's pay will be deducted from the employee's salary for each day of such approved absence.

If an employee is absent without securing approval for an unpaid absence, the employee shall be denied the salary for such absence and will be considered to be engaging in willful neglect of duty and, therefore, subject to disciplinary action up to and including termination of employment.

Notification of Leave Accumulation

During the first two weeks of the school year, the board will advise each employee, in writing, as to the number of leave days accumulated as of July 1 of that year. After July 1, an employee may get updated information on leave accumulation from the superintendent's office at a time mutually agreed upon by the employee and the superintendent or the superintendent's designee.

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; ~~or~~

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 and maternity leave. Such sick leave, maternity 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 requested. 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.

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: **29 CFR pt. 825**
PL 103-3

THIS POLICY REQUIRED BY LAW.

SICK LEAVE
CERTIFIED PERSONNEL
(REGULATIONS)

The board of education shall provide sick leave benefits to all certificated personnel in order to promote a sense of security and permit an ease of mind that is essential to the satisfactory performance of professional services. The board sets forth the following provisions for administering this policy:

1. The superintendent or designee shall administer this plan.

2. Teachers may be absent from duty because of personal accidental injury, illness or pregnancy, or injury, illness or death in the immediate family without loss of salary not to exceed ten days during each school year. The right to such sick leave shall be vested at the beginning of the school year. Certificated employees who have an eleven-month contract shall receive eleven sick leave days per year and those who have a twelve-month contract shall receive twelve days. If an employee is injured as a result of an assault or battery upon the person of the employee while the employee is in the performance of any duties as an education employee, the employee shall be entitled to a leave of absence from employment with the school without a loss of leave benefits.

3. If sick leave is taken for bereavement purposes, the leave for that period may extend to the date of the funeral and a reasonable time thereafter to allow for travel as long as the employee has leave available to use.

4. Unused sick leave shall be cumulative to a total of sixty days and is transferable to any other school district in Oklahoma. Up to a maximum of sixty days of sick leave earned in another Oklahoma district may be transferred to this district. Sick leave so transferred must be certified by the sending district.

5. Any employee who attempts to take unfair advantage of sick leave benefits shall be subject to dismissal or other disciplinary action as provided by contract and/or state law. Any employee may be required to submit appropriate evidence concerning the cause of his absence in order to qualify for sick leave benefits. Appropriate evidence may include the following:

   A. Physician's statement endorsed by the employee
   B. Employee statement endorsed by the principal or immediate supervisor
   C. Copies of claim submitted for insurance benefits
   D. Other information as may be indicated by the circumstances

6. Appropriate evidence will be submitted when requested by the principal, immediate supervisor, or the superintendent in the following situations:

   A. Sick leave claim on days of unusual or inclement weather
   B. Sick leave claim during the last four weeks of employment
   C. Sick leave claim on days immediately preceding or immediately following holidays or non-work days other than weekends
   D. Reasonable cause exists to believe that sick leave benefits are being abused

7. When a teacher's accrued sick leave and maternity leave are exhausted and the teacher is absent due to personal accidental injury, illness, or pregnancy, the teacher shall receive full salary less the amount that would be paid a substitute teacher for a maximum of 20 days.

SICK LEAVE, CERTIFIED PERSONNEL, REGULATIONS (Cont.)

8. After an employee has exhausted all accumulated sick leave, personal leave, and vacation time, the employee may be eligible for whatever time may be remaining of the up to 12 work weeks of unpaid leave for employees who meet the federal definitions for leave in accordance with the Family Medical Leave Act. The 12 work weeks of leave afforded under the Family Medical Leave Act may include paid and unpaid leave in accordance with federal law.

9. Sick leave benefits may be paid in addition to workers' compensation benefits; however, the sum of the payments will not exceed 100% of the employee's net pay as it existed prior to injury.

NOTE: **The term "immediate family" has been defined as those close family members such as a spouse or children residing within the same household as the employee. Sick leave may also be taken for the life-threatening illness of non-dependent children, mother, father, sister, brother, grandparents, mother-in-law, or father-in-law.**

REFERENCE: **70 O.S. §6-104**
70 O.S. §6-147
Atty. Gen. Op. No. 84-12
Atty. Gen. Op. No. 91-632

OSSBA POLICY SERVICES REVIEW NOTES:

Payment for unused sick leave days may be made only upon termination of employment. Please see referenced AG Opinions. In reference to the Putnam City Schools audit, the provision of an incentive bonus appears to be a gift in conflict with Article 10, §15(A) of the Oklahoma Constitution.

SICK LEAVE
SUPPORT PERSONNEL
(REGULATIONS)

The board of education will provide sick leave benefits to all support 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 6-104, the following guidelines are set forth:

1. For the purposes of this policy, support employee is defined as a full-time employee of the school district 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 172 days 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.

2. The superintendent of schools, or designee, shall be responsible for administering this plan.

3. A support employee may be absent from duty due to a personal accidental injury, illness, or pregnancy, or accidental injury, illness, or death in the immediate family without loss of salary. Benefits shall include paid sick leave of one day per month of employment. The one-day sick leave per month equals the number of hours the employee normally works per day. If an employee is injured as a result of an assault or battery upon the person of the employee while the employee is in the performance of any duties as an education employee, the employee shall be entitled to a leave of absence from employment with the school without a loss of leave benefits.

4. Unused sick leave shall be cumulative to a total of 60 days.

5. The sick leave granted to support employees under this policy shall be vested at the time of accrual, that is, upon the completion of the first month's employment, the employee shall have accrued one sick leave day.

6. Accumulated sick leave may be transferred to another school district where a support employee is employed the next succeeding school year in accordance with that district's policies.

7. Support 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.

8. Sick leave benefits may be paid in addition to workers' compensation benefits; however, the sum of the payments will not exceed 100% of the employee’s net pay as it existed prior to injury.

REFERENCE: 70 O.S. §6-101.40
70 O.S. §6-104
70 O.S. §6-147
Atty. Gen. Op. No. 84-12
Informal Atty. Gen. Op. No. 91-632

PERSONAL BUSINESS LEAVE (REGULATIONS)

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
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

PERSONAL BUSINESS LEAVE, REGULATIONS (Cont.)

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)**

EMERGENCY LEAVE
(REGULATIONS)

The board of education shall provide not more than two days each year for emergency leave. These days shall not be chargeable to sick leave and will be noncumulative. The term emergency should be construed to mean a situation or occurrence of a serious nature, developing suddenly and unexpectedly, and demanding immediate attention. Emergency leave will be granted at the discretion of the principal or designee. The school district will pay the substitute's salary.

The board of education may grant leave with pay not to exceed fifteen (15) working days to an employee who is affected by a presidentially declared national disaster in Oklahoma after May 1, 1999, if:

1. The employee suffered a physical injury as a result of the disaster;

2. A relative or household member of the employee suffered a physical injury or died as a result of the disaster; or

3. The domicile of the employee or the domicile of a relative of the employee was damaged or destroyed as a result of the disaster.

REFERENCE: 70 O.S. §6-104
70 O.S. §6-104.7

NOTE: 70 O.S. §6-104 allows emergency leave to be granted at the discretion of the board. However, the board may not provide more than five days.

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

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.

MILITARY LEAVE, REGULATIONS (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

MATERNITY LEAVE
(REGULATIONS)

The board of education shall provide maternity leave to all full-time employees of the school district who have been employed by the school district for at least one year and have worked for the school district for at least one thousand two hundred fifty (1,250) hours during the preceding twelve-month period. Eligible employees shall be entitled to six (6) weeks of paid maternity leave following the birth of the employee's child. The six (6) weeks of maternity leave shall be immediately following the birth of the school district employee's child.

REFERENCE: 70 O.S. §6-104.8

BEREAVEMENT LEAVE
(REGULATIONS)

The board of education will provide up to 5 days leave with pay for each bereavement in the immediate family of an employee. Such leave must be approved by the principal and the superintendent.

If the employee has to be absent for a funeral other than immediate family, the absence will be charged to emergency leave. If additional time is needed because of travel or other special considerations, a request may be submitted; and, if approved by the principal and superintendent, the time will be charged to sick leave.

Immediate family is defined as the employee's spouse, parent or guardian, child, brother, sister, grandparent, grand-child, or each similar relationship as established by marriage; or a person residing in the same household as the employee.

EXPENSE REIMBURSEMENT

It is the policy of the Frontier 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.

REFERENCE: 70 O.S. §5-117

THIS POLICY REQUIRED BY LAW.

STUDENT ACTIVITIES
EXPENSE REIMBURSEMENT

It is the policy of the Frontier 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.

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 the 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 $250 per night/per person.

Documented meal costs will be reimbursed in an amount not to exceed $75 per day in state and $100 per day out of state when appropriate receipts are provided. The district will pay up to 20% of the cost of meals for a meal gratuity. 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. However, all meal expenses must include itemization and documentation or be reported as taxable compensation as per IRS rules. 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.

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 .56 cents 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

UNUSED SICK LEAVE RETIREMENT PROGRAM

It is the policy of the Frontier Board of Education to encourage and reward personnel who exercise particular care in the maintenance of their personal health and job attendance.

In accordance with Oklahoma Statutes, Title 70, Section 6-104, employees may accumulate sick leave days up to a maximum of 60 days as prescribed by local school board policy.

In accordance with Oklahoma Statutes, Title 70, Section 17-116.2(H), for those members who joined the Teachers' Retirement System prior to July 1, 1992, the total creditable service of a member who retires or terminates employment and elects a vested benefit shall include not to exceed 120 days of unused sick leave accumulated subsequent to August 1, 1959, during the member's membership with the Teachers' Retirement System.

To clarify the difference between the two types of statutory sick leave days, the board has established a sick leave bank for the purpose of accounting for unused sick leave days that may be used for retirement purposes subject to the approval of the Teachers' Retirement System of Oklahoma. The term "unused sick leave days" is defined as those sick leave days for which an employee does not receive credit after the maximum 60 days of sick leave have been accumulated. Unused sick leave days shall be deposited in the sick leave bank.

The board of education will maintain records for the purpose of assisting each employee to account for unused sick leave days for retirement purposes. The board of education will account for and certify unused sick leave days for each year for which an employee has exceeded 60 days of accumulated sick leave. This provision will apply to employees who have participated in the Teachers' Retirement System subsequent to August 1, 1959, and who have accumulated the maximum 60 days of sick leave.

Upon retirement, accumulated sick leave days and the unused sick leave days in the sick leave bank may be certified to the Teachers' Retirement System of Oklahoma to add creditable service for retirement purposes at a rate of one month of credit for each 20 days of accumulated sick leave up to a total of 120 days. However, the school district shall not certify more than one day of unused sick leave in the retirement bank per each day of accumulated sick leave for the purpose of adding creditable service for retirement purposes.

The maximum 60 days of unused sick leave in the sick leave bank and 60 days of accumulated sick leave may be counted as an additional year of creditable service toward retirement by the Teachers' Retirement System of Oklahoma provided that the total number of sick leave days is acceptable to the Teachers' Retirement System.

Unused sick leave days may be used only to extend creditable service at retirement and for no other purpose. No employee may contribute unused sick leave days to another employee.

Under Title 70, Section 6-104(A), payments for accumulated sick leave upon retirement or termination of employment can be made only for sick leave days accumulated in the district.

An employee who elects to transfer accumulated sick leave to another school district or who elects to be reimbursed for accumulated sick leave as prescribed by local school board policy or negotiated agreement shall conclude all rights and privileges outlined under this policy.

LEAVE SHARING PLAN

The Frontier Board of Education has established a sick leave sharing plan for employee use of sick leave days donated from other employees of the district. The plan will permit the use of donated sick leave by a district employee who is pregnant or recovering from childbirth or who is suffering from or who has a relative or household member who is suffering from an extraordinary or severe illness, injury, impairment, or physical or mental condition which has caused or is likely to cause the employee to take leave without pay or to terminate employment.

The superintendent is directed to establish procedures to implement and support this policy.

REFERENCE: 70 O.S. §6-104.6

OSSBA REVIEW NOTE: The administration and board of education should review and determine whether a leave sharing plan would be beneficial. If so, which option would best serve the district: a leave sharing plan like DEFA-R1 or a leave bank like DEFA-R2.

LEAVE SHARING PROGRAM
(REGULATION)

This regulation implements and supports the Leave Sharing Program Policy established by the board of education.

For the purposes of this regulation, the following definitions shall apply:

"Relative of the employee" means a spouse, child, stepchild, grandchild, grandparent, stepparent, or parent of the employee.

"Household members" means those persons who reside in the same home and who have duties to provide financial support to one another. The term includes foster children and legal wards even if they do not live in the household.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery therefrom as determined by the board of education.

"District employee" means a teacher or any full-time employee of this school district.

In order for an employee to participate in the shared leave program, the employee must:

1. Meet the criteria described in this regulation; and

2. Have abided by district policies regarding the use of sick leave.

An employee may donate sick leave to another employee only pursuant to the following conditions:

1. The receiving employee or a relative or a household member of the employee must have a severe or extraordinary illness, injury, impairment, or physical or mental condition. Included within the definition of a severe or extraordinary condition is any temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery therefrom.

2. The condition must have caused, or is likely to cause, the employee to take leave without pay or to terminate employment.

3. Donated sick leave will not be available until all maternity leave or sick leave that is available to the requesting employee is exhausted.

4. The amount of leave to be donated is within the limits set by the board, if any.

Employees may not donate excess sick leave that the donor would not be able to otherwise take and the board will determine the amount of donated leave an employee may receive, if any.

Prior to approving donated sick leave, the board shall require the requesting employee to provide a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.

LEAVE SHARING PROGRAM, REGULATION (Cont.)

When using donated sick leave, the receiving employee shall be paid the regular rate of pay normally paid to the receiving employee. Shared sick leave usage records will be maintained separately from regular sick leave records.

Shared or donated sick leave may be used only by the recipient for the purposes specified in this policy and may not be used if the employee has been notified of a pending reduction in force or employment termination affecting the employee.

Any shared sick leave not used by the recipient during each occurrence of shared sick leave use shall be returned to the donating employee. If more than one employee donated sick leave to the recipient and all the donated sick leave was not used, the remainder will be prorated to the credit of the donating employees and its original value (based on donor's pay rate) shall be restored.

Participation in this policy is strictly voluntary. No employee shall be coerced, threatened, intimidated, or financially induced into donating sick leave for the purpose of this policy.

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 be placed on the minimum salary 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 one year 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.

Federal and non-federal funded staff members are not paid on a different scale for the same type of job".

Legal Reference: 2 C.F.R. §430(a)(1).

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.

STAFF PARTICIPATION IN POLITICAL ACTIVITIES

The Frontier Board of Education recognizes the right of its employees, as citizens, to engage in political activity. However, the board also recognizes that school property and school time, paid for by all the people of the district, should not be used for partisan political purposes (except as provided for in policies pertaining to the use of school buildings by civic and political organizations).

Prohibited activities include the posting of political circulars or petitions, collection or solicitation of campaign funds, solicitations for campaign workers, the use of students in writing or addressing campaign materials, and the distribution of campaign materials to students on school district property or during school time in any manner which would indicate that a school employee is using a position in the school to further personal partisan views on candidates for public office or questions of public policy. Teachers and other employees will not attempt to influence students concerning political party affiliations and will not praise or denigrate any particular political party.

Nothing in this policy will be interpreted as prohibiting teachers from conducting appropriate activities that encourage students to become involved in the political processes of the party of the students' choice or as independents; nor does it prohibit the use of political figures as resource persons in the classrooms.

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS

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 online, 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 electronic or digital communication.

    a. Teachers may not list current students as "friends" on networking sites.
    b. All e-contacts with students should be through the district's school-approved platform.
    c. Improper private contact via electronic or digital communication 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 online. 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.

The board of education shall designate school-approved platforms. The administration shall publish school-approved platforms on the district's website and in student or staff handbooks.

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school approved platform and related to school and academic communications. The only exception to this requirement may be made in case of an emergency, subject to subsequent notification to the parent or guardian. School employees shall

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUMNICATIONS (Cont.)

make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

School employees reported to have engaged in electronic or digital communications that would violate this policy and state law shall be placed on administrative leave while the school district investigates the incident. If the investigation finds that no misconduct occurred, the school employee shall be reinstated, and the incident noted in the personnel file.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including termination of employment, for failure to exercise good judgment. Incidents will be reported in compliance with district policy FFG and state law.

REFERENCE: **74 O.S. § 840-8.1**
70 O.S. § 6-401.

***A copy of this policy shall be distributed to each affected employee by email.**

HYGIENE AND SANITATION (BLOODBORNE PATHOGENS)

The Frontier 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

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 Exposure:_____
_____
_____
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, permucosal, or significantly cutaneous exposure to blood or other body fluids which has the potential for transmission of a communicable disease such as Hepatitis B, HIV, 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. _____/_____/_____
Physician's Name (Please Print) (Physician's Signature) (Mo/Day/Yr)

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 Frontier School District and hereby agree to hold the Frontier School District harmless for any reaction or side effect I may experience from the vaccine.

_____ I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with 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 disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I 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 _____

_____ Date _____

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS

Definitions

1. Bloodborne Pathogens means pathogenic microorganisms 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. Contaminated Laundry means laundry that has been soiled with blood or other potentially infectious materials or may contain sharps.

4. Exposure Incident means a specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that results from the performance of an employee's duties.

5. Methods of Compliance - General-Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

6. Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties.

Equipment Needed

Water	Disposal Bags	Baggies
Hand Soap	Dust Pans/Brush/Broom	Paper Towels
Towelettes	Disposable Gloves	Utility Gloves
Trash Cans & Plastic Liners		Mops & Buckets
Sanitary Napkin Container		

Disinfectant - Should use one or more of these:

A. Sodium hypochlorite solution (household bleach)
One (1) part bleach to ten (10) parts water
Ex: 1½ cups bleach to 1 gallon of water
Needs to be prepared each time used on inanimate objects.

B. ViroGuard-Q - Distributed by Health Services
One (1) oz. of ViroGuard-Q to 128 oz. of water.
ViroGuard-Q is a germicidal product that is to be used on inanimate objects. ViroGuard-Q has bactericidal efficacy and fungicidal efficacy, mildew stat efficacy, virucidal efficacy, and sanitizing efficacy.

C. Hydrogen Peroxide 3% - to be used on skin surfaces.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

D. Isopropyl Alcohol - to be used on some skin surfaces and for rinsing the hands.

E. Sanitary absorbing agent (e.g., chlora-sorb).

Procedure

1. General

   A. Wear disposable gloves before making contact with body fluids during care, treatment, and all cleaning procedures.

   B. Discard gloves after each use.

   C. Wash hands with germicidal soap after handling fluids and contaminated articles, whether or not gloves are worn.

   D. Discard disposable items including tampons, used bandages, and dressings in plastic lined trash containers; close bags and discard daily.

   E. Do not reuse plastic trash bags.

   F. Use disposable items to handle body fluids whenever possible.

   G. Use paper towels to pick up and discard any solid waste materials such as vomitus or feces.

   H. Use general-purpose utility gloves (e.g., rubber household gloves) for housekeeping chores involving potential blood contacts and for general cleaning. Utility gloves can be cleaned and reused but should be discarded if they are peeling, cracked or discolored, or if they have punctures, tears or other evidence of deterioration.

2. Handwashing

   A. Use germicidal soap and running water. Soap suspends easily removable soil and microorganisms, allowing them to be washed and rinsed away.

   B. Rub hands together for approximately ten (10) seconds to work up a lather.

   C. Scrub between fingers, knuckles, back of the hands and nails. Nails should be short and trimmed. Jewelry should not be worn.

   D. Rinse hands under running water. Running water is necessary to carry away debris and dirt.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

E. Use paper towels to thoroughly dry hands.

F. Use paper towel to turn water off, discard paper towel.

3. Washable Surfaces (bottles, dishes, toys, tables, desks, etc.)

A. Use ViroGuard-Q solution or use household bleach solution, mixed fresh. Scrub as needed.

B. Rinse with water.

C. Allow to air dry.

D. When bleach solution is used, handle carefully.

1. Gloves should be worn since the solution is irritating to the skin.
2. Avoid applying to metal, since it will corrode most metals.

E. Toys that are placed in children's mouths should be cleaned with water and detergent, disinfected, and rinsed before handling by another child.

F. All frequently touched toys should be cleaned and disinfected daily.

G. The use of soft, non-washable toys in classrooms should be discouraged.

4. Floors

A. Use household bleach solution, mixed fresh, or multi-purpose disinfectant.

B. Use the two (2) bucket system: One bucket to wash the soiled surface and one bucket to rinse, as follows:

1. In bucket #1, dip, wring, mop up vomitus, blood, etc.
2. Dip, wring, and mop once more.
3. Dip and wring out mop in bucket #1.
4. Put mop into bucket #2 (rinse bucket) that has clean bleach solution.
5. Mop or rinse area.
6. Return mop to bucket #2 to wring out. This keeps the rinse bucket clean for second spill in the area.
7. After spills are cleaned, proceed with #3.

C. Soak mop in the bleach solution after use.

D. After cleanup is completed, discard contents of bucket #1. Bucket #2 is now bucket #1; mix fresh bleach solution for bucket #2.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

E. Water and disposable cleaning equipment should be placed in a toilet or plastic bag, as indicated.

F. Rinse nondisposable cleaning equipment (dustpan, buckets) in disinfectant.

G. Dispose of disinfectant solution down the drainpipe.

H. Remove gloves, if worn, and discard in the appropriate receptacle.

I. Wash hands as described above.

5. Non-Washable Surfaces (rugs and upholstery, etc.)

A. Apply sanitary absorbing agent, let dry, vacuum.

B. If necessary, use broom and dustpan to remove soiled materials.

C. Apply rug or upholstery shampoo as directed. Re-vacuum according to directions on shampoo.

D. Spray soiled area with ViroGuard-Q solution, air dry.

E. Clean dustpan and broom, if used. Rinse in ViroGuard-Q solution or household bleach solution.

F. Wash hands as described above.

6. Soiled Washable Materials (clothing, towels, uniforms, etc.)

A. Rinse items under running water, using gloved hands, if appropriate.

B. Place items in plastic bag and seal until items are washed. Plastic bags containing soiled, washable material must be clearly identified.

C. Wash hands as described above.

D. Wipe sink with paper towels, discard towels.

E. Machine wash soiled items separately.

1. If material is bleachable, add ½ cup bleach to the wash cycle. If it is not bleachable, add ½ cup nonchlorine bleach (Clorox II/Borateem) to the wash cycle.
2. Wash in hot water: 160° F for 25 minutes, using detergent with disinfecting agent.
3. Discard plastic bag.
4. After handling soiled items, wash hands as described above.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

7. To Clean Blood or Body Fluid Spills (blood from nose, mouth, and skin lesions)

   A. Put on gloves.

   B. Use disposable wipes, cotton balls, or gauze pads which have been immersed in 3% peroxide.

   C. Proceed to clean blood spills with the solution soaked materials.

   D. Place soiled materials in a plastic bag for disposal.

   E. Remove gloves, include with soiled materials and discard.

   F. Wash hands as described above.

8. Toileting and Diapering

   A. Toileting and toilet training equipment should be maintained in a sanitary condition.

   B. Diaper changing surfaces should be nonporous and sanitized between uses for different children.

   C. Soiled disposable diapers or soiled disposable wiping cloths should be disposed of in a secure plastic lined container.

   D. Diapers should be able to contain urine and stool and minimize fecal contamination of the children, providers, and environmental surfaces and objects.

   E. Diapers should have an absorbent inner lining attached to an outer covering made of waterproof material that prevents escape of feces and urine. Outer and inner lining must be changed as a unit and not reused.

   F. Fecal contents may be placed in toilet, but diapers must not be rinsed. Preferably, dispose of diaper and contents as a total unit.

   G. Diaper changing areas should never be located in food preparation areas and should never be used for temporary placement of foods.

9. Potty Chairs

   A. Potty chairs must be emptied into a toilet after each use, cleaned in a utility sink, and disinfected after each use.

   B. Gloves should be used if wiping a child. Leave gloves on until cleaning procedure is finished.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

C. Staff should sanitize potty chairs, flush toilets, and diaper changing areas with the household bleach solution or ViroGuard-Q solution.

D. Wash hands as described above.

10. Sleeping Equipment

A. Each item should be used by only one child.

B. The sleeping equipment should be cleaned and sanitized prior to assignment to another child.

C. Crib mattresses should be cleaned and sanitized when soiled or wet.

D. Sleeping mats should be stored so that contact with the surface of another mat does not occur.

E. Bedding should be assigned to each child and cleaned when soiled or wet.

11. General Information

A. CPR - Use disposable mouth piece and/or face shield (will be kept in the clinic).

B. ViroGuard-Q will be requested from the school and kept in the clinic in a spray bottle, ready for use.

C. Prepare a "cleanup baggie" by placing in a baggie a towelette moistened with hydrogen peroxide. Keep cleanup baggie and gloves in your desk or pocket. Use for recess or duty, if not used pass it to the next person on the duty schedule.

D. P.E. teachers, coaches, and trainers need cleanup baggies ready for use in classes, at athletic events, and during team practice sessions.

E. Take cleanup baggies and gloves on field trips.

F. All cleaning supplies must be labeled regardless of container.

12. Personal Hygiene Measures

A. Wash hands in soap and water immediately after evacuating bowels or bladder and always before handling food or eating.

B. Keep hands and unclean articles or utensils that have been used for bodily purposes by others away from the mouth, eyes, nose, ears, and wounds.

ROUTINE PROCEDURES FOR SANITATION AND HYGIENE WHEN HANDLING BODY FLUIDS (Cont.)

C. Avoid using common or unclean eating utensils, drinking cups, towels, combs, handkerchiefs or disposable tissues.

D. Avoid exposure to other persons' spray from the nose or mouth as in coughing, sneezing, laughing, or talking.

E. Wash hands thoroughly after handling another person's belongings.

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. A 1 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 and 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.

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.)

WORK SCHEDULES
CERTIFIED PERSONNEL

It is the policy of the Frontier Board of Education that teachers shall be subject to call five days prior to the opening of school and five days following the close of classroom work in the spring.

The high school principal shall be on duty two weeks prior to the reporting date for teachers. Principals shall be released from duty after all required reports, orders, and inventories have been submitted and accepted by the superintendent.

The superintendent is directed to prepare regulations governing the normal working day for certified personnel.

COMPENSATORY TIME FOR OVERTIME

The Fair Labor Standards Act (FLSA) extends flexibility to school districts in adopting arrangements that provide compensatory time off in lieu of monetary overtime compensation. Accordingly, Frontier School District will provide, within reasonable limits, compensatory time off. The calculation used to determine the amount of compensatory time available to a nonexempt employee is one and one-half hours of compensatory time for each hour of overtime worked. Compensatory time received by an eligible employee extinguishes the employee's entitlement to monetary overtime compensation. Compensatory time off is subject to all of the conditions provided in this policy and the District's other policies concerning FLSA. The District's administration shall, at all times, retain the authority to make the decision to permit an employee to accumulate and use compensatory time or to pay the employee for overtime worked; however, the standard of time and one-half for overtime hours worked shall apply in either instance. The District's policy and applicable procedures concerning compensatory time are more fully detailed below.

1. Prior Approval of Overtime Required

   Overtime will not be allowed to any non-exempt employee unless prior approval has been given, in writing, by the employee's supervisor or his/her designee. Non-exempt employees working in excess of forty (40) hours per workweek without prior written approval may be subject to appropriate disciplinary action, up to and including possible termination.

2. Calculation of Compensatory Time

   If a non-exempt employee is properly assigned to work more than forty (40) hours in a workweek, the District may provide compensatory time ("comp time") off in lieu of monetary overtime compensation at a rate of not less than one and one-half (1 1/2) hours of compensatory time for each hour of overtime worked. It shall be the responsibility of the employee and the employee's supervisor to maintain accurate records of all comp time accrued. All overtime recorded to be accrued as comp time must be initialed by the employee and the immediate supervisor or his/her designee by the end of the week following the week in which the overtime is worked.

3. Scheduling Use of Compensatory Time

   Any non-exempt employee who has accrued comp time and who requests the use of the comp time shall be permitted to use the comp time within a reasonable period, after making the request, as long as the use of the comp time does not unduly disrupt the operation of the District. Supervisors are encouraged to limit the accumulation of comp time to eight (8) hours per pay period, but special circumstances may justify a greater accumulation. All requests to use comp time must be in writing. If the request is denied, then the employee and supervisor are to arrange an alternate date for the comp time to be used. If no agreement can be reached, then a meeting will be conducted with the superintendent of schools or superintendent's designee to schedule a date for the comp time to be taken. The School District, at its sole option, may require an employee to use accrued comp time at certain times.

4. Maximum Accrual of Time

   Employees may accrue up to 240 hours of comp time. (Because comp time is accumulated at time and one-half, this is 160 hours of actual overtime work.) Employees who work in a public safety activity, emergency response activity or seasonal activity may accumulate up to 480 hours of comp time (320 actual overtime hours).

COMPENSATORY TIME FOR OVERTIME (Cont.)

5. When Hours are Not Considered Work Hours

   Time periods in excess of twenty (20) minutes during which the employee is not actually performing job duties will not be included as "hours worked" if the time can effectively be used for the employee's own purpose.

6. Volunteer Work

   Non-exempt employees are not allowed to do "volunteer" work for the District. Although the District appreciates the occasional willingness of nonexempt personnel to volunteer their time, FLSA regulations create an unacceptable risk of overtime liability when nonexempt personnel volunteer to perform services for the school district or volunteer to work longer hours without compensation. An exception to the volunteer prohibition is an employee of the School District who is a parent, grandparent, or guardian who volunteers in connection with school activities involving the individual's child or grandchild and the activity is one for which parents or others customarily volunteer. In addition, the volunteer's activities or services must be unrelated to the employee's compensated duties with the school.

7. Payment for Comp Time Upon End of Employment

   Any non-exempt employee whose employment with the District terminates and who has accrued but not used comp time shall be paid at his/her regular hourly or salary rate in effect at the time the employee receives the payment. The District reserves the right, at any time, to substitute a cash payment, in whole or in part, for comp time.

8. Notice of Policy to Nonexempt Employees

   A copy of this policy will be provided all of the district's nonexempt employees along with a compensatory time agreement which employees will sign and which the employee's supervisor will sign. The agreement, unless withdrawn by the district, will remain in effect while the employee works for the District. This compensatory time off policy shall be considered as a condition of employment for all non-exempt employees of the District.

PROFESSIONAL GROWTH AND DEVELOPMENT

It is the policy of the Frontier 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

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 5 professional development points shall be earned annually by each certified and licensed individual in order to maintain employment in this district.

   C. 3 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.

Approved Professional Development Opportunities

1. Such workshops 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 or professional organizations where professional development points are awarded.)

PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)

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.

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.

PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)

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.

TEACHER EVALUATION

The Frontier 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~~ two (~~3~~2) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

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.

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.

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 nonreemployment, 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 nonreemployment 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.

TEACHER EVALUATION (Cont.)

ANNUAL REVIEW

Date of Review _____ Signature _____

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 March 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.

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 Frontier 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. 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.

PERSONNEL FILES
CERTIFIED STAFF

A file of personnel records shall be maintained in the superintendent's office for each certificated employee of the Frontier Public Schools. 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.

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 I funds, ~~the No Child Left Behind Act requires~~ the district is required 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
The Americans With Disabilities Act

THIS POLICY REQUIRED BY FEDERAL LAW.

TERMINATION OF EMPLOYMENT
TEACHERS

It is the policy of the Frontier 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 or 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.

Mental or physical abuse to a child would also include, but is not limited to a finding that a teacher has, either in the presence of a minor or in a manner that such person has participated in making available to a minor online, engaged in sexual acts, acts that appeal to the prurient interest in sex as found by the average person applying contemporary community standards, or acts that excessively promote sexuality in light of the educational value of the material and in light of the youngest age of any student with access to said material.

Probationary teachers may be terminated or nonrenewed by the board for cause 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).

TERMINATION OF EMPLOYMENT, TEACHERS (Cont.)

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.

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
Accreditation Standard 210:20-29-5

SUPPORT PERSONNEL
SUSPENSION, DEMOTION, NONRENEWAL, OR TERMINATION

The Frontier 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.

If the district has received notice of felony investigation into a support employee by a law enforcement agency, the employee shall be placed on administrative leave. If the district does not place a non-certified employee on administrative leave during the time such employee is under investigation by law enforcement for a felony; and that employee is convicted of a felony, pleads guilty to a felony, or pleads nolo contendere to a felony at the conclusion of that investigation; the district shall be given a health and safety deficiency by the State Department of Education.

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:

SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR TERMINATION (Cont.)

1. Leaving workstation without authorization prior to lunch periods or end of workday.
2. Excessive unexcused absenteeism.
3. Chronic absenteeism for any reason.
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, or 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.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (Cont.)

23. Unsafe operation of motor driven vehicles.
24. Operating machines or equipment without safety devices provided.
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 job 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. Failure or inability to perform the essential functions or duties of the assigned position
43. 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.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (Cont.)

REFERENCE: 70 O.S. §6-101.40, et seq.
Accreditation Standard 210:35-3-86

THIS POLICY REQUIRED BY LAW.

SUSPENSION OF CERTIFIED PERSONNEL

It is the policy of the Frontier Board of Education that a teacher or administrator may be suspended from employment in accordance with state law and the accreditation standards. Such suspension will be with pay, pending additional due process procedures.

If a district that has received notice under Oklahoma Accreditation Standard 210:35-3-86, section (g) that an investigation or certification review of a certified employee has been commenced by the State Department of Education, the employee may be placed on administrative leave. The determination as to whether the employee will be placed on leave is a decision of local control. If the district does not place such certified employee on administrative leave during the time that such employee is under investigation for certificate revocation, and that employee's certificate is revoked at the conclusion of that investigation, the district shall be given a health and safety deficiency.

Whenever the superintendent of a school district has reason to believe that cause exists for the dismissal of a teacher and is of the opinion that the immediate suspension of the teacher would be in the best interests of the children in the district, the superintendent or the local board of education upon receiving recommendation for suspension from the superintendent may suspend the teacher without notice or hearing. However, the suspension shall not deprive the teacher of any compensation or other benefits to which otherwise entitled. Within ten (10) days' time after the suspension becomes effective, the local board of education shall initiate a hearing for dismissal pursuant to law. However, in a case involving a criminal charge or indictment, the suspension may extend until the case for the teacher is finally adjudicated at trial. The extension shall not include any appeal process.

Whenever the local board of education or the administration of a school district has reason to believe that cause exists for the dismissal of an administrator, and when they are of the opinion that the immediate suspension of an administrator would be in the best interests of the children in the district, the local board of education or the superintendent of the school district may suspend the administrator without notice or hearing. However, the suspension of the administrator shall not deprive the administrator of any compensation or other benefits to which he or she would otherwise be entitled under his or her contract or pursuant to law. Within ten (10) days' time after such suspension becomes effective, the local board of education shall initiate proceedings pursuant to Section 6-102.4 of this title to have the administrator dismissed. However, in a case involving a criminal charge or indictment, such suspension may extend to such time as the administrator's case is finally adjudicated at a trial. Provided, however, such extension shall not include any appeal process.

LEGAL AUTHORITY: **70 O.S. Section 6-101.14**
70 O.S. Section 6-101.29
Accreditation Standard 210:35-3-86

REDUCTION-IN-FORCE
CERTIFIED PERSONNEL

It is the policy of the Frontier 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 or 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 (3) 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 rating 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 not 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.

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. The position will be the determining factor in a reduction, not the teacher occupying the position.

2. The primary basis used in determining the retention or reassignment of affected teachers when a school district implements a reduction-in-force plan shall be the ratings of the teachers as measured pursuant to the TLE as set forth in 70 O.S. § 6-101.16. The order of termination, for affected teachers, 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 D, 1 through 3, will be used in determining which probationary teacher or licensed teacher will be retained.

LEGAL REFERENCE: 70 O.S. § 6-101.31

REDUCTION-IN-FORCE
SUPPORT PERSONNEL

The Frontier 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 full-time 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 full-time 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.

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.

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.

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 nonreemployment 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.

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 board 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. 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.

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 counsel.

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 nonreemploy 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 nonappealable.

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 nonreemployment 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.

DIRECTOR OF FEDERAL PROGRAMS

When the Frontier 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 IVC, 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.

SUBSTITUTE TEACHERS

The Frontier 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 $60 per teaching day. Certified substitute teachers shall be paid $75 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 students with physical disabilities or students with intellectual disabilities 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 were 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)

ADJUNCT TEACHER POLICY

The Frontier Board of Education recognizes the occasional need for adjunct teachers who are authorized by state law to teach. An adjunct teacher is defined as an individual with recognized, meritorious expertise in a given field but who does not hold a valid license or teaching certificate. "Recognized expertise" will be determined using the following criteria:

1. A level of mastery has been demonstrated that exhibits professional training, education, preparation, etc., in the field that the individual will teach. The level of expertise may be determined by personal observations of performances, etc., recommendations from community members, and/or references.

2. References regarding the individual's ability to relate to students must be satisfactory.

An Adjunct teacher may be either: (1) a certified employee adjuncting to teach outside of their area of certification ("certified adjunct teacher") or (2) a person who does not hold valid certification of any kind, including educators with an expired certificate who is serving as an adjunct teacher ("non-certified adjunct teacher").

The district will comply with all requirements set forth by the Oklahoma State Department of Education with regard to the employment of an adjunct teacher.

LENGTH OF THE SCHOOL YEAR

Minimum Length of School Year: School shall be in session and classroom instruction offered for not less than 1080 hours with a minimum of 165 days of instruction each school year.

Notification of School-Hours Policy: Before October 15th of the applicable school year, the superintendent or their designee, shall notify the State Board of Education, in writing, that the district has adopted a school-hours policy and provide the State Board of Education with a copy of the school calendar as approved by the district's board of education.

Professional Development: No more than five days or 30 hours of classroom instruction time per school year may be used for professional development meetings.

Parent-Teacher Conferences: If parent-teacher conferences are held during a regular school day, as authorized by the district, parent-teacher conferences shall be counted as classroom instruction time for no more than 6 hours per semester, for a total of 12 hours per school year.

SCHOOL LIBRARY MEDIA CENTER

It is the policy of the Frontier 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 library media program shall be reflective of the community standards for the population the library media center serves when acquiring an age-appropriate collection of print materials, non-print materials, multimedia resources, equipment and supplies adequate in quality and quantity to meet the needs of students in all areas of the school library media program. Material in the library and within classrooms shall be reviewed for educational suitability and shall be age-appropriate for students. Procedures have been adopted to review material, receive, investigate, and respond to complaints regarding materials in libraries throughout the district.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.

LEGAL REFERENCE: 70 O.S. § 11-201
OAC 210:35-3-126

TEXTBOOK SELECTION

It is the policy of the Frontier Board of Education to appoint a committee for the purpose of selecting textbooks to be used in the District. The committee will be composed of the superintendent or his/her designee – who shall be a counselor or a curriculum specialist – one parent of a child enrolled in the District, and six classroom teachers. The superintendent or his/her designee shall serve as chairperson.

The textbook selection committee members will be appointed on an ad hoc basis as needed and will not be compensated. The administration will ensure that all textbooks necessary for completion of assigned work are routinely available to every student.

The committee will review examination copies of each textbook in those subject areas where a need has been determined to exist. The examination copies may be obtained by communicating such need to the State Department of Education. Only examination copies of textbooks selected by the State Textbook Committee will be reviewed by the textbook selection committee.

Only textbooks appearing on the multiple list selected by the State Textbook Committee will be adopted by the board.

Following the committee's review and approval of the board, the superintendent will requisition the textbooks recommended by the committee from the State Department of Education.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Name _____

Address _____

Telephone _____

Type of material _____

Location of material: _____

Title _____

Author _____

State specific objections. (Please cite pages or portions)

_____

_____

State any merits noted in the material

_____

_____

What do you believe might result from using this material?

_____

_____

What do you believe is the theme or purpose of this material?

_____

_____

Have you reviewed the entire material? _____

Have you reviewed other material by this person? _____

If yes, please list the material _____

_____ _____

Date Signature

REPORT OF RECONSIDERATION

Author: _____ Type of Resource: _____

Title: _____

Location: _____

This decision was made on the _____ day of _____, _____

_____ Minority report is attached.

FINDINGS OF FACT: _____

_____

_____

_____

_____

_____

DECISION: _____

_____

_____

The following committee members are in agreement with the above decision:

_____ _____

_____ _____

_____ _____

_____ _____

The following committee members are not in agreement with the above decision:

_____ _____

_____ _____

_____ _____

PUBLIC COMPLAINTS ABOUT LIBRARY CURRICULUM OR INSTRUCTIONAL MATERIALS (PROCEDURE)

Procedures to be followed concerning complaints or requests to review library or instructional material used by the Public Schools:

Level One

1. All complaints to be considered shall be submitted in writing to the principal and the complaint or request properly signed and identified.

2. The librarian, teacher, and administration shall be informed of the nature and facts concerning the complaint.

3. The complaint or request to review the material shall be submitted by the principal to a review committee composed of the library media specialist, the principal, counselor and at least one person teaching in the subject matter field of the materials challenged.

4. The materials are judged by the committee and a written recommendation shall be submitted to the principal and a copy of the complaint and recommendation shall be kept on file in the principal's office for future reference. The person who filed the complaint will receive a copy of the written recommendation and determination made by the review committee regarding the complaint.

Level Two:

1. In the event the complainant is not satisfied with the review committee's decision, the complainant may appeal the decision to the superintendent. The complaint should be put in writing.

2. The superintendent must hear the complaint within three school days after receiving a request for a hearing.

3. At Level Two, the complainant will present the complaint on his own behalf but may be accompanied by a friend of his own choosing. The Superintendent will carefully review and consider the decision of the review committee to determine whether the committee's determination was based on pedagogical reasons.

4. Within three school days, the superintendent shall make a decision. The decision will be communicated in writing to the complainant.

5. If the decision is appealed to Level Three, the superintendent shall provide the board with a written record of the Level Two hearing including his decision on the matter with supporting reasons for his decision. A record of the Level One determination by the review committee shall also be made available to the board.

Level Three:

1. Within five days of receiving the decision of the superintendent, the complainant may appeal his decision to the board of education. The request for a hearing must be made through the superintendent or clerk of the board of education in writing.

2. The hearing will be held at the next regular school board meeting with all persons who participated at Levels One and Two.

PUBLIC COMPLAINTS ABOUT LIBRARY CURRICULUM OR INSTRUCTIONAL MATERIALS, PROCEDURE (Cont.)

3. The complainant may be represented at Level Three by anyone of his choosing, but the complainant must be present at the hearing.

4. Within ten days, the board shall issue a decision to all parties involved. Such decision by the board shall be final except that proper redress may be sought through the courts, should the complainant choose to do so.

SCHOOL LIBRARY MEDIA CENTER SELECTION OF MATERIALS (REGULATION)

The responsibility for the selection of library media center materials rests with the Frontier 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 Frontier 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 library and instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials. Material selected shall be reflective of the community standards for the population the library media center serves when acquiring an age-appropriate collection of print materials, non-print materials, multimedia resources, equipment and supplies adequate in quality and quantity to meet the needs of students in all areas of the school library media program.

Materials for the library media center are selected primarily by the librarian with input from the Review Committee.

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.

Annually, by October 1, the district shall transmit to the Oklahoma State Department of Education a complete listing of all books and other materials available in any school library in the district. A public online school library catalog shall be available to fulfill this requirement.

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.

SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

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.
10. Pornographic material and sexualized content will not be available to minor students in accordance with Oklahoma Accreditation Standard 210:35-3-126.

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 Catalog
Fiction Catalog

When possible, audiovisual materials shall be previewed before purchase or ordered with return privilege guaranteed.

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 Frontier Public Schools, become the property of the Frontier 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 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 committee is submitted to the complainant and a file of the objection and decision is kept by the library media specialist and the principal.

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.

The 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.

INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Frontier 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 harming 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.

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.

INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

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 cellphone 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 Frontier 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 any 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

INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

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 internet filtering software for our technology protection measure 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.

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 its 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], [l])
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

THIS POLICY REQUIRED BY LAW.

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the school district's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me. I understand I have no expectation of privacy with regard to my use of the school district's technology.

User's Name (print clearly) _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, I will have to sign another policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the school district's Acceptable Use and Internet Safety Policy for the student's access to the school district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child's or ward's use of his or her access to such networks and/or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district's computer network and the Internet.

Parent or Guardian (please print): _____ Home Phone: _____

Signature: _____ Date: _____

Address: _____

This agreement is valid for the _____ school year only.

CODE OF CONDUCT FOR INTERNET AND OTHER COMPUTER NETWORK ACCESS

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities. The district may monitor use of district technology at any time. All Internet and computer network users are hereby informed that there shall be no expectations of privacy in that school officials may monitor users at any time.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information that may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited: transferring offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the school district's staff and student policies; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.

CODE OF CONDUCT FOR INTERNET AND OTHER COMPUTER NETWORK ACCESS (Cont.)

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks that may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.

14. Report security problems to the supervising teacher or system administrator.

15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.

SENIOR TRIPS

1. The Frontier Senior Trip shall be restricted to a twenty-four (24) hour time limit, with no lodging or hotel stays.
2. The Frontier Senior Trip will be taken during school year to ensure accountability of students toward graduation.
3. There will be one sponsor for every four students attending the senior trip. These sponsors can include school employees and/or spouses of class sponsors.
4. Students must be eligible during the week of the senior trip in order to participate on the trip.
5. Students must earn at least ninety percent (90%) of available class points through fundraising and other class activities in order to participate in the trip. Students cannot purchase points to apply to their total. All points must be earned through class activities.
6. Students must have all class dues and any school debts paid prior to the trip in order to participate on the trip.
7. Students can not have any out-of-school suspensions during their senior year to be eligible to participate in the trip. Students can have no more than two (2) disciplinary incidents during their senior year that result in in-school suspension.
8. Students eligible to participate can have no more than one disciplinary incident during their senior year that resulted in in-school suspension due to theft, vandalism, truancy, or violent behavior including fighting, bullying and the like.

Any violation of the above policies will result in the student being prohibited from attendance on the senior trip.

UNITED STATES COPYRIGHT LAW

The district does not condone, and will not allow, violations of the United States copyright laws. Employees are expected to ensure that their actions comply with copyright law and to impress upon students the importance of compliance with copyright law.

Ownership of Copyrighted Works

Copyright protection applies to original works of authorship fixed in any tangible medium of expression, from which they can be perceived, reproduced, or otherwise communicated. Examples of copyrighted works include books, pictures, drawings, sound recordings, motion pictures, television shows, sheet music and scripts. In general, the copyright protections that apply to printed materials also apply to visual and digital formats.

Exclusive Rights of Copyright Holders

Subject to certain specific exceptions, the owner of a copyright to a work has the exclusive right to reproduce, adapt, distribute, perform, or display the copyrighted work or to authorize such reproduction, adaptation, distribution, performance, or display.

Exceptions to Exclusive Rights

The following exceptions may authorize the use of a copyright work without violating the exclusive rights of the copyright holder. Employees that reproduce, distribute, perform or display copyrighted works are responsible for ensuring that their planned use of a copyrighted work falls under one or more of the exceptions set forth below.

A. Fair Use

The "fair use" of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining whether a given use of a copyrighted work is considered fair use:

1. The purpose and nature of the use; whether the use is of a commercial nature or for non-profit educational purposes.

2. The nature of the copyrighted work.

3. The amount and importance of the portion used in relation to the copyrighted works as a whole.

4. The effect of the use upon the potential market for, or the value of, the copyrighted work.

The United States Copyright Office has published a regulatory guidance document entitled "Reproduction of Copyrighted Works by Educators," also known as "Circular 21," which sets forth a series of "safe harbor" rules providing that certain specific uses of copyrighted works are considered fair use. Circular 21 is available at the Copyright Office's website (https://www.copyright.gov/circs/). Employees should familiarize themselves with these rules and, to the extent doing so is feasible, use copyrighted works in ways that are consistent with the safe harbor requirements.

B. Face-to-Face Teaching Activities

UNITED STATES COPYRIGHT LAW (Cont.)

A further exception to the exclusive rights of copyright holders applies to the performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other place devoted to instruction.

This exception does not apply to the performance/display of a copy of a motion picture or other audiovisual work that the person responsible for the performance/display knew or had reason to know was not lawfully made.

C. Electronic Transmission During Distance Learning Class Sessions

A further exception applies to the performance or display of a copyrighted work as a regular part of a class session conducted via distance learning if the following conditions are met:

1. The copyrighted material is directly related to and of material assistance to the teaching content of the class.

2. The amount of material provided is comparable to that typically displayed in a live classroom session. A performance of an entire nondramatic literary or musical work may also satisfy this requirement.

3. Students are provided with notice that materials distributed in the course may be subject to copyright protection.

4. The transmission of copyrighted material is limited to students enrolled in the class to the extent technologically feasible,

5. Copyrighted works are made available to students for a limited duration no longer than the class session. Students may not be permitted to retain a permanent copy of the material or to further disseminate it.

6. The instructor does not interfere with technological measures used by copyright owners to prevent unauthorized retention/dissemination of copyrighted works.

7. The district provides appropriate informational materials to faculty, students, and relevant staff members that accurately describe, and promote compliance with, the laws of the United States relating to copyright.

This exception does not apply to the conversion of print or other analog versions of works into digital formats unless: (1) no digital version of the work is available, or (2) the digital version employs technological protection measures that prevent its use.

This exception does not apply to the performance/display of a copy of a motion picture or other audiovisual work that the instructor knew or had reason to know was not lawfully made.

UNITED STATES COPYRIGHT LAW (Cont.)

D. Public Domain

Works that are in the public domain are no longer under copyright protection or do not meet the requirements for copyright protection.

Use of Copyrighted Works with Permission

In order to obtain authorization to make use of a copyrighted work in a way that is not permitted by one or more of the exceptions detailed above, district employees may also seek to obtain permission for such use from the copyright holder.

A request for permission should include detailed information about the nature of the permission sought, including (1) a specific description of the item to be copied (title, author, edition, page numbers, frames, excerpts, etc.), (2) the type of duplication and number of copies, and (3) plans for usage and distribution of copies and the frequency of use. Any permission received from a copyright owner for use of a work must be in writing.

Copyright Infringement

Unless an exception applies or appropriate permission has been obtained from the copyright holder, engaging in the reproduction, distribution, performance, or display of a copyrighted work constitutes unlawful copyright infringement, which may carry civil and/or criminal penalties.

Employees who engage in copyright infringement do so at their own risk, and assume all liabilities and responsibilities associated with such conduct, and may be subject to disciplinary action.

REFERENCE: 17 U.S.C. §§ 102, 106, 107, 110, 112, 201, and 501.

SHOWING MOVIES ON SCHOOL GROUNDS

All school employees and groups using district facilities are required to comply with all copyright laws, including those laws governing the showing of movies. The district's parent organizations, in conjunction with the school principal, will annually determine whether to purchase a movie license agreement for a school site. In the event the district does not have a licensing agreement, no movie (or movie excerpt) will be shown on district premises unless it is shown as a part of the educational exemption to the licensing requirement. In order to qualify for the educational exemption, the following guidelines must be followed:

1. The teacher must be present while the movie is shown.
2. The teacher must obtain written pre-approval from the building principal prior to showing any movie during class time.
3. The movie must relate to subject matter being taught. This must be evidenced by inclusion in the teacher's regular lesson plan.
4. Students in grades K-5th may only view "G" rated movies.
5. Students in grades 6th – 8th may only view "G" and "PG" rated movies.
6. Students in grades 9th – 12th may only view "G", "PG" and "PG-13" rated movies.

Unless the school site has a current license, movies will <u>not</u> be shown on district premises for the following purposes:

1. Rewards or incentives.
2. Indoor recess.
3. To occupy students during testing days or when the regular classroom teacher is absent.
4. Any other purpose not directly related to the education of students.

Teachers who violate this policy are subject to personal liability for violation of copyright law and disciplinary action up to and including termination. Any group who wishes to show a movie (or movie excerpt) in district facilities must provide the building principal or superintendent's designee with documentation of its license to show the movie.

Any violation of this policy subjects the individual or group showing the movie to liability for copyright violation in accordance with all local, state, and federal laws.

CURRICULUM DEVELOPMENT

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of 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 an administrator, teachers and parents to evaluate the curriculum annually to determine whether children are receiving adequate basic skill instruction.

The committee shall have access to materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal. The committee may visit with other staff members, students, graduates, parents and business people of the community for their input into the evaluation.

The committee chairperson shall be responsible for submitting a written report to the board of education at a regular or special meeting. Any changes in methods of instruction, scheduling, or curriculum changes will be the responsibility of the board of education and an administrator.

The committee shall be appointed to serve for a one-year term. Individual members may be appointed to succeed themselves if the board so desires.

The curriculum shall meet the educational requirements established by state law.

The goals of the committee will be to permit and assist students in their efforts to acquire:

1. An understanding of themselves and of their worth as individuals and members 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.
4. Basic understanding of the principles of the natural, physical, biological and social sciences and current events.
5. The desire and ability to express themselves creatively in one or more of the fine and creative arts to appreciate the aesthetic expressions found in the work 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.

CURRICULUM DEVELOPMENT (Cont.)

Curriculum Development Committee

1. Chairperson:

   An administrator will serve as chair.

2. Selection of members:

   An administrator will suggest teachers to serve as members.

3. Responsibilities of chairperson:

   A. To set meeting times and places with members of the committee.

   B. To help determine appropriate outside consultation services, if deemed necessary by the committee membership.

   C. To help determine parent and student membership on the committee. At least three parents should be involved with the committee.

   D. To keep an accurate record of individual committee members' attendance at all meetings.

   E. To report to the board of education the results of the curriculum study.

4. Responsibilities of committee members:

   A. To participate actively in the committee's study.

   B. To attend all meetings and report back to other faculty members on the progress of the committee at appropriate times. Ideas and suggestions from teachers not on the committee will be sought by the committee members so as to create total faculty involvement in the study.

In the final analysis, curriculum review should go beyond the statutorily required minimum. The board recognizes that, in order to foster the role of education in society and to ensure equal opportunity to students of different backgrounds, it must not permit the curriculum to remain static. It is essential that this school system continually develop and modify its curriculum to meet the changing needs of students and to assure the continuing development of the student in the community.

CURRICULUM EVALUATION

It is the policy of the Frontier Board of Education that the curriculum shall be evaluated on an annual basis. The evaluation shall be done for the purpose of maintaining an awareness of the success of the school curriculum. Such evaluation shall serve as the basis for curriculum improvements and changes or additions.

The evaluation process shall include but not be limited to the following procedures and/or methods:

1. Annual testing of students in certain grades by standardized tests.
2. Feedback and input from parent and advisory committees that might be in existence.
3. Teacher-made tests and observation of students' progress.
4. Parent-teacher conferences.
5. State Department of Education input.

Changes, additions, or omissions of the curriculum shall be on recommendation to the board by the superintendent; to the superintendent by the principals; to the principals by the teachers. Parents may meet with principals to make any suggestions.

The Frontier school system is committed to basic education and will stay with that program as closely as possible.

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, any employee, nor an independent contractor of the district shall teach or include in a course for students or employees the following discriminatory principles:

(1) One race or sex is inherently superior to another race or sex,
(2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
(3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
(4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
(5) An individual's moral character is necessarily determined by his or her race or sex,
(6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
(7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
(8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

(A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
(B) Identify the dates the alleged discriminatory act occurred;
(C) Explain the alleged violation and/or discriminatory conduct and how enumerated items 1-8 above have been violated;
(D) Include relevant information that would enable a public school to investigate the alleged violation; and
(E) Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

The district hereby designates Ashley Weckstein as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at 580-723-4360 and via email to ashley.weckstein@frontierok.com. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION (Cont.)

No individual shall be retaliated against for (1) filing a complaint; ~~or~~ (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any right or privilege secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE: **70 O.S. § 24-158**
State Accreditation Standard 210:10-1-23

A POLICY ON THIS ISSUE IS REQUIRED BY THE STANDARDS OF ACCREDITATION FOR OKLAHOMA SCHOOLS

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS COMPLAINT FORM

TO: _____,
This must be submitted in writing either in person or via email.

On the ____ day of _____, 20____, _____(Name of Employee) violated 70 O.S. § 24-157(B) by requiring or making a part of a course taught by the school district the following discriminatory principle:

(1) One race or sex is inherently superior to another race or sex,

(2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,

(3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,

(4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,

(5) An individual's moral character is necessarily determined by his or her race or sex,

(6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,

(7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or

(8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

Please circle the item above that was violated. An explanation of the alleged violation, how the above item was violated, and relevant information to enable the district to investigate the alleged discriminatory conduct includes, but is not limited to:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

PROHIBITION OF RACE AND SEX DISCRIMINATION, Con't

The district may interview the following individuals:

_____
_____
_____
_____
_____
_____
_____

I, _____, attest that the information that I have provided above is correct and accurate.

_____
Complainant

NOTE: This form is optional the district is certainly free to require a different document in its place.

BASIC INSTRUCTIONAL PROGRAM

The Frontier 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 business people 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.

4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.

BASIC INSTRUCTIONAL PROGRAM (Cont.)

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

SEX EDUCATION

It is the policy of the Frontier 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 or 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, curriculum, instruction, test, survey, questionnaire or other instructional material that relates to sexual behavior, sexual attitudes or sexuality, including but not limited to gender identity or sexual orientation.

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. § 113
Oklahoma Accreditation Standards 210:10-2-1, 210:10-2-2 and 210:10-2-3.

AIDS PREVENTION EDUCATION FOR STUDENTS

The district seeks to promote healthy living and discourage behaviors such as intravenous drug use and unprotected sexual intercourse that can increase a young person's risk of contracting Acquired Immune Deficiency Syndrome (AIDS). It is the policy of the board of education that AIDS prevention education will be taught a minimum of once each year for grades 7 and 10. The district will use the curriculum developed by the Oklahoma State Department of Education.

The general objective of the curricula for all levels includes being made aware of (1) the forms of the disease, (2) methods of transmission, and (3) prevention of AIDS.

The district will make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students who will be involved. Furthermore, the curriculum must be limited to deal only with factual medical information regarding AIDS prevention. At least one month prior to teaching AIDS prevention education in any classroom, the district shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

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 and will be in place by the end of the 2023-2024 school year.

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 co-curricular 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.

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.

CPR AND HEIMLICH MANEUVER TRAINING FOR SCHOOL EMPLOYEES

Training

In accordance with Okla. Stat. tit. 70, §1210.199 the district shall ensure that a minimum of one certified teacher and one noncertified staff member, at each school site, receives training in cardiopulmonary resuscitation (CPR) and the Heimlich maneuver each school fiscal year.

The training may be obtained through any reputable entity such as the American Red Cross, American Heart Association or others, including training provided by a school employee qualified to train others in basic life support including CPR and the Heimlich.

Documentation of Training

Each employee satisfactorily completing training mandated by this policy shall receive a card or other documentation of successful completion of a course in CPR and including the Heimlich maneuver. The District shall also maintain a list of all employees trained pursuant to this policy and the applicable law, including the date of training, the entity or qualified individuals providing training, and the date by which retraining should occur for a trained individual to adequately retain skills acquired through training.

Periodic Renewal of Training

Renewal courses shall be offered at least every two years to employees who have received training through the School District or through alternate sources.

Liability

There is no liability to the district or to individual employees for injury or death of a student, teacher, or other person resulting from CPR or choking incidents; however, neither this policy nor the applicable Oklahoma law regarding training of school employees eliminates liability, if any, under the Oklahoma Governmental Tort Claims Act.

REFERENCE: Okla. Stat. tit. 70, § 1210.199

EQUAL EDUCATION OPPORTUNITIES

It is the policy of the Frontier 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)

SECTION 504: THE REHABILITATION ACT (REGULATIONS)

In an effort to comply with procedural requirements of Section 504 of the Rehabilitation Act of 1973, it is the intent of Frontier Public Schools to not discriminate on the basis of disability and to ensure that students who are disabled, within the definitions of Section 504, are identified, evaluated, and provided with appropriate educational services.

Section 504 mandates that, "No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service." (29 U.S.C. Sec. 794)

Qualification for 504 eligibility is based on the results of an evaluation that accurately and completely assesses the nature and extent of the disability, and provides sufficient information to determine appropriate services. Determination of eligibility and services must be made by a group of persons knowledgeable about the student. A person is considered to have a disability under Section 504 if:

1. The person has a physical or mental impairment which substantially limits one or more of such person's major life activities, including activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

2. Has a record of such an impairment.

3. Is regarded as having such impairment.

Examples of students who might be eligible for special accommodations due to a substantial limitation could be students with conditions such as cancer, juvenile diabetes, asthma, ADD/ADHD, or Tourette's Syndrome. It is the responsibility of the school site team to gather and review data, consider the impact upon the student in the educational setting, and to make the necessary accommodations and/or modifications for the student to receive services comparable to those of his/he non-disabled peers.

For information concerning Section 504 or referral procedures, contact your school counselor or district Section 504 coordinator.

REFERENCE: Public Law 94 – 142 & IDEA 1997

GIFTED CHILD EDUCATIONAL PROGRAM

The Frontier 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.
70 O.S. §5-135

GIFTED CHILD EDUCATIONAL PROGRAMS (REGULATIONS)

In accordance with the policy of the board of education, a local advisory committee (which may or may not be comprised of the curriculum advisory committee) shall be established. The committee will consist of administrators, teachers, and parents with no fewer than 3 and no more than 11 members, at least one third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.

The purpose of the committee is to assist in the development of the district plan for gifted child educational programs, to assist in preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. A chair and vice-chair will be elected, and written records and reports shall be made by the committee. The committee will establish a regular meeting schedule sufficient to implement the program.

The committee will make available to the board of education copies of their agendas, minutes, and evaluations of the program. The committee will reorganize biennially prior to September 15. A meeting will be called by the superintendent not later than October 1 of each school year. All meetings of the committee shall be subject to the provisions of the Oklahoma Open Meeting Act (70 O.S. §1210.308).

The committee will advise and assist district professional staff with the development of a plan which will include a description of the curriculum for the gifted child educational program, the criteria for evaluation of the program, the competencies and duties of the program's staff, number and percentage of students identified by the district as gifted children, and a budget for the district gifted child educational program.

Definition

Gifted and talented students are those students at the preschool, elementary, and secondary levels having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

Identification of gifted and talented students will be identified as follows:

1. Students scoring at or above the 97th percentile on the composite score of a nationally recognized achievement test;

2. An Intelligence Quotient (IQ = Mental Age/Chronological Age) at or above 125 as determined by a standardized intelligence test such as the Otis-Lennin, WISC-R, or the Stanford Binet;

3. Through the recommendation of a teacher or counselor who has taught the student, and/or;

4. Students who have demonstrated:

   A. Creative thinking ability

   B. Leadership ability

   C. Visual performing arts ability, and/or

GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)

D. Specific academic ability.

To insure due process rights for all potentially identifiable and identified gifted students, multicriteria assessments shall be used and a student will not be denied needed programming on the basis of one assessment criterion.

Procedural safeguards will include:

1. Written parental consent is required for individual evaluation.
2. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act.
3. Parents may request additional evaluation of their child for placement purposes. Tests must be approved by school officials and must have been administered by a psychometrist or other approved professional licensed by the state of Oklahoma.
4. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria regardless of past placement.
5. Placement will be reviewed annually by teachers, counselors, and administrators.
6. Removing a student from the gifted child educational program will be by request of the parents, student, or student's teacher(s) after an appropriate review process is completed.

The committee will use discretion in notifying the students and parents regarding placement in the program. The regular avenues of appeal provided by school board policy will be available to parents if they choose to use them.

Some of the desired goals of this program are:

1. To develop critical thinking skills;
2. To develop problem-solving skills;
3. To develop oral and written communication skills;
4. To encourage and recognize creativity;
5. To encourage and provide opportunities for leadership development;
6. To develop and reinforce positive self concepts;
7. To provide enrichment activities to enhance the cultural and educational experiences; and
8. To encourage individuals to become life-long learners.

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 the district directly providing special education for such children.

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.

If valid and reliable testing and full and individual evaluation materials appear to have led to the overrepresentation of students who are members of a particular race, national origin or cultural group in any special education category, then the school district shall conduct a thorough self-evaluation in order to determine:

1. Whether additional or substitute materials and procedures, which have at least equal predictive validity, but do not have such an adverse effect on members of a particular racial, national origin or cultural group, can be identified.

2. Whether any of the following resulted in racial or cultural bias:

    a. The use of tests with inherent content and/or language bias;

    b. The use of tests that lack validity for a group of persons with whom or the purposes for which they are used;

    c. The use of tests that lack reliability for a group of persons with whom they are used;

    d. The presence of culturally and linguistically incompetent test administration;

    e. Student unfamiliarity with test behaviors and assumptions;

    f. Student discomfort with the test administrator and/or testing environment;

    g. Lack of student motivation to perform well; and/or

    h. The failure to integrate full and individual evaluation information from multiple sources and/or to reconcile inconsistent or conflicting full and individual evaluation results.

The school district will utilize the policies and procedures for Special Education Services set forth by the Oklahoma State Department of Education.

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.

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 Frontier 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

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 (FAPE) 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 FAPE.

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 FAPE. 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 are 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 part of a program for children with similar disabilities.

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; and
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.

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;

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. All multi-handicapped and trainable mentally handicapped students will be screened by their teachers and therapists using forms provided by the district.

3. Screening of students with other handicaps will be conducted upon ~~special~~ request by a parent, teacher, or other service provider.

4. The district will compile a list of those students requiring additional consideration and analyze possible service needs.

5. 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.

6. At either the IEP review or 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.

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 l/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 an 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.

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 (lEE), 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 (FAPE) under IDEA to myself/my student from the time I revoke consent for special education and related services until the time, if any, that l/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 _____ 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 a student's confidential IEP folder. Send a copy to the District Special Education Department. Document in the IEP folder that parents or adult students have received a copy.

REFERENCE: Individuals With Disabilities Education Act, 20 USC §1400, et seq.
34 CFR §300.503, 300.9 & 300.300

INCLUDING STUDENTS WITH DISABILITIES IN DISTRICTWIDE ASSESSMENTS

School districts must assess students with disabilities as frequently and in the same manner as they do students without disabilities. Therefore, to the extent the Frontier Public Schools requires student participation in districtwide assessment, students with disabilities will be included in the assessment or provided an alternative method of assessment.

The IEP or Section 504/Title II team for each student with a disability (collectively referred to as the "Team") will make the decision regarding his or her participation in regular districtwide assessment on an individual basis, considering his or her unique needs. To make appropriate decisions regarding the student's need for accommodation and/or alternate assessment, the Team will:

1. Begin with the assumption that all students with disabilities will participate in all regular districtwide assessments.

2. Assess the need for accommodation and/or alternate assessment based on the student's present level of educational performance, educational goals and the content and format of the districtwide assessment(s) under consideration.

3. Allow for alternate assessment only if a student would not be able to demonstrate some of the knowledge and skills on the regular districtwide assessment with appropriate accommodations.

To make these determinations, the Team members must be knowledgeable about the child's present level of educational performance and measurable annual goals; the general curriculum; the format and content of the regular districtwide assessment; and the alignment between the curriculum and the academic content standards assessed by the districtwide assessment system.

The members of the Team may decide that the student can participate in a regular districtwide assessment without accommodations. However, the Team may conclude that the student is unable to participate in districtwide assessments in the same manner as his or her peers, but could participate in the same assessment if accommodations were provided. Accommodations are changes in testing materials or procedures that enable students with disabilities to participate in an assessment in a way that allows the assessment of abilities, rather than disabilities. Accommodations are intended to allow students with disabilities to access districtwide assessments and provide an equal opportunity to demonstrate their achievement. The Team may consider five categories of accommodations: setting, timing, scheduling, presentation and response.

Setting accommodations involve changing the conditions of the setting (lighting, furniture, group size) or changing the location in which the test is administered (student carrel, separate room, home). Setting accommodations are typically selected for students who have difficulty focusing their attention or may exhibit behaviors that other students find disturbing during test taking.

Timing accommodations involve changes in the duration of testing. These changes can include changing the amount of time allowed when taking the test or the way in which the time required for administering the test is organized. Examples of timing accommodations include allowing extended time on a timed test, providing breaks during testing and administering the test across multiple testing sessions.

Scheduling accommodations involve adjusting the time of day or day of the week when the test is administered.

INCLUDING STUDENTS WITH DISABILITIES IN DISTRICTWIDE ASSESSMENTS (Cont.)

Presentation accommodations involve changing the manner in which an assessment is given to a student. Presentation accommodations typically fall into one of three categories: format alterations (providing a test in large print, highlighting key words or phrases, presenting fewer items per page), procedure changes (sign language directions, extra examples, explaining or simplifying directions) and assistive devices (audiotaped directions, magnification devices, markers or masks to maintain place).

Response accommodations involve changing the manner in which the student responds to an assessment. Response accommodations include format alterations (responding in the test booklet, rather than on a separate answer sheet), procedure changes (access to reference materials, like a dictionary or a multiplication table, responding verbally, rather than in writing) and assistive devices (computer text reader or word processor, scribe, calculator, communication board).

The IEP team should consider the accommodations that the student receives in classroom assessments as possible accommodations for the districtwide assessment. The Team may also use the administration manual for each districtwide assessment to gather information regarding special testing situations, including the issue of accommodations. The team should attempt to select accommodations that do not invalidate the test, i.e., change the skills or content tested. If the modifications identified would invalidate the test, the student's knowledge and skills should be assessed through alternate assessment. For example, a modification that included reading passages and/or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills. The team should also consider the student's past performance on districtwide assessments and explore whether any assessment accommodations were used. For example, if the student took the previous assessment under standard conditions, did the results appropriately represent the student's skills? If assessment accommodations were used, did the student report that he or she found them helpful? Did the student's performance with accommodations reflect his or her abilities?

Based on a review of relevant information, the Team will determine how the student will participate in the regular districtwide assessment. For those students who are identified as needing accommodations, the Team will document in the IEP which accommodations are necessary for the child to participate in the regular assessment. The Team may determine that the student can participate in some portions of the assessment without accommodations and identify accommodations for other portions of the assessment. If modifications in testing administration are provided, the District will use caution in interpreting the test results. In such situations, the District will note that the assessment was given using nonstandard administration and that the results should be interpreted with that in mind.

The Team may determine that, even with accommodations, a student with a disability would be unable to demonstrate at least some of the knowledge and skills tested through the regular districtwide assessment, and as a result, that the student's performance must be assessed through alternate assessment. The Team will not determine that participation in an alternative assessment is necessary based primarily upon poor attendance; English language learner status; social, cultural or economic differences; disruptive behavior; student reading level; expectations of poor performance; amount of time receiving special education services; low achievement in general education; categorical disability label; performance tied solely to a level, label or cut score; or the location where the child receives services. If the Team determines that student participation in an alternate assessment is necessary, the team will specifically identify the alternate assessment to be utilized on the IEP. The Team will select a mode of alternate assessment that measures the same content area(s) as the districtwide assessment.

CRITERIA FOR ELIGIBILITY
SPECIAL EDUCATION
(REGULATION)

The criteria for eligibility to participate in various special education programs offered by Frontier schools is as follows:

Learning Disabilities

A team may determine that a child has a specific learning disability if:

1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below when provided with learning experiences appropriate for the child's age and ability levels; and

2. The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

   A. Oral expression;

   B. Listening comprehension;

   C. Written expression;

   D. Basic reading skills;

   E. Reading comprehension;

   F. Mathematics calculations;

   G. Mathematics reasoning.

3. The team may not identify a child as having a specific learning disability if severe discrepancy between ability and achievement is primarily the result of:

   A. A visual, hearing, or motor handicap;

   B. Mental retardation;

   C. Emotional disturbance;

   D. Environmental, cultural, or economic disadvantage.

A seventh estimated percentile rank when comparing actual and predicted achievement levels will be considered significant for consideration of learning disability placement in the Frontier school district. Exceptions may be made if observance and other facts contradict the point discrepancy or whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team.

CRITERIA FOR ELIGIBILITY, SPECIAL EDUCATION, REGULATION (Cont.)

Multi-handicapped

Students will be eligible for services for the multi-handicapped if two or more impairments exist that are so severe that they cannot be served in programs solely for one of the impairments. Evaluation measures will be those deemed appropriate for the individual child and may include, but are not limited to, psychological, developmental, educational, and medical evaluations. Determination that the criteria are met is the responsibility of the placement team.

Mentally Handicapped

Students will be eligible for services for the mentally handicapped if their general intellectual functioning falls in the following ranges: 70-50 Educable and 30-50 Trainable, and/or deficits in adaptive behavior exist, manifested during the developmental period, which adversely affect a child's educational performance. Whatever evaluation instruments are used, no one test shall be used as the sole criterion for determining the child's level of intelligence or learning potential, and exceptions may be made if other observations and facts contradict whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team.

SPECIAL EDUCATION
(REGULATION)

Diplomas

1. It is recommended that **diplomas** issued to handicapped students be the same as those to nonhandicapped students. Those students that cannot meet the state mandated graduation requirements may qualify for an alternative diploma. To do otherwise may leave the local school district open for a discrimination complaint.

2. This recommendation is based on the nondiscrimination clause in Section 504 of the 1973 Vocational-Rehabilitation Act and Oklahoma Regulations. The intent is that handicapped students are entitled to receive the same considerations as nonhandicapped students. Therefore, they should not be excluded, on the basis of their handicap, from receiving any benefit for which they are otherwise qualified.

3. As long as handicapped students have successfully completed all requirements for graduation as outlined by their IEP teams or regular classes (following the Oklahoma State Board of Education guidelines for high school graduation), they cannot be denied graduation or given inferior diplomas.

Transcripts

A student's transcript must not contain any information that is considered to be confidential. This would include reference to special education placement or categories, special services, test information or reference to handicapping conditions.

Discipline

When considering disciplinary measures for special education students, the following should be considered:

Counseling
"Time-out" area
Restriction from participation in school activities
Staying after school or class
In-school suspension

1. When suspension of less than ten (10) days from school is necessary for the special education student, the following guidelines will be followed:

   A. Conference held with student to:

      1. Provide opportunity for student to defend actions,

      2. Explain disciplinary measures to student;

   B. Notify parent by telephone and confirm conversation by mail.

2. For suspension of over ten (10) days for the special education student, additional procedures should be followed:

SPECIAL EDUCATION, REGULATION (Cont.)

Schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition. When the behavior is related to the handicapping condition, and a change in program or removal from the current program is recommended, the IEP **must** be revised to reflect change in placement. The school **must** provide an alternative program (i.e., IEP revision, home-based, etc.). When behavior is not related to the handicapping condition, the procedures established for regular students should be followed. However, any long-term change in the student's current school program should be recorded in the IEP.

3. In an **emergency** situation where the student is endangering himself/herself or others, the school has the authority to remove the child from school immediately. However, the IEP/placement team must convene as soon as possible after an emergency removal to determine further appropriate action. In any event, the school district's disciplinary due process procedures must be followed.

4. Discipline problems that an IEP team is able to anticipate may be addressed on an individual basis in the child's IEP.

** The Policies and Procedures Manual for Special Education for the State of Oklahoma issued by the State Department shall serve as the standing policy in all other matters concerning procedures for serving special education students.

Grading

1. There is one definite rule for grading students in all special education categories: There must not be any discrimination in the system of grading. That is, if all students in a school are graded by the A, B, C, etc., plan, special education students will also receive A, B, C, etc. In recording grades on a permanent record (such as a transcript), there must not be any reference to the student's placement in special education.

2. P.L. 94-142 is based on an "appropriate education." If this mandate is followed, fair grading should be no problem. Some suggestions:

   A. Grades should never be given as motivation (A's) or punishment (F's).

   B. A student should **earn** the grade. A program should be planned on the level where the child is functioning, but the teacher should always be alert to expand this level upward.

   C. Students should not be placed in academic subject classes beyond their ability because of an inflexible school schedule.

3. Parents must understand grading in special classes. The grade earned may not be comparable to grades earned in regular classes. Parents need to be told where the student is functioning and what is being learned, rather than relying on the report card "grades" to understand progress.

4. The teacher who has the student for a period should give the grade for that time. If the grade goes on one regular report card, the special teacher and regular teacher should confer. If the regular teacher objects to giving a "passing" grade to a student who is not in his/her class, both teachers could sign the report card. Since separate report cards are given on the secondary level, there should be no problem.

SPECIAL EDUCATION, REGULATION (Cont.)

5. A student in special education can get a failing grade. The student cannot fail because the academic level is too high (that is, not an appropriate program) but failing grades may be given because of refusal to do work within capability. However, when failure does appear, consideration should be given to addressing the problem on the IEP with the idea of alleviating it.

   Example: An LD or EMH student who is working below grade level could receive this grade in reading: B^1--or if arithmetic or math is no problem, a grade of B^2. At the end of the scale, a gifted student might receive a C in his or her class.

CHILD IDENTIFICATION, LOCATION, SCREENING, AND EVALUATION NOTICE TO PARENTS

The Frontier Public Schools makes a continuing effort to locate any children in the district ages 3-21 who may be disabled and/or developmentally delayed who are not currently being served by the school. State law recognizes the following qualifying conditions: autism, deaf-blindness, hearing impairment, other health impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, or developmental delay.

Anyone knowing a child who might be in need of services is asked to notify the local superintendent, principals, or special education teacher at 580-723-4360.

This notice is to inform parents of the child identification, location, screening, and evaluation activities to be conducted throughout the year by the local school district in coordination with the Oklahoma State Department of Education. Personally identifiable information shall be collected and maintained in a confidential manner in carrying out the following activities:

Referral

Preschool children, ages 3–5, and students enrolled in K–12 who are suspected of having disabilities which may require special education and related services may be referred for screening and evaluation through the local schools. Local school districts coordinate with the Sooner Start Early Intervention Program in referrals for identification and evaluation of infants and toddlers who may be eligible for early intervention services beginning at three years of age. The Oklahoma Areawide Service Information System (OASIS), through a toll free number (1-800-42-OASIS), also provides state-wide information and referrals to local schools and other service providers.

Screening

Screening activities may include vision, hearing, and health. Other screening activities may include: review of records and educational history, interviews, observations, and specially developed readiness or educational screening instruments.

1. Readiness Screening: Personally identifiable information is collected on all kindergarten and first grade students participating in school-wide readiness screening to assess readiness for kindergarten and first grade entry. Results of the screening are made available to parents or legal guardians, teachers, and school administrators. No child shall be educationally screened for readiness or evaluated without notice to the child's parent or legal guardian.

2. Educational Screening: Educational screening includes procedures for the identification of children who may have special learning needs and may be eligible for special education and related services. Each school district in the state provides educational screening. No child shall be educationally screened whose parent or legal guardian has filed written objection with the school district.

   Educational screening is implemented for all first grade students each school year.

CHILD IDENTIFICATION, LOCATION, SCREENING, AND EVALUATION, NOTICE TO PARENTS (Cont.)

Second through twelfth grade students shall be screened as needed or upon request of the parent, legal guardian, or teacher.

Students entering the public school system from another state or from within the state without previous educational screening, shall be educationally screened within six months from the date of entry.

Evaluation

Evaluation means procedures used in accordance with federal laws and regulations to determine whether a child has a disability and the nature and extent of the special education and related services that the child needs. The term means procedures used selectively or procedures used with all children in a school, grade, or class. Written consent of the parent or legal guardian for such evaluation must be on file with the local school district prior to any child receiving an initial evaluation for special education and related services.

Collection of Personally Identifiable Information

Educational records containing personally identifiable information collected by the schools in the identification, location, screening, and evaluation of children shall be maintained in accordance with the Family Educational Rights and Privacy Act (FERPA) and the Policies and Procedures for Special Education in Oklahoma. School districts develop and implement a local policy regarding the collection, storage, disclosure, and destruction of confidential student records. Parents may obtain a copy of the local policy from the local school administrator.

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
L. Whether to consolidate and use funds provided under federal law in coordination with eligible funds 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**

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 Frontier 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 on 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.

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 I 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. § 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.

PARENT PARTICIPATION IN THE SCHOOL DISTRICT

The board of education, in consultation with parents, teachers, and administrators, has developed and adopted this policy to promote and encourage the involvement of parents and guardians of children within the school district.

1. Parent participation in the schools is encouraged to improve parent and teacher cooperation in such areas as homework, attendance and discipline. At the beginning of each school year, each teacher shall provide parents with contact information so that a parent has the opportunity to contact the teacher or administration to address concerns related to homework, attendance and discipline.

2. Parents may request additional information from the administration to learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

3. Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion. Parents are hereby informed that the withdrawal of a child from any state mandated courses could prevent their child from being eligible to receive a high school diploma.

4. If the school district offers any sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes or pursuant to any rules adopted by the State Board of Education, parents may opt their child out of sex education instruction if the child's parent provides written objection to the child's participation in the sex education curricula.

5. Parents are hereby notified and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes;

6. Parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, as well as extracurricular clubs and activities that have been approved by the school. A list of school clubs that have been approved by the board of education is available from the administration upon request.

7. Specific parent rights and responsibilities provided under the laws of this state, include the following:
    a. the right to opt out of a sex education curriculum if one is provided by the school district,

    b. open enrollment rights,

    c. the right to opt out of assignments,

    d. the right to be exempt from the immunization laws of the state pursuant to Section 1210.192 of Title 70 of the Oklahoma Statutes,

    e. the promotion requirements prescribed in Section 1210.508E of Title 70 of the Oklahoma Statues,

    f. the minimum course of study and competency requirements for graduation from high school prescribed in Section 11-103.6 of Title 70 of the Oklahoma Statutes,

    g. the right to opt out of instruction on the acquired immune deficiency syndrome pursuant to Section 11-103.3 of Title 70 of the Oklahoma Statutes,

PARENT PARTICIPATION (Cont.)

h. the right to review test results,

i. the right to participate in gifted programs pursuant to Sections 1210.301 through 1210.308 of Title 70 of the Oklahoma Statutes,

j. the right to inspect instructional materials used in connection with any research or experimentation program or project pursuant to Section 11-106 of Title 70 of the Oklahoma Statutes,

k. the right to receive a school report card,

l. the attendance requirements prescribed in Section 10-106 of Title 70 of the Oklahoma Statutes,

m. the right to public review of courses of study and textbooks,

n. the right to be excused from school attendance for religious purposes,

o. policies related to parental involvement pursuant to this section,

p. the right to participate in parent-teacher associations and organizations that are sanctioned by the board of education of a school district, and

q. the right to opt out of any data collection instrument at the district level that would capture data for inclusion in the state longitudinal student data system except what is necessary and essential for establishing a student's public school record.

8. Additional parents rights may be specified in Oklahoma Administrative Code.

Parents may submit a written request for information during regular business hours to either the school principal at the school site or the superintendent at the office of the school district. Within ten (10) days of receiving the request for information, the school principal or superintendent, shall deliver the requested information to the parent or provide a written explanation of the reasons for the denial of the requested information. If the request is denied or the parent does not receive the requested information within fifteen (15) days after submitting the request, the parent may submit a written request for the information to the board of education. The board of education shall formally consider the request at the next scheduled public meeting if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the board of education shall formally consider the request at the next subsequent meeting of the board of education.

LEGAL REFERENCES: **70 O.S. § 10-106**
70 O.S. § 11-103.3
70 O.S. § 11-103.6
70 O.S. § 11-105.1
70 O.S. § 11-106
70 O.S. § 1210.192
70 O.S. § 1210.301 through § 1210.308
70 O.S. § 1210.508E

THIS POLICY REQUIRED BY LAW.

NOTIFICATION

No school district, and no employee of the district or its schools, shall encourage, coerce, or attempt to encourage or coerce a minor child to withhold information from the child's parent(s) or guardian(s).

The School District shall disclose to a student's parent(s) or guardian(s) any information known to the district or its employees regarding material changes reasonably expected to be important to parent(s) regarding their child's health, social or psychological development, including identity information. Such disclosures shall occur within thirty (30) days of learning the information and may include referrals to appropriate counseling services that the parent(s) or guardian(s) may use at their discretion.

"Identity information" means information, including but not limited to,

(1) Any names or pronouns used by a student at school;
(2) Any social transition or other transition to a gender that differs from the student's sex.

LEGAL REFERENCE: Oklahoma Accreditation Standard 210:10-2-3

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.

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.

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

CHARTER SCHOOL
APPLICATION AND CONTRACT RENEWAL PROCESS

Applications submitted for charter school status should be submitted to the office of the superintendent. Upon receipt of the application, it is required by law that the application will be reviewed and acted upon by the senior staff, the superintendent, and the Frontier Board of Education within sixty (60) days of receipt of the application.. The physical location of any charter school sponsored or operated by board of education shall be within the geographical boundaries of the school district. If the charter school application is denied, the applicant may submit a revised application to the school district board of education, which shall approve or deny the revised application within sixty (60) days of receipt of the revised application.

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 contain all of the legal requirements set forth by 70 O.S. § 3-134. The contract will need to be approved by the board of education and executed in accordance with district policy.

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. A mission statement for the character school;
2. A description including, but not limited to, background information of the organizational structure and the governing body of the charter school.
3. A financial plan for the first five (5) years of operation of the charger school and a description of the treasurer or other officers or persons who shall have primary responsibilities for the finances of the charter school. Such person shall have demonstrated experience in school finance of the equivalent thereof;
4. A description of the hiring policy of the charter school;
5. The name of the applicant or applicants and the required sponsor;
6. A description of the facility and location of the charter school;
7. A description of the grades being served;
8. An outline of criteria designed to measure the effectiveness of the charter school;
9. Documentation that the applicants completed training as set forth in 70 O.S. Section 3-134(A);

CHARTER SCHOOL, APPLICATION PROCESS (Cont.)

10. A description of the minimum and maximum enrollment planned per year for each term of the charter contract;

11. The proposed calendar for the charter school and sample daily schedule;

12. Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;

13. A description of the instructional design of the charter school, including the type of learning environment, class size and structure, curriculum overview and teaching methods;

14. 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 70 O.S. § 3-135;

15. The plans for identifying and successfully serving students with disabilities, students who are English language learners and students who are academically behind;

16. A description of cocurricular or extracurricular programs and how they will be funded and delivered;

17. Plans and timelines for student recruitment and enrollment including lottery procedures;

18. The student discipline policies for the charter school including those for special education students;

19. An organizational charter that clearly presents the organizational structure of the charter 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 staff;

20. A clear description of the roles and responsibilities for the governing board, the leadership and management team for the charter school, and any other entities shown in the organizational chart;

21. The leadership and teacher employment practices for the charter school;

22. Proposed governing bylaws;

23. Explanations of any partnerships or contractual partnerships central to the operations or mission of the charter school;

24. Plans for providing transportation, food service and all other significant operational or ancillary services;

25. Opportunities and expectations for parental involvement;

26. A detailed school start-up plan that identifies tasks, timelines and responsible individuals;

27. A description of the financial plan and policies for the charter school, including financial controls and audit requirements;

28. A description of the insurance coverage the charter school will obtain;

CHARTER SCHOOL, APPLICATION PROCESS (Cont.)

29. Start-up and five-year budgets with clearly stated assumptions;

30. Start-up and first-year cash-flow projections with clearly stated assumptions;

31. Evidence of anticipated fundraising contributions, if claimed in the application;

32. A sound facilities plan, including backup or contingency plans if appropriate;

33. A requirement that the charter school governing board meet no fewer than ten (10) months of the year 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 minimum of two (2) members are residents within the geographic boundary of the charter school;

34. A requirement that the charter school follow the requirements of the Open Meeting Act and Oklahoma Open Records Act; and

35. A copy of any proposed contract between the governing board of a charter school and an educational management organization, as defined by 70 O.S. Section 5-200, which meets the requirements of the Oklahoma Charter Schools Act.

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 sixty (60) days of receipt of the revised application.

If the proposal is accepted, the charter school cannot begin serving students until such time as a charter contract is executed and approved in an open meeting of the board of education. The school district board of education may establish reasonable preopening requirements or conditions to monitor the start-up process of the charter school and to ensure that the charter school meets all building, health, safety, insurance and other legal requirements for the opening of a school. The charter school will be required to submit performance data to the State Department of Education as required by law.

Approved contracts shall be effective for five (5) years from the first day of operation. A charter contract may be renewed for successive ten-year terms of duration. The school district may grant renewal with specific conditions for necessary improvements to a charter school.

Prior to the beginning of the final year of the contract term of a charter school, the school administration shall issue a charter school performance report and charter renewal application guidance to the school board and to the charter school board. The performance report shall summarize the performance record to date of the charter school, based on the data required by the Oklahoma Charter Schools Act, the annual performance framework evaluation, a review of the contract with an educational management organization if the charter school contracts with an educational

CHARTER SCHOOL, APPLICATION PROCESS (Cont.)

management organization, and the charter contract. The performance review shall take into consideration the percentage of at-risk students enrolled in the charter school. The performance report shall provide notice of any weaknesses, ~~or~~ concerns, violations or deficiencies perceived by the sponsor that may jeopardize its position in seeking renewal if not timely rectified. If there are weaknesses, concerns, violations of deficiencies the sponsor may require a charter school to develop a corrective action plan and corresponding timeline to remedy the weaknesses, concerns, violations of deficiencies. The charter school shall have forty-five (45) days to respond to the performance report and submit any corrections or clarification for the report. If the charter school does not substantially complete the corrective action plan, the sponsor may choose to revoke or not renew the charter contract.

Prior to the beginning of the final year of operation, the charter school may apply for renewal of the contract with the school district. The renewal application guidance shall, at a minimum, provide an opportunity for the charter school to:

a. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal,
b. Describe the improvements undertaken or planned for the school, and
c. Detail the plan for the next charter school term for the school.

The school district may deny the request for renewal of sponsorship of the charter school if it is determined that the charter school has failed to complete the obligations of the contract and performance framework or to comply with the provisions of the Oklahoma Charter School Act. The school district must give written notice of its intent to deny the request for renewal at least eight (8) months prior to expiration of the contract in accordance with 70 O.S. § 3-137.

At the time of charter renewal, the school district board of education may close a charter school for performance issues as set forth in 70 O.S. § 3-137.

The school district may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause.

Prior to official action to deny renewal or to terminate a contract, the school district will give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The written notice will include the prospect of revocation or nonrenewal and of the reasons for the possible closure. The charter school governing board may request, in writing, an informal hearing before the school district board of education within fourteen (14) days of receiving notice. If a hearing is requested, a special meeting of the school district board of education will be called. The school district shall conduct an informal hearing before taking action. At the informal hearing, the charter school will be given an opportunity to submit documents and give testimony challenging the rationale for closure and in support of the continuing of the school. The charter school may be represented by legal counsel. The informal hearing may be recorded, and official minutes of the meeting shall be maintained in accordance with the Oklahoma Open Records Act. After a reasonable period of deliberation, a final determination will be made by the board of education and a formal resolution adopted which clearly states the reason for the revocation or nonrenewal.

Within two (2) calendar weeks of a final closure determination, the administration of the school district shall meet with the governing board and leadership of the charter school to establish a transition team composed of school staff, applicant staff, and others designated by the applicant that will attend to the closure including the transfer of students, student records, and school funds in accordance with 70 O.S. § 3-137. The governing board of the charter school shall

CHARTER SCHOOL, APPLICATION PROCESS (Cont.)

continue to meet as necessary to wind down school operations, manage school finances, allocate resources, and facilitate all aspects of closures.

REFERENCE: 70 O.S. §3-134 et seq.

CONVERSION 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 prepare a conversion plan. The conversion school may consist of a new 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. Documentation that the applicants completed charter school training as set forth in 70 O.S § 3-134;
7. Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;
8. 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;
9. 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;
10. The plans for identifying and successfully serving students with disabilities, students who are English language learners and students who are academically behind;
11. A description of cocurricular or extracurricular programs and how they will be funded and delivered;
12. Plans and timelines for student recruitment and enrollment including lottery procedures;
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;

CONVERSION SCHOOL (Cont.)

18. Explanations of any partnerships or contractual partnerships central to the operations or mission of the conversion school;

29. Plans for providing transportation, food service and all other significant operational or ancillary operations; .

20. 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

21. A requirement that the conversion school follow the requirements of the Oklahoma Open Meeting Act and Oklahoma Open Records Act; and

22. A copy of any proposed contract between the governing board of a charter school and an educational management organization as defined by 70 O.S. § 5-200 which meets the requirements of the Oklahoma Charter Schools 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 10 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 publically 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. §§3-132.2 and 3-134

CONCURRENT ENROLLMENT STUDENT

The Frontier Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible.

Students who wish to participate in concurrent enrollment courses must meet requirements set by the State Regents for Higher Education, Oklahoma law and the Standards for Accreditation. In order for a high school student to enroll in a concurrent enrollment course, the minor student must have a signed statement from the high school principal or counselor stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Minor students must also provide written permission from a parent or legal guardian prior to enrolling in concurrent enrollment courses.

A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit is equivalent to three semester credit hours of college work.

Concurrent students may not enroll in remedial (zero-level) course work offered by colleges and universities designed to remove high school deficiencies, including co-requisite support courses.

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.

REFERENCE: 70 O.S. §628.13
Department of Education, Administrator's Handbook

CONCURRENT ENROLLMENT AGREEMENT

In addition to policies and procedures set by the receiving institution, all District students must agree to the following to be approved by the District to enroll in concurrent enrollment classes:

1. Once a student has officially concurrently enrolled at the college level, the student must submit a copy of his/her course schedule to the District's high school counseling office. This will serve as official documentation that the student is attending concurrent courses and will be used to track graduation credits.

2. In order to meet OSSAA eligibility rules and regulations, students will be required to supply weekly grade checks to the High School. Grade checks are due to the counseling office each Thursday by 3:00 p.m. Grade checks must be signed by the relevant college instructor. If grade checks are not supplied, the student will be placed on probation. If grade checks continue to not be supplied, the student will be deemed ineligible for the week. A student will remain ineligible until appropriate grade checks are supplied.

3. Because of the state's requirement of six hours of daily rigorous instruction, students are strongly advised not to withdraw from a concurrent enrollment class. In order for a student to withdraw from a concurrent enrollment class, a withdrawal form must be signed by the student and relevant High School counselor. The High School counselor will notify the parent/custodian of the student's request to withdraw from a concurrent enrollment course. The student will then be enrolled in an alternate online high school course, which must be completed by the end of the semester, to maintain six hours of daily rigorous instruction.

4. If a student withdraws from a concurrent enrollment college course, future permission to enroll in college level courses may not be granted if "good cause" does not exist for the withdrawal. The determination of "good cause" for withdrawal will be the final decision of the Superintendent of Schools,

5. College representatives are not allowed to release information to the District without the parent/student's permission. Therefore, it is the parent/student's sole responsibility to inform the High School counselor or principal if their enrollment status changes. If changes are not communicated, successful completion of graduation requirements cannot be monitored by the District.

We, _____ (print student name) and _____ (print parent name) have read and understand the expectations and requirements for the student to be concurrently enrolled. We further understand concurrent enrollment is a privilege that can be approved or disapproved based on the student's participation and follow-through with these expectations. If the student does not abide by these requirements, we understand the student may not be approved for future concurrent enrollment requests through the District.

Student signature: _____ Date: _____

Parent signature: _____ Date: _____

Counselor signature: _____ Date: _____

CONCURRENT ENROLLMENT

An 11th or 12th grade student may, if he or she meets the requirements of the law and this policy, be admitted provisionally to a college as a student. To be admitted seniors and juniors must have a composite score on the ACT or un-weighted high school GPA that meets the requirements of the college or university in which the student seeks to concurrently enroll.

The district will provide academic credit for concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education and are aligned to Oklahoma academic standards. All courses must be approved by the principal or designee prior to the student's enrollment in the concurrent course. Concurrent core classes (math, science, history/social science, English) or those preapproved by the administration will be awarded 5 points for an "A", 4 points for a "B", 3 points for a "C" and 2 point for a "D". No credit will be awarded if the student does not receive a passing grade in the class and failure in these classes could jeopardize on-time graduation. To qualify for high school credit, a student must present an official college transcript to the district counselor within ten (10) days of completion of the coursework.

Information on higher education courses that may be taken for dual credit is available at OKCollegeStart.org and through the high school counseling office.

The following higher education courses commonly taken through concurrent enrollment have been reviewed by the OSDE and have been approved for high school credit:

College Algebra	1.0 unit High School Algebra II
General Biology	1.0 unit High School Biology II
General Botany	1.0 unit High School Botany
English Composition	1.0 unit High School English IV
English Composition II	1.0 unit High School English IV
Introduction to Chemistry (+ lab)	1.0 unit High School Chemistry
Chemistry I (+ lab)	1.0 unit High School Chemistry
American History Survey to 1877	1.0 unit High School U.S. History
American History Survey from 1877	1.0 unit High School U.S. History
Introduction to Geography	1.0 unit High School World Geography
American Federal Government	1.0 unit High School American Government
Introduction to Speech	1.0 unit High School Speech
Computer Concepts and Applications	1.0 unit High School Computer Apps.
Foreign Language	1.0 unit High School Foreign Language Per college semester credit

Applications for colleges as well as concurrent enrollment forms are located in the high school counseling office.

<u>Important Information regarding Concurrent Enrollment</u>

- If a student is attending concurrent classes during school hours, then he/she must enroll in class(es) that do not interfere with attendance to classes at the high school. **Passes for early departure and late arrival will not be given.**

- Students cannot be tardy to high school classes due to college classes.

CONCURRENT ENROLLMENT (Cont.)

- All college course credit will be placed on official transcripts after each semester.
- Concurrent credit will be counted in the GPA on the 4.0 scale. The chart above explains whether the credit will be considered .5 or 1.0 units of credit. The GPA weighted scale will be used.
- Athletes must abide by relevant OSSAA rules regarding enrollment/eligibility.
- Any schedule adjustment/withdrawal requires the relevant high school counselor's signature.
- Parent and student are encouraged to attend an informational session regarding concurrent enrollment procedures at the beginning of each semester.

Costs are involved with concurrent enrollment and are the sole responsibility of the student. Course fees and books are the sole responsibility of the student. Online course fees can be higher than traditional course fees.

Concurrent enrollment students must re-apply each semester.

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Frontier Board of Education. The proposed course(s) may be evaluated by the State Department of Education. The district may provide a virtual instruction or distance learning program on dates to be determined by the Superintendent. This power shall be provided by the board of education so that the students of the district may be allowed to continue instruction in the event of a school closure for an emergency. Such dates shall be provided to parents and students on the school website with as much advance notice as possible under the circumstances. Students and staff will be expected to participate, and attendance shall be taken in accordance with district attendance policies and procedures for students and employees. The school district will provide resources to ensure that all students have access to virtual or distance learning programs. All instruction will be provided in compliance with Oklahoma's Academic Standards. Grades will be assigned which will reflect the progress of the student with regard to assignments and/or tests provided. Students will be allowed to participate in extracurricular activities in accordance with requirements set by the school district.

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.

Distance learning plan means a plan implemented under a public school or charter school's distance learning policy, describing any means by which instruction will be delivered to students outside a traditional school setting. A distance learning plan must meet the requirements set forth in the state accreditation standards.

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.

Virtual instruction means the use of the internet or other such digital information transmission systems as the primary medium of instruction. Virtual instruction may be synchronous or asynchronous or may become synchronous or nonsynchronous instruction.

ONLINE INSTRUCTION (Cont.)

In the event of an emergency declared by a federal or state government entity that impacts the operation of public schools in Oklahoma, or upon an action taken by the State Board of Education declaring such an emergency that leads to the temporary emergency closure of school campus or otherwise significantly impairs the operation of public schools in Oklahoma, the school district may implement distancing learning plans which provide for distance learning that is accessible to all students.

The district may provide for short-term implementation of a distance learning plan due to a localized emergency such as a weather-related school closure or a localized public health emergency. The school calendar may include one or more emergency closure "makeup days" to be delivered through the distance learning plan.

Prior to the implementation of virtual or distance learning plans the district will survey parents and guardians regarding educational services and technology capabilities. After surveying parents and guardians, the district shall make individualized determinations of which students would be able to access virtual instruction. Those students unable to access virtual instruction would be provided an equitable education through distance learning options.

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. Virtual instruction, distance learning, 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.

3. Only students who are enrolled in this district, either as resident students or transfer students, will be granted access to a full-time virtual education program offered by the school district or to supplemental online courses. Records of student enrollment and attendance shall be maintained through the school's authorized student information system consistent with state accreditation standard requirements. The district shall not enter into a virtual charter school contract with a provider to provide full-time virtual education to students who do not reside within the school district boundaries. The board of education will determine the capacity for enrollment in the full-time virtual education program at each grade level and shall list that capacity on the school district website in accordance with the requirements set forth in law.

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

ONLINE INSTRUCTION (Cont.)

decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. 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 withdrawal 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 virtual instruction shall participate in required state-level academic assessments in the same manner as other regularly enrolled students within the district.

7. Courses offered for credit by means of virtual instruction shall be aligned with the Oklahoma Academic Standards (OAS).

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 online instruction courses shall be used for any purposes other than those that support the instruction of the individual student. Under all circumstances the provision of the Family Educational Rights and Privacy Act (FERPA) apply to student data held or accessed by any public school or its contractors or agents, including any contracted provider of virtual instruction or other distance learning media.

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 and regulations pertaining to student privacy, the transmission or posting of images or other content on the internet or 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.

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

ONLINE INSTRUCTION (Cont.)

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 virtual 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. Participation in the distance learning plan must be accessible to every student regardless of household resources. If the school district delivers its home-based education program solely through virtual instruction, any participating student who does not already have access to the necessary connectivity and/or devices shall be provided the connectivity and devices necessary to access the instruction free of charge. If the district cannot provide connectivity and devices for all students due to limitations such as budget and/or geography, the distance learning plan must provide for alternative methods to deliver equitably equivalent instruction to all students.

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.

PROMOTION AND RETENTION

The Frontier 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 rate. 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 parent(s) 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)~~ Oklahoma Academic Standard 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 ____% 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 Oklahoma Academic Standard Outcomes for grades 9-12 high school curriculum areas. Appropriate notation will be placed on the high school transcript. The unit(s) shall count toward meeting the requirements for the high school diploma.

The superintendent is directed to establish a regulation containing criteria to be used by the administration in considering students for promotion or retention.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §11-103.6

REPORT CARDS

The Frontier Board of Education believes that students and parents should be informed periodically of the student's progress in school work. Therefore, report cards shall be sent to parents or guardians within ten (10) days following the end of each nine-week period. The parent or guardian shall be requested to acknowledge receipt by signature and return the card.

1. The semester grade is recorded on each student's permanent school record.

2. The school staff and teachers will work with any student receiving a failing grade and will assist the student in determining and solving problems with the particular subject area.

3. The letter grades established by district policy will appear on report cards and in the student's permanent record.

In addition to the above reports, progress reports will be mailed to parents or guardians of students who are failing or at near failure at the mid-point of each grading period. Reports may also be mailed (at teacher's discretion) reflecting satisfactory progress. Parents and guardians should feel free to discuss their child's progress with teachers and staff by appointment at any time.

PARENT-TEACHER CONFERENCES

It is the policy of the Frontier Board of Education that individually requested parent-teacher conferences will be scheduled as required by the teacher, or when requested by the parent. However, district-wide parent-teacher conference days will normally be limited to one for each grading period.

REFERENCE: 70 O.S. §10-105.2
Department of Education, Administrator's Handbook

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.

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 Oklahoma Academic Standards in the same way that curriculum and instruction are focused on the Oklahoma Academic Standards. 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;

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. Oklahoma Academic Standards 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.

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.

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

VALEDICTORIAN AND SALUTATORIAN AWARDS

Students must attend both semesters (all four nine weeks) of their senior year at Frontier High School to be eligible to receive the Valedictorian or Salutatorian awards. These awards will be figured on the first seven and one-half semesters of high school (grades 9 - 12) credits.

Valedictorian Award – This award is presented to the senior(s) who ranks highest scholastically on Frontier's GPA scale, which includes college and Advanced Placement weighted courses.

Salutatorian Award – This award is presented to the senior(s) who ranks second scholastically on Frontier's GPA scale which includes college and Advanced Placement weighted courses.

Concurrent/AP Weighted Scale - A= 5, B=4, C=3, D=2, F=0

RELEASED TIME COURSES

The board of education will approve released time courses for elective credit. A released time course is defined by law as a period of time during which a student is excused from school to attend a course in religious or moral instruction taught by an independent entity off school property. Any independent entity that would like to offer a course to be considered for elective credit shall discuss the proposal with the superintendent or superintendent's designee. The proposal shall include a course syllabus, a calendar of when the course will be offered, the methods of assessment utilized in the course, the qualifications of the course instructor, and a template written consent form that will be provided by the independent entity to parents or legal guardians for student's enrollment in the released time program. The school superintendent, principal for the school site where the student is enrolled, or their designees shall have reasonable discretion over the scheduling and timing of released time courses.

The superintendent shall then present the item to the board of education to consider at a lawfully convened meeting under an appropriately worded agenda item.

At the board meeting, the board of education will evaluate the course in a neutral and secular manner that does not involve any test for religious content or denominational affiliation. The secular criteria utilized to evaluate the released time course is limited to:

1. The amount of classroom instructional time.
2. The course syllabus which reflects requirement and materials utilized in the course.
3. Methods of assessment that will be utilized in the course.
4. The qualifications of the course instructor.

If a course is approved for elective credit, students may be excused from school to attend the released time course for no more than three class periods per week or a maximum of 125 class periods per school year. In order for the student to be eligible to participate in the released time program and receive an excused absence, the following must occur:

1. The student's parent or legal guardian must provide written consent prior to the student's participation in the released time course.
2. No school funds may be expended, and no school district personnel, equipment or resources may be involved in providing the instruction.
3. The independent entity must maintain attendance records for students and make them available to the school district and board of education.
4. Transportation provided to and from the place of instruction is the sole responsibility of the independent entity, the student, or the student's parent or legal guardian.
5. The independent entity or the student's parent or legal guardian indemnifies the school district and holds it harmless with regard to any conduct that does not occur on school property under the control or supervision of the school district and the independent entity maintains adequate insurance for that purpose.

RELEASED TIME COURSES (Cont.)

6. The student assumes responsibility for any missed schoolwork as a result of the excused absence.

7. The student may not be excused to participate in a released time course during any class in which the subject matter being taught is subject to state assessments.

Students who participate in released time courses are considered in attendance in the school district and the time is calculated as a part of the school day. Upon successful completion of the course elective credit will be provided to students when the work completed is substantiated by a transcript from the independent entity providing the course.

The school district, board of education and school employees shall not be liable for any claim arising or occurring as a result of a student's participation in a released time program when the student is not under the control or supervision of the school district.

LEGAL REFERENCE: 70 O.S. Section 11-101.3

GRADUATION REQUIREMENTS

The Frontier 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 24 units of credit be earned in the subject areas listed below to be eligible for graduation.

Students entering the eighth grade in the 2025- 2026 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, shall complete a minimum of the following 23 curriculum units or sets of competencies at the secondary level:

4 units of English to include Grammar, Composition, Literature, or any English course;

4 units of mathematics, two of which shall be Algebra I and either Algebra II or Geometry. The other two units may include Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Statistics, Math of Finance, Computer Science, college courses approved for dual credit, an approved full-time postsecondary career and technology program, or locally approved math-based application course, or any mathematics course with content and/or rigor above Algebra I;

3 units of laboratory science approved for college admission requirements including one unit of life science meeting the standards for Biology I, one unit of physical science meeting the standards for Physical Science, Chemistry or Physics; and one unit from the domains of physical science, life science, or earth and space science, or approved full-time postsecondary career and technology program or locally approved science-based application course, or any course with content and/or rigor above Biology I or Physical Science;

3 units of history and citizenship skills including one unit of American History, ½ unit of Oklahoma History, ½ unit of United States Government, and one unit from the subjects of History, Government, Geography, Economics, Civics or non-Western culture;

6 pathway units which align with the student's Individual Career and Academic Plan (ICAP) which may include, but are not limited to, any additional math, science, English, history, world or non-English language, computer technology, Junior Reserve Officers' Training Corp, internship or apprenticeship programs, career and technology education courses, concurrently enrolled courses, advanced placement courses, International Baccalaureate courses approved for college admission requirements, music, art, drama, speech, dance, media arts, or other approved courses; and

3 units of elective courses.

Beginning with the 2024-2025 school year, a student whose parent or legal guardian approves modification of the student's existing graduation track, subject to school approval, may complete a minimum of 23 curriculum units or sets of competencies at the secondary level as listed above. All other students graduating prior to 2030, 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:

GRADUATION REQUIREMENTS (Cont.)

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, or 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 world 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:

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 I [1]
  and
- 2 units which may include:
  - Algebra II
  - Geometry [1]
  - Trigonometry
  - Math Analysis or Precalculus
  - Statistics and/or Probability
  - Calculus
  - Computer Science I and II
  - 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

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.

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~~ world language classes and two units or sets of competencies of physical and health education as part of the core curriculum.

Credit may be given for the above-referenced classes for the college preparatory/work-ready and core curriculum diploma pathways 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

GRADUATION REQUIREMENTS (Cont.)

knowledge in the OAS 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, or 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.

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 transferrable 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 are 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 highest-achieved score on the assessment and any business and industry-recognized endorsements attained will be reflected on the student's transcript.

Beginning with ninth graders in the 2021-2022 school year, in order to graduate from a public high school accredited by the State Board of Education, students shall pass the United States naturalization test. The United States naturalization test shall be provided at least once per school year, beginning as early as eighth grade. Students may retake the exam upon request and as often as desired until earning a passing score. A passing score shall be 60 out of 100 questions. The district shall exempt students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternative Assessment Program (OAAP).

GRADUATION REQUIREMENTS (Cont.)

Students shall be allowed to earn released time elective credit in accordance with state law and the Oklahoma Accreditation Standards.

REFERENCE: 70 O.S. § 11-101.3
70 O.S. § 11-103.2c
70 O.S. § 11-103.6
70 O.S. § 1210.199
70 O.S. § 1210.508

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.

SUICIDE AWARENESS AND TRAINING

The Frontier Board of Education recognizes that self-destructive behavior and suicide occurs among children and adolescents in our country. Students identified as self-destructive are in need of appropriate help as quickly as possible. The primary obligations of school personnel working with a depressed or suicidal student are support, calling the 911 emergency telephone number, law enforcement, the Department of Human Services, parental contact, and referral. Notification must be made immediately upon determining that a risk of harm exists. To that end, student confidentiality may be waived in life-threatening situations.

The district shall provide district-wide training to all staff on a biennial basis addressing suicide awareness and prevention. The training provided shall utilize curriculum provided by the Department of Mental Health and Substance Abuse Services. The course outline for the curriculum shall be made available to the public online through the school district's website. Beginning with the 2021-2022 school year, the district shall:

1. Provide a suicide preventing training program which includes as a core element evidence-based approaches;
2. Provide the curriculum made available by the Department of Mental Health and Substance Abuse Services; or
3. Provide a suicide prevention training program that is selected by the school district from a list maintained by the Department of Mental Health and Substance Abuse Services to school district staff that addresses suicide awareness and prevention. The training may be combined with any other training program provided by the school district addressing bullying prevention.

With the intent of contributing to the prevention of suicide among students where possible, the board directs that an adolescent suicide awareness program be initiated, including:

1. In-service education--to increase the awareness of all building staff about the seriousness of the problem and possible suicide "warning signs",

2. Establishment of referral/response procedures in each school--to facilitate assisting students identified as possibly suicidal,

3. Infusion into the curriculum of appropriate understandings and information--to help students deal appropriately with feelings, to recognize possible suicide "warning signs" in themselves and others, and to increase awareness of alternatives and resources available for assistance,

4. Parental awareness--to increase understandings of parents about the problem and the resources available, and

5. Procedures in each school for dealing appropriately with tragedies--to ease the impact on students, staff, and community in the event of a student suicide.

District personnel cannot be expected to treat the suicidal adolescent. Rather, they need to recognize that they are in a position to aid in the identification of young people who may be prone to suicide, and to intervene in order to link these young people and their families to treatment programs in the community. In addition, school personnel need to be prepared to relate to suicidal young people following a suicide attempt, and to deal with the intense emotions/reactions of the school community following an actual suicide.

STRONG READERS ACT

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable to the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;

2. If necessary, and if funding is available, tutorial instruction after regular school hours, on 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, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;

4. High-quality instructional materials grounded in scientifically based reading research, and

5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,

2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,

3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and

4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

5. The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, 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 Strong Readers Act.

STRONG READERS ACT (Cont.)

Beginning with the 2022-2023 school year, any student enrolled in first, second, or third grade who is assessed through the Strong Readers Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

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 Strong Readers Act.

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.

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/guardians, 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, or scoliosis screening.

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.

Frontier Public Schools
Graduation Policy

The Frontier Board of Education recognizes that graduation ceremonies are important events for our students, patrons, guests, and community. Students who have not met state mandates or local school district graduation requirements may not be allowed to participate in the graduation ceremony. In order to participate in the graduation ceremony a student must be in good standing. Students who have not conformed with student discipline policies, those that have been charged, are under investigation, or have been convicted of a crime, and those that have unpaid fines for fees to the school district are not in good standing. To ensure that graduation ceremonies are enjoyable for all participants and spectators, the board enacts the following policies.

1. A student shall be a graduate of this school district and entitled to a High School Diploma whenever that student has successfully completed the minimum number of credits established by the district for graduation, demonstrates mastery of the state academic contents standards as required by state law and completes graduation exercises in accordance with this policy.

2. Students are considered as students of this district until graduation ceremonies have been completed. The graduation process is “completed” when caps and gowns have been turned in to the responsible party after the last graduation program and the student has exited the premises.

3. Students participating in graduation ceremonies will be required to abide by the school’s discipline code as outlined in the Student Handbook. In addition, students shall not engage in any disruptive activity that substantially interferes with the graduation process or the rights of other individuals.

4. Students may wear tribal regalia during graduation ceremonies. Tribal regalia will include traditional garments, jewelry, other adornments such as an eagle feather, an eagle plume, a beaded cap, a stole or similar objects of culture and religious significance work by members of a federally recognized Indian tribe or the tribe of another country. Tribal regalia does not include any firearm, other weapon, or any object that is otherwise prohibited by federal law, except in compliance with an appropriate federal permit.

5. Frontier Administration or designated staff must approve speeches, bible verses, class videos, dress and cap decorations prior to graduation ceremonies. The date of approval will be determined and communicated to all graduates in advance.

6. The administration may impose discipline on any student who commits any act referred to above
It is recommended the administration take necessary steps to impose discipline as soon as is convenient after completion of graduation exercises.

FLAGS

It is the policy of the Frontier Board of Education that the American flag and the Oklahoma flag will be flown at the school during school hours except in bad weather. An assigned custodian will be responsible for raising and lowering the flags.

The school day will begin with a flag salute. However, students not wishing to participate in the pledge shall not be required to do so. A notice to this effect will be posted in a conspicuous place in each school building and/or classroom.

Flags representing United States Military branches may also be flown on school premises with the approval of the administration. No other flags shall be flown on school property at any time. In the event other flags are flown on school premises, individuals involved will be directed to remove them from the premises.

REFERENCE: 25 O.S. §91.2
25 O.S. §153
70 O.S. §24-106

CONSTITUTION DAY AND CITIZENSHIP DAY

Constitution Day and Citizenship Day shall, in accordance with federal law, be held each year on September 17. The purpose of Constitution Day and Citizenship Day is to commemorate the formation and signing on September 17, 1787, of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens.

The District shall hold an educational program on the United States Constitution on September 17 of each year for the students served by the District in observation of Constitution Day and Citizenship Day. When September 17 falls on a weekend or holiday, the day shall be observed on a school day just before or after September 17. The manner in which the day shall be commemorated shall be within the superintendent's discretion.

REFERENCE: **36 U.S.C. § 106; Public Law 108-447 (Dec. 8, 2004).**

SERVICE ANIMALS

Purpose

The purpose of this policy is to establish procedures for the use of service animals in the district, including school buildings, school vehicles, and other school property.

Policy

The district acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a service animal in its facilities and programs and intends to comply with all state and federal laws, rules and regulations regarding the use of service animals by district employees, students and visitors with disabilities.

The district does **not** allow the following types of animals in its facilities and programs unless specifically authorized by the district's board of education:

1. "Emotional support animal" meaning an animal selected to reside with an individual with a disability that does not work or perform tasks for the benefit of an individual with a disability and does not accompany at all times an individual with a disability; and

2. "Therapy animal" meaning a personal pet who is certified to make therapeutic visits with a trained volunteer to places including, but not limited to, nursing facilities, schools and hospitals to bring therapeutic benefit, comfort and cheer to others.

The district will post in a conspicuous location outside the entrances of each of its facilities a sign stating which animals or types of animals are prohibited in its facilities and programs. The sign must also state that service animals are permitted.

Definitions

"Service animal" is defined by the Americans with Disabilities Act (ADA) as any service dog or miniature horse that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. The work or tasks performed by a service animal must be directly related to the individual's disability. Service animals are limited to the animals defined under the ADA and do not include any other species of animal, wild or domestic, trained or untrained. Service animals do not include an animal used or relied upon for crime deterrence, emotional support, well-being, comfort, or companionship.

"Employee" is defined as a person who is employed by the district on a part or full-time basis, with or without compensation, and elected or appointed members of the district's board of education.

"Student" means a child who is currently enrolled at the district and includes the parents and guardians of a child who is (a) under the age of 18, or (b) otherwise unable to manage their own affairs.

"Visitor" means an individual other than an employee or student who is present in areas of district property that have been made available by the district to the general public and/or specified members of the public, including, but not limited to family members of students/employees and individuals attending a public event held on school district property.

SERVICE ANIMALS (Cont.)

"Service animal trainer" means an individual who is affiliated with a recognized service animal training organization and who is engaged in the training a dog to do work or perform tasks as a service animal at the time such individual is present on district property.

"Service animal in training" means a dog that is in the process of being trained by a service animal trainer to perform work or tasks that would qualify the dog as a service animal under this policy at the time the dog is present on district property.

Procedures/Requirements for Employees and Students

The use of service animals by employees and students with disabilities is subject to the following procedures and requirements:

A. The employee or student will submit a notification of the intent to use a service animal to the district's Special Ed. director. The notification will identify whether the service animal is required because of the person's disability, and, if so, identify and describe the manner in which the service animal will meet the individual's particular needs.

B. Notifications for the use of service animals on district property by an employee or student will, whenever possible, be made at least one week prior to the proposed use of the service animal.

C. As part of the district's consideration of the use of a service animal, the district may require certification of proper vaccinations verified by a veterinarian.

D. The district's review of use of a service animal may include consideration of a student's IEP or Section 504 records. The district may also request a meeting with the employee or student.

E. The use of a service animal on district property may be subject to a plan that 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 district administration.

F. It is the responsibility of the employee or student who uses a service animal pursuant to this policy to serve as the handler or arrange for a third party handler to provide proper handling of the service animal. Any cost incurred to handle the service animal will be the responsibility of the employee or student who uses the service animal.

G. Service animals will be allowed in district vehicles when:

    1. The inclusion of the service animal is documented as required on district transportation forms; and
    2. The service animal is under the control of the handler at all times, including entering and exiting the vehicle.

SERVICE ANIMALS (Cont.)

Procedures/Requirements for Visitors

The use of service animals by visitors with disabilities is subject to the following procedures and requirements:

A. When a visitor seeks to bring a service animal onto school property, staff may ask the visitor to provide the following information in order to confirm that the animal qualifies as a service animal under this policy:

   1. Whether the visitor's animal is a service animal required because of a disability.
   2. The work or task the visitor's animal has been trained to perform.

   Staff shall not question visitors regarding their use of a service animal except as set forth above. Staff shall not inquire as to the nature of the visitor's disability, request documentation regarding a visitor's service animal, or request that the service animal demonstrate the work/task it has been trained to perform.

B. Except as provided in this policy, visitors with disabilities shall be permitted to be accompanied by their service animals in all areas of school facilities where similarly situated non-disabled visitors are permitted to be present.

C. Visitors shall not be allowed to bring a service animal into an area of school property where the presence of the service animal would pose a risk to the health or safety of others.

D. When a visitor requires accommodations to be made to district policies, practices or procedure to allow a service animal to accompany the visitor on school property, the visitor must, whenever possible, provide prior written notice to Special Ed. director no later than one (1) week before the service animal will be present on district property.

Procedures/Requirements for Service Animal Trainers

The use of district facilities for service animal training activities is governed by the following procedures and requirements:

A. A service animal trainer shall be permitted to bring a service animal in training onto district property for the purpose of training the dog to perform such work or tasks at such times when other similarly situated members of the general public are permitted to be present on district property.

B. When present on school property, a service animal trainer shall be permitted to bring a service animal in training to those areas of school facilities where similarly situated members of the public are permitted to be present.

C. Service animal trainers shall not be allowed to bring a service animal in training into an area of district property where the presence of the animal would pose a risk to the health or safety of others.

D. Service animal trainers may be required to provide appropriate documentation showing that the service animal trainer is affiliated with a recognized service animal training organization prior to engaging in training activities on district property.

SERVICE ANIMALS (Cont.)

E. If a service animal trainer seeks to bring a service animal in training onto district property during an event which members of the public are charged a fee to attend, the service animal trainer may be required to pay the same fee as other similarly situated members of the public, but shall not be required to pay any additional fees or charges due to the presence of the service animal in training.

F. Except as provided in this policy or pursuant to a written agreement between the district and a service animal training organization which has been approved by the Board of Education, no individual shall be permitted to bring animals which are being trained as service animals onto district property.

Control and Supervision of Service Animals and Service Animals in Training

A. The owner/handler of a service animal or service animal in training must be in full control of the animal at all times.

B. Service animals and service animals in training must always be on a leash or other form of restraint mechanism, unless impracticable or unfeasible due to the disability of the employee, student or visitor.

C. The responsibility for the care and supervision of the service animal/service animal in training rests solely on the employee, student, visitor or service animal trainer. The district is not responsible for providing any staff member to walk the animal or provide any other care or assistance to the animal. Issues related to the care and supervision of service animals and/or service animals in training will be addressed on a case-by-case basis in the discretion of the building administrator.

D. Pursuant to federal law, the district retains discretion to exclude or remove a service animal or service animal in training from district property and/or transportation if:

1. The service animal or service animal in training is out of control and/or the animal's handler does not effectively control its behavior.
2. The service animal or service animal in training is not housebroken.
3. The service animal or service animal in training poses a direct threat to the health or safety of others that cannot be eliminated by reasonable modifications.
4. Permitting the service animal or service animal in training would fundamentally alter the nature of the service, program, or activity.

Miniature Horses

A. The district will make reasonable modifications in policies, practices, or procedures to accommodate a miniature horse that qualifies as a service animal under this policy and the ADA, but doing so may not be possible in all circumstances.

B. In determining whether it is feasible to allow a student, employee or visitor to be accompanied by a miniature horse that qualifies as a service animal in a specific district facility, the district will consider:

1. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
2. Whether the handler has sufficient control of the miniature horse.

SERVICE ANIMALS (Cont.)

3. Whether the miniature horse is housebroken.
4. Whether the miniature horse's presence in the specific facility compromises legitimate safety requirements that are necessary for safe operation.

Liability

An employee, student, visitor or service animal trainer accompanied by a service animal or service animal in training will be responsible for any damage to district or personal property and any injuries to individuals caused by the animal. Individuals who use a service animal or service animal in training on district property will hold the district harmless and indemnify the district from any such damages.

Appeals and Grievances

Any person dissatisfied with a decision concerning a service animal or service animal in training can file a grievance, using the district's grievance procedures.

Requirements for Service Animals and Service Animals in Training

Vaccination: Service animals and service animals in training must be immunized against diseases common to that type of animal. [Okla. Admin. Code 310:599-3-9.1] All vaccinations must be current. Dogs must wear a rabies vaccination tag.

Licensing: All service animals and service animals in training must be licensed as may be required by state and/or local law.

Identification: It is recommended, but not required, that service animals and/or service animals in training have proper identification.

Owner ID and Other Tags: Dogs may be required to wear a current dog license and rabies-vaccination tag, unless the dog is permanently and uniquely identified with a microchip implant or tattoo.

Collar: A service dog used by a person who is deaf or hard-of-hearing must wear an orange identifying collar. [Okla. Stat. tit. 7, § 19.1(C)]

Cleanup Rule: The handler of the service animal/service animal in training, whether it be the employee, student or a third party, must clean up after the animal defecates or urinates, as well as follow any municipal ordinance applicable thereto.

Grooming: All service animals and service animals in training must be treated for, and kept free of, fleas and ticks. All service animals and service animals in training must be kept clean and groomed to avoid shedding and dander.

REFERENCE: **28 C.F.R. Part 36; Okla. Stat. tit. 4, § 801; Okla. Stat. tit. 7, § 19.1**

VOLUNTARY PRIVATE PRAYER AND MOMENT OF SILENCE

It shall be the policy of this Frontier Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during noninstructional time and does not interfere with the rights of other students.

School employees are free to engage in private religious prayer during school events, including sporting events and graduation ceremonies when employees are free to attend briefly to personal matters and students are engaged in other activities in accordance with the holding in *Kennedy v. Bremerton School District.,* 142 S.Ct. 2407 (2022).

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at the start of the school day. The minute of silence will be announced over the intercom at the appointed time. The minute of silence shall be announced over the public address system as follows: "We now pause for a minute of silence in which students may reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices"

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

Individuals who wish to file a complaint regarding a violation of 70 O.S. §11-101.1 or §11-101.2 should notify the building principal in writing of the specific issue that has occurred. The building principal will notify the superintendent that a complaint has been received. The building principal shall investigate the issue and determine whether a violation of the law has occurred. If the law has been violated, a plan of corrective action should be taken to address the issue.

REFERENCE: **70 O.S. §11-101.1**
70 O.S. §11-101.2
Accreditation Standard 210:35-3-251
Accreditation Standard 210:35-3-252
Kennedy v. Bremerton School Dist., 142 S. Ct. 2407 (2022)

A POLICY ON THIS TOPIC IS REQUIRED BY THE REFERENCED RULES EFFECTIVE 2024

SEXUAL HARASSMENT OF STUDENTS

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Board of Education will not tolerate sexual harassment by any of its employees or students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel. Policy DA applies to sexual harassment of employees.

1. Sexual Harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

   a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct. This is referred to as quid pro quo sexual harassment;

   b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student equal access to the school district's educational program or activity; or

   c. Sexual assault, dating violence, domestic violence or stalking as defined by federal law.

   For the purpose of this policy, examples of sexual harassment include, but are not limited to:

   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.

   Demeaning comments about a girl's ability to excel in a class historically considered a "boy's" subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.

   Writing graffiti that names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately. Use of e-mail, the internet, or technology may constitute sexual harassment as much as use of in-person, postal mail, handwritten or other communication.

   Any of the aforementioned conduct that effectively deprives a student of equal access to educational opportunities or benefits provided by the school.

2. Specific Prohibitions

   A. Administrators and Supervisors

      1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.

      2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions, as described below.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

3. The "off-duty" conduct of school personnel that has or will have a negative impact on the educational process of the school or constitutes an illegal or inappropriate relationship with a student may subject the employee to disciplinary action which could include termination of employment. Any romantic or sexual affiliation between school personnel and students, including students who have reached the age of majority (18), during school hours will have a negative impact on the educational process and shall constitute a violation of school policy. Such violations may result in suspension of the student and suspension or termination for the employee. Any sexual affiliation between teachers and students under the age of 20 constitutes a crime under Oklahoma law and will most likely result in the suspension of certification by the State of Oklahoma.

3. Notice of this policy and grievance procedure, including how to file or report sexual harassment and how the district will respond shall be provided to applicants for admission and employment, students, parents or legal guardians, and unions or professional organizations holding agreements with the school district.

4. Reporting Allegations of Sexual Harassment

   A. It is the express policy of the board of education to encourage student victims of sexual harassment to come forward with such claims.

      1. Students who feel that administrators, supervisors, support personnel, teachers, or other students are subjecting them to sexual harassment are encouraged to report these conditions, or have their parents report these conditions, to the appropriate administrator or teacher. If the student's immediate administrator or teacher is the alleged offending person, the report will be made to the next higher level of administration or supervision or to any responsible adult person. The employee to whom the report was made will provide notice of the report to the Title IX coordinator. The Title IX coordinator ~~may~~ should then provide the appropriate paperwork to the student or parent/guardian so that the student (complainant) may file a formal complaint with the Title IX coordinator by mail, e-mail or as directed by the Title IX coordinator.

      2. Every attempt will be made to maintain confidentiality; 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.

   B. Upon notice from an employee that a student or parent/guardian has reported possible sexual harassment, the Title IX coordinator will promptly contact the student (alleged victim) to discuss the availability of supportive measures, consider the student's wishes with regard to supportive measures, and explain the process that will be involved with a formal complaint.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

5. Grievance Procedure.

   A. Equitable Treatment. Both the alleged victim (complainant) and the alleged respondent (respondent) will be treated equitably by the school district.

   B. Objective Evaluation of Evidence. All evidence both inculpatory and exculpatory will be evaluated objectively. Credibility determinations will not be made based upon the party's status as complainant, respondent, or witness.

   C. Conflict of Interest. Any person serving as the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate the process shall not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent.

   D. Presumption. There will be a presumption that the respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

   E. Timeliness. The grievance process will proceed in a timely manner. Any delay in the process for good cause such as law enforcement involvement, absence of a party, witness or advisor, translation, or accommodation needs will be documented, and written notice provided to both parties explaining the reason for the delay.

   F. Possible outcomes. A description or listing of possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility must be provided to both parties.

   G. Standard of Review. The school district will utilize (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility. *** The standard selected by the school district will need to be the same standard that is applied to all formal complaints including those against employees.

   H. Privileged Information. The school district will not require, allow or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

6. Written Notice. Upon receipt of a formal complaint, the school district will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. The written notice must include:

   A. Notice of the grievance process, including any informal resolution process;

   B. Notice of the allegations, including sufficient details to allow the respondent to prepare a response;

   C. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;

   D. Notice of the parties' right to have an advisor and to inspect and review evidence. The advisor may but is not required to be an attorney.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

E. Notice of any provision in the student discipline code that prohibits knowingly making false statements or providing false information in the grievance process.

If in the course of an investigation, the school district obtains additional information about the respondent or complainant that was not included in the original written notice, notice of the additional allegations must be provided in writing to both parties.

7. Investigation of the Allegations. The school district will designate an investigator to conduct a thorough investigation of allegations. Contact information for the investigator will be provided to both the complainant and the respondent.

A. The burden of proof and of gathering evidence remains on the school district.

B. An equal opportunity will be provided to both parties to present witnesses and evidence during the investigation.

C. Neither the complainant or respondent will be prohibited from discussing the allegations or gathering and presenting evidence to the investigator.

D. Both parties will have the opportunity to have others present during interviews or related proceedings. This may include an advisor who may but is not required to be an attorney.

E. Written notice of the date, time, participants, purpose and location of any investigate interview, hearing, or other meeting shall be provided to the party who is invited or expected to attend.

F. Both parties and their advisors, if any, will be provided an opportunity to review all evidence that is directly related to the allegations in the formal complaint. This would include any evidence on which the school district does not intend to rely and any exculpatory or inculpatory evidence from any source. Such evidence must be provided prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response, which the investigator must consider prior to completing the investigation report.

G. A written investigation report will be provided that summarizes the relevant evidence. This report will be provided to the parties and their advisors, if any, for their review and written response at least ten (10) days before a hearing or determination of responsibility.

8. Hearing. The Title IX coordinator will determine whether a live hearing is necessary on a case-by-case basis if both parties request or consent to such a hearing (the live hearing component is optional for K-12 schools). Regardless of whether a live hearing is held, or a written hearing is conducted, each party will have ten (10) days from the receipt of the investigation report to submit written, relevant questions that the party wants asked of another party or witness. Both parties will be provided with the answers and follow up questions. Federal law determines when questions regarding a complainant's prior sexual behavior or sexual predisposition are considered relevant in a hearing provided by a school district.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

9. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility, and will issue a written determination of responsibility that:

A. Identifies the allegations that potentially constitute sexual harassment;

B. Describes the school district's procedural steps taken from the receipt of the complaint to the determination;

C. Includes findings of fact to support the determination;

D. Includes conclusions regarding applicants of the discipline code to the facts;

E. Includes a statement of, and rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the school's educational programs or activities will be provided to the complainant; and

F. The procedures and permissible basis for appeals.

10. Appeals. Within ten (10) days of a determination of responsibility, dismissal of a complaint or any allegations therein either party may appeal for one of the following reasons:

A. A procedural error affected the outcome.

B. New evidence that was not reasonably available at the time of the determination and could affect the outcome;

C. Conflicts of interest on the part of the Title IX coordinator, investigator or decision maker that affected the outcome.

If an appeal is made, the school district will provide written notice to both parties of the appeal. Both parties will be provided an equal opportunity to submit a written statement in support of or challenging the determination within ten (10) days of the written notice to both parties of the appeal being filed. The appeal will be heard by an appeal decision maker who is not the Title IX coordinator, the investigator or the original decision maker. The appeal decisionmaker cannot have a conflict of interest or bias against complainants and respondents generally or the particular complainant and respondent. The appeal decisionmaker will receive training as mandated by law. The decision of the appeal decisionmaker will be final and nonappealable. The written decision of the appeal decisionmaker will be provided within ten (10) days of the deadline for written statements supporting or challenging the initial determination. The written decision will be provided simultaneously to both parties.

11. Recordkeeping. The school district will keep records related to reports of alleged sexual harassment for a minimum of seven (7) years. Records maintained will include investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken including supportive measures. Records will document in each instance that the school district's response was not indifferent and that measures were taken to restore or preserve equal access to educational programs or activities. If the school does not offer supportive measures in response to a report, the records should document why the response was not clearly unreasonable under the known circumstance.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

The district will also post the training materials used to train Title IX coordinators, investigators, and decisionmakers on the district website at: www.frontierok.com. These materials will also be available to the public.

12. Retaliation. The board of education prohibits retaliation by the school district or any employees of the school district against any person for the purpose of interfering with Title IX rights or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations. Complaints of retaliation will be addressed under the district's grievance process.

Charging a person with a discipline violation or code of conduct violation based on a person's knowingly making a materially false statement in bad faith in an investigation is not retaliation.

REFERENCE: **Title VII of the Civil Rights Act of 1964**
42 U.S.C. §2000e-2
29 C.F.R. §1604.1, et seq.
U.S. Department of Education of Education, OCR, Title IX Regulations Addressing Sexual Harassment.

SEXUAL HARASSMENT INCIDENT REPORT FORM

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Alleged Sexual Harassment:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

Student(s) Affected:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

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:

_____

WRITTEN NOTICE TO KNOWN PARTIES REGARDING ALEGATIONS OF SEXUAL HARASSMENT

On the __ day of _____, 20__, the district received formal notification of an allegation of sexual harassment. The respondent is presumed not responsible for the conduct. Responsibility will be determined at the conclusion of the grievance process. Both parties are entitled to have an advisor and to review and inspect evidence. The district's student discipline policies prohibit making false statements or providing false information in the grievance process. Both parties will be treated equally during the investigation and process to resolve the allegations. The district's grievance procedure is located at policy FB, a copy of which is attached to this correspondence, and includes the following steps:

1. Informal resolution. If the parties' consent, informal resolution procedures may be utilized to revolve the allegation.

2. Notice and Summary of Allegations. (Sufficient details must be included here to allow the respondent to prepare a response).

3. Investigation of Allegations. The school district has designated _____ to act in the role of the investigator. Contact information is as follows: (insert contact information).

4. Interviews. Interviews may be scheduled in accordance with school district policy.

5. Evidence. Both parties will have the right to review all evidence that is directly related to the allegations in the complaint.

6. Report. A written investigation report will be provided to both parties at least ten days prior to a hearing or determination of responsibility.

7. Hearing. The Title IX coordinator will determine on a case by case basis as to whether the hearing will be a live hearing or whether it will be a written hearing.

8. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence or a clear and convincing evidence standard) to determine responsibility and will issue a written determination.

9. Appeals. An appeal may be filed by either party in accordance with district policy.

Records of this allegation will be maintained for a minimum of seven (7) years.

At this time, the respondent may prepare a written response before an initial interview. The interview is tentatively scheduled for _____.and will be held at _____. If you have any questions, please contact me at _____.

Sincerely,

_____
Title IX Coordinator

WRITTEN REPORT

On the ___ day of ____, 20___ an allegation of sexual harassment was provided to the school district. The allegations were as follows (insert allegations in summary format). I conducted an investigation into the allegations as follows (summarize investigation and include evidence).

This document is formal notice to both parties of the evidence.

Sincerely,

_____

Investigator

STUDENT RESIDENCY

It is the policy of the Frontier 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 care 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).)

Homeless Students

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

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 other 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 or transfer of a child in foster care or a homeless child or youth ~~may~~ shall be waived~~.~~

3. Customary transportation policies and regulations shall be waived.

4. Official school records policies and regulations shall be waived.

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.

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 Frontier Administration as residency officer. The residency officer may be contacted by calling the school district at 580-723-4360 or by writing to the residency officer at the following address, or by personally visiting the residency officer at 17750 Valley Rd, Red Rock, OK 74651.

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.

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.

STUDENT RESIDENCY (Cont.)

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 the 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 1111(g)(1)(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;
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;

STUDENT RESIDENCY (Cont.)

18. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or 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

A POLICY ON THIS TOPIC IS REQUIRED BY LAW.

STUDENTS: ENROLLMENT REQUIREMENTS

It is the policy of the Frontier Board of Education that children who are at least four (4) years of age but not more than five (5) years of age on or before September 1 and have not attended a public school kindergarten may be enrolled in either a half-day or full-day non-compulsory, early childhood program free of charge. No child shall be enrolled in Kindergarten unless the child has reached five years of age on or before the first day of September of the year the child intends to enroll. No child shall be enrolled in the first grade unless the child will have reached the age of six (6) on or before September 1 of the school year. Age may be verified by a birth certificate, parent's statement, a physician's statement, or previous educational records.

The superintendent or designee will be responsible for the receipt of all applications for admission, the conduct of registration procedures, and for certification that all admission requirements and prerequisites have been properly met by the student. Placement in a specific class or grade level will be based on administrative determination.

All children between the ages of 5 and 21 on or before September 1 who reside within this school district are entitled to attend public school regardless of nationality or citizenship provided other age and residence requirements are met. Maximum age to which students may attend school tuition-free is 21 except that any person between the ages of 21 and 26 may attend school if it was impossible for the person to have finished the twelfth grade before the age of 21. Students over the age of 21 must be able to provide evidence satisfactory to the board of education that he or she was unable to attend school for a definite period or periods of time by reason whereof it was impossible for him or her to complete the 12th grade before reaching the age of 21.

Termination of attendance before graduation from high school or before reaching the age of eighteen may be permitted by mutual consent of the superintendent and the parent, legal custodian, or legal guardian of the student.

A student who has been suspended out-of-school 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 this school district until the terms of the suspension have been met or the time of suspension has expired.

This district shall not provide education services in the regular school setting to any student who has been removed from any public or private school in Oklahoma or any other state until the district determines that the student no longer poses a threat to himself or others.

The district may consider providing alternative educational services such as home-based instruction. If the student is on an individualized education plan (IEP), education services will be provided according to that plan.

REFERENCE: 70 O.S. §1-114
70 O.S. §5-132
70 O.S. §18-108, §18-111

ENROLLMENT POLICY

It is the policy of the Frontier Board of Education that all students enrolling in Frontier Public Schools must do so on a full-time basis. Full-time basis shall be defined as attending classes for the full instructional day within the public school system or in conjunction with another state accredited institution such as a vocational-technical school or a college or university for concurrent enrollment. The only exceptions to this policy shall be for fifth-year seniors and special education students whose IEP's require variations of student schedules. In the event the State Department of Education advises us that part-time students can be counted for state aid purposes, the board will reconsider this policy.

ELECTRONIC SIGNATURES

The Board recognizes the effective and efficient use of electronic communications to conduct business. Under certain conditions electronic signatures satisfy the requirements of a written signature when transacting business. Although all electronic signatures are represented digitally, they can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, signed, and stored.

Definitions

Attribution - an electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic signature was attributable.

Electronic Signature - an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Electronic Record - any record created, generated, sent, communicated, received or stored by electronic means.

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be signed in nonelectronic form. The issuance and/or acceptance of an electronic signature by the District shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws. Such electronic signature shall have the full force and effect of the manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title;

2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;

3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed; and

4. The electronic signature conforms to all other provisions of this policy.

Acceptance, Use and Issuance of Electronic Records and Signatures

The District may utilize electronic recordkeeping systems that can receive, store, and reproduce electronic records and signatures relating to transactions in their original form. Such system shall include security procedures whereby the District can:

1. Verify the attribution of a signature to a specific individual;

2. Detect changes or errors in the information contained in a record submitted electronically;

3. Protect and prevent access, alteration, manipulation or use by an unauthorized person; and

4. Provide for nonreproduction through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

ELECTRONIC SIGNATURES (Cont.)

The District shall ensure that all electronic signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The District may elect to receive and accept as original, electronic records and signatures so long as the communication, on this face, appears to be authentic, and conforms to all other provisions of this policy.

The District will retain in its records this policy and all statements of exclusive use, until such time as all legally mandated retention requirements are satisfied.

The District will not accept electronic signatures on student records including, but not limited to, absence excuses from parents/guardians, educational trip requests, and certain documents related to the Individuals with Disabilities Education Act.

PLACEMENT OF STUDENTS WHO HAVE BEEN IN A HOMESCHOOL PROGRAM

When a student or parent or guardian of a student who has been in a homeschool program requests to enroll in Frontier Public Schools, a committee will determine placement of the student.

The committee will be composed of the building principal, two classroom teachers selected by the principal, a counselor, and/or school psychologist as selected by the principal.

Students requesting enrollment in grades K-9 shall be administered a standardized achievement test. Students requesting enrollment in grades 10-12 shall be administered comprehensive, written examinations in subject areas for which credit is requested. Credit for all work in grades 9-12 will be on a pass-fail basis rather than letter grades.

All examinations shall be administered by the school district and copies of the examination given and the results shall be kept on file for one year.

In determining placement, the committee shall consider all pertinent student data, including but not limited to:

The test scores or results of the comprehensive written examinations,

Type of program the student has been in,

Age of student, previous records in school, recommendations or report from outside source, and recommendation of parent.

The committee will determine the final grade placement of the student and the academic units for which the student is to receive credit.

Should the parent or student not agree with the placement or credits for academic units, the decision may be appealed through the superintendent and board of education.

ENROLLMENT OF MILITARY CHILDREN

It is the policy of the Frontier Board of Education that the residence of any military child for school purposes shall be the legal residence of the parents, guardian, or person having legal custody who holds legal residence 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. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

Upon enrollment, the school district shall request official records from the sending school district. Until such time as those records are received, the school district shall enroll and appropriately place the student based upon information provided by the parent or guardian pending validation by official records. The school district shall initially honor the placement of the student in educational courses based upon the student's enrollment in the sending school district and/or educational assessments conducted at the school in the sending state if the courses are offered. The school district reserves the right to perform subsequent evaluations to ensure appropriate placement.

Students shall be allowed to continue their enrollment at grade-level in the receiving district commensurate with their grade level from the sending school, regardless of age. This could result in underage military children being enrolled in kindergarten and/or first grade.

The school district shall waive specific course requirements for graduation if similar course work has been satisfactorily completed in another school district or the district will provide reasonable justification for denial. Special provisions exist in law with regard to options for graduation for military students transferring at the beginning of his/her senior year.

REFERENCE: 70 O.S. §510.1

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 services 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.**

PART-TIME ENROLLMENT

The board seeks to provide the best educational opportunities possible for every student in the district. In order to do so, the district must carefully balance individual student needs with the overall needs of the district – including the district's financial needs.

Public school districts in Oklahoma have two major sources of funding: ad valorem taxes and state aid. Ad valorem tax receipts are controlled by the assessed valuation of the property within the geographical boundaries of the school district and are not affected by the number of students enrolled and attending school. State aid, on the other hand, is determined by calculations that factor in the number of students attending the school district. An increase in the number of students therefore results in an increase in state aid, all other factors being equal.

The regulations of the Oklahoma State Department of Education provide that students who are enrolled on less than a full-time basis, as defined by the Oklahoma State Department of Education, may not be counted for state aid purposes. Accordingly, allowing students to enroll on a part-time basis would require the School District to provide an education for those students without receiving any additional state aid to pay for the cost of educating such part-time students.

In addition, the board believes that allowing students to enroll on a part-time basis would cause administrative disruption and make the administration and the efficient operation of the schools in the district more difficult.

Because of these reasons, the board requires that all students enrolling in the Frontier Public Schools must do so on a full-time basis. Full-time basis shall be defined as attending classes each day of the school week for the full instructional day within the public school system or in conjunction with another state-accredited institution such as a vocational-technical school district or a college or university for concurrent enrollment. The only exceptions to this policy shall be for students receiving remediation after being denied a standard diploma by this district, fifth-year seniors, and students with disabilities whose IEPs or accommodation plans require variations on student schedules.

Regardless of the exceptions to this policy outlined above, only students enrolled on a full-time basis, as defined herein, may participate in District -sponsored extracurricular activities.

This policy does not apply to tuition based classes such as driver's education courses if given in the summer.

If at any time after the adoption of this policy Oklahoma law allows part-time students to be counted for state aid purposes, the Board will reconsider this policy.

STUDENT ATTENDANCE

The Frontier Board of Education believes that in order for students to realize their fullest potential from educational efforts, they should attend all classes if possible. Realizing that some absences may be beyond a student's control, the board has adopted a policy requiring students to be in attendance a minimum of 90% each semester to receive credit for any course in which the student is enrolled. Exceptions to this requirement will be considered by the board on an individual, case by case basis.

The superintendent is directed to establish an attendance regulation, subject to board approval, which supports this policy.

REFERENCE: 70 O.S. §10-105, §10-106
Department of Education, Administrator's Handbook

MEDICAL EXEMPTION REVIEW COMMITTEE PROCESS FOR ELIGIBLE EXEMPTIONS AND DOCUMENTATION FOR DECISION

Members of the committee shall adhere to the Family Educational Rights and Privacy Act (FERPA) with regard to the review of confidential student records. The committee will review student absences and make a determination as to which absences may qualify as an absence for a severe medical condition and as a result be exempt from inclusion in the calculation of the chronic absenteeism indicator of the applicable student's school sites. In deciding, the committee will utilize the following definition of severe medical condition:

"A severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma."

If it is determined that a student's absence meets the definition, that absence will be documented via a notation by the building principal in the student's attendance log as being for a severe medical condition.

The district will report all absences determined to be medically exempt to the Oklahoma State Department of Education Office of Accountability.

DOCUMENTATION

On the ___ day of _____, 20___, the Medical Exemption Review Committee met at ____ o'clock to review absences to determine which absences, if any, met the "severe medical condition" exemption for purposes of the school district's chronic absenteeism indicator. The following situations were found to meet the definition:

Student _____.

Severe Medical Condition _____.

Date of Absences _____.

The committee agreed on this decision with a vote of _____.

_____
Committee Chairperson

ATTENDANCE POLICY
(REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. 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.

ABSENCES

Excused absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation.
6. Documented participation in four 4-H activities each school year.
7. Documented speech therapy, occupational therapy, or any other service related to the child's Individualized Education Program (IEP).

It is the responsibility of the parent to notify the school if a child is to be absent for enumerated items 1-5 in a reasonable amount of time. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

Enumerated items 6-7 are statutorily excused absences which will require notification to the school district prior to the absence and documentation from the 4-H educator or service provider after the absence to identify the absence as excused.

Students will be given the opportunity to make up any schoolwork missed while they are participating in activities or programs sponsored by 4-H. Grades cannot be adversely affected for lack of attendance or participation due to their participation in activities or programs sponsored by 4-H so long as the district was notified prior to the absence and the appropriate documentation was provided by the 4-H educator after the absence which substantiates the student's attendance at the 4-H event or activity.

Students will not be provided an excused 4-H absence for any student who participates in an activity or program sponsored by 4-H if the 4-H activity occurs during the scheduled statewide student assessment window set by the State Board of Education or if the student has been disciplined or suspended by the school district and a condition of the punishment would preclude the student from participation in any school field trips or extracurricular activities.

The district will not require medical documentation to support personal or family illness that results in an excused absence. However, students will be required to make up any work that has been missed. Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility

ATTENDANCE POLICY, REGULATION (Cont.)

is made by the district's medical exemption review committee. The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:

    a. The student has completed instructional activities on no less than ninety (90%) of the time that services were provided in a virtual or distance learning format to include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone,

    b. The student is on pace for on-time completion of the course as required by the school district,

    c. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year; or

2. They have a medical condition that incapacities the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

3. They are participating in a released time program held by an independent entity off school premises for no more than three class periods per week or a maximum of 125 class periods per school year provided that:

    a. The student's parent or legal guardian provides written consent prior to the student's participation in the released time course;

    b. No school funds other than de minimis administrative costs are expended and no school district personnel, equipment or resources are involved in providing the instruction;

    c. The independent entity maintains attendance records and makes the records available to the school district and board of education;

    d. Transportation is provided to and from the place of instruction by the independent entity, the student or the student's parent or legal guardian;

    e. The independent entity or the student's parent or legal guardian indemnifies the school district and holds it harmless with regard to any liability arising from conduct that does not occur on school property under the control or supervision of the school district and the independent entity maintains adequate insurance for that purpose;

    f. The student assumes responsibility for any missed schoolwork; and

    g. The student may not be excused to participate in a released time course during any class in which the subject matter being taught is subject to the assessment requirements of Section 1210.508 of Title 70.

ATTENDANCE POLICY, REGULATION (Cont.)

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.

2. The student will be allowed to make up any work missed while participating.

Unexcused Absence

This is any absence that does not fall within one of the above categories. Work may be made up. 90% of the grade will be counted. Ten unexcused absences will result in that student not receiving credit in that class for the semester.

Truancy

A student is considered truant when absent from the classroom without the knowledge of either the school or the parent or if the parent does not compel the student to attend school.

Tardies

1. A student is tardy who is not in the student's seat when the bell to begin the period sounds.

2. A student who is more than 20 minutes late is counted absent for the period.

3. Each three tardies will constitute an unexcused absence from that class.

Any student who exceeds the ten-day limit for unexcused absences may appeal to the board of education for reinstatement of credit. Consideration will be given as to the reason for the absences as well as to the attempts by parents to minimize the absenteeism.

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year exclusive of a significant medical condition, when the total number of days the student is absent is divided by the total number of days the student is enrolled, and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child's medical needs will be considered a significant medical condition.

*** LEGAL REFERENCE:** **38 O.S. §37**
70 O.S. § 10-105
70 O.S. § 3-145.8
70 O.S. § 11-101.3

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 Frontier 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**

STUDENT TRANSFERS

The school district will 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 or athletic ability. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations.

Transfers that have previously been approved by the school district will remain in effect for future school years unless the district provides notification to the parent or legal guardian that the transfer is not going to be continued for an upcoming school year due to disciplinary action or attendance issues. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student.

A transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a student who transferred in the previous school year may attend the school district to which their sibling transferred as long as the school district has capacity in the grade level and the sibling does not meet a basis for denial as listed below. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;

2. The transferring student has not been disciplined for:

    a. violation of a school regulation,

    b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or 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, or

    c. 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, as defined in the Uniform Controlled Dangerous Substances Act.

3. The transferring student does not have a history of absences. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

By the first day of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The number of transfer students for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website. The district shall report to the State Department of Education the number of transfer students for each grade level for each school site which the district has the capacity to accept.

The district has a capacity of 26 students in grades kindergarten through eighth at Frontier Elementary and Middle School.

TRANSFER POLICY(Cont.)

The district has a capacity of 24 students in grades ninth through twelfth at Frontier High School.

A student shall be allowed to transfer to a district in which the parent or legal guardian of the student is employed as a teacher as per 70 O.S. § 8-113.

The district will approve or deny the application and notify the parent of the student of the determination in writing within thirty (30) days of receiving an application. The school district shall enroll transfer students in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students in the order in which the district received the application. Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer if:

1. At least one parent of the student has a Department of Defense issued identification card; and

2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If the transfer application is accepted, the district shall notify the parents of the acceptance. The parent shall provide the district with written notification that the student will be enrolling within ten (10) days of notification of acceptance. Failure to notify the school district within ten (10) days of acceptance shall result in the cancellation of the transfer. The district will provide a written noticed of the cancellation to the parent of the student immediately upon cancellation. If accepted, a student transfer is granted for the existing school year and may continue to attend in

future years. At the end of the school year, the district may deny continued transfer of the student due to disciplinary reasons or a history of absences. Written notice of the intention to deny continued transfer of the student shall be given to a parent of a student no later than July 15. The parent may appeal the denial of a continued transfer.

If a transfer request is denied by the school district, the district shall provide notification of the denial in writing to the parent by either hand-delivery, by U.S. Mail or electronic mail. The notification shall include:

1. An explanation including but not limited to any citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the district for determining the number of transfer students the school district has the capacity to accept;
3. A copy of 210:10-1-18.1 from the Administrative Code; and
4. The date upon which the appeal will be due.

If a transfer request is denied by the administration, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of denial to the board of education. If notification was hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification is sent by U.S. Mail, the appeal period shall begin three (3) days after the notification is mailed. If notification is sent via electronic mail, the appeal period

TRANSFER POLICY(Cont.)

shall begin the day after the notification is sent. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. The board of education shall accept an otherwise untimely appeal if a parent of a student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within ten (10) days after the parent of the student actually received notice.

The appeal to the board of education shall be submitted to the office of the superintendent. The appeal shall include the following:

1. The name, address and telephone number of the parent of the student and the student for whom the appeal is being taken;
2. The date the district gave notice denying the transfer request;
3. The basis for appealing the decision of the school district; and
4. The name, address and telephone number of the legal representative, if applicable.

Appeal process choice 2: During the appeal, the board of education will meet with the administration and parent or legal guardian of the student in executive session. While in executive session the administration will explain why the transfer was denied, and the members of the board will be able to ask questions of the administration. The board will then hear from the parent or legal guardian as to why the transfer should have been approved. The members of the board will be able to ask questions of the parent or legal guardian. The administration and the parent or legal guardian will be excused from the executive session while the board deliberates on the appeal. The board will return to open session and will vote to approve the denial or overturn the denial of the transfer.

If the board of education votes to deny an appeal of a request to transfer, the board of education shall instruct the superintendent to provide notification of denial in writing to the parent of the student by either hand-delivery, by U.S. Mail, or by electronic mail. The notification shall include:

1. An explanation, including the legal citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the board of education for determining the number of transfer students the district has capacity to accept;
3. A copy of the State Board of Education's prescribed form for an appeal; and
4. A copy of 210:10-1-18.1 which identifies the Accreditation standard for appealing the denial of a student transfer.

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education. The superintendent shall immediately provide a copy of the appeal to each member of the board of education. Upon receipt of notice of an appeal, but not later than five (5) days prior to the date at which the State Board of Education is scheduled to consider the appeal the board of education may submit a written response to the appeal. Responses should not exceed five (5) pages. If not submitted by the parent, the board of education shall provide a copy of the policy adopted to determine the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The parent and the school district will have an opportunity to appear in person or by authorized representative or by attorney to address the State Board at the meeting.

TRANSFER POLICY(Cont.)

A student who enrolls in a school district in which the student is not a resident 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 at the receiving school unless the transfer is from a school district which does not offer the grade the student is entitled to pursue as per 70 O.S. § 8-103.2.

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
State Accreditation Standards 210:10-1-18 and 210:10-1-18.1

A POLICY ON THIS TOPIC IS REQUIRED BY LAW

INTRA-DISTRICT TRANSFERS

Under certain circumstances, Oklahoma law allows students that reside in a school district to transfer from their assigned site to any site within the district, also known as an intra-district transfer. By the first day of January, April, July and October of each year, the board of education shall establish the number of intra-district transfer students the district has the capacity to accept in each grade level for each school site within the district. Once established, the intra-district capacity numbers will be posted in a prominent place on the school district website and shall be reported to the State Department of Education.

An intra-district transfer may be requested at any time in the school year, unless the grade level of the receiving school site has reached capacity. If the capacity at a grade level is insufficient to enroll all eligible students, the school district shall select intra-district transfer students based on the following preferences and then in the order in which the intra-district applications were received:

This policy applies to students who reside within the school district and creates an enrollment preference and reserve capacity for:

1. Students who reside in the school site boundary;

2. Students who attended the school site the prior school year;

3. Siblings of students who are already enrolled at the school site;

4. Children of school district employees who wish to attend a different school site within the school district; and

5. Students who change residence within a school district and who wish to attend the same school site.

An intra-district transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to other school sites within the school district where the student resides to no more than two (2) times per school year. Exceptions to this limit will exist for students in foster care. A student is legally entitled to re-enroll at any time in their school district's site of residence.

Any sibling of a student who transfers may attend the school district to which their sibling transferred as long as the school district has capacity in the grade level and the sibling does not meet a basis for denial as listed below. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

The child of a school district employee who resides in the school district but wishes to attend a different school site within the school district where the student resides may be granted an intra-district transfer if the student does not meet a basis for denial as listed below.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;

INTRA-DISTRICT TRANSFER (Cont.)

2. The transferring student has not been disciplined for:

    a. violation of a school regulation,

    b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or 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, or

    c. 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, as defined in the Uniform Controlled Dangerous Substances Act.

3. The transferring student does not have a history of absences. "History of absences" means 10 or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

The district will approve or deny the application and notify the parent of the student of the determination in writing within thirty (30) days of receiving an application. The school district shall enroll transfer students based on the preferences outlined above and then in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students based on the preferences outlined above and then in the order in which the district received the application.

LEGAL REFERENCE: 70 O.S. Section 8-114.

STUDENT TRANSFERS FOR CHILDREN OF EMPLOYEES

Children or wards of individuals employed by the school district may be allowed to transfer into the school district without regard to capacity. The application of an employee's child shall be reviewed in accordance with the district's transfer policy utilizing attendance and discipline. The appeal process outlined in policy FE will be followed with regard to the denial of transfer for an employees' child.

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

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

POLICY REQUIRED BY LAW

TRANSFERS FOR SPECIAL EDUCATION STUDENTS

If a transfer application is received for a child with disabilities to a school district other than the district of residence of the child pursuant to the Education Open Transfer Act, the following provisions shall apply:

1. The school district shall establish availability of the appropriate program, staff, and services prior to approval of the transfer;

2. Prior to the approval of the transfer of a student on an Individualized Education Program (IEP), a joint IEP conference shall be required between the district of residence and the receiving district; and

3. Upon approval of the transfer, the receiving district shall claim the student in the average daily membership for state and for federal funding purposes and shall assume all responsibility for education of the student ~~child~~. For state funding purposes, the State Department of Education shall include the appropriate grade level weight and all category weights to which the pupil is assigned pursuant to the provisions of Section 18-201.1 of this title when calculating State Aid pursuant to the provisions of Section 18-200.1 of this title, regardless of whether the receiving district provides education to the student using traditional in-class means or via online instruction. When applicable, the receiving district may apply to the Oklahoma Special Education Assistance Fund for assistance in meeting any extraordinary costs incurred.

Once a student transfer application is received, the superintendent or their designee shall review the application. The review process shall include:

1. A joint IEP conference between the previous district and the receiving district to review the services the student has received at their previous district;
2. A determination as to whether the district has the availability of the appropriate program, staff and services to provide appropriate services to the student who has applied for a transfer.

If a transfer request is denied by the school district, the district shall provide notification of the denial in writing to the parent by either hand-delivery, by U.S. Mail or electronic mail. The notification shall include:

1. An explanation including but not limited to any citation of the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the district for transfers of students with disabilities;
3. A copy of the State Board of Education rule governing appeals (after adoption); and
4. The date upon which the appeal will be due.

The parent or legal guardian of a student with disabilities or an adult student with disabilities who is age 18 or older but under the age of 22 may appeal the denial within 10 days of notification of the denial to the board of education. The board shall consider the appeal at its next regularly scheduled board meeting. If notification was hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification is sent by U.S. Mail, the appeal period shall begin three (3) days after the notification is mailed. If notification is sent via electronic mail, the appeal period shall begin the day after the notification is sent. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. The board of education shall accept an otherwise untimely appeal if a parent of a student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within 10 days after the parent of the student received notice.

TRANSFER POLICY(Cont.)

The appeal to the board of education shall be submitted to the office of the superintendent. The appeal shall include the following:

1. The name, address and telephone number of the parent of the student and the student for whom the appeal is being taken;
2. The date the district gave notice denying the transfer request;
3. The basis for appealing the decision of the school district; and
4. The name, address and telephone number of the legal representative, if applicable.

During the appeal, the board of education will meet with the administration and parent or legal guardian of the student in executive session. While in executive session the administration will explain why the transfer was denied, and the members of the board will be able to ask questions of the administration. The board will then hear from the parent or legal guardian as to why the transfer should have been approved. The members of the board will be able to ask questions of the parent or legal guardian. The administration and the parent or legal guardian will be excused from the executive session while the board deliberates on the appeal. The board will return to open session and will vote to approve the denial or overturn the denial of the transfer.

If the board of education votes to deny an appeal of a request to transfer, the board of education shall instruct the superintendent to provide notification of denial in writing to the parent of the student by either hand-delivery, by U.S. Mail, or by electronic mail. The notification shall include:

1. An explanation, including the legal citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the board of education for determining the number of transfer students the district has capacity to accept;
3. A copy of the State Board of Education's prescribed form for an appeal; and
4. A copy of the rule adopted by the State Board of Education which identifies the Accreditation standard for appealing the denial of a student transfer.

If the board of education denies the appeal, the parent or legal guardian of the student with disabilities or the adult student with disabilities who is age eighteen (18) or older but under the age of twenty-two (22) may appeal the denial within ten (10) days of notification of the appeal denial to the State Board of Education. The appeal shall be considered by the State Board of Education at its next regularly scheduled meeting.

The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education. The superintendent shall immediately provide a copy of the appeal to each member of the board of education. Upon receipt of notice of an appeal, but not later than five (5) days prior to the date at which the State Board of Education is scheduled to consider the appeal the board of education may submit a written response to the appeal. Responses should not exceed five (5) pages. If not submitted by the parent, the board of education shall provide a copy of the policy adopted to determine the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The parent and the school district will have an opportunity to appear in person or by authorized representative or by attorney to address the State Board at the meeting.

REFERENCE: 70 O.S. §13-103

HEALTH:
STUDENTS

The Frontier Board of Education believes that the goals of educators should include training that helps our 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 not 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 prohibit a child with head lice from attending school until such time as the child no longer has been identified as having head lice.

REFERENCE: 70 O.S. §5-117, §10-105, §11-103, §1210.194
63 O.S. §1-507

CONTAGIOUS AND LIFE THREATENING DISEASES

The Frontier Board of Education is concerned for the health and well-being of students and staff of the public schools. While the general health and physical well-being of a student is the responsibility of the parent, the board believes that teachers and administrators should promote and encourage the maintenance of a healthy body and mind.

Oklahoma law (70 O.S. §1210.194 and 63 O.S. §1-507) prohibits any child afflicted with a contagious disease from attending a public, private, or parochial school until such time as the child is free from such contagious disease.

Oklahoma law (70 O.S. §10-105 [1]) also permits the exclusion of a child by reason of mental or physical disability as determined by the board of education upon a certificate of a duly-licensed and practicing physician.

The board of education recognizes the possibility of students and staff acquiring and/or transmitting a contagious disease. Children may be excluded from school when the board believes exclusion is necessary to promote the safety and well-being of students and staff.

BASIC COMPONENTS OF PANDEMIC PLANNING

Every District should have an Emergency Management Plan that:

- Addresses all four phases of emergency management planning (Mitigation and Prevention, Preparedness, Response and Recovery).
- Is flexible enough to address multiple hazards (be "all-hazard plans").
- Is practiced on a regular basis.
- Is developed in an interactive, cross-cutting manner, in collaboration with community partners and stakeholders.
- Is based upon sound data and information.
- Includes provisions for being continually reviewed and updated regularly.
- Is coordinated with community pandemic illness planning efforts, as well as state policy and planning efforts.

Pandemic Plan: This plan is built upon components in existing emergency management plans and would contain elements unique to a pandemic.

Communication Plan

- Identify audiences and key messages (students, parents, staff, etc.).
- Focus on clear, accurate, consistent, and timely communications.
- Identify trusted spokesperson (also, identify who will be lead for health matters).
- Identify trusted media partners.
- Establish redundant communications methods identified in advance (primary, secondary and tertiary methods identified and all parties are familiar with them).

Plan for continuity of learning or instruction

- Consider alternate learning strategies.
- Consider potential restructuring of school calendar.

Identify stakeholders and partners. Identify a contact within the local public health department and collaborate with that entity to create complementary plans, coordinate with other partners, and communicate consistently with the public.

Identify and coordinate with other key stakeholders, such as law enforcement, school security personnel, local emergency management office, businesses, community and faith-based organizations.

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

Review and reline policies and authorities: Review school district's or crisis management plan, which outline procedures for continued function during an extended emergency.

Consider:

- Essential functions, goods, and services that must be maintained under a variety of conditions;
- Essential tasks that can be performed from other locations such as home, as well as technology support necessary to implement such measures;
- Essential people and material support;
- Delegations of authority; and
- Personnel/Human Resources policies (leave, disability, payroll, potential high absenteeism).

Identify legal authorities for school closures, limitations on responsibilities and functions (such as school lunch provision), and school's potential responsibilities and liabilities.

Review and refine supply **policies and contracts** including potentially ordering and warehousing items such as tissues, soap, or hand sanitizer.

Initiate or expand prevention and education efforts

- Conduct preventive hand-washing and cough/sneezing etiquette campaigns.
- Encourage staff, faculty, and students to stay home when ill.
- Provide information to parents, staff and students about elements of pandemic plan.

Create and implement a surveillance system in partnership with state and/or local health departments to identify and track student absences due to illness, which would allow the rapid detection of unusual changes or trends in student health.

Develop an Incident Command System (ICS) specific to a pandemic that identifies roles and responsibilities of educators, law enforcement, and health officials in advance of an incident.

Consider and plan with community partners to address issues specific to your school environment, such as:

- Students with special needs, including those who are in special education, receiving supplemental services at school, English Language Learners, or have special health care needs;
- Working with Child Nutrition Directors to help families identify sources for feeding programs for students who receive meals at school in the event of long-term school closures;

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

- Potential social services needed during and after pandemic has ended;
- Possible alternative uses of school buildings during a pandemic (such as for mass immunizations or hospitals);
- Potential uses of school buses during pal1denlic and if/how this affects contracts;
- Current alternative uses for schools and determine necessary policies/procedures under school closures;
- Capacity to address requirements for cleaning the building if it was used for community
- health needs or if there were sick students; and
- Fiscal, academic, emotional and physical recovery issues, including;
    - Return to learning;
    - Ability of students, family, and staff to access available mental health supports,
    - particularly during a crisis if schools are cancelled;
    - Bereavement needs; and
    - Availability of mental health service providers, including community and faith-based organizations.

Summary: Basic Components of Pandemic Planning

- Every district should have an Emergency Management Plan.
- The Plan should be flexible to encompass all hazards.
- Every district should develop a Pandemic illness Plan.
- Plans should address four phases of emergency management planning: Mitigation and Prevention, Preparedness, Response and Recovery.
- Plans should be practiced on a regular basis.
- Plans should be developed and communicated in an interactive manner with stakeholders, including parents, faculty, other community partners and first responders.
- Plans should be based on sound data and information; www.cdc.gov should be the main resource for pandemic planning and information.
- Plans should be continually reviewed and updated as new information is available. The complete planning checklist can be viewed at www.cdc.gov.

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

Instruction

Emergencies and Disaster Preparedness

Pandemic/Epidemic Emergencies

The Board recognizes that a pandemic/epidemic outbreak is a serious threat that stands to affect students, staff, and the community as a whole. With this consideration in mind, the Board establishes this policy in the event the town/municipality and/or school district is affected by a pandemic/epidemic outbreak. At all times the health, safety and welfare of the students shall be the first priority.

Planning and Coordination

The Superintendent shall designate one or more staff members to serve as a liaison between the school district and local and state health officials. This designee is responsible for connecting with health officials to identify local hazards, determine what crisis plans exist in the school district and community, and to establish procedures to account for student well-being and safety during such a crisis. The designee shall work with local health officials to coordinate their pandemic/epidemic plans with that of the school district

The Principal and/or school nurse or other designee shall develop a curriculum component to health classes that is designed to teach students about preventing or limiting the spread of communicable diseases.

With fiscal concerns in mind, the District shall purchase and store supplies necessary for an epidemic/pandemic outbreak, including but not limited to disinfectant products, face masks, water, examination gloves, and other supplies as recommended by the school nurse and/or State or county health department.

The Superintendent shall develop procedures and plans for the transportation of students in the event of an evacuation. Such procedures shall include provisions for students who cannot be transported to home at the time of the evacuation.

Response

In the event anyone within the school is discovered or suspected to have a communicable disease that may result in an epidemic/pandemic, that person shall be immediately quarantined pending further medical examination. Local and state health officials shall be notified immediately.

In conjunction with local and state health officials, the Superintendent shall ascertain whether an evacuation, lockdown, or shelter-in-place needs to be established. As soon as such a decision has been made, the school district shall attempt to notify the parents of all students.

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

Instruction

Emergencies and Disaster Preparedness

Pandemic/Epidemic Emergencies (continued)

In the event of an evacuation, the Superintendent is charged with determining when the school shall re-open. In the event of a lockdown or shelter-in-place, the Superintendent shall notify all proper authorities and relief agencies to seek their assistance for the duration of the lockdown or shelter-in-place.

Infection Control

Any student or staff member found to be infected with a communicable disease that bears risk of pandemic/epidemic will not be allowed to attend school until medical clearance is provided by that individual's primary care physician or other medical personnel indicating that that person does not bear the risk of transmitting the communicable disease.

Students with excessive absences due to a communicable disease shall be given a reprieve from other Board policies relative to excessive student absences. Efforts will be made by the staff to determine what, if any, school work the student can complete while absent.

Staff members who are forced to miss excessive days of work shall first use sick leave. If a staff member has still not received medical clearance to resume his/her work duties, absences in excess of a staff member's allotted leave will not affect the employees right to continued employment.

Continuance of Education

The Superintendent shall develop a plan of alternate means of educating students in the event of prolonged school closings and/or extended absences. Such a plan may include providing students with assignments via mail, local access cable television, or the school district's website.

The Superintendent is authorized to amend the traditional class schedule and schedule of days. Such a plan may include extending the school day, having school days held on Saturdays, the use of previously scheduled vacation days, and/or extend the school year beyond the previously established end of school year, within applicable statutory requirements.

Public Health Instructions During a Pandemic Illness

Throughout a pandemic illness, people may be asked or required to do things to help hold back the spread of the disease in our community.

Here are some examples of what public health officials may ask people to do:

STAY HOME

People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic illness to limit the spread of the disease.

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

AVOID LARGE GROUPS

People - even those who are well - should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic illness these kinds of events could be cancelled because large gatherings of people help spread of a pandemic illness.

Isolation and quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow isolation and/or quarantine instructions.

ISOLATION

Isolation is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

QUARANTINE

Quarantine is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

FACT SHEET: Stopping Germs at Home, Work and School

How Germs Spread: The main way that illnesses like colds and viruses are spread is from person to person in respiratory droplets of coughs and sneezes. This is called "droplet spread." This can happen when droplets from a cough or sneeze of an infected person move through the air and are deposited on the mouth or nose of people nearby. Sometimes germs also can be spread when a person touches respiratory droplets from another person on a surface like a desk and then touches his or her own eyes, mouth or nose before washing their hands. We know that some viruses and bacteria can live 2 hours or longer on surfaces like cafeteria tables, doorknobs, and desks.

How to Stop the Spread of Germs: In a nutshell: take care to:

- Cover your mouth and nose.
- Clean your hands often.
- Remind your children to practice healthy habits, too.

Cover your mouth and nose when coughing or sneezing: Cough or sneeze into a tissue and then throw it away. Cover your cough or sneeze if you do not have a tissue. Then, clean your hands, and do so every time you cough or sneeze.

The "Happy Birthday" song helps keep your hands clean? Not exactly. Yet it is recommend that when you wash your hands — with soap and warm water — that you wash for 15 to 20 seconds. That's about the same time it takes to sing the "Happy Birthday" song twice!

BASIC COMPONENTS OF PANDEMIC PLANNING (Cont.)

Alcohol-based hand wipes and gel sanitizers work too: When soap and water are not available, alcohol-based disposable hand wipes or gel sanitizers may be used. You can find them in most supermarkets and drugstores. If using gel, rub your hands until the gel is dry. The gel doesn't need water to work; the alcohol in it kills the germs on your hands.

Germs and Children: Remind children to practice healthy habits too, because germs spread, especially at school.

More Facts, Figures, and How-Tos: CDC and its partner agencies and organizations offer a great deal of information about hand washing and other things you can do to stop the germs that cause pandemic illnesses, the common cold, and other illnesses.

TIPS FOR PARENTS ON COPING WITH PANDEMIC ILLNESS

Plan for an extended stay at home during a pandemic illness.

- Ask your employer about how business will continue during a pandemic.
- Ask your employer if you can work from home during a pandemic.
- Plan for a possible reduction or loss of income if you are unable to work or your place of employment is closed.
- Check with your employer or union about leave policies.
- Plan home learning activities and exercises. Have materials, such as books, on hand.
- Plan recreational activities that your children can do at home.

Items to have on hand for an extended stay at home:

Examples: Non-perishable foods, health and emergency supplies

- Ready to eat canned vegetables, soups
- Protein or fruit bars
- Dry cereal or granola
- Peanut butter and jelly
- Dried fruit, nuts, trail mix
- Crackers
- Canned juices
- Bottled water
- Fluids with electrolytes, such as Pedialyte®
- Canned or jarred baby food
- Baby formula
- Medicines for fever, such as acetaminophen (Tylenol) or ibuprofen (Motrin)
- Thermometer
- Vitamins
- Prescribed medical supplies such as, glucose and blood pressure monitoring
- Flashlight with extra batteries
- Portable radio with extra batteries
- Manual can opener
- Pet food
- Garbage bags
- Tissues, toilet paper, disposable diapers

If someone in your home develops symptoms (fever, cough, muscle aches):

- Encourage plenty of fluids to drink.
- Keep the ill person as comfortable as possible. Rest is important.
- For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol).
- Do not use aspirin in children or teenagers; it can cause Reye's syndrome, a life threatening illness.
- Sponging with tepid (wrist-temperature) water lowers fever only during the period of sponging. Do not sponge with alcohol.
- Keep tissues and a trash bag for their disposal within reach of the patient.
- All members of the household should wash their hands frequently.

TIPS FOR PARENTS ON COPING WITH PANDEMIC ILLNESS (Cont.)

- Keep other family members and visitors away from the person who is ill.
- Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

For more information, visit www.cdc.gov.

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS - AN OUTBREAK

- We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any important information.
- At this time, under the guidance of the county health department, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our families and children who are affected.
- If pandemic illness continues to spread and more students become ill, health officials may need to close schools for an extended period of time (for example, up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange day care, and home schooling.
- Parents can help protect their children and prevent the spread of pandemic illness as they would colds and other flu by taking the following precautions:
    - Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
    - Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
    - Teach your children to stay away from people who are sick and stay home from work or school if you are sick.
- Recommendations may change during the course of a pandemic illness. We will make public announcements through the media and parents can call the school district's hotline at (INSERT HOTLINE).
- For more information on pandemic illness and prevention, visit or call the Health Emergency Information Line: Noble County Health Department 580-336-2257.

IMMUNIZATIONS
STUDENTS

The Frontier Board of Education shall provide an environment for students to study, interact, and learn. Such an environment shall be reasonably free of known hazards that may threaten or endanger the health of our children or educators.

The board of education shall require that no child be admitted to this school unless and until certification from a licensed physician or authorized representative of the State Department of Health is presented to the school administrators that such child has received or is in the process of receiving the immunization required by the State Department of Public Health unless an exemption has been granted from the immunizations on medical, religious, or personal grounds.

If a parent or guardian is unable to pay for the required immunizations, the school will refer the student to the State Department of Public Health for assistance.

REFERENCE: 70 O.S. §1210.191, et seq.
Oklahoma State Department of Health Regulations

MEDICATION: ADMINISTERING TO STUDENTS

It is the policy of the Frontier 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, and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis 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, or replacement cystic fibrosis enzymes 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.

MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

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, or replacement pancreatic enzyme medication at all times.

E. Definitions:

1. **Medication** for purposes of self-administration, 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, or replacement pancreatic enzymes 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.

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, 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.

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

MEDICATIONS GIVEN AT SCHOOL (REGULATION)

Giving medications to students at school requires the utmost care and caution on the part of school staff. The danger of a student receiving an incorrect medication puts the student's health at risk and places the school and employees in legal jeopardy. The board of education has established policies and procedures for the safe administration of medications at school, including the following:

1. The principal designates in writing which school employees may administer medications to students.

2. The school nurse:

   A. Is responsible for the design, implementation and monitoring of procedures for administering and storing of all medications;

   B. Communicates between the physician, parent, student, and school personnel concerning medications;

   C. Is responsible for acquainting school personnel with the purposes of medications, possible side effects, and observable reactions expected;

   D. Provides an annual in-service for principals, teachers, and those designated to administer medications, describing proper techniques and discussing safety issues. The nurse then provides ongoing monitoring for safe practices during the school year.

3. Designated school employees:

   A. Are responsible for knowing and following the policy and correct procedures outlined for administering medications at school. The superintendent shall designate the employee(s) responsible for obtaining the Epinephrine injectors at each school site. Prior to the administration of an Epinephrine injector by a school employee, verification shall be made by the school employee that an executed waiver of liability by a parent or guardian is on file with the school district. Whenever a student is believed to be having an anaphylactic reaction, a school employee shall call 911 as soon as possible; and

   B. Report to the principal and the school nurse any noted discrepancies in the medication orders for the student.

An appeal procedure review committee composed of two district administrators, a local physician, and a school nurse, will be established to address unusual circumstances which may arise but are not covered by the stated guidelines of the district's policy on administering medication at school. The committee will be chaired and convened by the director of health services as specific situations arise.

Information describing the rationale of the district's policy is available for parents to help them understand the need for the policy and these regulations.

DIABETES MEDICAL MANAGEMENT PLAN

This plan was created by the personal health care team of _____. 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 or 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:_____.

The parent or legal guardian has given written consent for a school nurse, a school employee trained by a health care professional, or a volunteer diabetes care assistant to provide diabetes care in accordance with state law requirements including but not limited to the administration of glucagon to a student experiencing a hypoglycemic emergency.

Insert this provision only for students with continuous glucose monitoring with electronic access to glucose numbers for whom an employee has been assigned and has agreed to assume this legal responsibility during school hours and during school-sponsored activities :

(Insert name of a school nurse, a diabetes care assistant, or other school staff) may download the necessary electronic applications or software to a school electronic device or to a personal electronic device in the absence of a school provided device, with the written permission of the student's guardian or parent. The school employee will not be responsible for and shall not be subject to disciplinary action for lack of monitoring of electronic glucose numbers outside of school hours or school-sponsored activities.

In addition to the above, the following shall be included as a part of the student's diabetes management plan:

_____
_____
_____
_____
_____
_____
_____
_____
_____

DIABETES MEDICAL MANAGEMENT PLAN (Cont.)

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.

REVIEW NOTE: Schools may also utilize the Americans Diabetes Association (ADA) template for Diabetes Medical Management Plans for Schools at https://diabetes.org/sites/default/files/2023-12/DMMP-9-11-23-rev.pdf If the template from ADA it utilized, the new underlined language should be inserted to comply with state law as that language does not currently exist in the ADA template and would be a requirement of Oklahoma law if the option is selected.

HYPOGLYCEMIC EMERGENCY PROCEDURES

In the event a student is believed to be having a hypoglycemic emergency, a school employee shall contact 911 immediately. The employee will notify the parent or legal guardian of the student as soon as possible.

The school district has decided to stock glucagon to treat a student with diabetes who experiences a hypoglycemic emergency or to provide glucagon when a student's prescribed glucagon is not available on site or has expired. The Superintendent shall designate the employee who will be responsible for obtaining the glucagon at each school site. The glucagon shall be maintained on school premises in accordance with the manufacturer's instructions.

The parent or legal guardian of each student who has a diabetes management plan will be notified that the district has a school nurse, a school employee trained by a health care professional, or a volunteer diabetes care assistant who may administer, with parent or legal guardian written consent, but without a health care provider order, glucagon to a student with diabetes whom the employee in good faith believes is having a hypoglycemic emergency or if the student's prescribed glucagon is not available on site or has expired.

A waiver of liability must be executed by a parent or legal guardian and must be on file prior to the administration of glucagon. This waiver of liability is effective for the school year for which it is granted and shall be renewed each subsequent school year.

REFERENCE: 70 O.S. §1210.196.9

WAIVER OF LIABILITY FOR HYPOGLYCEMIC EMERGENCY PROCEDURES

The school district has decided to stock glucagon to treat a student with diabetes who experiences a hypoglycemic emergency or to provide glucagon when a student's prescribed glucagon is not available on site or has expired. The glucagon will be maintained in accordance with the manufacturer's instructions.

By signing this document, the parent or legal guardian of _____ is aware that the district has a school nurse, a school employee trained by a health care professional, or a volunteer diabetes care assistant who may administer glucagon when the employee in good faith believes the named student is having a hypoglycemic emergency or the student's prescribed glucagon is not available on site or has expired.

The parent or legal guardian acknowledges that the glucagon is being administered with the written consent of the parent or legal guardian, but without a health care provider order.

This parent or legal guardian hereby agrees to execute this waiver of liability to be on file prior to the administration of glucagon. This waiver of liability is effective for the school year for which it is granted and shall be renewed each subsequent school year.

Agreed this ____ day of _____, 20___.

_____

Parent or Guardian of Student

REFERENCE: 70 O.S. §1210.196.9

DIABETIC STUDENT INFORMATION SHEET

Please be advised that _____ has diabetes. The parents of the student have provided the school district with written permission to provide this information to all school employees who will be responsible for providing transportation services to the student or may be required to supervise the student.

1. Emergency contact. If an emergency situation occurs, please contact _____ at _____.

2. Potential emergencies that may occur with regard to this student include:

   _____
   _____
   _____
   _____

3. This information is confidential medical information. Do not disclose this document or any medical information regarding this student to any person. Disclosure of this information shall result in disciplinary measure which could include termination of employment.

REFERENCE: **70 O.S. §1210.196.6**

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 nonreemployment.

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.

ADMINISTRATION OF EMERGENCY OPIOID ANTAGONISTS

It is the policy of the Frontier Board of Education, in light of the increased opioid addiction crisis nationwide, to authorize medical personnel at school to administer an opioid antagonist to any student or person they in good-faith suspect is having an opioid related drug overdose.

State law defines "medical personnel at schools" to include a certified school nurse or any other nurse employed by or under contract with a school, any licensed practitioner of the healing arts, or any person designated by the school administration to administer an ~~opiate~~ opioid antagonist in the event of a suspected overdose.

The board of education hereby designates any school nurse, public health nurse, licensed practitioner of the healing arts, nurse working under contract with a school district or any person designated by the school administration to administer an emergency opioid antagonist in the event of a suspected overdose is authorized regardless of whether there is a prescription or standing order in place, to administer an emergency opioid antagonist when encountering a student or other individual exhibiting signs of an opioid overdose.

The administration of the school district may formally authorize one or more persons employed by the school to receive training offered by the Department of Mental Health and Substance Abuse Services, a law enforcement agency or any other entity in recognizing the signs of an opioid overdose and administering an emergency opioid ~~opiate~~ antagonist. Persons designated to receive this training may include, but are not limited to, the certified and noncertified staff members required to receive annual training in cardiopulmonary resuscitation and the Heimlich maneuver in accordance with statute. If in-person training is not readily available in the area, the person or persons designated under this provision may access opioid antagonist training materials available online through the State Department of Health or another entity. Such training shall include information on how to recognize symptoms of an overdose, instruction in basic resuscitation techniques, instruction on proper administration of an opioid antagonist and the importance of calling 911 for help.

In the absence of the person or persons specifically designated and trained to administer an emergency opioid antagonist under the provisions of this section, the administration of a school may authorize any person to administer an emergency opioid antagonist to a student or other individual exhibiting signs of an overdose.

Any person administering an opioid antagonist to a student or other individual at a school site or school-sponsored event in a manner consistent with addressing opioid overdose shall be covered under the Good Samaritan Act. A school and any of its employees or designees shall be immune from civil liability in relation to the administration of an emergency opioid antagonist in the event of a suspected overdose

The person(s) who has been approved by the administration of the school to administer an emergency opioid antagonist to a student suspected to be undergoing an opioid-related drug overdose, may administer the antagonist, and, as soon as practicable, shall notify first responders of the situation.

The emergency opioid antagonist supplied by the school district shall be approved by the United States Food and Drug Administration.

Each school site shall maintain a supply of opioid antagonists in a secure but unlocked and easily accessible location. The antagonists shall be maintained in quantities and types deemed adequate by the administration, in consultation with local first responders.

ADMINISTRATION OF EMERGENCY OPIOID ANTAGONISTS (Cont.)

The emergency opioid antagonists shall be accessible in the school during regular school hours and during school-sponsored functions that take place on school grounds. The board of education at its discretion, may make emergency opioid antagonists accessible during school-sponsored functions that take place off school grounds and/or on school transportation.

Each person approved to administer the emergency opioid antagonist shall be required to receive training on proper administration of the antagonist, to be chosen by the administration and paid for by the school district.

REFERENCE: **68 O.S. 1-2506.1**
70 O.S. 1210.242

SEIZURE-SAFE SCHOOLS

The district will ensure that any student who is diagnosed with a seizure disorder, will be provided with a seizure action plan that is a written, individualized health plan designed to acknowledge and prepare for the student's health care needs.

When the district has a student enrolled who has a seizure disorder and has a seizure rescue medication or other medication prescribed to treat seizure disorder symptoms which is approved by the Food and Drug Administration the requirements of the Seizure-Safe Schools Act will become applicable to the district. At that time, the district will have at least one employee at each school the child attends who has met the training requirements necessary to:

1. Administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration; and

2. Recognize the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.

Before a seizure rescue medication can be administered to a student to treat seizure disorder symptoms, the student's parent or legal guardian shall:

1. Provide the school with written authorization to administer the medication at school;

2. Provide a written statement from the student's health care provider that will contain the following information:

    a. The student's name;
    b. The name and purpose of the medication;
    c. The prescribed dose;
    d. The route of administration;
    e. The frequency that the medication may be administered; and
    f. The circumstances under which the medication may be administered.

3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact; and

4. Collaborate with school personnel to create a seizure action plan.

Written authorization shall be maintained in the office of the school nurse or school administration and shall be distributed to any school personnel or volunteers responsible for the supervision or care of this student. The written authorization is effective for the school year in which it is granted and may be renewed each following school year.

A school employee may not be subject to any disciplinary proceeding resulting from an action taken in compliance with the Seizure-Safe Schools Act. Any employee acting in accordance with the provisions of this act shall be immune from civil liability unless the actions of the employee rise to a level of reckless or intentional misconduct.

A school nurse shall not be responsible for and shall not be subject to disciplinary action for actions performed by a volunteer.

REFERENCE: 70 O.S. §1210.183

BED BUG PROTOCOL

The District is committed to providing a safe and healthy environment for all students and employees. School administrators will enforce this policy for the benefit of school community but will attempt to avoid embarrassment to an affected individual as practical given the totality of the circumstances.

It is important to remember that bed bugs can resemble other insects and that many bed bugs submitted for identification are not, in fact, bed bugs. If a suspected bed bug is found on a student or the student's clothing, backpack, lunchbox or other belongings, or in a school, a discrete effort should be made to collect a specimen. The specimen should be collected by a staff member wearing rubber gloves and placing the specimen in a plastic bag sealed with tape. The specimen should be collected intact and not crushed by using a piece of tape, gauze or tissue. To kill the specimen, place the sealed bag in a freezer for 30 minutes. Any employee who suspects a bed bug infestation should immediately notify the site administrator. The site administrator will notify:

Elementary/Middle School Principal, PreK-6th Principal
Frontier Public Schools
17750 Valley
Red Rock, OK 74651
(580) 723-4361

Or

High School Principal, 7-12 Principal
Frontier Public Schools 17750 Valley
Red Rock, OK 74651
(580) 723-4361

The principal will arrange for the specimen to be analyzed to confirm whether the specimen collected is in fact a bed bug. If it is confirmed that a bed bug has been found on a student and/or his or her belongings, the principal should:

1. Notify the student's parent/guardian by phone if possible. If the parent/guardian cannot be reached by phone, a letter in the form attached to this policy should be prepared and sent home with the student.

2. Discretely remove the student from the classroom so that either the school nurse or a qualified individual can perform an inspection of the student's clothing and/or belongings.

3. If it is confirmed that a bed bug exists either on the student's clothing or belongings, then the student should be provided a temporary change of clothing.

4. The clothing (including hats, jackets, shoes, etc.) should be placed in a dryer set on "High" for 30 minutes. The same process should then be followed with the student's belongings. If a dryer is not available, the clothes and/or belongings should be placed in a plastic bag or plastic container.

5. After treatment, the student should change back into their clothing and returned to class.

6. Remaining belongings should be placed in a large plastic bag or plastic container.

7. The student should not be excluded from the classroom due to bed bugs.

BED BUG PROTOCOL (Cont.)

School Actions Prior to Treatment

If it is confirmed that a bed bug has been found and determined that a site needs professional extermination inspection/services, do not remove anything from the affected area until directed to do so by the pest control company or the principal. Care should be taken to limit the possible spread of the insects by transporting them to other areas of the site. If no other insects are found on inspection of the affected area, it is not necessary to vacate the area prior to pest control inspection.

Care of Students With a Known Infestation at Home

The principal should meet with the student's family to address resources and methods to reduce the spread of bed bugs into the school environment. The student's family should be notified that an individual plan of care will be developed for the student, and that this plan will be followed until the District receives documentation from a pest control service that the home infestation has been eradicated.

An individual plan of care will be developed for the student which includes:

1. Discreetly removing the student to a private area upon arrival at school.
2. Providing bed bug-free clothing and shoes for the student to change into upon arrival.
3. After removing the items needed for the school day, the student's clothes and belongings from home should be placed in a dryer set on "High" for 30 minutes. If a dryer is not available, the clothes and belongings should be placed in a plastic bag or container and the student allowed to attend class in the school provided clothing.
4. Spare textbooks may be provided for the student to use at school and left in the classroom.
5. At the end of the school day, the student will be allowed to take their clothing and/or belongings home.

The individual plan of care developed for a student will remain in place until there is cause to believe the bed bug issue has been cleared from the home and the student has arrived to school with no signs of bed bugs for ten (10) school days.

CLASSROOM OR SITE FORM LETTER TO ALL PARENTS

[FRONTIER PUBLIC SCHOOLS LETTERHEAD]
[Date]

Dear Parent or Guardian:

We have recently found a bed bug specimen in your child's classroom. Bed bugs may "hitch-hike" on a student's clothing, shoes, books or backpack. While bed bugs are a nuisance, they are not known to spread disease. A bed bug bite is painless and may or may not become swollen and itch, much like a mosquito bite. It is advisable to watch for clusters of bites, usually in a line, on exposed areas of the body. If you have medical concerns for you or your child, please contact your family physician.

Bed bugs are not a factor of the cleanliness of the environment, they affect everyone equally, and the source of the bed bugs often cannot be determined as they may be found in many places. Even though it is unlikely for bed bugs to infest a school, the Frontier School District will conduct an inspection and, if necessary, the area where the bed bug is found will be treated.

If you have any questions regarding bed bugs within our schools, please contact [INSERT NAME/TITLE]. More information regarding bed bugs found in the home environment, can be obtained from your pest control service or via the following web resources of the Oklahoma State Department of Health, Oklahoma State University and the Environmental Protection Agency:

https://www.ok.gov/health/Protective_Health/Consumer_Health_Service/Bedding Industry/Bed_Bugs.html

http://pested.okstate.edu/bed-bug-resources/html/bedbug.html

https://www.epa.gov/bedbugs

Sincerely,

_____
Frontier Public Schools

INDIVIDUAL STUDENT FORM LETTER

[FRONTIER PUBLIC SCHOOLS LETTERHEAD]
[Date]

Dear Parent or Guardian:

Today, a bed bug was found on your child or in your child's clothing or belongings. While this finding does not necessarily mean that the bed bug was brought to school by your child, it is important to your child's health and to other students and staff that you inspect your home for signs of bed bugs.

Enclosed you will find information about bed bugs and an identification guide to help you with your inspection. Once you have inspected your home, please fill out the form below and return it to your child's school office by [INSERT DATE & PROVIDE HANDOUTS].

Sincerely,

_____
Frontier Public Schools

PARENT/GUARDIAN MUST COMPLETE THE FOLLOWING

Frontier School District:

I have been informed that a bed bug was found on my child or in my child's clothing or belongings at school. I understand that bed bugs post a threat to my child's wellbeing and to the greater school community. I have read and understood the educational materials provided to me regrading bed bugs, and I have:

_____ Carefully checked my family and home for signs of bed bug infestation.

_____ Hired a pest control service to check my family and home for signs of bed bug infestation.

Name of parent/guardian: _____
Name of pest control service: _____

After completing a careful inspection, I certify that to the best of my knowledge:

_____ I or a pest control service found signs of bed bugs in my home, and I will ask that the following actions be taken to eliminate the infestation:

_____
_____
_____
_____

INDIVIDUAL STUDENT FORM LETTER (Cont.)

_____ I or a pest control service did not found signs of bed bugs in my home. If I find evidence of bed bugs in the future, I will notify the District immediately and take action to address the infestation.

I understand that bed bugs can be spread to other homes if they are brought to school in clothing, backpacks and other belongings. I understand that if bed bugs are repeatedly found on my child or his/her belongings, that the District may take additional actions to protect the school community from bed bugs.

Sincerely,

_____ _____

Signature Date

Pest Control Service Representative: [Please attach inspection/treatment document]

_____ _____

Signature Date

BED BUG IDENTIFICATION SUBMISSION FORM
(For staff use)

On _____, 202_, an insect presumed to be a bed bug was found (choose one):

_____ On a person
_____ On a person's clothing or belongings
_____ On a piece of furniture or wall

Site: _____
Room number or name: _____
Staff member: _____

Please complete this from and submit it with a specimen, if collected, to:

Elementary/Middle Principal, PreK-6th Grade
Frontier Public Schools
17750 Valley
Red Rock, OK 74651
(580) 723-4361

Or

High School Principal, 7-12 Grade
Frontier Public Schools
17750 Valley
Red Rock, OK 74651
(580) 723-4361

Specimen collection:

- Collect the suspected bed bug intact, do not crush or smash it
- Wear rubber gloves
- Pick up the specimen using a piece of tape, gauze or tissue
- Place the specimen in a plastic bag sealed with tape
- Deliver the specimen to the District employee noted above

CONCUSSIONS AND HEAD INJURIES

The Frontier 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://nfhslearn.com/?courseID=38000.

Return to learn guidelines are located at:
http://www.cdc.gov/headsup/pdfs/schools/tbi_classroom_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.

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 Frontier School District related to potential concussions and head injuries occurring during participation in athletics.

I, _____, as a student-athlete who participates in Frontier School District's athletic programs and I, _____ as the parent/legal guardian, have read the information material provided to us by Frontier 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.

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 not 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/TraumaticBraininjury/
www.oata.net
www.ossaa.com
www.nfhslearn.com

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!

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/TraumaticBraininjury/**
- **www.oata.net**
- **www.ossaa.com**
- **www.nfhslearn.com**

IT'S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!

VEHICLE USE AND PARKING
STUDENTS

The Frontier Board of Education will permit student use and parking of motor vehicles on the high school campus only. Students driving a motor vehicle to the high school campus may park the vehicle only in the parking lot designated for student parking. Students will not park vehicles in the parking lot(s) designated for staff and visitors. The vehicle will not be used during the school day. In the event of an emergency, permission may be granted for a student's use of a vehicle.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of student automobiles when on school property. The interior of student vehicles may be inspected whenever a school authority has a reasonable suspicion that illegal or unauthorized materials may be contained inside. Such patrols and inspections may be conducted without notice, without consent, and without a search warrant.

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 and local law enforcement. 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. In addition to the above, every school employee having reason to believe, or receiving an allegation or disclosure, that a student is the victim of sexual abuse, sexual assault, or sexual misconduct shall report the disclosure, allegation or information within twenty-four hours to local law enforcement.

Local law enforcement means a law enforcement agency that is independent of the school district, campus police department and shall not include a school resource officer employed by the school district unless directed by the independent law enforcement agency. When a school resource officer is utilized, the office shall submit a written report describing the circumstances and any actions taken to the independent law enforcement agency. Reports must be made prior to any formal investigation or questioning of the subject of the disclosure or allegation.

No school investigator, administrator or official shall conduct formal interviews of the subject of the disclosure or allegation or engage in disciplinary proceedings until law enforcement has been notified and has had the opportunity to interview the involved parties, unless law enforcement determines that an immediate school response is necessary to protect student safety.

Any school employee with knowledge of a report shall not disclose information identifying the reporting school employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the State Department of Education.

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 immediately 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;

REPORTING SUSPECTED CHILD ABUSE (Cont.)

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 or 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 or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes;

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;

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; and

16. Sexual battery, when committed upon a person who is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or in the legal custody or supervision of any public or private elementary or secondary school, or technology center, by a person who is eighteen (18) years of age or older and is an employee of a private or public school system.

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.

REPORTING SUSPECTED CHILD ABUSE (Cont.)

Any person, other than a superintendent or school administrator, 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 superintendent or school administrator who knowingly and willfully fails to promptly report or interferes with the prompt reporting of abuse or neglect shall, upon conviction be guilty of a felony in accordance with 21 O.S. § 593.

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.

A school employee with knowledge that a report has been made shall not disclose information identifying the reporting employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the Department.

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.

Every school employee shall annually sign an attestation acknowledging his or her responsibility to report suspected child abuse or neglect pursuant to state law.

REFERENCE: 10A O.S. § 1-2-101
10A O.S. § 1-2-104
63 O.S. §1-120 (G)
70 O.S. §§ 1210.162, 1210.163 and 1210.164
Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)

CUSTODIAL AND NONCUSTODIAL PARENTAL RIGHTS

It is the policy of the Frontier Board of Education that a parent who is awarded legal custody of a child by court action shall file a copy of the court decree awarding such custody with the school.

All staff members are instructed to refer any questions to the appropriate building principal or the superintendent.

Absent a court decree to the contrary, both natural parents have the right to view the student's school records; to receive school progress reports; to visit the child briefly at school; and to participate in parent and teacher conferences (not necessarily together in the same conference).

REFERENCE: **43 O.S. § 109.6**
43 O.S. § 110

GUIDELINES FOR OUTSIDE AGENCY REPRESENTATIVES INTERVIEWING CHILDREN AT THE SCHOOL

The Frontier Board of Education recognizes that the primary function of the Frontier Public Schools is to educate the students in a secure, non-threatening environment. For this purpose, the Board requests that interviewing of students by any outside agency at the school be kept to a minimum. The purpose of this policy is to assist the school representatives in fostering a trusting relationship with the parents of the students. Promoting trust and open communication with the parents is essential to the student's education. The following criteria are established to minimize the disruption to the student, while still protecting the student from any abusive situations arising outside the school setting:

1. The principal/designee will inquire of the agency representative whether it is necessary to interview the student during the school day and on school grounds, and request that the interviewing be done outside of the school day if possible.

2. All outside agency representatives (DHS, Child Welfare, Law Enforcement, etc.) seeking authority to interview a student at school must receive authorization to do so from the building principal, or designee.

3. If a child abuse report is received while the student is in school, the principal/designee will allow agency representatives access to the student. Identification should be requested from the person seeking to interview the student at school from any person unknown to the principal/designee. If the principal/designee is uncomfortable with the person's credentials access to the student should be denied until further information or clarification can be obtained.

4. It is not required that the parents be notified prior to allowing the agency representative access to the student.

REFERENCE: 10 O.S. §7102-7106

NOTE: 10 O.S. §7105 states that "[a]ny 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."

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.

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: _____

STUDENT ATHLETES AND ACTIVITIES
NAME, IMAGE, AND LIKENESS

Neither the school district nor the Oklahoma Secondary Schools Activities Association (OSSAA) specifically prohibits students from engaging in certain commercial activities as an individual. These activities, commonly referred to as name, image and likeness (NIL) will not put a student's amateur status at risk provided the student meets all the requirements for maintaining amateur status in compliance with OSSAA Rule 5, and there is no violation of rules prohibiting influencing a student to attend or remain at a member school. (OSSAA Rule 9)

A student may earn compensation from the use of their name, image and likeness (NIL) in compliance with Rule 5, and Rule 9 provided:

- The compensation is not contingent on specific athletic performance or achievement.
- The compensation is not provided as an incentive to enroll or remain enrolled in the school district.
- The compensation is not provided by the school district or any person acting as an agent for the school district.

In seeking compensation for name, image and likeness:

- No "marks" may be used, including but not limited to the school logos, school name, school mascot, or any trademarked OSSAA logo or acronyms.
- No school apparel or equipment shall be worn which includes school name, school logo, school mascot, or any apparel displaying trademarked OSSAA logos or acronyms.
- No school facility may be used for the purpose of name, image and likeness compensation.
- No activities in conflict with the school's local school district policy on advertising may be endorsed. Examples include but are not limited to tobacco or alcohol products.
- Collegiate level associations should be contacted for any rules regarding name, image and likeness for students participating beyond the high school level.

SCHOOL RAFFLES

OKLA. STAT. tit.21, § 1051 allows schools and their affiliated student groups and parent-teacher groups to raise money by conducting raffles in exchange for voluntary contributions. While this law allows for the issuance of raffle tickets in exchange for a voluntary contribution, the sale of raffle tickets is against the law and subjects such persons or groups selling the tickets to criminal liability. Frontier School District provides schools, student groups and parent-teacher groups with the option of conducting raffles. However, in order to comply with state law as well as prevent exploitation of students, parents and the community, the District requires that all such raffles be conducted within the limitations and guidelines provided below.

1. Groups Allowed to Conduct Raffles on School Property

   Only a school of Frontier School District, or a student or parent-teacher group affiliated with a school of the Frontier School District may conduct a raffle or raffle-related activities on school property. The group conducting such a raffle is the "sponsoring organization" for purposes of this Policy.

2. Prior Approval of Raffles Required

   Raffles and raffle-related activities are not permitted on school property unless prior approval has been given, in writing, by the school principal. In order to receive approval, the student group must prepare a Request for Raffle form and submit it to the school principal. The principal will not issue an approval unless the form is complete and unless the organization is in compliance with the School Raffle Policy and policy concerning student fund raising activities. In addition, before providing the approval, the principal must obtain the approval of the Board. The principal may deny a request for a raffle at his or her discretion, taking the purpose of the fundraising into account as well as the number of raffles or other fund raising activities already approved for the calendar year. This decision may be appealed to the Superintendent.

   If the raffle is being sponsored by the school generally (not by a student or teacher-parent group), approval for such a raffle must be granted by the board upon the request of the school's principal or the Superintendent.

3. General Requirements

   Raffle tickets may be issued only in exchange for a voluntary contribution. Specifically, there may be no set price for a raffle ticket, and the issuance of a raffle ticket may not be contingent on a financial contribution to the sponsoring organization. However, the sponsoring organization may determine a suggested voluntary contribution amount and may print this amount on the ticket as the suggested voluntary contribution.

   The sponsoring organization 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 its behalf.

   No staff member or student shall be coerced or forced to participate in any raffle-related activity.

   All tickets remain the responsibility of the sponsoring organization with accountability to the school's principal.

   The fair market value of any one prize may not exceed $5000.00.

4. Information Printed on Tickets

The following information must be printed on the raffle ticket:

A. The name of the organization sponsoring the raffle;
B. Date, time and place of drawing;
C. The District's name; and
D. Consecutive numbering.

5. Records of Raffle Activity

The sponsoring organization must report in writing to the school's principal the following information within five days of the raffle drawing:

A. Name of raffle winner(s) and respective prize(s), including the fair market value of the prize;
B. Total raffle tickets sold;
C. Total gross receipts;
D. Details of expenses related to the activity;
E. Net proceeds (gross proceeds minus expenses); and
F. Details of the expected use of the profits from the activity.
G. If the fair market value of the prize is $600.00 or more, then the school must also obtain and keep for its records the social security number of the prize winner and his/her address.

If the raffle is being sponsored by the school generally (not by a student or teacher-parent group), this information should be submitted to the District's Superintendent.

6. Federal Taxation Issues

The fair market value of the prizes must be disclosed to the respective winners. If the fair market value of the prize is $600.00 or more, then the sponsoring organization must issue an IRS Form 1099 to the IRS and the recipient. Copies of the Form 1099's must be sent to the District's business office. Note that prizes with a fair market value of $5000.00 or more are prohibited by the District.

REFERENCE: Okla. Stat. tit. 21, § 1051 (S.B. 837)

Note: Senate Bill 837 became effective upon voter approval of the Oklahoma Education Lottery.

STUDENT RECORDS

It is the policy of the Frontier 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 ex parte 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.

STUDENT RECORDS (Cont.)

The superintendent is directed to establish procedures to ensure compliance with the Family Educational Rights and Privacy Act and other applicable acts and regulations.

REFERENCE: 34 CFR 99.1
18 USC §§2331 and 2332(g)(5)(B)
20 USC 1232
51 O.S. §24A.16
70 O.S. §6-115
70 O.S. §24.101.4
70 O.S. §24-114

PERMANENT STUDENT RECORDS

It is the policy of the Frontier 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 in 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 not 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 permanent 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. All 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

TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

It is the policy of the Frontier Board of Education to adhere strictly to Oklahoma and 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 the 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-E1.

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 BY LAW.

AGREEMENT FOR RECEIPT OF RECORDS CONTAINING PERSONALLY IDENTIFIABLE INFORMATION

Name of Entity Receiving Records: _____

Authorized Representative: _____

Activity or research being conducted which necessitates the disclosure of records:

_____

_____

_____

Records to be disclosed:

_____

_____

_____

Personally identifiable information contained in disclosed records:

_____

_____

_____

Initials

____ I acknowledge that the records being released to me contain personally identifiable information Regarding a student of the school district.

____ I agree, as a representative of: _____
That this information will not be re-disclosed.

____ I further agree, as a representative of: _____
That this information will be destroyed on or before _____.
The method of destruction will be: _____.

I certify that I am an authorized representative of: _____.
On behalf of the entity, I agree to abide by the terms and conditions set forth in this agreement.

_____ _____
Signature Date

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 O.S. §10-103.2
34 CFR 99.1
20 USC 1232

THIS POLICY REQUIRED BY LAW.

IDENTITY THEFT PREVENTION AND DETECTION
RED FLAGS RULE COMPLIANCE

It is the policy of Frontier school district to follow all federal and state laws and reporting requirements regarding identity theft. Specifically, this policy outlines how Frontier school district will (1) identify, (2) detect and (3) respond to "red flags." A "red flag" as defined by this policy includes a pattern, practice, or specific account or record activity that indicates possible identity theft.

It is the policy of Frontier school district that the superintendent is assigned the responsibility of implementing and maintaining the Red Flags Rule requirements. The superintendent will be provided sufficient resources and authority to fulfill these responsibilities.

All school employees will receive information on the policies and procedures governing compliance with the Red Flags Rule. New employees will receive information on these matters within a reasonable time after they have joined the workforce. Additional information will be provided should any policy or procedure related to the Red Flags Rule materially change. This information will be provided within a reasonable time after the policy or procedure materially changes.

Procedures

1. Identify red flags. In the course of school operations, employees of the district may encounter inconsistent or suspicious documents, information or activity that may signal identity theft. The school district identifies the following as potential red flags, and this policy includes procedures describing how to detect and respond to these red flags below:

   A complaint or question from an individual based on the receipt of:

   A. A bill for another individual; or

   B. A bill for a product or service that was never received.

2. Detect red flags. Employees of the school district will be alert for discrepancies in documents and information that suggest risk of identity theft or fraud.

   Staff should be alert for the possibility of identity theft in the following situations:

   A. The photograph on a driver's license or other photo ID submitted does not resemble the individual.

   B. A driver's license or other identifying information is submitted that appears to be altered or forged.

   C. Information on one form of identification is inconsistent with information on another form of identification or with information already in the district's records.

   D. An address or telephone number is discovered to be incorrect, non-existent or fictitious.

   E. A signature does not match a signature in the district's records.

IDENTITY THEFT PREVENTION AND DETECTION (Cont.)

F. The Social Security number or other identifying information provided is the same as identifying information in the district's records provided by another individual, or the Social Security number is invalid.

3. Respond to Red Flags. If an employee detects fraudulent activity or if a parent or patron claims to be a victim of identity theft, the school district will respond to and investigate the situation.

   If potentially fraudulent activity (a red flag) is detected by an employee:

   A. The employee should gather all documentation and report the incident to his or her immediate supervisor [or designated compliance officer/privacy official, if applicable].

   B. The supervisor [or designated compliance officer/privacy official, if applicable] will determine whether the activity is fraudulent or authentic.

   C. If the activity is determined to be fraudulent, then the school district will take immediate action, to include:

      1) Cancel the transaction;

      2) Notify appropriate law enforcement;

      3) Notify the affected party; and

      4) Assess impact to the school district.

   D. If an individual claims to be a victim of identity theft:

      1) The individual should be encouraged to file a police report for identity theft if he/she has not done so already.

      2) The individual should be encouraged to complete the ID Theft Affidavit developed by the FTC, along with supporting documentation.

      3) If following investigation, it appears that the individual has been a victim of identity theft, the school district will promptly consider what further remedial act/notifications may be needed under the circumstances.

      4) The superintendent will review the affected individual’s records to confirm whether documentation was made in a school record. If inaccuracies due to identity theft exist, a notation should be made in the record to indicate identity theft.

      5) If following investigation, it does not appear that the patient has been a victim of identity theft, the school district will take whatever action it deems appropriate.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974 (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student

Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student

A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent

Either natural parent of a student unless his or her rights under the Family Educational Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records

Any item of information or record (in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:

   A. It was made as a personal memory aid;

   B. It is in the sole possession of the individual who made it; or

   C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;

2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or

3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

Personal Identifier

Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;

2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or (3) under certain limited circumstances, as permitted by the FERPA;

3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);

4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and

5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	_____	_____
Cumulative School Records (Former Students)	_____	_____
Health Records	_____	_____
School Transportation Records	_____	_____
Speech Therapy Records	_____	_____
Psychological Records	_____	_____

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records to third parties (not parents or students) in the following situations:

1. The student has an unpaid financial obligation to the school.

2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

The FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;

2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or

3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information":

1. The student's name;
2. The student's class designation (i.e., first grade, tenth grade, etc.);
3. The student's extracurricular participation;
4. The student's achievement awards or honors;
5. The student's weight and height if a member of an athletic team;
6. The student's photograph.

(NOTE: A district may designate all, some, or none of this information as directory information.)

Within the first three weeks of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

The school district has created a limited directory information policy and will not fulfill directory information requests for commercial purposes or for marketing purposes.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;

2. A person certified by the state and appointed by the school board to an administrative or supervisory position;

3. A person certified by the state and under contract to the school board as an instructor;

4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or

5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education; or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;

3. The parties who provide or may provide financial aid to a student to:

   A. Establish the student's eligibility for the aid,

   B. Determine the amount of financial aid,

   C. Establish the conditions for the receipt of the financial aid, or

   D. Enforce the agreement between the provider and the receiver of financial aid;

4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;

5. To accrediting organizations to carry out their accrediting functions;

6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision);

7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or

8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;

2. The information is necessary and needed to meet the emergency;

3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or

4. Time is an important and limiting factor in dealing with the emergency.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be redisclosed without the parent's or eligible student's prior written consent.

RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;

2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;

3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;

4. Requests for, or disclosure of, directory information designated for that student; or for

5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;

2. Ask the requester to initiate a written request for the change; and

3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;

2. Is misleading and why; and/or

3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level.

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;

2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;

3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and

4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth Level Decision

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.
At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

COMPLIANCE WITH FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, REGULATION (Cont.)

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.

2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:

   A. The school district's decision that the record is correct and will not be changed;

   B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and

   C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

EXTRACURRICULAR ACTIVITIES
EMERGENCY MEDICAL SERVICES

The Frontier Board of Education and (insert name of local emergency medical services provider that serves the area the school district is located within) have developed and prepared a plan for the provision of emergency medical services at athletic events or activities held at school district facilities. The plan shall be reviewed and updated annually as appropriate. The plan shall be on file in the central office of the school district and with the emergency medical provider.

1. Maps and directions with appropriate contact information for emergency management services;
2. An assigned medical administrator who is a current school employee such as a coach, administrator or athletic director;
3. Defined responsibilities and designated personnel on-site which includes medical and school officials; and
4. A listing of medical equipment available and the location of the nearest automated external defibrillator if one is available.

The Emergency Action Plan will be posted in each facility and distributed to all school officials involved in athletic practices, events or activities held at school district facilities. Prior to each athletic event or activity where there are athletes participating from visiting schools, the Emergency Action Plan is required to be digitally transmitted to the visiting school administrator or coach or it may be posted on the school district's website.

The plan is to be reviewed, updated, and rehearsed annually with school officials and local emergency medical service providers and should be on file with the school district and with emergency management officials. The Emergency Management Plan will need to be updated to reflect any potential significant changes that would affect implementation of the plan.

LEGAL REFERENCE: 70 O.S. § 27-104

EMERGENCY ACTION PLAN

THIS PLAN IS POSTED ON THE SCHOOL WEBSITE AND AT EACH FACILITY
THIS TEMPLATE SHOULD BE CUSTOMIZED INTO A SEPARATE PLAN FOR EACH FACILITY/ACTIVITY

Activity: _____ School Year: _____

1. _____ shall be designated as the medical administrator. This individual is a current school employee and shall have a charged cell phone present and available for use at all times. The cell phone number of the medical administrator is _____.

    a. The medical administrator shall be assisted by _____(name and cell phone number) and _____(name and cell phone number).

    b. A map of the facility and directions to the facility are attached to this document.

    c. The medical administrator shall maintain a binder which contains emergency contact information for all students who are participating in the practice, event or activity. This binder should be readily available at the facility.

2. First Aid shall be provided immediately by those school personnel in the vicinity of the injury. The medical administrator shall be notified as soon as possible as to the location of the injured party. First Aid shall be continuously provided until Emergency Medical Services Personnel arrive and assist the injured party.

    a. Medical equipment is readily available in the _____ room of facility. The medical equipment available includes, but is not limited to: (insert listing of basic medical equipment that is located on site at the facility).

    b. The nearest automated external defibrillator is located at _____. (if one is not available replace this with "An automated external defibrillator is not available on site").

3. Emergency Medical Services shall be contacted by calling _____.

    a. Will inform dispatcher of:

        i. The nature of the injury and the age of the injured party.

        ii. The location of the injured party and directions to the site.

        iii. Shall not hang up until advised to do so by the dispatcher.

4. Emergency Medical Services Ambulance Entrance:
(include location where ambulance should park/drive for this particular activity. Include locations for field if this is a sport, stands if this is a fan, and parking lot if an issue occurs in an area near a parking lot. So multiple directions can be included/inserted in this portion).

5. The medical administrator, or their designee, shall meet the EMS and will be responsible for contacting school employees to ensure that access will be available for the ambulance. The medical administrator or their designee shall lead the ambulance to the injured party's location.

EMERGENCY ACTION PLAN (Cont.)

6. The medical administrator shall be responsible for designating an individual to ride with a minor student should the parent or legal guardian not be present at the time the injury occurs. This individual shall cooperate with all requirements and directives given by Emergency Management Services personnel and shall not interfere with treatment provided to the injured party.

7. The medical administrator shall be responsible for notifying the injured party's emergency contact.

8. After the injured party's emergency contact has been notified, the medical administrator shall notify the school district administration and/or superintendent of the incident.

9. The medical administrator shall prepare a written summary of the events and circumstances. A review of the incident shall occur which identifies areas wherein improvement or modification to this Emergency Medical Plan may need to occur.

Important Contact Numbers: Insert a listing of the contact information for those who will be assisting with the event or activity. This will need to be different for each facility and should reflect the coaches or sponsors of the activities/events involved.

This template can be utilized to create multiple emergency plans that customized for each sport, activity group or event.

EVALUATION OF EMERGENCY ACTION PLAN

On the _____ day of _____, 20__ an incident occurred as follows:

_____
_____
_____
_____
_____
_____
_____
_____
_____

As the medical administrator for this event, I have visited with each school employee as well as emergency medical services to determine what could have been done differently. We believe that the district's emergency action plan should be modified or amended to include:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Dated this ____ day of _____, 20_____.

_____
Medical Administrator

EXTRACURRICULAR ACTIVITIES (REGULATION)

In accordance with the policy of the board of education, these regulations (FMA-R1, FMA-R2, and FMA-R3) shall govern extracurricular activities in the public schools:

Anyone owing fines or fees shall not be allowed to participate in the true extracurricular component of the activity until such time as payments are made. An extracurricular activity is defined as any activity sponsored by the school and at the convenience of the school that causes students to be absent from curricular class periods.

The following are considered extracurricular activities:

1. Student government and its related activities and organization.
2. Musical festivals or contests, speech contests, debates, dramatics contests.
3. Organized activities that are part of interscholastic athletics.
4. Organized activities that are part of intramural athletics.
5. All types of interscholastic competition.
6. Special interest clubs.

In an effort to provide a reasonably safe and educationally sound extracurricular activities program, the following guidelines shall be observed:

1. Only drivers currently licensed to operate a school bus shall operate a school bus on any school sponsored activity.
2. There must be an adult sponsor, in addition to the bus driver for each extracurricular activity that requires school furnished transportation.
3. All activities must be scheduled through the principal's office and placed on the calendar in the high school office. The calendar will reflect the time, place, and time of departure.
4. Students may not ride in private vehicles to or from any extracurricular activity without prior written consent of the requesting student's parent or guardian and consent of the activity's sponsor.
5. Evidence of insurance shall be required for each student who participates in an extracurricular activity.
6. All extracurricular activities shall operate within the rules and guidelines of the Oklahoma State Department of Education and the Oklahoma Secondary School Activities Association.

EXTRACURRICULAR ACTIVITIES, REGULATION (Cont.)

While all students are encouraged to participate in extracurricular activities, the following requirements must be met:

1. The student must maintain a C average in all subjects in which enrolled.
2. The student must meet the school's attendance policy.
3. The student must be in good standing within the rules of the activity.

EXTRACURRICULAR ACTIVITIES PARTICIPATION REQUIREMENTS (REGULATION)

Absences

1. All students who are members of school activity groups, including 4-H are limited to ten absences per year per class period. Any deviation from the ten days absence rule shall not exceed five days.

2. It is the responsibility of the student to plan and be responsible for these absences. The student should check with sponsors at the beginning of the school year to aid in selection of events that the student may wish to attend.

3. The principal will keep or cause to be kept a record of those days or class periods missed due to school activities. These records will be open for inspection by the student, parent or guardian of the student, sponsors, and other teachers daily to aid the student in planning absences throughout the year.

4. Any absence over the maximum of ten without the written permission of the Internal Activities Review Committee shall be counted as an unexcused absence in accordance with local board policy.

Sponsor/Teacher Responsibilities

1. It is the responsibility of the sponsor/teacher to prepare a list of activities that the student may attend during the school year and advise students of this list. These activities should be prepared and given to the principal at the beginning (or as soon as possible) of the school year.

2. The sponsor/teacher should help the student select only those activities that will be of benefit to the student and/or the school.

3. Sponsor/teacher should check activity absentee list regularly in order to help students plan for future absences.

4. Sponsor/teacher should strive not to be absent from any class period more than ten times due to attendance at activities.

Criteria for Earning the Right to Represent the School in Activities or Contests Beyond Ten Days

1. Athletics - Guidelines as set forth by Oklahoma Secondary School Activities Association for participation beyond district competition.

2. Fine Arts (Vocal, Instrumental, Speech, Drama & Debate) Guidelines as set forth by Oklahoma Secondary School Activities Association for participation beyond district competition.

3. Vocational and 4-H:

   A. Stock Shows - In qualifying to attend state and national shows, the student must meet the following criteria:

      1. Own animal to be shown no less than 60 days prior to competition.

EXTRACURRICULAR ACTIVITIES, PARTICIPATION REQUIREMENTS, REGULATION (Cont.)

2. Must show in local or county show to qualify for district.

3. Must rank in top seven in a class at district to qualify for state show (Oklahoma City/Tulsa).

4. Student and/or animal must rank in top ten in class at state to qualify for a national show.

Absences due to attendance at state or national stock shows that do not meet the above criteria are chargeable to the ten activity absences.

B. Speech Contests:

1. Contestant must have participated in a chapter contest and placed in the top two in the specific speech area.

2. Participant must place in the top two in the professional improvement speech contest before being eligible to go to district contest and top two in order to qualify for state.

3. To qualify for state speech contests during state fairs, a student must have placed in the top two in a speech contest of a county level or better the previous year. If a first year student wishes to participate in a state fair contest, the student must challenge other members of local chapters and it will be the responsibility of the local chapter advisor to set up a chapter run-off with qualified judges determining who shall represent the local chapter in state fair contests.

C. Judging Contests:

1. Students must participate in at least five chapter judging workouts before contest and be selected as member of team.

2. Student must have participated in a minimum of two contests that did not require school time before participation in a contest that requires school time (summer field-days, Saturday contest, etc.).

3. Team winning state contest will represent Oklahoma in national contest.

D. State and National Conventions and Conferences:

Students eligible to attend shall be officers or elected delegates as specified by chapter regulations.

EXTRACURRICULAR ACTIVITIES
INTERNAL ACTIVITY REVIEW COMMITTEE

1. The board of education has established an Internal Activity Review Committee composed of:

   A. Representative of the Principals

   B. Representative of the Athletic Department (Director(s), if not the Principal)

   C. Representative of the Vocational Department (Director)

   D. Representative of the Central Office Administration (Assistant Superintendent)

2. The committee shall be responsible for reviewing and recommending any deviations of the activity policy to the board of education. In the event that a board meeting shall not be available, the Superintendent shall make the decision and report to the board at the next regular meeting.

3. In order for a student to request an exception to the ten-day limit through the Internal Activities Review Committee, the student must meet the following criteria:

   A. Grade point average of eighty with no failing grades at last nine week reporting period.

   B. Must have been in attendance in each class eighty percent of the school year at time of request. All absences for any reason other than absences listed in exceptions will be counted.

   C. Principal and/or administration believe that the absence or absences will benefit the student and/or the school.

   D. Request in writing for hearing is to be made one month in advance of absence by student and/or sponsor.

4. Appeal of decision of internal activity review committee following initial hearing:

   Procedures for filing complaints:

   A. A signed written complaint must first be filed with the local board of education. If the complaint is not resolved at the local level, then the complaint should be filed with the Accreditation Section of the State Board of Education. Upon receipt of the complaint, the Accreditation Section shall appoint a monitoring team to make an on-site visit and file a written report to the State Board of Education and Accreditation Section. This complaint must include a list of the names of the students, dates and classes missed which exceed policy statement, part A.

   B. The school district shall provide to the monitoring team during the on-site visit, the necessary records to verify or deny the violation as specified in the written complaint.

   C. The monitoring team shall submit a written report to the superintendent and local board of education within ten school days of the on-site visit.

EXTRACURRICULAR ACTIVITIES ATTENDANCE REGULATIONS

OKLAHOMA STATE DEPARTMENT OF EDUCATION

"The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes the student from the classroom shall be ten (10) for any one class period of each school year."

Activities sponsored by the Frontier Public Schools shall be considered relevant to the Oklahoma State Department of Education Attendance/Activities Regulations if the student is an eligible participant.

1. Exemptions:

   A. Field trips authorized by the building principal that are an outgrowth of the curriculum in an academic subject.

   B. Final state elimination contests, state and national school-sponsored contests for which a student has earned the right to compete.

      Earning the right to compete shall be based on state or national and/or local guidelines for participating contestants and approval by the building principal and superintendent.

   C. Regional, state, and national meetings in which a student has assigned duties to perform.

2. Deviations will be considered on an individual basis by the Internal Review Committee after the ten (10) days are exhausted.

3. Students will not be allowed to participate in any activity after missing any class or a portion of a class more than 10 times during the current school year as related to the above policy.

4. Pep club cheerleaders, pom squad members, team trainers, and team managers shall be considered under these same attendance/activities regulations as eligible participants. Exemptions will be subject to the approval of the building principal and the superintendent.

REFERENCE: State Board Ruling, August 1981

STUDENT CLUBS AND ORGANIZATIONS SPONSORS

The Frontier 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 not 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 child(ren) 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 BY LAW

SPECTATOR CODE OF CONDUCT
ATHLETICS PROGRAM

The following code of conduct for spectators should serve as a model for sports fans at all school-sponsored athletic events:

BELIEVING THAT sportsmanship is a by-product of a spirit of tolerance and good will and the centering of attention on the good qualities involved, and

BELIEVING THAT my conduct is an important part of the school's athletic program,

I PLEDGE to act in accordance with these principles.

As an athletic spectator, I will:

1. Exemplify the highest moral character, behavior, and leadership so as to be a worthy example.
2. Maintain and exhibit poise, self-discipline during and after the contest.
3. Conduct myself in such a manner that attention is drawn not to me, but to the participants playing the game.
4. Regulate my actions at all times so that I will be a credit to the team I support, knowing the school gets the praise or blame for my conduct since I represent the school the same as does the athlete.
5. Support all reasonable moves to improve good sportsmanship.
6. Treat a visiting team and spectators as guests, being courteous and fair.
7. Avoid actions that will offend the individual athlete.
8. Accept the judgment of the coach.
9. Honor the rights of visitors in a manner in which I would expect to be treated.
10. Respect the property of the school.
11. Display good sportsmanship by being modest in victory and gracious in defeat.
12. Pay respect to both teams as they enter for competition.
13. Appreciate the good plays by both teams.
14. Show sympathy for an injured player.
15. Regard the officials as guests and treat them as such.
16. Direct my energies to encouraging my team rather than booing the officials.

SPECTATOR CODE OF CONDUCT, ATHLETICS PROGRAM (Cont.)

17. Believe that the officials are fair and accept their decisions as final.

18. Learn the rules of the game in order to be a more intelligent fan.

19. Consider it a privilege and duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.

20. Realize that privileges are invariably associated with great responsibilities and that spectators have great responsibilities.

21. Realize that obscene cheers, littering, throwing of objects, and verbal indignities directed toward athletes, spectators, or officials have no place in school athletics.

ACTIVITY PASSES

Every employee shall receive an activity pass that will admit his/her spouse and children who are currently attending school in grades K-12 to all school sponsored activities.

FFA SCHOOL FARM
STUDENT, PARENT AND ADVISOR CONTRACT

Introduction

1. The Frontier FFA School Farm is structured to allow students enrolled in Frontier Public Schools a place to keep a supervised animal project. The animal project is the responsibility of the student and will be supervised by the Frontier FFA Advisor.

2. Listed below are rules and regulations to be followed by all students using the Frontier FFA School Farm. The school farm is an extension of the classroom of the Frontier Agricultural Education Program, all policies of the Frontier High School Student/Parent Handbook will be enforced.

Rules and Regulations Pertaining to the Operation of the Frontier Ag Farm

1. Purposes of the School Ag Farm

   A. A laboratory where material taught in the classroom can be applied in actual hands on experiences.

   B. A place for demonstrating breeds and types of livestock, as well as facilities to workout judging teams.

   C. Provides an area for 4-H and FFA students to keep livestock they own and practice up-to-date management techniques.

   D. To provide an opportunity for students to develop responsibility by subjecting them to situations in which their performance can result in a profit of loss, therefore creating "real life" situations and better preparing them for future occupations.

   E. To learn and work together as a team- respecting the right of their fellow man and learning to care for and respect the property of others.

2. General Rules

   A. Students using the facilities of the Frontier FFA School Farm will be expected to cooperate with other students using the School Farm. Lights will be turned off; gates kept closed, doors kept shut, respect other student property at the farm and place empty feed sacks and other trash in dumpster.

   B. Advisor MUST be notified of a student moving an animal into the School Farm BEFORE hand.

   C. Students agree to behave like responsible and respectful FFA & 4-H members and will not disgrace the Frontier FFA Chapter at Livestock functions. If students fail to behave in a manner that properly projects the Frontier FFA or 4-H Chapter, it could mean possible termination of show projects.

   D. Students will be expected to follow rules listed in this contract. Students who fail to follow the rules and regulations will need to remove their projects from the school farm. Students will have 48 hours to remove project(s) or project will be removed by teacher and sold. The project will be sold in the name of the Frontier FFA Chapter. The money will be held in the Frontier FFA Account. Money owed to the Frontier FFA Chapter will be retained and then the appropriate party paid for the animal.

FFA SCHOOL FARM STUDENT, PARENT AND ADVISOR CONTRACT (Cont.)

E. Frontier Public Schools are drug/alcohol free. Students who break the drug free policy will be asked to remove all livestock projects within 48 hours.

F. Parents of students who break the drug/alcohol free policy of the Frontier Public School System will lose their privilege to come on the Frontier School Farm. Parents who break the school policy will be referred to the advisor who will then consult with 7-12 principal and superintendent.

G. The use of unethical practices or improper conduct by either student or adult will result in that student losing all rights to the Ag Farm facilities.

H. FFA Students are expected to be in good standing with the Frontier FFA Chapter in order to use the facilities of the school farm. Examples: FFA Record book is current with correct financial information, no outstanding balances, following the rules of the Chapter Point System, etc.

I. Students will be responsible for the livestock pens and equipment they are borrowing from the Frontier FFA Chapter. Equipment that is damaged, abused, or stolen will be the responsibility of the student. The Frontier FFA Chapter will be reimbursed for the loss or damage to any equipment.

J. All violators of the rules set forth will receive one written warning. Upon second offense student WILL forfeit all rights to keep animals at the farm and the option to use the Ag Farm facilities. (wash pen, etc.)

3. Livestock

A. All animals must be properly fed and cared for at the Ag Farm or they will be automatically removed.

B. The student is responsible for the daily care of animal projects. All projects will be expected to be watered and fed on a daily basis. (Allowances will be made on animals being fit for show.) Some animals may need additional bedding, shade, etc.

C. After a breeding animal has finished with it's show career, students will be allowed to keep said animal at the school farm for one breeding cycle. After this time period the animal will be removed from the school grounds.

D. Before livestock projects leave the School Farm, the advisor must be notified by the student, parents, or other person removing animals.

E. Students will not feed raw garbage to the FFA Livestock Projects.

F. Students with projects at the Frontier FFA School Farm may be asked to provide animals for Livestock Judging Classes. This is not a requirement. Respective students will be notified before their animals are used for judging.

G. FFA members will be responsible to monitor the health of their livestock project. If an animal becomes sick, it is their responsibility to notify the advisor.

i. The FFA member will be responsible to pay for all professional veterinary services.

FFA SCHOOL FARM STUDENT, PARENT AND ADVISOR CONTRACT (Cont.)

ii. The advisor or the Frontier FFA will not be held financially responsible if a livestock project dies at the school farm or at a livestock show.

4. Transportation

   A. Frontier FFA School Trailers and other equipment (e.g. Pig box) are owned by the FFA Chapter will not be used by students or parents without the permission of the advisor.

   B. FFA or 4-H members requesting transportation for animal projects to livestock shows will be required to notify the advisor in advance.

5. Cleanup

   A. All pens must be cleaned on a regular basis with all used bedding being removed and replaced with fresh bedding.

   B. The advisor will make unannounced checks on the conditions of the pens. If the pens are unworthy of holding an animal, the student will be given a warning to clean the pen. If the pen is not cleaned within 2 days, parents will be notified.

   C. Pens should be cleaned out when animals are sold or removed from farm. (If your animal is removed by the Advisor because of a break in contract it is the student's responsibility to clean out the pen.)

   D. Workout days will be announced from time to time as necessary to maintain the Ag Farm.

   E. Any student or parent not participating on workdays without previous arrangements will forfeit rights to keep animals at the farm.

   F. At the end of the show season, the student will be responsible to tear down, clean pen, and make arrangements for animals.

      i. The FFA Advisor will determine the date and notify all parties involved for cleanup.

      ii. Failure to clean pen will result in the student paying the Frontier FFA Chapter $50.00.

      iii. If balance is not paid within one month of fine, student will forfeit right to house animals on school farm.

Conclusion

All students using the Frontier FFA School Farm will be expected to follow the above contract. Three copies must be signed by the student, parent, FFA Advisor, and Administrator. One copy of the contract will be kept on file in the FFA Advisor's office; one in the high school office, and the other is a copy for the Parents.

(We) _____ and _____
FFA Member Parent(s)

FFA SCHOOL FARM STUDENT, PARENT AND ADVISOR CONTRACT (Cont.)

I have read the rules and regulations governing the use of the Frontier FFA School Farm. We realize that the use of the farm is a privilege and not a right; in return for the use of the facilities we agree to adhere to these rules and regulations. We further realize that failure to comply with the terms of this contract may cause in termination of the student's project.

Student	Date
Parent	Date
FFA Advisor	Date
Administrator	Date

STUDENT CONDUCT
DRESS CODE

The Frontier Board of Education has established a student dress code to allow students to express themselves while establishing and maintaining a positive, safe, and inclusive learning environment for students to engage in education. Generally, dress and grooming standards as determined by the students and their parents will not be questioned. The only requirements the board of education insists upon are that students' dress and grooming shall not lead school officials to reasonably believe that such dress or grooming will materially and substantially disrupt or interfere with a student's education, school activities, or create a health or other hazard to the student's safety or to the safety of others.

REFERENCE: 70 O.S. §6-114 (C)

STUDENT CONDUCT
DRESS CODE
(REGULATION)

In accordance with the policy of the board of education, the following regulation shall establish a dress and grooming code for the public school system.

Hats/Headwear: Students shall not wear hats or headwear in classrooms unless a medical or religious exception exists.

Clothing:

- Shirts may not be sheer or mesh and must cover the entire trunk of the body. Messages on shirts shall not include illegal drugs, alcohol, tobacco or other products that may not be utilized by children. Vulgar and/or obscene messages are prohibited and will be subject to discipline under the student discipline code.
- Pants, shorts, skirts, and skorts shall be worn at the waist and must be no shorter than mid-thigh.
- Hats or headwear may be worn on spirit days with the permission of the administration. With the exception of religious and medical hats or headwear, other head coverings are prohibited.
- Sunglasses may not be worn in the building unless medically necessary and documented.

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 suspension 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.

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. Isolated action does not meet the state's definition of bullying. However, the administration will investigate isolated incidents or actions and apply appropriate discipline under the student discipline code. This policy addresses bullying which 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. 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 administered by the office of Juvenile Affairs

BULLYING (Cont.)

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.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or 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.

6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

All school employees at each school site shall be required to complete professional development training in school bullying prevention, identification, response and reporting that meets the requirements of Oklahoma law and shall include recommendations from each school site's Safe Schools Committee.

Students will receive annual training regarding identifying, preventing, addressing, and reporting incidents of bullying via educational programs. These programs may include, but are not limited to, classroom discussions, assemblies, multimedia and presentations. The purpose of the educational programs are to assist students in the identification of bullying behaviors, reporting procedures and the consequences for violation of school policy.

HARASSMENT (Cont.)

The district will implement a research-based educational program as designed and developed by the Oklahoma State Department of Education for students and parents to prevent, identify, respond to and report bullying.

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 BY LAW

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:

_____

_____

_____

_____

HARASSMENT/BULLYING INCIDENT REPORT FORM (Cont.)

Witnesses Present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____ Video/audio tape _____
Other _____

Staff signature _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken:

_____

_____

_____

_____

PROHIBITING 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 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.

"Electronic communication" means the communication of any written, verbal, ~~or~~ 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 is as follows:

1. The matter should immediately be reported to the building principal who will serve as the site district bullying incident coordinator. If the bullying involves 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.

PROHIBITING BULLYING, INVESTIGATION PROCEDURES (Cont.)

5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care substance abuse or 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 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 ___ 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 ___ 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 should 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, the 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.

Students who report bullying or other inappropriate behavior in good faith, or who participate as witnesses in an investigation, are protected from retaliation. Retaliation of any kind—including threats, intimidation, exclusion, harassment, cyberbullying, spreading rumors, or any other adverse treatment intended to discourage or punish a student for reporting a concern—is strictly prohibited. Any student found to have engaged in retaliatory behavior will be subject to appropriate disciplinary action in accordance with school policy. Students who believe they have experienced retaliation should report it immediately to a teacher, school counselor, administrator, or other trusted school employee so that the matter can be promptly investigated and addressed. If an employee of the district is found to have engaged in retaliatory action against a student who has reported bullying, appropriate disciplinary action will be taken which could include termination of employment.

Any person who knowingly makes a false report shall receive disciplinary consequences and any accusations found to be false will be removed from the falsely accused student's records.

PROHIBITING BULLYING
(REGULATION)

The _____ 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 is 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 well-being 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.

PROHIBITING BULLYING, REGULATION (Cont.)

7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

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

PROHIBITING BULLYING, REGULATION (Cont.)

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.

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.

PROHIBITING BULLYING, REGULATION (Cont.)

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 _____ 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 request. _____ 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. _____ 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 bullying 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.

PROHIBITING BULLYING, REGULATION (Cont.)

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 employee designated by the superintendent to receive them. 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 superintendent or his/her designee.

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 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.

PROHIBITING BULLYING, REGULATION (Cont.)

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.

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 *(school's website)* and at each school site that has an Internet website. The policy will be included in all student and staff handbooks.

Review of Policy

The safe schools committee at each site will annually review this policy and provide recommendations to the building principal. The building principal will provide those recommendations to the superintendent. The superintendent shall make a formal recommendation to the board of education to modify the policy at a lawfully convened meeting under an appropriately worded agenda item. After the policy is modified, the policy shall be disseminated to all parents, students, staff and the community.

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES

It is the policy of the Frontier 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.

STUDENT DRUG TESTING PROGRAM
EXTRACURRICULAR ACTIVITIES

The Frontier Board of Education, in an effort to protect the health and safety of its students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the Frontier Public School District, has adopted the following policy for drug testing of students participating in extracurricular activities.

Purpose and Intent

It is the desire of the board of education, administration, and staff that every student in the Frontier Public School District refrain from using or possessing illegal drugs. The administration and board of education realize that their power to restrict the possession or use of illegal drugs is limited. The sanctions of this policy relate solely to limiting the opportunity of any student determined to be in violation of this policy to participate in extracurricular activities. This policy is intended to complement all other policies, rules, and regulations of the Frontier Public School District regarding possession or use of illegal drugs.

Participation in school-sponsored extracurricular activities such as interscholastic athletics at the Frontier Public School District is a privilege. Students who participate in extracurricular activities are respected by the student body and are expected to hold themselves as good examples of conduct, sportsmanship, and training. Accordingly, students in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible examples of conduct, which includes avoiding the use or possession of illegal drugs. Additionally, this school district is contracted to follow the rules and regulations of the OSSAA whose rules specifically state: A student under a discipline plan or whose conduct or character outside the school is such as to reflect discredit upon the school shall be ineligible until reinstated.

The purposes of this policy are to prevent illegal drug use, to educate students as to the serious physical, mental, and emotional harm caused by illegal drug use; to alert students with possible substance abuse problems to the potential harms of illegal drug use; to help students avoid drugs; to help students get off drugs; to prevent injury, illness, and harm as a result of illegal drug use; and to strive within this school district for an environment free of illegal drug use and abuse. This policy is not intended to be disciplinary or punitive in nature. The sanctions of this policy relate solely to limiting the opportunity of any student found to be in violation of the policy to participate in any extracurricular activities. There will be no academic sanction for violation of this policy.

Illegal drug use of any kind is incompatible with participation in any extracurricular activities on behalf of the school district. For the safety, health, and well-being of the students of the district, this policy has been adopted for use by all participant students in grades 7-12.

Definitions

1. **Student athlete** or **athlete** means a member of the middle school or high school district-sponsored interscholastic sports team. This includes athletes and cheerleaders.

2. **Extracurricular** means those activities that take place outside the regular course of study in school and **participants** are those students involved in those activities.

3. **Drug use test** means a scientifically substantiated method to test for the presence of illegal or performance-enhancing drug or the metabolites thereof in a person's urine.

STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES (Cont.)

4. **Random tests** are given weekly to participants from the pool.

5. **Random selection basis** means a mechanism for selecting students for drug testing that:

   A. Results in an equal probability that any student from a group of students subject to the selection mechanism will be selected, and

   B. Does not give the school district discretion to waive the selection of any student athlete or extracurricular activities participant selected under the mechanism.

6. **Follow up tests** can be weekly, at random, or any time a student who has tested positive may be under suspicion of being under the influence.

7. **Illegal drugs** means any substance that an individual may not sell, possess, use, distribute, or purchase under either federal or state law. Illegal drugs include, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substance Act, all prescription drugs obtained without authorization, and all prescribed and over-the-counter drugs being used for an abusive purpose.

8. **Performance-enhancing drugs** include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed, or other athletic ability. The term "performance-enhancing drugs" does not include dietary or nutritional supplements such as vitamins, minerals, and proteins that can be lawfully purchased in over-the-counter transactions.

9. **Positive**, when referring to a drug use test administered under this policy, means a toxicological test result which is considered to demonstrate the presence of an illegal or a performance-enhancing drug or the metabolites thereof using the standards customarily established by the testing laboratory administering the drug use test.

10. **Reasonable suspicion** means a suspicion based on specific personal observations concerning the appearance, speech, or behavior of a student athlete or extracurricular participant, and reasonable inferences drawn from those observations in the light of experience. Information provided by a reliable source, if based on personal knowledge, shall constitute reasonable suspicion. In the context of performance-enhancing drugs, reasonable suspicion specifically includes unusual increases in size, strength, weight, or other athletic abilities.

11. **Self-referral** is when a participant believes he/she will test positive for illegal or performance enhancing drugs, prior to submission for a drug test under this policy, so notifies the principal, athletic director, coach, or sponsor of such belief.

Procedures

A physical examination signed by a parent/guardian is required before a student may participate on a school district athletic team. A urine screen to detect the presence of illegal or performance-enhancing drugs which could have a harmful effect on the prospective athlete's health and athletic performance will be included as part of that physical examination.

STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES (Cont.)

Student participants in extracurricular activities shall be provided with a copy of this policy and an extracurricular activities student drug testing program consent form that must be read, signed, and dated by the student, parent or custodial guardian, and coach/sponsor before a participant student shall be eligible to practice in any extracurricular activity. The consent shall provide a urine sample (a) at the beginning of each school year or when the student enrolls in an extracurricular activity; (b) as chosen by the random selection basis; and (c) at any time requested based on reasonable suspicion to be tested for illegal or performance-enhancing drugs. No student shall be allowed to practice or participate in any extracurricular activity unless the student has returned the properly signed consent form.

All extracurricular activities participants shall be required to provide a urine sample for drug use testing for illegal drugs and/or performance enhancing drugs. Extracurricular participants who move into the district after the school year begins will have to undergo a drug test before they will be eligible for participation.

Drug use testing for extracurricular participants will also be chosen on a weekly selection basis from a list of all extracurricular participants in off-season or in-season activities. The school district will determine a weekly number of students' names to be drawn at random to provide a urine sample for drug use testing for illegal or performance-enhancing drugs.

In addition to the drug test required above, any extracurricular participant may be required to submit to a drug use test for illegal drugs or performance-enhancing drugs or the metabolites thereof at any time upon reasonable suspicion by the athletic director, principal, sponsor, or coach of the student.

The school district will determine any necessary fees to be collected from students who are drug tested and when those fees will be collected. The cost of subsequent tests will be borne by the school district or appropriate activity fund.

Any drug use test required by the school district under the terms of this policy will be administered by or at the direction of a professional laboratory chosen by the school district that uses scientifically validated toxicological methods. The professional laboratory shall be required to have detailed, written specifications to assure chain of custody of the specimens, proper laboratory control, and scientific testing.

All aspects of the drug use testing program, including the taking of specimens, will be conducted to safeguard the personal and privacy rights of students to a maximum degree possible. The test specimen shall be obtained in a manner designed to minimize intrusiveness of the procedure. In particular, the specimen must be collected in a restroom or other private facility with an enclosed stall or stalls. The athletic director/sponsor shall designate a coach or other school employee of the same sex as the student to accompany the student to a restroom or other private facility. The monitor shall not observe the student while the specimen is being produced, but the monitor shall be present outside the stall to listen for the normal sounds of urination in order to guard against tampered specimens and to ensure an accurate chain of custody. The monitor shall verify the normal warmth and appearance of the specimen. If at any time during the testing procedure the monitor has reason to believe or suspect that a student is tampering with the specimen, the monitor may stop the procedure and inform the athletic director/sponsor who will then determine if a new sample should be obtained. The monitor shall give each student a form on which the student may list any medications he/she has taken or is taking or any other legitimate reasons for having been in contact with illegal drugs or performance-enhancing drugs in the preceding 30 days. The parent or legal guardian shall be able to confirm the medication list submitted by their child during the 24 hours following any drug test. The medication list shall be submitted to the lab in a sealed and confidential envelope.

STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES (Cont.)

If the initial drug use test is positive, the initial test result will be subject to confirmation by a second and different test of the same specimen. The second test will use the gas chromatography/mass spectrometry technique. A specimen shall not be reported positive unless the second test utilizing the gas chromatography/mass spectrometry procedure is positive for the presence of an illegal drug or the metabolites thereof. The unused portion of a specimen that tested positive shall be preserved by the laboratory for a period of six months or to the end of the school year, whichever is shorter. Student records will be retained until the end of the school year.

Confidentiality

If the drug use test for any student has a positive result, the laboratory will contact the athletic director or designee with the results. Procedures for maintaining confidentiality will be practiced. The athletic director or designee will contact the principal, the student, the head coach/sponsor, and the parent or custodial guardian of the student and schedule a conference. At the conference, the student will be given the opportunity to submit additional information to the athletic director or to the lab. The school district will rely on the opinion of the laboratory that performed the test in determining whether the positive test result was produced by other than consumption of an illegal drug or performance-enhancing drug. Under no circumstance will results from a drug test under this policy be turned over to any law enforcement officer or agency.

Appeal

A student who has been determined by the athletic director or designee to be in violation of this policy shall have the right to appeal the decision to the superintendent or the superintendent's designee(s). Such appeal must be lodged within five business days of notice of the initial report of the offense as stated in this policy, during which time the student will remain eligible to participate in any extracurricular activities. The superintendent or designee(s) shall then determine whether the original finding was justified. There is no further appeal right from the superintendent's decision and the decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the superintendent, which shall be final and nonappealable.

Consequences

1. **First positive test.** The student will be suspended from participation in all extracurricular activities for two weeks. The student and parent/guardian must attend counseling two times during the suspension period and one follow-up session. Counseling will consist of a session with the Frontier Public Schools counselor and a session with a counseling service provided by the school. Follow-up sessions may be with one or both counselors.

2. **Second positive retest.** The student will be suspended from participation in any extracurricular activity for the remainder of the semester.

3. **Third positive retest.** The student will be suspended from participation in any extracurricular activity for 180 school days.

STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES (Cont.)

4. **Self Referral.** A student who self-refers to the athletic director, principal, coach, or sponsor before being notified to submit to a drug test will be allowed to remain active in all extracurricular activities. However, the student will be considered to have committed his/her first offense under this policy, and will be required to retest as would a student who has tested positive.

5. **Refusal to submit to a drug test.** If a participant student refuses to submit to a drug test under this policy, such student shall not be eligible to participate in any extracurricular activity, including all meetings, practices, performances, and competition for 180 school days, upon completion of which, the participating student shall again be subject to this policy.

The cost per test is subject to change and will be determined by the board of education on an annual basis.

STUDENT EXTRACURRICULAR ACTIVITIES CONTRACT

Statement of Purpose and Intent

Participation in school-sponsored extracurricular activities at the Frontier school district is a privilege and not a right. Such privilege is governed by the district policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities (policy FNCFD). Alcohol and illegal drug use of any kind is incompatible with participation in extracurricular activities on behalf of the Frontier Public Schools. Students who participate in these activities are respected by the student body and are expected to hold themselves as good examples of conduct, sportsmanship, and training. Accordingly, student participants in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible examples of conduct, which includes avoiding the use or possession of alcohol or illegal drugs.

Participation in Extracurricular Activities

For the safety, health, and well-being of the students of the Frontier Public Schools district, the district has adopted the attached policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities (policy FNCFD) and this Student Extracurricular Activities Contract, which shall be read, signed, and dated by the student participant, parent or custodial guardian, and coach/sponsor before such participant shall be eligible to practice or participate in any extracurricular activity. No student shall be allowed to practice or participate in any extracurricular activity unless the student has returned the properly signed Student Extracurricular Activities Contract.

Student's Last Name _____ First Name _____ Middle Initial _____

I understand, after having read the policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities and this Student Extracurricular Activity Contract, that, out of care for my safety and health, the Frontier school district enforces the rules applying to the consumption or possession of alcohol and/or illegal drugs. As a member of a Frontier Public Schools organization, I realize that the personal decisions that I make daily in regard to the consumption or possession of alcohol and/or illegal drugs may affect my health and well-being as well as the possible endangerment of those around me and reflect upon any organization with which I am associated. If I choose to violate school policy regarding the use or possession of alcohol and/or illegal drugs any time during the school year, I understand, upon determination of that violation, I will be subject to the restriction of my participation as outlined in the policy.

Signature of Student _____ Date _____

We have read and understand the policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities and this Student Extracurricular Activities Contract. We desire that the student named above participate in the extracurricular activity programs of the Frontier Public Schools and we hereby agree to abide by all provisions of the policy.

Signature of Parent or Custodial Guardian _____ Date _____

STUDENT EXTRACURRICULAR ACTIVITIES CONTRACT (Cont.)

PLEASE OBTAIN THE SIGNATURES OF ALL COACHES/SPONSORS FOR EXTRACURRICULAR ACTIVITIES, TEAMS, OR ORGANIZATIONS IN WHICH THE STUDENT IS INVOLVED:

Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization
Signature of Sponsor or Coach	Activity/Team/Organization

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 blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed."

The school district also prohibits the possession of any knife that is brought to school that could be utilized in a manner to harm another. Whether or not a student will be disciplined for the possession of a knife will be determined on a case-by-case basis. Students with disabilities are subject to this policy and will be disciplined in accordance with district policy and the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act.

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. In addition, exceptions will be made for a gun, knife, bayonet or other weapon in the possession of a member of a veterans group, the national guard, active military, the Reserve Officers' Training Corp (ROTC) or Junior ROTC, in order to participate in a ceremony, assembly or educational program approved by the principal or chief administrator of a school district where the ceremony, assembly or educational program is being held; provided, however, that the gun or other weapon that uses projectiles is not loaded and is inoperable at all times while on school property.

A handgun may be carried in a motor vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act onto property set aside by a public or private elementary or secondary school for the use or parking of any vehicle; provided, however, said handgun shall be stored and hidden from view in a locked motor vehicle when the motor vehicle is left unattended on school property

WEAPONS-FREE SCHOOLS (Cont.)

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.

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.

Penalties to Parent for Child with Firearm at School

Any custodial parent or guardian of a child under eighteen (18) years of age whose child commits the crime of possession of a firearm on school property may be fined not exceeding Two Hundred Dollars ($200.00), or ordered to perform community service not exceeding forty (40) hours or both such fine and community service. To satisfy community service requirement, the court may give preference to work which benefits the school said child attends. Said penalty shall be an administrative penalty and shall not be recorded on the custodial parent or guardian's criminal record. The fine shall be payable to the court clerk to be deposited in the court fund. Nothing in this section shall prohibit the filing or prosecution of any criminal charge. (21 O.S. § 858).

REFERENCE: 18 U.S.C. § 921
21 O.S. § 1271.1, § 1280.1, and § 1289.24
70 O.S. § 24-132.1

NOTE : 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 name of the school; the number of students expelled from the school, and the type of weapons concerned.

THIS POLICY REQUIRED BY LAW.

SEARCH OF STUDENTS

The Frontier 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

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

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

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 insure 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 shut.
4. Students are not permitted to change locker partners unless special permission is given by the principal.

STUDENT SEARCHES
CHECKLIST

This checklist is to be used in conjunction with a student search incident.

1. What factors caused you to have a reasonable suspicion that a search of this student or the student's effects will provide evidence that the student has violated or is violating the law or rules of the school?

   A. Eyewitness account:

      1. By whom _____
      2. Date/time _____
      3. Place _____
      4. What was observed _____
         _____

   B. Information from a reliable source:

      1. From whom information received _____
      2. Date and time received _____
      3. How was information received _____
      4. Who received the information _____
      5. Describe information received _____
         _____
         _____

   C. Suspicious behavior. Please explain:
      _____
      _____
      _____
      _____

   D. Date and time search was conducted _____

   E. Location (where search was conducted) _____

STUDENT SEARCHES, CHECKLIST (Cont.)

F. Reason given to student for search _____

_____

G. Was student's consent requested? _____ Given? _____

2. Reasonableness of search in terms of scope and intrusiveness

A. What were (are) you searching for? _____

_____

B. Age and sex of student _____

C. Exigency of the situation _____

D. What type of search was (is being) conducted? _____

_____

E. Who conducted (is conducting) the search? _____
Position: _____ Sex: _____

F. Who witnessed the search? _____

3. Explanation of search

A. Describe the time and location of the search _____

_____

B. Describe exactly what was searched _____

C. What did the search yield? _____

_____

D. What was seized? _____

E. Was anything released to police? _____

F. Were parents notified of the search, including the reasons and the scope? _____

STUDENT SEARCHES
AUTHORITY TO TRANSPORT

To Whom It May Concern:

This letter serves as confirmation that (insert name of employee) has been provided the authority to transport for disposal contraband collected from students in the Frontier School District. The named employee has their school identification and this letter in their possession at all times during the transportation process. All items being transported for disposal are transported in a locked container. The employee has permission to transport the contraband from individual school sites to a centralized location within the school district or to local law enforcement.

Sincerely,

_____

Superintendent

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 alcoholic beverages as defined in the Oklahoma Alcoholic Beverages Act, dangerous weapons, 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 not 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, shoes, hand coverings, and head coverings, except religious head coverings, 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.

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.

9. The superintendent may designate personnel to transport items that are removed from a student to a centralized location within the school district or to local law enforcement offices for lawful disposal. While in transport, the designated school personnel shall carry their school identification and a letter from the superintendent confirming their authority to transport the items for disposal. All items transported for disposal shall be transported in a located container.

REFERENCE: 70 O.S. §24-102
70 O.S. §24-101.3

WIRELESS COMMUNICATION DEVICES

It is the policy of the Board of Education that a student may possess a personal wireless communications 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 consent of both the student's parent or guardian, and the superintendent or the superintendent's designee. Students may be issued a device by the school district such as a laptop, tablet or other electronic device. School issued devices are exempt from the requirements of this policy and shall be utilized for educational purposes by students.

Students will not be allowed to utilize personal wireless communication devices in classrooms. Classrooms should be a cell-phone free zone for students in order for students to fully engage in classroom instruction. Personal wireless communication devices should be stored out of sight. If a personal wireless communication device is utilized in a classroom without the permission of the teacher, the student shall be subject to disciplinary action.

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. Any personal wireless communication device that is confiscated will be returned to the student at the end of the school day. Students violating this rule may 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. 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 BY LAW.

STUDENT DISCIPLINE

The Frontier 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. 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

STUDENT DISCIPLINE (Cont.)

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

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. 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 administrators appropriate means of discipline for specific infractions.

STUDENT DISCIPLINE (Cont.)

REFERENCE: 10 O.S. §7115
70 O.S. §6-114
70 O.S. §24-101.3

THIS POLICY REQUIRED BY LAW.

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) This may be modified by the administration on a case-by-case basis.
- 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 with 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/or 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
70 O.S. §24-101.3, §24-102, §24-103, et seq.

THIS POLICY REQUIRED BY LAW.

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 principals.

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 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) This may be modified by the administration on a case by case basis.
- 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 an act, will not be enrolled 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 ("IEP") 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.

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 therefore.

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.

3. Out-of-school suspension.

A. Both the student and the parent(s) shall be notified of the suspension, the grounds therefore, 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

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 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 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 board of education. The board of education shall hear the appeal within ten (10) days from the date the notice of

SUSPENSION OF STUDENTS, REGULATION (Cont.)

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 board of education, 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.

D. The board of education shall determine the guilt or innocence of the student and the reasonableness of the term of the suspension. The board of education 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. The decision of the board of education 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 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 board of education. The board of education may conduct the hearing or 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.

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.

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 (5) days of the decision. The decision of the board of education or hearing officer shall be final.

NOTE: 70 O.S. §24-101.3 (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 BY LAW.

CONTROL AND DISCIPLINE POLICY

The board of education believes that the school's primary goal is to educate, not discipline. However, when the behavior of an individual student interferes with the rights of others, corrective action may be necessary for the benefit of the individual as well as the school. A student who has been suspended for a violent offense directed towards a teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

Oklahoma Law, Title 70, Section 6-114, provides teachers with the same rights as parents to control and discipline school children in accordance with local school policies. The following schedule of infractions is provided as an aid to teachers in exercising control and discipline of students. The schedule is not intended to include all possible infractions. Therefore, behavior that is not included in the following schedule may warrant appropriate disciplinary measures. The following schedule shall not be used in determining discipline for any child on an IEP or Section 504 plan until such time as the student's IEP team has determined that the infraction is in no way a manifestation of that student's disability.

Infractions	Minimum Action <		> Maximum Action
1. Unexcused tardiness	---- Refer to Attendance Policy ----		
2. Disruption of class or assembly	School Conference	Parent Conference	Suspension
3. Lunchroom misconduct	School Conference	Parent Conference	Suspension
4. Bus/playground misconduct	---- Refer to Bus Conduct Policy ----		
5. Negligence in completing classwork	School Conference	Parent Conference	Suspension
6. Cutting class	---- Refer to Attendance Policy ----		
7. Leaving school without permission	---- Refer to Leaving School Grounds (Closed Campus) Policy ----		
8. Truancy	---- Refer to Attendance Policy ----		
9. Tobacco on school grounds	School Conference	Parent Conference	Suspension [1]
10. Drugs or Alcohol possession	Parent Conference		Suspension [1, 2]
11. Gambling	School Conference	Parent Conference	Suspension
12. Theft	Parent Conference		Suspension [1, 2]
13. Assault-physical or verbal	Parent Conference		Suspension [1, 2]
14. Fighting	Parent Conference		Suspension
15. Destruction of property, vandalism	Parent Conference		Suspension [1, 2]
16. Threats/Harassment	School Conference	Parent Conference	Suspension [2]
17. Extortion	School Conference		Suspension [1, 2]
18. Refusal to obey school officials	School Conference	Parent Conference	Suspension
19. Possession of weapons or other items with the potential to cause harm			Suspension [2]

[1.] May require counseling and rehabilitative efforts before reinstated in school programs
[2.] May require notification of legal authorities

Other possible corrective actions include warning students that continued infraction may result in more severe consequences, removing students from class, before or after school detention, alternative placements, financial restitution, if necessary, and referral to social agencies, if appropriate. The administration may impose punishment that would prevent a student from participation in and attendance at extracurricular activities. In addition, student discipline consequences may include an inability to participate in the graduation ceremony, prom, prom activities, school dances, and/or a class trip.

Suspension alternatives may include in-house suspension or out-of-school suspension. Refer to the Suspension Policy (see policy FOD) for requirements for short-term suspensions (1-10 days) and long term suspensions (11 or more days).

STUDENT DISCIPLINE
THREATENING BEHAVIOR
(REGULATION)

Threatening behavior is defined as an activity that portrays that another person, persons, or property may or will be harmed. As used in the School Bullying Prevention Act, "harassment, intimidation, and bullying" means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or 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. Harassment, intimidation, and bullying include, but are not limited to, a gesture or a written, verbal, or physical act. Such behavior is specifically prohibited by board policy.

Any student exhibiting threatening behavior either verbally, in written form, or by gesture toward another student or school personnel or others while under school supervision shall be subject to the following:

1. The student will be referred immediately to a site administrator or his/her designee for intervention.

2. The administrator will gather and evaluate incident information and either (a) document the incident and place the student on a five-day probationary period, or (b) implement the following intervention procedure:

   A. The student will be subject to an immediate suspension from school for a minimum of three days.

   B. The student's parent(s)/guardian will be notified.

   C. The Noble County Sherrif's Department shall be notified.

   D. A mandatory conference will be held with the parent(s)/guardian, student, school officials, and others as deemed necessary. ("Others" may include, but not be limited to, the following: police, Multi-County Youth Services, Office of Juvenile Affairs, Department of Human Services, and Child Welfare.) The conference shall take place as soon as possible.

   E. The student must attend mandatory counseling with an appropriate counseling agency as determined by the school. The counseling agency will make recommendations to the school concerning the student's re-entry to school.

   F. A conference shall be held with the site school counselor, an administrator, and the student prior to the student's re-entry to school. If it is determined that the student may not return to school, further counseling and/or alternative placement will be implemented. The student will be re-evaluated at a later date as determined by the school.

Any student who has been previously disciplined for threatening behavior is subject to alternative placement or suspension if the offense is repeated. The alternative placement or suspension shall not exceed the remainder of the current semester and the succeeding semester.

The above shall not apply for any child on an IEP or Section 504 plan until such time as the student's IEP team has determined that the infraction is in no way a manifestation of that student's disability.

STUDENT DISCIPLINE, THREATENING BEHAVIOR, REGULATION (Cont.)

A site administrator shall file a report on any student disciplined under this policy and send the report to the superintendent.

REFERENCE: 70 O.S. §24-100.2

RESTRAINTS AND SECLUSION

It is the policy of the board of education that physical restraint and seclusion will not be utilized as an acceptable punishment for students. Students will be physically restrained only in the event that the child is an immediate threat to self or others. In such circumstance, the physical restraint will not include any action that could potentially restrict breathing or subject the child to physical injury.

Children that are on an Individualized Education Plan "IEP" may be disciplined in accordance with a Behavioral Intervention Plan ("BIP)" that is included within the IEP. Each incident involving restraint or seclusion of a child on an IEP shall be reported immediately to a school site administrator and documented using the statewide online IEP reporting system. A copy of the documentation shall be placed in the student's file and provided to the student's parent or guardian. For each incident of seclusion or restraint, the student's parent or guardian shall be notified as soon as possible, and must be notified no later than the school day following the incident or within twenty-four (24) hours of the incident, whichever is first. An IEP meeting may be needed to review or implement a BIP for the student.

REFERENCE: **Oklahoma Accreditation Standard 210:15-13-9**

SECLUSION OF STUDENTS WITH DISABILITIES

The purpose of this policy is to define the circumstances under which district personnel may use seclusion for students with disabilities in compliance with those guidelines set forth in the SDE's Special Education Handbook (“Seclusion Guidelines”).

For purposes of this policy, the term “seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff. Any time a student is involuntarily alone in a room and prevented from leaving should be considered seclusion regardless of the intended purpose of the name applied to this procedure or the name of the place where the student is secluded. Seclusion does not include timeout, which is a behavior management technique implemented or the purpose of calming and redirecting.

Seclusion should never be used for the purposes of discipline or as a punishment, to force compliance, as a convenience for staff or to prevent property damage. Seclusion should not be used to manage behavior.

School personnel may use seclusion for students with disabilities only under the emergency circumstances identified in the Seclusion Guidelines and only if the elements identified by the Seclusion Guidelines exist.

School personnel may only utilize seclusion procedures if they have training in:

1. Conflict de-escalation;
2. The crisis cycle and interventions at each stage;
3. Possible effects of seclusion;
4. Appropriate use of seclusion rooms (including escorting and placing a student in a seclusion room);
5. Hold current CPR and First Aid certification; and
6. Monitoring the wellbeing of students.

Seclusion training should be recurrent and with annual updates and result in some form of certification or credential.

Any student placed in seclusion based on the criteria in the Seclusion Guidelines must be continuously monitored visually and aurally by a school employee. Additionally, (a) the student must be allowed to go to the bathroom upon request, (b) the student must be permitted water to drink upon request, and (c) immediate action must be taken if the student displays any signs of medical distress.

A “seclusion room” is defined as a room or other confined area in which a student with a disability is placed in isolation from other persons from which the student is prevented from leaving. A seclusion room must meet the following criteria:

1. It must be of adequate size permitting the student to sit or lie down;
2. It must have adequate lighting;
3. It must be equipped with heating, cooling, ventilation, and lighting systems that are comparable to those in other rooms throughout the building where the seclusion room is located;
4. It must be free of any objects that pose a potential risk of harm to the student with a disability;
5. If equipped with a door that locks, the lock must automatically disengage in case of an emergency, such as fire or severe weather; and
6. It must allow continuous visual and auditory monitoring of the student with a disability.

The use of seclusion for students with disabilities shall also be subject to any written procedures utilized by the district to further explain the responsibilities of district staff members.

STUDENTS:
FEES, FINES, AND CHARGES

It is the goal of the Frontier 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.

OPEN RECORDS ACT

It is the policy of the Frontier 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.l. and only to the extent that said act does not violate federal law. (See GBA-R.)

The school encumbrance clerk 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 online at the school district's website ~~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.

PUBLIC RECORD ACCESS REQUEST
OKLAHOMA OPEN RECORDS ACT

To: Frontier Public School District
Red Rock, Oklahoma

1. Pursuant to the Oklahoma Open Records Act, the undersigned hereby requests access to the following school district records:

_____
_____
_____
_____

(Describe records as specifically as possible; attach additional sheets if necessary.)

2. If copies of the documents are requested, the undersigned agrees to pay _____ per page for copies. If a search is necessary to furnish the documents and if this request is solely for commercial purposes or causes excessive disruption of essential school functions, the undersigned agrees to pay a search fee of $_____ per hour.

_____
(Name)

_____
(Address)

_____
(Telephone Number)

_____
(Date)

Received by Frontier School District
on _____, _____

Record Request No. _____.

The Oklahoma Open Records Act requires that public records be provided in a reasonable amount of time. The district's use of this form is to create a checklist for the material requested with notification of fee requirements. This form is not intended to deter requests for open records.

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 an 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;

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.

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;

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

MEDIA COVERAGE AND AUDIO/VIDEOTAPING

Television Rights

The Frontier Board of Education recognizes that certain school events and programs when telecast on commercial channels, including cable, offer informational, educational, cultural, and recreational opportunities for the community. The board also has both legal and implied obligations inherent in its "in loco parentis" relationship with students and employees that require their protection from any form of exploitation, including their appearance on TV programs which might not meet with parental approval because of the theme, format, or sponsor, or may be an invasion of employee privacy; therefore, the following requirements will be observed in the videotaping or photographing special events, including sports, and public student performances:

1. Application by commercial stations for rights to televise a school-sponsored event, whether "live" or "delayed," must be approved by the superintendent.

2. A telecast, whether "live" or "delayed," that exceeds five minutes of viewing time must be approved by the board. Each event will be considered individually and in accordance with the authority and responsibility of the board.

3. An application for a telecast that is commercially sponsored must list the sponsor(s) at the time that the application is submitted. The district will retain the right of approval or rejection of the program ideas, formats, plans, and sponsors of the telecast.

4. A reasonable rights fee, the amount to be decided in each instance, may be charged for televising an event originating in school facilities.

5. The request for rights to televise will include a certificate of liability insurance and properly executed "hold harmless" agreement on the TV station's letterhead, signed by the general manager of the station. The "hold harmless" agreement will read:

   > The station expressly promises and agrees to indemnify and hold the Frontier Board of Education, its members, its officers, and employees free and harmless from any and all loss, cost or expense, including attorney's fees on account of any claim for injury or damage, and an obligation to protect the privacy of school district employees, either to person or property on account of or in any way connected with the operation, performance or activities of the station under this agreement."

6. A staff member or patron requesting the videotaping or photographing of a school-sponsored event will submit a request for approval through the building principal. The building principal, if he or she approves, will submit the request to the superintendent.

7. Any school production (play, musical, etc.) approved for videotaping or filming must be cleared for copyright use. If a televised school production is not copyrighted, it will remain the property of the board.

MEDIA COVERAGE AND AUDIO/VIDEOTAPING (Cont.)

8. Except for the specific rights granted under the signed rights agreement, the district will retain all rights to the televised program. All TV programs, educational and otherwise, that are produced "in house" will remain the property of the board.

Videotaping

Videotaping and filming of school district employees shall have the prior written consent of the building principal and the participating employees. Anyone (employees or patrons) desiring to videotape student(s) must have prior approval from the building principal. If any student is to be filmed or videotaped, prior written consent/release/waiver shall be obtained from the student's lawful custodian. Additionally, if a student is handicapped or exceptional and if such student will be identifiable on the film or videotape, prior written consent/release/waiver shall be obtained from the student's lawful custodian. If film or videotape is to be used for any purpose other than the purpose set forth on the employee consent form, then release/waiver forms shall be obtained from each participating employee and his/her principal.

Audio Taping

The use of audio tape recorders in classrooms is not permitted except under special and unusual circumstances. If a student desires to tape a class lecture, the student must obtain permission from both the principal and the teacher whose class is to be taped.

Tape recorders may be used during any open school board meeting if the taping is done quietly and without interrupting the meeting.

Tape recorders may be used during any due process hearing by representatives of the school district and the person who is the subject of the hearing or that person's designated representative unless, in the opinion of the superintendent, a breach of confidentiality would result.

Tape recorders may be used by representatives of the school and parent, guardian, or student over eighteen during any IEP team meeting unless a breach of confidentiality would result.

Tape recording of any other school activity may be done only with the permission of the superintendent.

REFERENCE: 25 O.S. §312

PUBLIC COMPLAINTS

The Frontier 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 other 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.

LEGAL NOTE: Appeals to the board could jeopardize the district's ability to proceed with adverse employment action. We recommend ending at superintendent level.

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 the Frontier 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 Frontier Public Schools. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. The Frontier 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 Frontier 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 Frontier 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.

INDIAN TRIBAL INVOLVEMENT (Cont.)

In addition to the above, the Frontier 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 or 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 second Monday of February at which parents of children living on Indian land and/or tribal officials may discuss the 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, Frontier 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 to elicit voluntary input.

C. Recommendations of the tribe will be considered and written response will be submitted.

ADVERTISING ON SCHOOL PROPERTY

The Board of Education desires to expand revenue sources for the financial needs of the school district and authorizes advertising on school property consistent with applicable state and local laws, codes, and ordinances. "School property" for the purposes of this Policy includes, but is not limited to: school district owned real estate; school district owned or leased buildings; school district owned or leased vehicles, excluding school buses; school district electronic communication medium including the school district's website, school district electronic communications, school district television, and media productions; school district sponsored content on mass media outlets; and any other method of electronic or print communications published or used by the school district. The Board of Education may enter into a contract for the sale of signage on school district property which may also include, but is not limited to, areas in and around athletic fields and grounds, on fences, on school vehicles, and in and on school buildings; advertising space in school district publications and print media; advertising space on the school district's website; and advertisements to be included in school district productions and programs that are aired on media outlets such as television stations, online, radio, etc.

Advertisements shall be limited to the name of the company or organization, contact information for the company or organization, and the logo of the company or organization. Advertisements will not include statements or tag lines. The Board will not approve specifications or award an advertisement on school property contract if the advertisement:

1. Is false, misleading, deceptive, fraudulent, or libelous;
2. Contains material or language that is obscene, profane, or vulgar,
3. Promotes unlawful or illegal goods, services, or activities;
4. Declares or implies an endorsement by the Board of Education, school district or an employee or student of the district.

An advertiser will be considered an independent contractor and shall not be deemed to be an agent, servant, employee, or representative of the Board of Education. If payment is not received in a timely manner, the advertisement shall be removed.

DISTRIBUTION OF INFORMATION AND MATERIALS ON SCHOOL PREMISES

It is the policy of the Frontier Board of Education that students, school personnel, and school facilities may not be used in any manner for advertising, selling, fund raising, or promoting the interests of any non-school agency, organization, or individual without the prior written approval of the superintendent or the superintendent's designee.

Requests by individuals or groups for schools to use or distribute pamphlets, booklets, flyers, brochures, and other similar materials to students for classroom use or to take home must be submitted in writing to the superintendent's office. The materials and the proposed method of distribution shall be subject to review based on legitimate educational concerns. Such concerns shall include whether the material:

1. May be defamatory;

2. Is poorly written, inadequately researched, biased, or prejudiced;

3. Contains information that is not factual;

4. Is not free of racial, ethnic, or sexual bias; or

5. Contains advertising that violates public school laws, rules, and/or policy, is deemed inappropriate for students, or that the public might reasonably perceive to bear the sanction or approval of the district.

The superintendent or designee will determine whether acceptance of the material will contribute in a meaningful way to the educational program of the school. The educational program of the school is understood to include instruction, extracurricular activities, athletics, assemblies, and other similar activities carried out by the school.

The administration shall determine distribution procedures. Such procedures may include:

1. Distribution to each student before or after class if materials are not directly related to the instructional goals;

2. Notification to students or parents of the availability of the materials in a specified location if this procedure is deemed less disruptive to the educational process; or

3. Solicitation of school-related groups such as parent organizations to distribute materials.

Announcements of events sponsored by non-school groups must meet the same criteria and, if approved, may be posted in a central area within the school.
Commercial materials will not be distributed through the schools unless they are of benefit to the overall educational program of the school and are approved by the superintendent. These materials include, but are not limited to, equipment, supplies, printed matter, logos, slogans, trademarks, symbols, individuals and programs which are recognizable as representing a commercial firm, product, or service.

Any plans by an organization that would involve students in any manner must have the prior approval of the superintendent.

The practice of distributing pamphlets, booklets, flyers, brochures, and other similar materials shall be periodically reviewed to ensure that the mere volume of requests has not become an interruption to the educational process.

SCHOOL VISITORS

It is the policy of the Frontier 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 person[1] out 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 BY LAW.

[1] Does not include students, officers, or employees of the district.

CLASSROOM VISITATION

In order to provide school children with a reasonable opportunity to study and learn, it is the policy of the Frontier Board of Education to restrict classroom visitation to a minimum.

Any person who needs to visit a classroom or other school facility must obtain permission from the building principal's office. Visitors on school property without permission may be asked to leave the premises.

The building principal is directed to establish appropriate procedures to insure compliance with this policy. Such procedures will include posting notices at the entrance to each school building. The notices will require visitors to report to the principal's office before visiting any classroom or other facility.

The principal is authorized discretion in permitting visitation, and the board of education declares its support of any decision made by a principal in denying visitation to any person.

Classroom visitors will respect classroom decorum and will not interrupt the class in any way. Visitors who disrupt the classroom in any manner will be required to leave the school grounds.

REFERENCE: 21 O.S. §1375, §1376

STUDENT RECRUITMENT
ACCESS TO STUDENTS AND DIRECTORY INFORMATION

The Frontier Public School District may disclose any of the items listed as directory information without prior written consent, unless notified in writing to the contrary. The parent, legal guardian of the student, or the student age 18 or over may also provide written notification to the school administration requesting directory information not be released to military service recruiters. (See policy FL-R for listing of directory information items.)

Subject to the provisions of state and federal laws, this district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns, and recruiters representing institutions of higher education.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school. Organizations wishing to recruit at the high school must make arrangements with the principal or designee who will determine the schedule for the recruitment meeting. Scheduled visits by recruiters will be made known to the student body. On-campus follow-up meetings with individual students will be permitted only upon the request of the student(s) and with the approval of the building principal or designee.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the board of education by filing a written request with the superintendent of schools.

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

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 BY LAW.

[1] Agenda language will need to reflect the individual's name.

USE OF SCHOOL FACILITIES

Policy

The school district will permit use of school facilities by educational, political, literary, cultural, religious, scientific, civic or recreational community organizations provided that:

1. The intended use of the facility by the organization meets certain established criteria; and

2. When required, a previously established fee is paid by the organization.

Providing every student with the best education possible is the primary function and responsibility of the board. Therefore, school-related functions will be given priority when it is necessary to use school facilities. However, the board is also vitally interested in helping out-of-school activities which support and supplement the efforts of this school district.

School facilities are often useful in carrying on the activities of various non-school organizations. Since many constructive educational activities take place outside the classroom, the administration should do as much as possible to encourage and aid the commendable efforts of many parents and citizens who work with youth to attain objectives which are similar to the goals of this school district.

Procedures for Use of School Facilities

Application

All organizations must make application in writing on a provided application form to the superintendent's office at least ten (10) days prior to the date of the meeting requested.

If the organization is request is one with regularly occurring dates, approval may be given for the entire schedule. Should a conflict develop with a school activity, the school district reserves the right to cancel the permission granted or to require a change to a mutually satisfactory date and time.

Although application by a minor is not acceptable, this does not prohibit the use of school premises by them, provided the application is made by a competent adult who will supervise and be responsible for the group.

Permitted Use

Permission for use belonging to this school district may be granted to educational, political, literary, cultural, religious, scientific, civic or recreational organizations for purposes and programs which:

1. Are beneficial to the youth of the school district and to the programs of the school district; and

2. Do not result in an increased monetary burden on the citizens of the school district.

Priority Use

The superintendent or his/her designee is to determine whether the proposed use of the building will conflict with scheduled school programs and is to monitor the building for signs of misuse or abuse.

USE OF SCHOOL FACILITIES (Cont.)

Prohibited Use

School facilities will not be used for:

1. Meetings which promote subversive teachings and doctrines contrary to the spirit of American institutions;

2. Activities tending to cause unrest in the community or which reflect upon or promote discrimination against citizens of the United States because of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information;

3. Any activity that may be destructive or injurious to the buildings, grounds or equipment; or

4. Any purpose in conflict with school objectives.

Payment in Advance

All payments for the use of school facilities must be received at the office of the superintendent at least 72 hours in advance of the meeting time.

Responsibility of Applicant

The applicant and his/her organization will be held responsible for the proper use of the building, for payment for the use of school facilities, for the conduct of persons attending the meeting, and will see to it that activities are confined to the areas requested and to the hours agreed upon in the application. The applicant will indemnify the school district for any theft, loss or damage to school property over and above normal wear which might be expected from his/her use thereof, and will make prompt payment for such theft, loss or damage. An indemnity bond or a deposit may be required if circumstances warrant. It is required that users will see that the activities are conducted at all times under competent adult supervision. The superintendent or his/her designee will be the judge of unwarranted damages to the school property.

All rooms or areas will be left in as good condition as they were found, except the usual accumulation resulting from normal building use. No applicant may sublet any part of the building area named in the application request. All applications for repetitious use of the school facilities will be renewed at the beginning of each school year and are subject to review by the superintendent.

Users of school property must assume responsibility for the safety and protection of the audience, workmen and participants to the extent required by law. The superintendent has the right to require minimum limits of public liability and property damage insurance for all groups using any school facility, and to require that there be evidence presented to the superintendent in the form of a certificate of insurance, showing Independent School District No. 1004 Frontier of 52 Noble County, Oklahoma, as an additional named insured.

Time Limits

The superintendent of schools shall approve times for all meetings on school property.

USE OF SCHOOL FACILITIES (Cont.)

Cancellations

Requests for cancellation of the use of school facilities must be received at least 24 hours in advance of the meeting time. Failure to do so will obligate the applicant and his/her organization to pay for all custodial and such other expenses as are incurred in opening the building for his/her use.

Cancellation of permission may be ordered whenever such action is deemed in the best interest of the school district. However, such cancellations will not be made except when unforeseen emergencies arise, and then with as much advance notice as possible. Permission may be canceled by the superintendent if conduct or infraction of regulations warrant.

Holidays

As a general rule, school properties will not be available for use by outside organizations on school or national holidays. Should one or more meetings approved as a series of meetings fall on such days, such meeting dates will be automatically canceled for these days only. The superintendent may, in his/her best judgment, authorize limited exceptions to this rule for good cause shown.

Non-School Days

School facilities will be available on non-school days, such as weekends and summer months, provided proper application is made and approved by the superintendent and provided such use is not a conflict with use of the facilities by school organizations or students.

Charges

Charges made for use are not rentals as that term is generally used, but are based on the cost of operating expenses that would not otherwise have been incurred, such as utilities, supplies, maintenance of facilities, custodial and cafeteria services, as well as clerical services necessary to process each application. Such reimbursement charges are subject to change as the superintendent may deem necessary. With prior permission of the board of education, a fee in excess of operating expenses may be charged to a facilities user if such user is using school property as a part of a profit-making operation. Such fee will be set by the board of education after recommendation of the superintendent.

Building Use Without Charge

School organizations such as student organizations, school employee groups and educational organizations, such as the OEA, school board organizations, etc., are granted building use without charge as long as such use does not conflict with regular school sessions.

No fee will be assessed against school-affiliated and youth-serving organizations for their regularly scheduled meetings, including but not limited to:

1. Parent-Teacher Association, booster clubs, band parents—monthly meetings (afternoon or night);

2. Cub Scouts—monthly pack and committee meetings (night);

USE OF SCHOOL FACILITIES (Cont.)

3. Girl Scouts--weekly afternoon meetings and one monthly night meeting; and

4. Camp Fire Girls—weekly afternoon meetings and one monthly night meeting.

Other groups may present information to the Superintendent so that he/she can establish whether they are school-affiliated and youth-serving organizations for whom fees will be waived for periodic meetings. If there should be additional meetings of the abovementioned or other school-affiliated and youth-serving organizations, they will be charged for custodial services and/or cafeteria employee services as required, according to the regular fee as determined by the superintendent.

Organizations which qualify for use of meeting space without charge on weekdays will be charged regular rates for meetings held on Saturdays and Sundays, for weekday meetings which extend beyond 11:00 p.m., for use of recreational facilities such as gymnasiums and for all fund-raising activity meetings.

Custodial Care

A school custodian is assigned for continuous duty during the time the group will be using the school facility. The custodian will return to open the building prior to the time set for the meeting, arrange the requested facilities and serve as the official representative of the school district. No one except the qualified custodian will be allowed to operate or adjust equipment in the building. Upon conclusion of the meeting the custodian will clean, properly arrange the facilities and carefully inspect the premises before locking the building. For situations in which the meeting does not materialize and has not been previously canceled, the custodian will remain on duty for one hour after the requested starting time of the meeting and, if no word is received within that period indicating a later starting time, he/she will lock the building.

Custodians are instructed not to open any areas other than those required in the application. Additional space may be arranged by filing an additional application. Emergency needs may be requested by telephone.

Security

Uniformed officers must be on duty when so directed by the superintendent.

Alcohol, Drugs, Tobacco and Dangerous Weapons

The use or possession of alcoholic beverages or controlled substances (drugs) will not be permitted on school property. Organizations using school property for any purpose are expected to comply with district policy concerning the use of tobacco.

Dangerous weapons, including but not limited to firearms, are prohibited on school property, although non-student individuals who are either (a) over the age of twenty-one or (b) over the age of eighteen (18) who is a member or veteran of the U.S Military, may possess a firearm in the parking lot and may store that weapon in their vehicle in accordance with Oklahoma law. If the firearm is left unattended in parking lot, it must be hidden from view in a locked vehicle.

USE OF SCHOOL FACILITIES (Cont.)

Individuals who have received prior permission from the principal may possess an inoperable weapon on the premises for participation in a school program, as long as the weapon remains inoperable while at school and the individual uses the weapon in accordance with the permission granted.

Athletic Activities

Permission for athletic activities involving the use of school facilities by non-school groups will be granted. Such groups may not use the apparatus and other special athletic equipment belonging to the school. Practice sessions will be allowed non-school groups provided such sessions do not involve the presence of spectators.
In those instances where team competition is involved, it must be clearly understood that no team sponsored by an organization other than the schools will be identified by name as representing any school in this district.

Apparatus and Equipment

Requests to use public address systems, projection equipment and screens, spotlights, stage sceneries, pianos and so forth will be included in the application. The costs of transparencies, gelatins, special scenery, and special lighting effects are to be paid by the using groups. All such equipment and properties will be operated, moved and controlled only by persons specifically designated by the principal.

As a precaution against fire, no request will be granted for the use of lighted candles or other actual flame equipment in connection with building usage.

Classroom apparatus, such as shop, science, physical education, home-making, music, business education, art laboratory, data processing equipment and athletic equipment which is regularly used for school instruction will not be available for use by non-school groups.

School equipment is not available for use off school premises unless it is beneficial to the district in carrying forward its programs.

Cafeterias

Use of cafeterias will be granted with or without use of kitchen facilities. No organization will have access to the cafeteria kitchen area unless the cafeteria manager is present and in charge, together with such additional paid help from the cafeteria manager's staff as may be required. In planning an event which will use the cafeteria kitchen equipment, the area dietitian, the cafeteria manager, and whatever number of helpers they deem necessary, must all be involved in the planning, operation and supervision of such project. Because of the food supplies and expensive equipment, and because of the rigid requirements of health and sanitation authorities, the use of cafeteria facilities must be under the direct control of the cafeteria department.

Refreshments will be served only in cafeterias, unless other areas have been approved in writing by the principal.

Parking Lots

Parking lots are provided with the use of most school buildings. If use of only a parking lot is desired, application will be made as for use of any school facility. Parking areas are not reserved exclusively for groups using school buildings. Playgrounds will not be used for parking.

USE OF SCHOOL FACILITIES (Cont.)

Use of School Buses

School buses may be used for "summer youth activities" as approved by the State Department of Education whenever such equipment is not available from commercial firms in the area, and whenever such use is beneficial to the youth of the district, provided such youth groups are adequately supervised by adults and provided further that all costs for such operations, including any damages to equipment and usual wear and tear, are defrayed by the using group. Only legally qualified drivers may drive school buses.

Use of School Grounds and Recreational Facilities

School grounds will be made available to the general public at times when they are not being used for school purposes. The general public has a responsibility not to cause damage to the property or become a nuisance to adjoining property owners and others in the neighborhood.

The board realizes that each case should be dealt with separately. However, the following regulations will serve as a guide:

1. School playgrounds may be used by organized athletic leagues when not in conflict with school programs, upon approval of application to use such facilities;

2. Approval of such application does not include uses of any building facilities. Application for use of restrooms may be made subject to advance payment of a standard charge;

3. No automobiles, motor scooters, motor bikes or other such licensed vehicles are to be driven on the playgrounds;

4. Sporting activities will be permitted as long as there is no damage to neighboring or school property; and

Use of School Buildings in Times of Emergency

At times when the district's facilities are already open, school buildings will be available to community members for shelter in the event of severe weather. Any individual wishing to seek shelter during an emergency weather situation must report to the principal's office.

Church Services

Church services by established religious groups may be scheduled in school facilities on a temporary basis due to emergency situations or to early organizational efforts of such groups to build or expand a church facility. Under no circumstances will such usage be beyond one (l) calendar year from first usage,

Concessions

Concession rights at all school facilities are reserved for this school district. These may be assigned to school organizations upon request or may be contracted by outside vendors.

USE OF SCHOOL FACILITIES (Cont.)

Interpretation of the Policy and Procedures

The superintendent shall interpret and enforce all provisions of this policy and procedures. The superintendent's interpretation shall be final unless at least two board members direct that the issue be brought to the board of education for review.

RELEASING STUDENTS TO POLICE

It is the policy of the Frontier Board of Education that students must be released to police officers who have proper arrest authority and a valid arrest warrant. Identification of the arresting officers shall be recorded. The parents or legal guardian shall be notified as soon as possible of the arrest.

School employees may permit law enforcement to interview students who are witnesses and not accused of a crime. School employees do not have the legal authority to require a student who is being investigated for a crime to submit to questioning by police officers. Questioning of students at school by police officers shall be permitted in accordance with the requirements set forth in Oklahoma law. No such law enforcement custodial interrogation shall commence until the youthful offender or child and the parents, guardian, attorney, adult relative, adult caretaker, or legal custodian of the youthful offender or child have been fully advised of the constitutional and legal rights of the youthful offender or child, including the right to be represented by counsel at every stage of the proceedings, and the right to have counsel appointed by the court if the parties are without sufficient financial means; provided, however, that no legal aid or other public or charitable legal service shall make claim for compensation as contemplated herein.

A custodial interrogation of a youthful offender over sixteen (16) years of age shall conform with all the requirements for the interrogation of an adult.

If a student is taken into custody, the arresting officer will be requested to complete a "Form for Signature of Arresting Officer."

LEGAL REFERENCE: 10A O.S. §2-2-301

LAW ENFORCEMENT AND BODY CAMERAS ON SCHOOL PREMISES

A law enforcement agency that operates a body-worn camera program shall adopt a policy for the use of body-worn cameras that must ensure that a body-worn camera is activated only for a law enforcement purpose.

A peace officer may not keep a body-worn camera activated for the entire period of the officer's shift on school premises. The body camera should be activated when peace officer is involved in a criminal investigation on school premises.

Before a law enforcement agency may operate a body-worn camera program, the agency must provide training to peace officers who will wear the body-worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body-worn cameras.

CAMPUS POLICE DEPARTMENT

The Board hereby establishes the Frontier Schools Campus Police Department ("Campus Police") in accordance with law. The purpose of the Campus Police is to protect and provide security for the District's real and personal property as well as the District's employees, students, and visitors while on District property.

Campus Police

A. Personnel: The personnel of the Campus Police shall be employed by the Frontier School Board and may include:

1. The Superintendent who shall be the administrative head of the Campus Police department;

2. An Acting Chief of Police will hold a commission issued by the Frontier School Board, and be certified as a full-time police officer pursuant to law;

3. Campus Police Officers who shall hold a commission issued by the Frontier School Board and be certified as full-time police officers pursuant to the law;

4. Security Officers who are not commissioned officers but who have training in security and who perform security services; and

5. Employees who are not Campus Police Officers who perform clerical and dispatching duties.

B. Jurisdiction of Campus Police Officers: The jurisdiction of the Campus Police shall be the real property, buildings, and other improvements owned, leased, or rented by the District, hereinafter referred to as "campus". Any law enforcement activity which begins on campus may be completed off campus if done in a timely manner and coordinated with local law enforcement agencies having jurisdiction where the completions occurs. Pursuant to applicable law, the jurisdiction of the Campus Police may be expanded by agreements between the District and any municipality to which the campus is a part or is adjacent. Such agreements shall be incorporated into this policy as a regulation upon approval by the Frontier School Board and the governing body of the municipality.

C. Authority of Campus Police Officers: Campus Police Officers shall have the same powers and authority granted to sheriffs and police officers by the State of Oklahoma, subject to any limitation and/or grant of power and authority that may be set forth in law, this policy, administrative regulations, or any agreement with a municipality of sheriff's department. Campus Police Officers shall have the authority to enforce the Oklahoma criminal statutes, the District's policies and regulations specifically relating to the purpose of the Campus Police, and municipal ordinances if authorized by an agreement between the District and the municipality. Campus Police Officers shall not be responsible for enforcing District policies and regulations which are administrative in nature unless specifically directed to do so by the Superintendent.

D. Commissioning of Campus Police Officers: Upon appointment, each Campus Police Officer shall receive a written commission with photo identification, evidencing the officer's appointment and authority. The form of the commission shall be recommended by the Acting Chief of Police and approved by the Superintendent or designee. There shall be no property interest in a commission issued by the Frontier School Board, and the commission of a Campus Police Officer may be suspended or revoked at any time and for any reason. In the event of the suspension or revocation of a commission or the retirement, resignation, or dismissal of an officer, the officer's commission shall be relinquished to the Frontier School Board. The Council on Law

CAMPUS POLICE DEPARTMENT (Cont.)

Enforcement Education and Training shall be notified by the Acting Chief of Police when Campus Police Officers are commissioned and decommissioned by the Frontier School Board.

E. Uniforms, Badges and Insignias: The uniforms, badges, and insignias to be worn by Campus Police Officers or displayed on Campus Police vehicles and equipment shall be recommended by the Acting Chief of Police and approved by the Superintendent or designee. The wording used on such uniforms, badges, and insignias shall conform to the requirements of the law. Employees of the Campus Police who are not Campus Police Officers shall not be permitted to perform the duties of commissioned officers, wear the uniforms, badges, or insignias worn by commissioned officers, or receive commissions or photo identifications provided for Campus Police Officers.

F. Departmental Regulations: Subject to approval of the Superintendent, the Chief of Police shall prepare and promulgate departmental regulations for the operation of the Campus Police.

FORM FOR SIGNATURE OF ARRESTING OFFICER

I, _____, a duly sworn peace officer and member of the _____Department, have demanded that the minor _____ a student in the _____ school be surrendered to me, and pursuant to lawful authority, I have taken said student into my custody and am assuming full responsibility of said student.

_____ _____
Signature of Police Officer Date

_____ _____
Badge or Credential Number Time

(TO BE COMPLETED BY SCHOOL PERSONNEL)

Parents notified: _____

Reason for arrest: _____

Signature of administrator _____

1 copy for School Records
1 copy for Parent
1 copy for Police officer

DISCIPLINARY ACTION FOR MISUSE OF SCHOOL BATHROOMS AND CHANGING FACILITIES

The board of education has adopted this policy to provide disciplinary action for individuals who refuse to:

A. Use the multiple occupancy restroom or changing area designed for their Sex;

B. Designate multiple occupancy restrooms or changing areas for the exclusive use of one Sex; or

C. Provide access to a single-occupancy restroom or changing area to an individual who does not wish to utilize the multiple occupancy restroom or changing area designed for their Sex; provided that such individual is authorized to be on the school premises.

All individuals are expected to comply with Oklahoma law. Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. Students. Students may be subject to the disciplinary methods listed in the student discipline code.

2. Staff. Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.

3. Patrons. Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 and 1376.

If a complaint is filed with the State Department of Education that the district or an employee is not complying with Oklahoma law on this topic, the board of education will have fifteen (15) days to request an opportunity to appear before the State Board of Education and/or submit a written response to address the allegations.

If a suitable meeting room or area is not available, a coach may enter a locker room before, during, or after a school-sponsored athletic activity provided:

1. All students present are fully clothed;

2. The coach is accompanied by at least one additional adult at all times; and

3. If the coach is the opposite sex of the students present, the coach shall be accompanied by at least one adult of the same sex as the students present.

The adult addressed in enumerated items 2 and 3 shall not be a current high school student.

LEGAL REFERENCE: 70 O.S. Section 1-125.

OPEN GYM

The district seeks to allow students and patrons as much access as is reasonably possible to the district's facilities. Accordingly, the board has approved the following guidelines to govern after hours use of the district's facilities.

Open Gym Hours

The district's gyms, weight rooms, and other related facilities will be open for students and patrons on Sunday and Wednesday from 6:30 to 9:00. This open gym time is supervised by a designated district employee. In the event an employee is not available to open, supervise and close the facilities, the facilities will not be open.

The district is not responsible for accidents occurring during open gym hours.

Regularly scheduled practices for non-school groups will not be scheduled during open gym hours, except where a conflict in scheduling is unavoidable.

Restrictions on Use

Access to the gym requires good behavior, adherence to district policies, and obedience to authority. Individuals, regardless of age, who abuse this privilege may be restricted from use of or presence at the gym. Such restrictions may be short or longer periods based on behavior. Individuals who cause damage to facilities or equipment are responsible for the full cost of repairs or replacement of property, equipment, or other items.

Non-School Athletics

Non-school groups may use the district's facilities for practices, games or other activities in accordance with the district's facilities use policy.

Athletic Director Approved Gym Use

The district's Athletic Director may permit head coaches to approve a high school aged individual's supervised use by student athletes of a gym at times when the gym is not otherwise open. In such instances the key must be picked up from the coach just prior to the use and returned immediately following the use. Each student who seeks to use the gym at times when the gym is not otherwise open for public use must have a permission and Waiver & Release Form signed by the student and parent/guardian allowing for use and affirming personal liability for any damages to property or equipment or other losses attributable to the use. No more than 4 students at a time will be permitted to use the gym without supervision by either a district employee or approved parent volunteer. Head coaches shall maintain a list of all individuals to whom a key was provided including the date, time the key was picked up and time key was returned.

OSSBA Review Note: Language allowing unsuspended use by students in the final paragraph is not wise. Any legal issues that develop during the unsupervised use of the premises by students could result in a negligent supervision lawsuit. Students should never be provided with unsupervised access to school facilities.