

**Tulsa Public Schools**  
**Behavior Response Plan (BRP)**  
**(formerly TPS Code of Student Conduct)**

Striving for Safety, Security, & Student Success

**S<sup>4</sup>**

Tendered with Respect, Dignity, & Compassion

**Office of School Innovations –**  
**Through Collaboration with the Alternative Education Task Force**

Safety, security, and student success (S<sup>4</sup>) are priorities for Tulsa Public Schools. Therefore, a plan has been generated according to the work of the Alternative Education Task Force through the Office of School Innovations.

The **mission** of this initiative is to create schools centered on authentic relationships in addition to relevant and rigorous learning that ensures all students are prepared for life and learning far beyond high school.

The plan provides a scaffolding of services in a **Response to Intervention (RtI) Design** that incorporates research-based interventions to support S<sup>4</sup>. The strategies have been designed to align with the philosophy and practices of the Positive Behavior Support programs used by many of the District sites.

The **goal** is to help students in their development as mature, able, knowledgeable and responsible individuals.

The model incorporates expectations of meeting and institutionalizing a formula for success:

**Relationships + Relevance + Rigor + Readiness + Responsibility**  
**= Results**

Realization of the goals require adherence to the **District belief**,

**ALL Children can learn.**

And furthermore, it is the responsibility of educators to ensure that success. The Behavior Response Plan of Tulsa Public Schools operates on the definition of discipline which literally means “to teach.” Accordingly, the philosophy includes several premises:

- ❖ People behave in the ways that they know, or believe will assist in meeting needs.
- ❖ Changing behavior involves several prerequisites.
  - One must be aware that the behavior is not appropriate.
  - One must be guided to reflect on the situation and explore alternate behaviors.
  - One must practice new behaviors and realize benefit from alternate behaviors.
- ❖ Teaching appropriate behavior at school begins in the classroom with the teacher.
- ❖ Some situations require additional opportunity for more intense intervention.

## **Innovative Schools of Choice –**

*American education in most traditional schools is based upon a nineteenth century elitist model of instruction. When the country began to educate all citizens and the model began to be less effective year after year, students were initially expelled or encouraged to drop out. When the civil rights movement made it politically inappropriate to force students out, a twentieth century punitive model of alternative education was developed with a mission of forcing compliance. The punitive model has proven minimally effective. At the beginning of the twenty-first century, No Child Left Behind provided a clear vision for schools that would change education from business as usual and ensure success for all students. After ten years of significant research to identify effective strategies, it is time to take the necessary steps to realize the Tulsa Public Schools Mission of “quality learning experiences for every child, every day, without exception.” No Child Left Behind cannot be realized through band-aiding an outdated elitist model. The Tulsa Public Schools mission has become a reality through a new model of education that provides student-based school innovations through a scaffolding of service implementing a variety of well-defined and articulated choices based upon student needs and interests.*

*One model of innovative programming incorporated into many sites is the Big Picture\* Learning philosophy. Big Picture Learning schools operate with a motto of “education is everyone’s business” and an intention to demonstrate that schooling and education can and should be radically changed. Students take responsibility for their own education. They spend considerable time doing real work in the community under the tutelage of volunteer mentors and they are not evaluated solely on the basis of standardized tests. Instead, students are assessed on their performance, on exhibitions and demonstrations of achievement, on motivation, and on the habits of mind, hand, heart, and behavior that they display – reflecting the real world evaluations and assessments that all of us face in our everyday lives. Social interventions are provided according to student needs.*

*All innovative programs incorporate the skills for success beyond high school:*

*The Seven Survival Skills for Careers, College, And Citizenship*

- 1. Critical Thinking and Problem-Solving*
- 2. Collaboration Across Networks and Leading by Influence*
- 3. Agility and Adaptability*
- 4. Initiative and Entrepreneurialism*
- 5. Effective Oral and Written Communication*
- 6. Accessing and Analyzing Information*
- 7. Curiosity and Imagination*

*from The Global Achievement Gap: Why Even Our Best Schools Don’t Teach The New Survival Skills Our Children Need—And What We Can Do About It, by Tony Wagner (Basic Books, 2008)*

*This skill-building is accomplished through a variety of strategies and curriculum. Students have the opportunity to make application to the Innovative Schools of Choice to pursue such options in learning. The application process is not meant to exclude, but to ensure appropriate fit for the programs.*

## **EXPECTATIONS FOR STUDENT BEHAVIOR IN THE TULSA PUBLIC SCHOOL DISTRICT**

The Tulsa Public School District Board of Education, by its authority, establishes the following student behavioral expectations. It is the intent of the Board in establishing these behavioral expectations that they be taught to students as a necessary part of the learning process. These behavioral expectations are important as desirable learning outcomes as well as being critical to the students' academic development. All students will:

- Show respect to others and show respect for the rights of others
- Respect the authority of all school personnel
- Behave in a courteous manner
- Learn and demonstrate acceptable social behavior
- Bring to school and to individual classes the necessary materials and actively participate in the learning process
- Use appropriate personal hygiene habits and dress in a manner that is consistent with the school dress code in order to maintain a positive learning environment
- Adhere to all school rules and regulations

Tulsa Public Schools does not discriminate on the basis of race, color, religion, gender, age, national origin, veteran status, or disability. This **policy** will prevail in all matters concerning staff, student discipline, and the public.\*

Administrators and teachers also have rights and responsibilities. Teachers are required by law to maintain a suitable environment for learning. Administrators are responsible for supporting, maintaining and facilitating the educational program.

The principal is authorized by law to recommend the change of the placement and suspend students for violation of public school regulations. The teacher has the authority to remove a student from the classroom to a designated authority when the student interferes with the teaching/learning environment of the class. At the time of removal, the teacher may request that the pupil not be returned to that classroom until a conference is held between the teacher and the designated authority.

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

**Physical restraint is permitted only if it is reasonable and necessary in order to control a disturbance.**

***The rules stated herein are applicable throughout the school day, during any school field trip, or officially sponsored activity either on or off school property.***

**\*In addition see Tulsa Public School Board Policies 4901, "Affirmative Action/Nondiscrimination/Equal Employment Opportunity" and 4902, "Harassment, Intimidation, and Bullying". Also see Regulation 4901-R, "Affirmative Action/Nondiscrimination/Equal Employment Opportunity (Employee/Student/Citizen Complaints and Grievance Procedure)."**

# THE FOUR-TIERED INTERVENTION PROCESS

In the spirit of supporting successful behavior of students, the District plan involves strategies for responding to unacceptable behaviors with strategies organized according to four “tiers” or levels. These levels are organized according to the appropriateness of the location for addressing the noted behaviors.

Tier I behaviors (Code 100’s) are those which are best addressed initially in the classroom by the classroom teacher. If the behaviors continue, there may be the need to have additional interventions at the building level, Tier II and/or District level, Tier III.

Tier II behaviors (Code 200’s) are inappropriate to be addressed in the classroom and should be served through Tier II interventions with the possibility of moving to Tier III if they continue.

Tier III behaviors (Code 300’s) are best addressed through referral to District Level III choices.

Tier IV behaviors (Code 400’s) require building recommendation for out-of-school suspension with the opportunity for appeal to the superintendent or his designee, the Board of Education, or a hearing officer, if applicable, for consideration of other choices.

**This Behavior Response Plan cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators charged with the responsibility of creating and maintaining a physically safe/appropriate learning environment may find it necessary to use intervention or discipline options and procedures at any tier or level not specifically covered in these regulations.**

## **Tier I: Classroom Intervention –**

***The first line of intervention involves effective classroom practices.*** Most first offenses should be addressed at the classroom level. Repeated offenses will result in moving to higher Tiers of Intervention. Due to the strong correlation between suspension and dropout rates, suspension should be used minimally and normally for “behaviors that threaten safety and/or security” (*Skiba & Sprague, 2008*).

First, there are some clear expectations for preparing for success in the classroom:

- 1) Within the first few weeks of school, teachers will be asked to make the ***first positive contact*** (call, email, or personal note) with the parent or guardian of each student on their teaching rosters. This contact should open the lines of communication and provide the foundation for a partnership between school and home that will support the success of students when challenges may arise.
- 2) At the beginning of the school year, teachers will review the Tulsa Public Schools ***Community Living Skills*** (Tribes, Great Expectations, PBS, etc.) making clear connections to the expected behaviors for the classrooms/school environment.
- 3) Each teacher will be asked to ***review the expectations*** of this document with their students allotting time for ***discussion and role play*** so that all students ***clearly understand the expectations.***
- 4) Teachers are expected to provide clear expectations for daily activities through establishing ***rituals and routines, consistent classroom procedures, lesson plans with differentiation based upon student needs, and daily agendas*** for instruction.
- 5) Teachers may ask students to select ***peer leaders*** for each class who will commit to supporting appropriate behavior by ***modeling, discussing, and promoting positive interaction skills.***
- 6) ***Every member of the learning community*** – students, teachers/staff, parents, and visitors – will be expected to ***model appropriate behaviors.***

### ***Interventions:***

The student(s) will have a scaffolding (**levels or tiers**) of interventions for support if they exhibit behaviors that are inappropriate for success in the standard classroom.

- With dignity and respect, the teacher will engage in private **conversation with the student** to discuss the reasons for the inappropriate behavior and other more appropriate behaviors to meet the expressed needs.
- The teacher may engage in a class discussion with support from the student peer leaders to **establish a community culture** that provides mutual respect and consideration for appropriate choices to meet each student's needs.
- The teacher will **contact the parent** to discuss the behaviors that were noted and the sequence of events that were followed in efforts to improve the situation and correct the behavior. The purpose of the call will be **to engage the parent** in discussing strategies to assist their student in modifying their behaviors.
- When necessary, **instruction will be differentiated** to meet the student's needs.

Elementary student(s) may be referred to Positive Behavior Support or Child Study Team if Tier I interventions are unsuccessful.

Additionally, the District has high expectations for teachers related to the variables in this **process**, and research indicates some clear measures of satisfactory performance in each category. **It is expected teachers maintain a tracking document for each student.** Referrals will be monitored as it may be necessary to provide intervention support for the teacher as well.

### **Tier II: School-based Behavioral Intervention –**

Both Elementary and Secondary will develop building-specific Tier II interventions possibly including counseling, Teacher Peer conferencing, Team Conferences, Behavior Modification Plans, intervention-based detention or Saturday School, or other site-specific intervention. Additional background and strategies may be found at [www.PBIS.org](http://www.PBIS.org), the site for Positive Behavior Intervention Support

***Middle & High Schools: TRAICE Satellites or Intensive Focused Intervention Tulsa Resource and Adolescent Intervention Center for Excellence [TRAICE] Satellites will be located in traditional middle/high schools aligned to Positive Behavior Support, while other sites will have In-School Intervention.*** The design features smooth transition into the program and back into the mainstream when skills are learned. Aligned to the TRAICE Academy strategies, the TRAICE Satellites are school-based interventions that meet the needs of the students through development of more acceptable skills. Some strategies may include:

#### ***Intensive Focused Intervention for Academic Needs: (Recommended)***

- ❖ Zero hour “Horizon Back-on-Track”/Eighth hour “Sunset Back-on-Track” intervention
- ❖ Strategies to increase Mental Processing
- ❖ Four academic, core-area, certified teachers rotating through – one period each day

#### ***Intensive Focused Intervention for Social Needs:***

- ❖ Positive Behavior Support, **where available**, to build school intervention processes.
- ❖ Certified teacher trained to service the referral by teaching habits for success:
  - Basic Social Skills and Organizational Skills
  - Anger Management/Conflict Resolution/Peer Mediation
  - Exploratory Elective Credit
  - Work, Achievement, Values, and Education (WAVE) for Service Learning
  - Options for online and independent study programming

**TRAICE Satellite referral applies only to classes where challenging behavior compromises success. Accordingly, a student may be assigned for only one class of the day if there are challenges in only one class. Full day referral should only be used for multiple challenging behaviors.**

Some features of the School Innovations Network of School Choices include social intervention through aligned skills of Covey's 7 Habits of Highly Effective Teens and Goldstein's Skill-streaming the Adolescent as shown in the chart below:

<i>Personal Victory</i>	<p><b>Habit 1: Be Proactive –</b> responsible for what happens in one's life.</p> <p><b>Assertive Skills</b></p> <ol style="list-style-type: none"> <li>1. Asking Permission</li> <li>2. Sharing Something</li> <li>3. Helping Others</li> <li>4. Negotiating</li> <li>5. Using Self-Control</li> <li>6. Standing Up for Your Rights</li> <li>7. Responding to Teasing</li> <li>8. Avoiding Trouble with Others</li> <li>9. Keeping Out of Fights</li> </ol>	<p><b>Habit 2: Begin with the End in Mind –</b> setting goals.</p> <p><b>Planning Skills</b></p> <ol style="list-style-type: none"> <li>10. Deciding on Something to Do</li> <li>11. Deciding What Caused a Problem</li> <li>12. Setting a Goal</li> <li>13. Deciding on Your Abilities</li> <li>14. Gathering Information</li> <li>15. Arranging Problems by Importance</li> <li>16. Making a Decision</li> <li>17. Concentrating on a Task</li> </ol>	<p><b>Habit 3: Put First Things First –</b> prioritizing.</p> <p><b>Social Skills</b></p> <ol style="list-style-type: none"> <li>18. Listening</li> <li>19. Starting a Conversation</li> <li>20. Having a Conversation</li> <li>21. Asking a Question</li> <li>22. Saying Thank You</li> <li>23. Introducing Yourself</li> <li>24. Introducing Other People</li> <li>25. Giving a Compliment</li> </ol>
<i>Public Victory</i>	<p><b>Habit 4: Think Win-Win –</b></p> <p><b>Advanced Social Skills</b></p> <ol style="list-style-type: none"> <li>26. Asking for Help</li> <li>27. Joining In</li> <li>28. Giving Instructions</li> <li>29. Following Instructions</li> <li>30. Apologizing</li> </ol>	<p><b>Habit 5: Seek First to Understand, Then to be Understood –</b></p> <p><b>Interpersonal Skills</b></p> <ol style="list-style-type: none"> <li>31. Convincing Others</li> <li>32. Knowing Your Feelings</li> <li>33. Expressing Your Feelings</li> <li>34. Understanding the Feelings of Others</li> </ol>	<p><b>Habit 6: Synergize</b></p> <p><b>Advanced Teamwork Skills</b></p> <ol style="list-style-type: none"> <li>35. Dealing with Someone Else's Anger</li> <li>36. Expressing Affection</li> <li>37. Dealing with Fear</li> <li>38. Rewarding Yourself</li> <li>39. Making A Complaint</li> <li>40. Answering a Complaint</li> <li>41. Being a Good Sport</li> </ol>
<i>Sharpening The Saw</i>	<p><b>Habit 7: Sharpen the Saw –</b></p> <p><b>Advanced Teamwork Skills</b></p> <ol style="list-style-type: none"> <li>42. Dealing with Embarrassment</li> <li>43. Dealing with Being Left Out</li> <li>44. Standing Up for a Friend</li> <li>45. Responding to Persuasion</li> <li>46. Responding to Failure</li> <li>47. Dealing with Contradictory Messages</li> <li>48. Dealing with an Accusation</li> <li>49. Getting Ready for a Difficult Conversation</li> <li>50. Dealing with Group Pressure</li> </ol>		

### **Tier II: Site-based Secondary Programs of Choice –**

When a student's limited success appears to be due to a lack of motivation and that student's interests or passions area aligned to one of the District's Programs of Choice at a traditional site, it may be recommended that the student enroll at a school that provides instruction through project-based activities aligned to the area of interest:

***Edison Middle School – College Preparatory Program***

***Wilson Middle School – International Baccalaureate Middle Years Program***

***Central High School – Fine Arts Magnet Program***

***Edison High School – College Preparatory Program***

***Hale High School – Culinary Arts & Hospitality Magnet Program***

***McLain High School – Science & Technology Magnet Program***

***Memorial High School – Engineering Program***

***Webster High School – Digital Broadcast Media & Marketing Magnet Program***

### **Tier III: District Behavioral Intervention –**

#### ***Elementary Schools: Project ACCEPT***

***Currently, located at Anderson, Kerr, & Roosevelt***

#### **Project ACCEPT –**

Alternative, Counseling, Coaching, Educator & Parent Professional Training

##### ▪ Program Components

- ❖ Positive Behavior
- ❖ Academic Instruction
- ❖ Parent Participation
- ❖ Successful Transition
- ❖ Professional Development

##### ▪ Goals

- ❖ To engage students in sustained, diverse age appropriate educational activities.
- ❖ To provide counseling enrichment and support activities during the school day.
- ❖ To prepare students to meet the Oklahoma/District performance standards in core areas.
- ❖ To reduce individual student's maladaptive and negative behaviors.
- ❖ To empower parents with new skills, insights and knowledge for reinforcing positive behaviors in the home.
- ❖ To allow for successful transition back to the home school after academic and behavioral needs are met.

#### ***Middle & High Schools: TRAICE Academy-Lindsey Site***

##### ***Tulsa Resource & Adolescent Intervention Center of Excellence (TRAICE)***

***Academy is the first level of off-site intervention designed with a goal of developing self-discipline for success within an organization.***

Academic Maintenance with focus on providing more intensive intervention:

- Literacy and/or Numeracy Skills Acceleration
- Social Skills Training
- Aggression Replacement Therapy
- Social Justice
- Service Learning

Students referred to TRAICE Academy will acquire **the total points necessary** to achieve Level Three privileges and will maintain success until the end of the semester. When a student returns to a traditional site, they will begin in the TRAICE Satellite to support successful transition back into the mainstream.

***Tulsa Continuation Academy is a partnership with the Tulsa Co. Juvenile Bureau, and it is the second level of off-site intervention designed with a goal of developing self-discipline for success within the community.***

After working with students in the TRAICE Satellite or In-School-Intervention rooms and/or review by the site child study team, it may be evident that the challenges to a student's success are not necessarily due to an inability to behave appropriately. Instead, the challenges may be the result of a need for another academic program other than a traditional education. **Should this be so, parents will be counseled to explore a Tier II program within a traditional school, or a Tier III program that is a full school alternative.**

### **Tier III: District Schools of Choice –**

When a student's limited success appears to be due to a lack of motivation and that student's interests or passions area aligned to one of the District's Schools of Choice, it may be recommended that the student enroll at the school that provides instruction through project-based instruction aligned to the particular area of interest:

#### ***Elementary Schools of Choice:***

***Eisenhower & Zarrow International Elementaries – French & Spanish Immersion***

***Mayo Elementary –***

***Newcomer Elementary – for students acquiring English as a second language***

#### ***Middle Schools of Choice:***

***Carver Middle School – an International Baccalaureate Middle Years School***

***Thoreau Middle School – a Microsociety School***

***Tulsa Met-Franklin Middle School – a Big Picture\* Learning School***

#### ***High Schools of Choice:***

***Margaret Hudson High School – for students balancing high school and parenthood***

***Tulsa Met-Lombard High School – a Big Picture Learning School***

***Tulsa Learning Academy – an Independent Study Center***

*Instructor-guided & Technology-driven Instruction – morning/afternoon/evening*

***Tulsa Middle College High School – a Big Picture\* Inspired TPS/TCC-NE partnership***

The MCHS provides programs to students demonstrating readiness to engage in coursework supporting a high school diploma and an associate's degree, simultaneously. The MCHS recruits students possessing the requisite skills and motivation to pursue first generation college enrollment.

***Virtual School study with option of tutorial support and Distance-Learning***

### **Tier IV: Out-of-School Suspension –**

According to state law some behaviors require out-of-school suspension. Further, maintaining a safe learning environment may require an out-of-school suspension for other behaviors.



# APPLICABILITY

Based on official policy, the rules, regulations, and procedures published in this booklet are applicable for certain types of student conduct which compromise the learning environment. Rules, regulations, and procedures apply:

- 1) On school property, both immediately before and after school hours as well as during the school day without regard to whether adults are present
- 2) At school bus stops, athletic fields, on school buses, in areas immediately adjacent to the school, and in all other places where school functions occur or where school activities normally take place
- 3) Throughout the course of any school field trip or other officially sponsored school activity
- 4) To off campus conduct where the student's continued attendance at school would have an adverse impact on order, discipline, or the educational process, or could pose a threat of violence or disruption.

**See TPS School Board Policy 1202 – (TPS School Board Policy Manual available on-line – [www.tulsaschools.org](http://www.tulsaschools.org))**

## STUDENT DRESS CODE

The Board of Education has approved Board Policy 2601, "Student Dress Code" and Regulation 2601-R, "Student Dress Code". The policy and regulation are published below. Please familiarize yourself with the policy and regulation and discuss them with your family. If you have any questions, please contact the principal of the school.

The responsibility of upholding and enforcing this code rests with those students, parents/guardians, teachers, and principals concerned. Where there is a judgment to be made, the principal will make the decision in accordance with the site policy, within the policy approved by the School Board.

### **School Board Policy 2601, "Student Dress Code"**

**PURPOSE:** To specify student dress/grooming requirements.

A student's style of dress and/or grooming may reflect individual preference; however, such preferences must be selected within the constraints of reasonable rules and appropriate standards that are consistent with the maintenance of an effective learning atmosphere and good personal hygiene. The Board expects each student's attire and grooming to promote a positive, safe, and healthy environment within the school.

The Board has determined that reasonable regulation of school attire and personal adornment is within its authority and consistent with its responsibility to provide an appropriate environment for learning. Although the Board recognizes that individual students have a right to free expression, that right must be balanced with the Board's responsibility to provide a safe, secure, and orderly educational environment for all students.

Although the Board wishes for each student to accept responsibility for following the rules in Regulation 2601-R, "Student Dress Code," it understands and appreciates both the authority and responsibility of the parent/guardian relative to student dress. The Board solicits the support of parents/guardians in the enforcement of its dress code.

The Superintendent or designee will develop and publish the rules in accordance with this policy.

### **General Rules:**

The following decorations and/or designs (including tattoos, and/or brands either temporary or permanent\*) imprinted upon or attached to the body or clothing are prohibited:

- Symbols, mottoes, words or acronyms that convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages.
- Symbols, mottoes, words or acronyms advertising tobacco, alcohol, or illegal drugs or drug paraphernalia.
- Symbols, mottoes, words or acronyms identifying a student as a member of a secret or overtly antisocial group or gang or that identifies a student as a member of an organization that professes violence or hatred toward one's fellow man.

***\*Visible and permanent tattoos/brands incompatible with the standards set forth herein shall be covered to prohibit their display.***

Excessively large or baggy clothes and sagging pants are prohibited. When appropriate a belt may be required by administration.

Approved garments must be of a length and fit that are suitable to the build and stature of the student.

Permitted garments shall be clean, in good repair, and shall have no holes worn through, slashes or rips.

Permitted clothing shall be worn as designed/manufactured to include the following:

- Suspender straps must be attached as designed and worn on shoulders.
- Shirts/blouses must be appropriately buttoned.
- Zippers on pants and shirts must be zipped.
- Belts worn with pants or shorts must be fastened.

School team apparel or school organizational uniforms are allowed on a game day or on other days as approved by the school's administration.

All students participating in approved school activities are expected to comply with required dress and personal appearance regulations of the activity in which they are participating. Students who refuse to dress as required by the school or sponsor will not be permitted to participate in the activity or to represent the school in any way.

### **Outerwear:**

Students must store outerwear (coats, hats, gloves, scarves, etc.) in their lockers upon arrival at school. Outerwear will not be permitted in classrooms, cafeterias, libraries, corridors or other areas of the school buildings after arrival unless authorized by the school's administration.

### **Head Coverings/Sunglasses:**

Scarves, curlers, bandanas, sweatbands, or other similar head coverings or adornments shall not be worn to class or within school buildings. Caps, hats, hoods or other similar head coverings shall not be worn to class or within school buildings unless prescribed by a physician, previously approved by the school's administration for religious reasons, or approved by the school's administration for a special school activity. Sunglasses (unless prescribed by a physician) shall not be worn to class or within school buildings.

### **Upper Garments:**

The cut of sleeveless garments must not expose undergarments or be otherwise immodest. Strapless garments are prohibited. Shoulder straps of permitted garments must be a minimum of the width of two fingers of the person wearing the garment. Bare midriffs, immodestly cut necklines, off-the-shoulder shirts or blouses, or bare backs are prohibited. Garments must be of appropriate length, cut and/or fit to meet these requirements while sitting and/or bending. Shirts shall not be longer than the fingertips of the wearer with the arm fully extended. Sport jerseys shall not be worn to school with the exception of school team jerseys worn on game days or Fridays prior to weekend games.

**Lower Garments:**

Undergarments shall not be visible. Outermost lower garment shall be worn at the waist, and shall not extend below the heel of the shoe in length. Tights or leggings worn as outerwear, spandex, bike shorts, bathing/swimming wear, sleep wear (including pajamas), etc., are not permitted. Shorts and skirts must be of modest length defined as a maximum of 6" above the knee of the wearer or not above the fingertip of the wearer with the arm fully extended, whichever is longer.

**Footwear:**

Students shall wear appropriate footwear for protection and hygienic reasons while on school grounds, participating in school activities, or on school transportation. House slippers, flip flops, and shower shoes are examples of unacceptable footwear.

**Accessories:**

Jewelry and other accessories shall not convey prohibited messages as defined above. Visible pierced jewelry shall be limited to the ear.

Dog collars, wallet chains, large or metal hair picks, chains that connect one part of the body to another, or other jewelry/accessories that pose a safety concern for the student or others are prohibited.

**Religious and Health Accommodation:**

Where a bona fide religious belief or health need of a student conflicts with the school dress code, reasonable accommodation shall be provided. Any student desiring accommodation shall notify the school principal in writing of the requested accommodation and the factual basis for the request. Approved coverings worn as part of a student's bona fide religious practices or beliefs shall not be prohibited under this policy.

**Clothing Assistance:**

It is the intent of the Board that no student will be denied an education due to a bona fide financial inability to obtain clothing that complies with the school dress code. Any student for whom compliance with the school dress code poses a bona fide financial burden may submit a written request for clothing needed, together with a statement of financial need. School principals or their designees shall assist families in financial need to obtain clothing that complies with the school dress code. In meeting requests for assistance, principals or their designees shall consider community resources such as clothing donations from school personnel, merchants, parent organizations, and charitable organizations, financial assistance, purchasing clothing for a student, and providing additional time for a student to obtain clothing that complies with the school dress code.

**School Policies:**

Individual schools, via their respective school shared decision-making councils or school improvement committees may, upon approval by the principal, impose stricter dress code requirements than those set forth herein. However, all schools must meet the standards set forth in this policy as the minimum requirement. Schools shall publish any and all additional requirements/expectations relative to student dress. Students and their parents/guardians have the responsibility to be aware of any school specific dress codes and to conform to those requirements after the school has provided reasonable notice.

**Penalties/Sanctions:**

Students who elect not to conform to the dress and grooming rules set forth by this policy will be subjected to disciplinary actions and/or sanctions as defined by the District's Code of Student Conduct.

**Unusual Circumstances:**

If any unusual situation relative to dress, accessories, or grooming arises which is not specifically covered in this policy, the building administrator shall have the authority to rule on the appropriateness of the attire.

## SECONDARY SCHOOL UNIFORM POLICY

(for Middle Schools and 9<sup>th</sup> Grade Academies when applicable)

### **General Provisions:**

Uniforms will conform to TPS Dress Code requirements. Variations in grade-level uniforms and/or school colors will be site-specific decisions. Principals must approve uniforms for student organizations worn at school.

### **Upper Garments:**

Upper garment will consist of a polo shirt which is defined as a shirt with two or three buttons and a collar or a white oxford uniform shirt. Shirts must be plain (no writing of any kind aside from the school logo) and hemmed at an appropriate length. Undershirts will be allowed ONLY if they are plain white (no stripes or logos) and are shorter than the uniform shirt. All uniform shirts will remain tucked in at all times.

Plain long-sleeved polo type shirts and/or sweatshirts that correspond to school uniform color can be worn for winter wear.

### **Lower Garments:**

Lower garments will be navy, black, or khaki slacks/shorts/skirts. Slacks, shorts, and skirts must be properly fitted (not oversized). Waistbands are to be fitted to the waist, as pants and shorts will not be allowed to sag. No exterior pockets will be allowed. Pants must not flare at the bottoms to an unsafe width. A plaid skirt or jumper may be worn with a white oxford shirt as an optional uniform choice.

Cargo, denim (jean material), fringed hem, stretch material, or wind-pants are not acceptable for uniforms.

## ATTENDANCE POLICY

The Board of Education has approved a district-wide student attendance policy for Tulsa Public Schools (Board Policy 2204, "Student Attendance"). It is published below in its entirety. Please take time to familiarize yourself with this policy and to discuss it with your family. If you have any questions, please contact the principal of the school.

### **STUDENT ATTENDANCE**

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

#### Recording Attendance

Official attendance shall be reported and recorded in "half-day" increments. Students shall be in attendance for at least two hours to be counted as "present" for one-half day. Students arriving late and/or departing early shall have their attendance record accurately reflect the portion of the school day they were reported as "present."

Kindergarten and early childhood students attending half-day programs shall be counted "present" for the whole day if they attend for two and one-half or more hours of any scheduled daily session.

#### Elementary Student Absences

Students attending elementary schools (or enrolled in grades typically defined as elementary grades) shall be in attendance a minimum of ninety percent (90%) of the instructional time scheduled for that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for promotion to the next grade. All absences (excused and unexcused) shall be included in the calculation of the 90% attendance minimum except that excused absences for religious holidays shall not be counted for the purpose of determining a student's eligibility for promotion.

All absences must have a written or verbal explanation provided by the parent/guardian within 48 hours of the student's return to school. An absence for which no acceptable explanation is received shall be deemed unexcused.

Principals shall review all students' attendance records reflecting absenteeism in excess of 10% of the scheduled instructional time and considering the student's academic progress, shall make a determination, after such review, regarding a recommendation for retention based thereon.

Parents/guardians shall be notified, in writing, of any recommendation for retention (non-promotion) due to excessive absenteeism (absences exceeding 10% of the scheduled instructional time). Retention actions due to excessive absenteeism may be appealed by the parent/guardian.

#### Secondary Student Absences

Students attending secondary schools (or enrolled in grades typically defined as middle or high school grades) shall be in attendance a minimum of ninety percent (90%) of the instructional time scheduled for any particular class/course in that school (or grade) and make satisfactory academic progress in order to be unconditionally recommended for a passing grade. All absences (excused and unexcused) shall be included in the calculation of the 90% attendance

minimum except that excused absences for religious holidays shall not be counted for the purpose of determining a student's eligibility for promotion or credit.

All absences must have a written or verbal explanation provided by the parent/guardian within 48 hours of the student's return to school. An absence for which no acceptable explanation is received shall be deemed unexcused.

Principals shall review all students' attendance records reflecting absenteeism in excess of 10% of the scheduled instructional time and considering the student's academic progress, shall make a determination, after such review, regarding a recommendation for retention based thereon.

Parents/guardians shall be notified, in writing, of any recommendation for a failing grade due to excessive absenteeism (absences exceeding 10% of the scheduled instructional time).

Actions leading to failing grades due to excessive absenteeism may be appealed by the parent/guardian.

#### Attendance Incentive and Awards Program

In an effort to promote and reward regular attendance, each school will establish an incentive awards program. Some activities for such are:

- Conduct school-wide orientation assemblies at the beginning of the school year to review the attendance policy and promote the idea that good attendance is essential if students are to gain the maximum benefit of the educational program.
- Develop school-wide incentive programs to improve attendance.
- Develop and utilize positive rewards for students with exceptional attendance records during any one grading period and/or for the school year.
- Send quarterly commendation letters to students and parents/guardians for improved attendance.
- Issue certificates for good attendance.

**Response to Intervention Model:** Responses become progressively more severe for repeated violations.

Scaffolding intervention begins in **Tier I-Classrooms**, unless the following chart cell is shaded indicating direct progression to Tiers II and III.

When sanctions are imposed on a student, the parent/guardian will be notified. **Definitions of behaviors are in Appendix 1.**

<b>Target Behaviors</b>	<b>Tier I: Classroom Intervention</b>	<b>Tier II: Site-based Intervention</b>	<b>Tier III: District Intervention</b>
101: Inappropriate Dress	<ul style="list-style-type: none"> <li>• Warning</li> <li>• Review of Community Living Skills</li> <li>• Student and teacher/staff conference</li> <li>• Instruction aligned to student needs</li> <li>• Team Conferences – grade level team members</li> <li>• Student, staff, administrator and/or parent conference</li> <li>• Contract for modifications</li> </ul>	Dress Code Committee	No Tier III Intervention – Should be solved at site – Positive Behavior Support Plan  ES repeated infractions may lead to initiation of referral process to Project ACCEPT  MS & HS TRAICE Academy
102: Inappropriate Personal Property		<ul style="list-style-type: none"> <li>• Counseling/Conflict Mediation</li> <li>• Behavior-Support/Modification Plan – with interventions/consequences</li> <li>• Administrative counseling</li> </ul> MS & HS TRAICE Satellite/ISI	
103: Gang Symbols			
104: Tardiness			
105: Gambling			
106: Insubordination			
107: Verbal or Nonverbal Profanity			
108: Disrespect			
201: Inappropriate Use of Tech/Computers	Proceed to Tier II	MS & HS TRAICE Satellite/ISI ABLE Ticket	ES repeated infractions may lead to initiation of referral process to Project ACCEPT MS & HS TRAICE Academy
202: Harassment, Intimidation, Bullying or Threatening Behavior			
203: Smoking or Use of Smokeless Tobacco			
204: Excessive Referrals			
205: Participation in Prohibited Clubs, Street Gangs, Fraternities, Sororities or Similar Organizations			
206: Conspiracy			
207: Possession of Stolen Property		Police notification is required	
208: Petit Larceny (theft-<\$500)			
209: Extortion			
210: Sexual Misconduct			

**This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any tier level not specifically covered in these regulations.**

Some behaviors are exhibited in non-classroom areas and should be dealt with by school building administration/staff in consultation with parents/guardians as **Tier II: Site-based Interventions** or **Tier III: District Interventions**.

<b>Target Behaviors</b>	<b>Tier II: Site-based Intervention</b>	<b>Tier III: District Intervention</b>
211: Fighting	TRAICE Satellite/ISI – Mandatory Conflict Resolution or Mediation	ES repeated infractions may lead to initiation of referral process to Project ACCEPT MS & HS TRAICE Academy
212: Use or possession of Alcohol, Drugs or Drug Paraphernalia and/or Being Under the Influence of Alcohol, Controlled Substances or Unauthorized Drugs or Substances	TRAICE Satellite/ISI to determine plan including Therapy <b>Police notification is required</b>	Tulsa Met Locations
213: Failure to Follow Bus Rules/Regulations	<ul style="list-style-type: none"> <li>• Warning – verbal or written</li> <li>• Student, staff, administrator and/or parent conference</li> <li>• Team Conferences – grade level team members</li> <li>• Child Study/Positive Behavior Support Teams</li> <li>• TRAICE Satellite/ISI (secondary)*               <ul style="list-style-type: none"> <li>➤ Behavior-Support/Modification Plan – interventions &amp; consequences</li> <li>➤ Conflict Mediation</li> <li>➤ Counseling</li> </ul> </li> <li>*Failure to report constitutes skipping class</li> <li>• Out of school suspension, if necessary, based upon refusal of other interventions available at the site.</li> <li>• Before-School, Lunch or After-School Detention <u>when available at the site</u></li> <li>• Saturday School School-site probation when available at the site</li> </ul>	Denial of bus privileges may be made by the Principal or Director of Transportation in conjunction with the Area Superintendent. <b>THE DECISION IS NOT APPEALABLE.</b>
214: Disruptive Conduct		No Tier III Intervention – Should be solved at site through Positive Behavior Support Plan
215: Skipping or Cutting Class		
216: Failure to Identify		
217: Truancy		
218: Leaving Campus Without Permission		
219: Public Display of Affection		
220: Refuse to Serve Minor Sanctions	ES infractions initiate Project ACCEPT referral MS & HS TRAICE Academy	

**This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any tier level not specifically covered in these regulations.**



Some violations are to be referred directly to **Tier III: District Intervention**.

<b>Target Behaviors</b>	<b>Tier I: Classroom Intervention</b>	<b>Tier II: Site-based Intervention</b>	<b>Tier III: District Intervention</b>
301: Possession of Mace, Chemical Agents, or Similar Materials/Devices		Proceed to Tier III	ES repeated infractions may lead to initiation of referral process to Project ACCEPT MS & HS TRAIACE Academy
302: Disorderly Conduct:			
303: Forgery or Falsification of Information			
304: Falsely Reporting a Crime		<b>Police notification is required</b>	
305: Verbal Abuse of Staff	<b>NOTE: Staff should not block a student's egress unless to protect the health and safety of others or to protect property.</b>	<b>TRAIACE Satellite/ISI</b>	
306: Abusive Behavior Toward School Personnel		<b>Should evidence indicate staff inciting the response, counseling will be the extent of the consequence.</b>	

*Some behaviors are exhibited in non-classroom areas and should be dealt with by school building administration/staff in consultation with parents/guardians as Tier III: District Interventions.*

<b>Target Behaviors</b>	<b>Tier II: Site-based Intervention</b>	<b>Tier III: District Intervention</b>
307: Trespassing During Suspension	Proceed to Tier III	ES infractions initiate Project ACCEPT referral MS & HS TRAIACE Academy
308: Failure to Permit a Lawful Search or Inspection by a School Official	Proceed to Tier III (See <b>Student Searches</b> TPS regulations policy 2602 and regulation 2602-R)	
309: Drug/Alcohol Sale or Distribution	<b>Police notification is required.</b>	Tulsa Continuation Academy
310: Theft by Receiving	<b>&lt;\$500 to TRAIACE Satellite/ISI</b> <b>Police notification is required by law.</b>	> \$500 TRAIACE Academy
311: Breaking and Entering/Vandalism (\$500+)		May be referred to DRC for possible referral to:
312: Grand Larceny (\$500+)		Tulsa Continuation Academy

***If the behavior constitutes a health or safety risk, then an out-of-school suspension may be imposed.***

**This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any tier level not specifically covered in these regulations.**

**Some behaviors yield consequences that are not at the discretion of the school:**

401: Robbery	<p align="center"><i>Under the School Protection Act of 2009, [HB 1598] it is <u>mandatory</u>, at the site level, for a 6-12<sup>th</sup> grade student to be <b>suspended out-of-school for the current semester plus the next semester</b></i></p> <p align="center"><i>if the student assaults, attempts to cause physical bodily injury, or acts in a manner that could reasonably cause bodily injury to an education employee or a person who is volunteering for the school.</i></p> <p align="center"><i>The length of Elementary suspensions will be determined based upon the totality of the situation.</i></p> <p align="center"><i>The student may request a hearing, after which the consequence may be modified on a case-by-case basis by either the superintendent or designee or the Board of Education.</i></p> <p align="center"><b>TPS Police Notification is required.</b></p> <p align="center"><b>Fire Marshall/TPS Police notification required for False Alarm.</b></p>
402: Possession of Weapon or Facsimile Weapon	
403: Arson	
404: Inciting to Riot	
405: Threat with a Dangerous Weapon	
406: Assault	
407: Battery	
408: Physical Assault on Staff	
409: Threat with Intent to Kill	
410: Aggravated Assault & Battery	
411: Off-Campus Conduct <b>see Appendix I-p.23 &amp; p 39</b>	
412: Fighting/Battery or Riotous Behavior at an Extra-Curricular Event	
413: Reckless Vehicle Use	
414: False Alarm	
415: Shooting of Fireworks	
416: Possession and/or Use of Explosives	
417: Disregard for Health or Safety Not Otherwise Defined	
418: Possession of Firearm	<p align="center"><b>Suspension out of school for a minimum of one calendar year is required by law.</b></p> <p align="center"><b>Police Notification is required.</b></p>

**This BRP cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Administrators may find it necessary to use intervention or discipline options and procedures at any tier level not specifically covered in these regulations.**

**NOTE: The Superintendent reserves the right to review and/or modify any decision concerning disciplinary actions prior to an appeal to either the Hearing Officer or the Board of Education**

# Appendix 1

<b><i>Tier I – Classroom Intervention Codes &amp; Definitions of Inappropriate Behaviors</i></b>	
<b>101: Inappropriate Dress</b>	Dressing or grooming in a manner that violates the dress code or disrupts the educational process.
<b>102: Inappropriate Personal Property</b>	Possession of personal property prohibited by school rules or board policy, or is otherwise disruptive to the educational process including, but not limited to, sexually explicit material, food, beverages, lighters, electronic equipment, laser pointers, paging devices, cameras, cell phones, and/or other electronic devices (See Wireless Telecommunications Devices in Appendix 2). <u>TPS IS NOT RESPONSIBLE FOR LOST, STOLEN OR DAMAGED ITEMS.</u>
<b>103: Gang Symbols</b>	Behaviors such as the gesturing of gang signs, gang symbols, visible body markings/adornments or verbal or written language that connotes street gang affiliations and/or membership in other prohibited groups or organizations at school, on a school vehicle, or at school-related activities are prohibited and will be considered violations.
<b>104: Tardiness</b>	Failure to be in the place of instruction at the assigned time without a valid excuse.
<b>105: Gambling</b>	Playing a game of chance for something of tangible value is prohibited. All property used in such activity will be confiscated, not returned, and may be deposited in the school's Activity Fund.
<b>106: Insubordination or Disrespect</b>	Failure to obey rules and regulations and/or reasonable instructions from teachers, administrators, teacher assistants, or other District staff.
<b>107: Verbal or Nonverbal Profanity</b>	The use of profanity, verbally abusive, obscene or inflammatory language or gestures to instigate a fight or intimidate someone in the school environment.
<b>108: Disrespect</b>	Behaving in a rude, profane or vulgar, and/or impertinent manner toward school personnel.

<b><i>Tier II – Site-based Intervention Codes &amp; Definitions of Inappropriate Behaviors</i></b>	
<b>201: Inappropriate Use of Technology/Computers</b>	The use of the computer to access, store, or distribute obscene, pornographic, lewd or otherwise similarly inappropriate material is prohibited. Any user who violates this is subject to loss of network privileges, as well as other District disciplinary actions (see Internet and Computer Networks Acceptable Use and Internet Safety Policy, p. 51). Use of computers inconsistent with Internet and computer policy is prohibited. Any student who finds inappropriate material on a computer or Internet site is to immediately inform the teacher.
<b>202: Harassment, Intimidation, Bullying, or Threatening Behavior</b>	Pestering, bullying, intimidating, or threatening even in jest on school property or at school functions. This category includes, but is not limited to, name calling, slurs, gestures, physical intimidation or abuse, gang affiliated intimidation tactics, written threats or graffiti, or other oral, written, graphic, electronically generated, or physical conduct of a harassing nature including verbal or physical conduct of a sexual nature. Knowingly allowing another person to use your electronic device for such purposes is a crime also constitutes a violation of this category.

<p><b>203: Smoking or Use of Smokeless Tobacco</b> Smoking or possession of matches, lighters, lighter fluids and/or tobacco products of any kind on school district property, at a school-related activity or on the school bus is prohibited. <b>ABLE ticket.</b></p>
<p><b>204: Excessive Referrals</b> Three or more discipline referrals during any nine-week period.</p>
<p><b>205: Participation in Prohibited Clubs, Street Gangs, Fraternities, Sororities or Similar Organizations</b> Students will not participate in secret societies or organizations of any kind while on school property, at school-sponsored activities or while on the way to or from school in school vehicles. Street gangs, hate groups, cults or similar groups, whether organized in the community or in other settings, are prohibited on school grounds, school vehicles, or at any school-sponsored activity.</p>
<p><b>206: Conspiracy</b> Any two (2) or more persons mutually agreeing to do any unlawful act on school property or at a school activity.</p>
<p><b>207: Possession of Stolen Property</b> Having in one's possession property obtained without permission of the owner.</p>
<p><b>208: Petit Larceny (theft)</b> Taking of personal property accomplished by fraud or stealth with the intent to deprive another thereof (Larceny where value of property is under \$500).</p>
<p><b>209: Extortion</b> Obtaining or attempting to obtain money or property from an individual by threat, intimidation, or false pretenses.</p>
<p><b>210: Sexual Misconduct</b> The act of deliberately showing or touching private body parts/organs in a public place will not be tolerated. The student is required to attend counseling sessions with a counselor or administrator.</p>
<p><b>211: Fighting</b> Mutual combat in which participants intentionally inflict bodily injury to another person is prohibited. All participants in a fight will be disciplined according to their degree of involvement.</p>
<p><b>212: Use or Possession of Alcohol, Drugs or Drug Paraphernalia and/or Being Under the Influence of Alcohol, Controlled Substances or Unauthorized Drugs or Substances</b> The use and/or possession of drug paraphernalia, drugs, alcohol, hallucinogens, marijuana or any unauthorized drug or substance is prohibited, as well as being at school or a school event while under the influence of alcohol, controlled/unauthorized substances. In addition to disciplinary action, students will be recommended to enroll in and complete an approved drug/alcohol-counseling program prior to reinstatement to the home school. This category also includes being under the influence of such substances as well. <b>Police notification is required for possession of a controlled substance.</b></p>
<p><b>213: Failure to Follow Bus Rules and Regulations</b> All school rules and regulations and board policy governing student behavior apply to conduct on the school bus and at bus stops. If a student misbehaves on a bus or at a bus stop, he/she will receive a disciplinary sanction as it is outlined in the <b>Behavior Response Plan</b>. All regulations and sanctions pertaining to student behavior and safety that apply during the school day are applicable to students while they are riding buses until they would normally arrive at their bus stops.</p>
<p><b>214: Disruptive Conduct</b> Inappropriate behavior that substantially disrupts, hinders, or interferes with school activities.</p>
<p><b>215: Skipping or Cutting Class</b> Leaving or missing class without administrative permission.</p>

<b>216: Failure to Identify</b> Refusal to stop, provide name and/or other information when asked to do so by a staff member.
<b>217: Truancy</b> Failure to report to school or class without prior permission, knowledge, or excuse by the school or the parent/guardian.
<b>218: Leaving Campus Without Permission</b> Leaving campus without prior consent and authorization from school administration.
<b>219: Public Display of Affection</b> Behaviors of affection are not appropriate at school sites, during transportation or school activities.
<b>220: Refusal to Serve Minor Sanctions</b> A student who fails to serve minor sanctions when directed to do so by a school administrator or other authorized school personnel.

<b>Tier III – District Intervention Codes &amp; Definitions of Inappropriate Behaviors</b>
<b>301: Possession of Mace, Chemical Agents, or Similar Materials/Devices</b> The possession by students of mace, pepper spray or other chemical agents that may cause irritation or physical discomfort and/or bodily harm on school district property, at a school-related activity or on the school bus/vehicle is prohibited. The possession of fireworks is also prohibited, and these items will be confiscated by school district personnel.
<b>302: Disorderly Conduct:</b> Disorderly Conduct is defined as behaving in a violent or seriously inappropriate manner that disrupts the educational process. (NOTE: This category is usually used when the police are called to cite a student for extreme disruption. It is not to be used when recording classroom disorders that only result in student referrals to the office.)
<b>303: Forgery or Falsification of Information</b> The act of falsifying teacher/administrator signatures or information on official school records, hall passes, documents, and any items requiring staff signatures will not be tolerated.
<b>304: Falsely Reporting a Crime</b> Knowingly providing false information to law enforcement or school authorities as to criminal conduct by another.
<b>305: Verbal Abuse of Staff</b> The use of violent, abusive, or obscene language or gestures addressed to a teacher or staff person (including SROs and security personnel) in a threatening manner will not be tolerated.
<b>306: Abusive Behavior Toward School Personnel</b> Abusive/inappropriate physical contact (including intentional pushing/shoving) is prohibited. <b>NOTE: Staff should not block a student's egress unless to protect the health and safety of others or to protect property.</b>
<b>307: Trespassing</b> Entering any school property or into any school facility without proper authority (includes any entry during a period of suspension).
<b>308: Failure to Permit a Lawful Search or Inspection by a School Official</b> The act of preventing or impeding a school official from conducting a search or inspection authorized by board policy or the <b>Behavior Response Plan</b> is prohibited. The school principal or designee may authorize the search of a student's person or personal property and the seizure of prohibited, illegal or harmful items in a student's possession. (See <b>Student Searches</b> TPS regulations policy 2602 and regulation 2602-R)

**309: Drug/Alcohol Sale or Distribution**

The sale, giving away and/or distribution of alcohol, marijuana, non-prescribed/prescribed drugs, hallucinogens or similar substances including “fake drugs”/substances being passed off as contraband are prohibited. Students disciplined for this violation will be recommended to successfully complete an approved drug/alcohol counseling and/or treatment program prior to reinstatement to the home school.

**310: Theft by Receiving**

The act of larceny will not be tolerated. To steal school property or property belonging to another person or to knowingly receive stolen property is prohibited. Student and parent/guardian will be responsible for making full restitution for any property stolen and for all damages to property caused by the student's actions.

**311: Breaking and Entering/Vandalism**

The act of breaking into property belonging to another person or belonging to the school district is prohibited. The act of intentionally destroying property, cutting, defacing or otherwise damaging property belonging to another person, including class assignments, buses or property belonging to the District is prohibited. Also, the act of physically damaging, modifying, or abusing computer hardware, software or computer files or accessing or hacking into the computer files of others is prohibited. The parent/guardian will be responsible for all damages to property caused by his/her child. Law enforcement may be called if the circumstances require it.

**312: Grand Larceny**

Grand larceny is defined taking property of value exceeding \$500 or when such property, although not of value exceeding \$500, is taken from the physical possession of another person.

***Tier IV – Out-of-District Intervention Codes & Definitions of Inappropriate Behaviors***  
 TPS Police Notification is required for all Tier IV behaviors.

**401: Robbery**

The taking of any goods, money or other valuable items from another person by force, threats or with a weapon will not be tolerated.

**402: Possession of Weapon (non-Firearm) or Facsimile Weapon**

The possession of a knife, box cutter, dirk, brass knuckle, martial arts implement, razor, ice pick, BB gun, pellet gun, pump gun, stun gun, blackjack, unauthorized tools, sword, spear in a cane, billie club, sap, facsimile weapon or any other instrument that is specifically designed, made or adapted, or is capable of inflicting physical injury to another person including unused or unspent bullets or shells, is prohibited at school, on school vehicles or at any school-related activity. (See also board policy 7312).

**403: Arson**

The willful and deliberate burning of, or attempting to burn, school property is prohibited.

**404: Inciting to Riot**

An act/conduct resulting in a riot or urging others to commit acts of force/violence or participation in a gang fight or disturbance at school, in school vehicles or at school activities is prohibited.

**405: Threat with a Dangerous Weapon**

Using a sharp or dangerous weapon to threaten another person with bodily injury is prohibited.

**406: Assault**

An act initiated by one or more persons or groups of students that purposely or recklessly creates apprehension of imminent physical injury to another person such as a threatening or menacing gesture is prohibited.

<p><b>407: Battery</b> The act of purposely and/or recklessly causing physical injury to another person by beating/striking either directly or with an object is prohibited. The term battery also includes sexual battery which involves intentional sexual contact, offensive touching, rape, attempted rape, or other sexual acts.</p>
<p><b>408: Physical Assault on Staff</b> The act of striking or attempting to strike a teacher or other school personnel (including SROs and security personnel) will not be tolerated. This includes striking school personnel as a result of a fight or other altercation being broken up.</p>
<p><b>409: Threat with Intent to Kill</b> Any willful or unlawful offer or attempt with force or violence to kill another.</p>
<p><b>410: Aggravated Assault &amp; Battery</b> When bodily injury is inflicted on a person which normally requires the person's medical treatment, including but not limited to treatment for bone fractures, cuts requiring stitches, disfigurement, dislocations, or any similar or greater injury OR when a weapon is used or any instrumentality is used as a weapon directed toward another regardless of whether there is any injury or the degree of injury inflicted.</p>
<p><b>411: Off-Campus Conduct</b> Any off-campus conduct by a student where the student's continued attendance at school would have an adverse impact on order, discipline, or the educational process, or could pose a threat of violence or disruption. (See "Suspension for Off-Campus Conduct" in Appendix 2)</p>
<p><b>412: Fighting/Battery or Riotous Behavior at an Extra-Curricular Event</b> Involves physical contact (with or without injury), battery, or inciting to riot, etc.</p>
<p><b>413: Reckless Vehicle Use</b> Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health, safety, or as a disruption to the educational process.</p>
<p><b>414: False Alarm</b> The act of pulling or attempting to pull or calling in an alarm of a fire, bomb threat or other emergency without a lawful purpose is prohibited. The act of communicating a false alarm to or about a school, a school bus, a school-sponsored or related activity or any public facility is a felony. <b>Fire Marshall and/or Police notification is required.</b></p>
<p><b>415: Shooting of Fireworks</b> The demonstration of fireworks is a misdemeanor offense. Shooting fireworks inside a building is also a tremendous fire hazard and a violation of fire laws. Such behavior may also result in a fine.</p>
<p><b>416: Possession or Use of Explosives</b> The possession, use or threat to use any explosives or other such devices capable of inflicting bodily harm is prohibited including fake devices or devices claimed to be explosive devices that are not.</p>
<p><b>417: Disregard for Health or Safety Not Otherwise Defined</b> Engaging in conduct similar to the violent offenses mentioned in this document which are violent acts or acts showing deliberate disregard for health or safety and which are not specifically described in another item.</p>
<p><b>418: Possession of Firearm</b> The act of possessing a firearm, whether loaded or unloaded, on school district property or at a school sponsored or school-related event without written permission from a school authority is prohibited. The term firearm is defined per board policy 2616 (Gun-Free Schools).</p>

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

## **Appendix 2**

### **ALPHABETICAL LISTING OF RULES, REGULATIONS, PROCEDURES, RIGHTS & RESPONSIBILITIES**

#### **ADVERTISING**

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

#### **AGGRAVATED ASSAULT/BATTERY**

Oklahoma State Law provides that felony charges may be filed against any person(s) committing an aggravated assault or battery upon any school employee.

#### **ALCOHOL/DRUG USE/ABUSE**

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

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

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

Any School District administrator, teacher or counselor having reasonable cause to suspect a student is under the influence of low-point beer, alcoholic beverages or controlled dangerous substances, or has any of the foregoing in the student's possession, and who reports such information to the appropriate school official, court personnel, community substance abuse prevention and treatment personnel or any law enforcement agency, pursuant to this policy shall



have immunity from any civil liability otherwise incurred or imposed as a result of the making of such a report.

## **ALTERNATIVE EDUCATION PROGRAMS**

Tulsa Public Schools has created a comprehensive system of alternative education programs designed specifically for a wide range of a 'high-risk' youth. There are specific alternative education programs that are designated to support and educate students who are currently experiencing academic and/or behavioral-social difficulties. The school district operates two types of alternative education programs.

## **ALTERNATIVE EDUCATION INSTRUCTION**

Students who are placed at an alternative school for disciplinary reasons in lieu of out of school suspension will be provided with core academic courses only. Accordingly, this **does not include** honors courses, advanced placement courses, or international baccalaureate courses.

## **ALTERNATIVE SCHOOL ACTIVITIES**

Students who have been placed at an alternative school or who have elected to attend an alternative school for non-discipline reasons **may attend** school-sponsored extracurricular activities. Students who have been suspended out of school or placed in an alternative school setting for disciplinary reasons in lieu of suspension **are not permitted** to attend school sponsored extracurricular activities. "Extracurricular activities" include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

The Behavior Response Plan is **NOT** specifically designed for alternative education students. The Alternative Schools will follow policies, procedures, and consequences as outlined in the Alternative Education Behavior Response Plan.

## **APPEALS of SUSPENSIONS**

Students who have been suspended have a right to appeal their suspension by requesting a hearing either before the Suspension Review Committee (SRC), the Superintendent or designee, a hearing officer, or the Board of Education as may be appropriate. While a hearing is pending, the suspension will be held in abeyance allowing the student to have the right to attend school under such In-School-Intervention restrictions as the principal deems proper. However, participation in any extra-curricular activity is prohibited. "Extracurricular activities" include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

A student may be prohibited from attending school if, in the judgment of the principal, the conduct for which the student was suspended reasonably indicates continued attendance by the student would (1) be dangerous to other students, staff, or school property, and/or (2) interfere with the educational process at school.

### **ACCORDING TO STATE LAW, SUCH APPEALS ARE LIMITED TO ONE OR BOTH OF THE FOLLOWING:**

- Is the student guilty of a violation of the school rules and regulations?
- Is the term of the suspension reasonable and in compliance with the Code of Student Conduct?

## **SUSPENSION REVIEWS COMMITTEES**

**Suspension Review Committees (SRC) exist at each school and are created through the following process:**

- A list is made up of professional staff who volunteer at the beginning of the school year to serve on the SRC.
- Volunteers must attend district training at the beginning of the school year.

- The SRC for each hearing will be comprised of:
  - Two (2) volunteers of the student's and/or parent/guardian's choice picked from the list of volunteers (the parent/guardian may submit five (5) names in order of preference) and;
  - One (1) volunteer appointed by the principal and;
  - One (1) volunteer, appointed by the principal, who will serve as a non-voting chairperson and facilitator of the discussion.
- Volunteers involved in the incident cannot serve on the SRC.
- Volunteers have the right to refuse to serve for any particular case.

**Note:**

***When an incident occurs that involves more than one student and multiple suspensions, the same committee members that were appointed by the principal, when available, will hear all appeals associated with the incident.***

The SRC hearing will be scheduled with consideration given to the hours of working parents whenever possible. The student and parents/guardians and the principal or designee who issued the suspension shall be present at the hearing, but shall not remain during the deliberation of the committee or participate in the decision. The student and parents/guardians may choose to have one resource person assist and advise, but that person will not be allowed to address the committee and must also leave during the committee's deliberation (interpreters are acceptable).

The SRC will meet as soon as possible after receipt of the appeal request and the principal will notify the student's parents/guardians of the time and place of the hearing not less than 24 hours in advance of the hearing.

The SRC is charged to determine the guilt or innocence of the student and/or the reasonableness of the term of suspension, and must decide one of the following actions: **to sustain** (the suspension remains in force as enacted), **to rescind** (the suspension becomes null and void) or **to modify** (the suspension may be changed to reflect any number of days suspended between the minimum and the maximum days allowed within the offense category specified; the SRC may not change the category).

**IF THE OUT-OF-SCHOOL SUSPENSION IS FOR TEN (10) DAYS OR LESS \***

Within five (5) school days from the date of suspension, the student's parent/guardian may request, in writing, a hearing by the building SRC. **THE DECISION OF THE SRC WILL BE FINAL AND NONAPPEALABLE.**

**IF THE OUT-OF-SCHOOL SUSPENSION IS FOR MORE THAN TEN (10) DAYS \***

Within five (5) school days from the date of suspension, the student's parent/guardian may request, in writing, a hearing of the building SRC.

- If the student's parent/guardian is not satisfied by the SRC's decision, a request for a further hearing by the Superintendent or designee may be made by written notice to the school principal within five (5) school days after the parent/guardian is notified of the SRC's decision.
- The principal may also appeal the SRC's decision to the Superintendent or designee within five school days after the SRC's decision.
- The Superintendent or designee will schedule a hearing as soon as possible, notify the parent/guardian of the time and place of the hearing at least 24 hours prior to the hearing, and notify the parent/guardian that they and the student have a right to be present at the hearing.
- The Superintendent or designee will review the facts; determine the guilt or innocence of the student; the reasonableness of the term of the suspension; and decide to sustain, rescind, or modify the out-of-school suspension (including change of category), or change the out-of-school suspension to an alternative school placement. The Superintendent's designee will notify the student's parent/guardian of the decision in writing.

- If the decision of the Superintendent or designee is to sustain or modify the out-of-school suspension, the parent/guardian may appeal that decision to either a hearing officer or the Board of Education as may be applicable except that a **decision to change the out-of-school suspension to an alternative school placement is not appealable.**
  - Suspension of 11 days to 45 days: If the parents/student are not satisfied with the decision of the Superintendent or designee, the parents/student may further appeal to a Hearing Officer.
    - A written request from the student's parent/guardian must be made to the Superintendent within five school days after the parent/guardian has been notified of the decision.
    - If no appeal is received within the five (5) days the SRC'S decision is final.
    - The hearing officer will set the time and place of the hearing.
    - **THE DECISION OF THE HEARING OFFICER IS FINAL AND MAY NOT BE APPEALED.**
  - Suspensions of more than 45 days: If the parent/student is not satisfied with the decision of the Superintendent or designee, the parents/student may further appeal to the Board of Education.
    - A written request from the student's parent/guardian must be made to the Superintendent within five school days after the parent/guardian has been notified of the decision.
    - If no appeal is received within five days after the Superintendent's designee's decision is received by the parent/guardian or student, the decision will be final.
    - The parent/guardian will be notified in writing of the time and place of the Board of Education hearing at least 24 hours prior to the hearing. The student and his/her parent/guardian will have a right to be present in person at the hearing. The Board of Education will determine the guilt or innocence of the student and the reasonableness of the term of the suspension as determined by the relevant category and action level. **THE DECISION OF THE BOARD OF EDUCATION WILL BE FINAL AND NOT APPEALABLE.**

## ATHLETIC/EXTRACURRICULAR ACTIVITY MISCONDUCT

**Suspension from School:** Any contestant who violates the Behavior Response Plan in connection with an interschool contest or activity will be disciplined according to existing policies, rules, and regulations of the District. Suspension from school will be in addition to suspension from participation in athletics/extracurricular activities.

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

**Notice:** Any student athlete whose privilege to participate in sports is revoked shall be provided with written notice of this circumstance simultaneous with notice to the student's parents/guardians by the principal of the school upon direction by the Superintendent or designee. The appropriate District Administrators, Area Superintendent, Director of Athletics, and the Executive Director of the Oklahoma Secondary School Activities Association (OSSAA) shall be copied. See Regulation 3316-R

## **ATTENDANCE (GENERAL)**

Under Oklahoma's Compulsory Education Law 70-10-105, it is the duty of the parent or guardian to notify the school regarding the reason for absence of a school-age child. The law also states that it is the duty of the school to notify the parent or guardian of a child's absence.

Attendance problems requiring action shall include the following:

- The student is officially enrolled but fails to report to school, fails to attend every class (cuts class), or fails to remain on campus until dismissed.
- A student is habitually tardy without a valid excuse.
- A student has been absent without a valid excuse for four (4) or more days or parts of days within a four (4) week period, and the school has not been notified by parent/guardian.

Administrative procedures to be followed regarding non-attendance include the following sequence:

- The school will notify the parent/guardian that they are in violation of state law.
- The case will be turned over to an attendance officer.
- The case will be filed with the District Attorney for prosecution (may result in fines/court costs.)

## **ATTENDANCE (INTERSCHOLASTIC ACTIVITIES)**

All students who participate in interscholastic activities must adhere to the attendance rules established by the Oklahoma Secondary School Activities Association as well as all rules and regulations of the district related to participation in such activities. See current Oklahoma Secondary School Activities Association (O.S.S.A.A.) Administrators Handbook for details. The handbook is available at all middle schools and high schools.

## **BEHAVIOR ON SCHOOL BUSES AND/OR BUS STOPS**

All students are under the supervision of the bus driver while on the bus. Upon request, a student must surrender the bus pass to the driver if applicable. Riding the bus is a privilege, not a right, and a student's privilege to ride may be removed and/or the student may be suspended out-of-school by the principal/designee under appropriate categories within the Behavior Response Plan. Refer to Regulation 7102-R1, "Transportation Services Student Conduct on School Buses."

## **BUS PRIVILEGE REVOCATION APPEAL**

A principal's decision to limit or revoke bus riding privileges is final and may not be appealed.

## **CLUBS (NON-CURRICULAR)**

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

## **COMPUTER RESOURCES**

All students must adhere to District Policies and Regulations dealing with use and misuse of computer resources. See Board Policies 6201, "Computing Resources;" 6501, "Internet Protection;" and Regulation 6201-R, "Computing Resources."

## **COLLECTION OF FUNDS**

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

## CONCERNS/COMPLAINTS

Individuals or groups may register a complaint or share a concern regarding the District's policies, procedures, or operations (See Board Policy 1302 & 1302-R) by following the procedures listed below:

- Contact (either verbally or in writing) the individual teacher/staff member involved to register the complaint or share the concern
- If the issue is not satisfactorily resolved and it involves a student, contact the appropriate grade level counselor and share (in writing) the complaint and/or concern. If the issue involves an employee, contact an immediate supervisor and share (in writing) the complaint and/or concern.
- If the issue is unresolved or not addressed satisfactorily, contact the principal or the administrator responsible for the program/service involved and share (in writing) the complaint and/or concern.
- If the issue remains unresolved, contact the Superintendent or designee and share (in writing) the complaint and/or concern.
- Issues not resolved within the chain of command for the district may be referred, in writing, to the members of the Board of Education. The Board will at its discretion determine the disposition of all complaints and/or investigate concerns consistent with its policies and procedures.

## DEMONSTRATIONS/MEETINGS

Any student who wishes to promote, organize or participate in a demonstration or meeting on school premises other than those sponsored by the school must obtain prior written approval from the principal at least five (5) school days prior to the requested activity. The five (5) day period does not include the day of the request or the day of the activity. Before considering the approval of the request, the principal will determine if the activity will be orderly and peaceful and will not interfere with the rights of others or disrupt the education process.

## DIRECTORY INFORMATION

Directory Information includes: student's name, student's address, student's telephone listing, student's date of birth, student's class designation, student's extracurricular participation, student's achievement awards/honors, student's weight and height (if member of an athletic team), student's photograph, and/or the previous district attended before he or she enrolled in the district.

Tulsa Public Schools, in accordance with state and federal laws, will disclose these items of directory information without the parent/guardian's written consent when no written objection has been submitted by the parent/guardian. Directory information is generally used in school publications and is also disclosed at the request of post-secondary education agencies that provide scholarship information to students, and the armed services for routine recruitment.

If parents/guardians do not want some or all of these items of directory information disclosed without their prior written consent, they must make a written request to the Department of School and District Accountability (746-6800), Room 103 at the Education Service Center. **THIS PROVISION CONSTITUTES NOTICE OF RIGHTS TO PARENTS AND STUDENTS WITH REGARD TO THE RELEASE OF DIRECTORY INFORMATION AS REQUIRED UNDER STATE AND FEDERAL LAW.**

## DISCRIMINATION COMPLAINTS

Any student or parent/guardian alleging discrimination based upon race, color, religion, sex, age, national origin, veteran status, or disability should present the grievance to the principal in writing.

If the allegation involves the principal, the student/parent/guardian should present the grievance to the District's Compliance Officer – Roger Holder at 746-6800, Educational Service Center, 3027 S. New Haven, 3<sup>rd</sup> Floor, Tulsa, Oklahoma, 74114.

All grievances will be promptly investigated by appropriate representatives of the District in compliance with the District's Nondiscrimination/Equal Opportunity Staff/Student/Citizen Complaints and Grievance Procedure found in Regulation 4901-R "Affirmative Action/Nondiscrimination/Equal Employment Opportunity (Employee/Student/Citizen Complaints and Grievance Procedure)."

Tulsa Public Schools prohibits retaliation, intimidation, threats or coercion of any person for opposing discrimination or for participating in the School District's discrimination complaint process or making a complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The School District will take steps to prevent the alleged perpetrator or anyone else at the School District from retaliating against the alleged victim or any person who acts to oppose discrimination or participates in the complaint process. These steps include notifying students and employees that they are protected from retaliation, making sure that victims know how to report future problems and making follow-up inquiries to see if there have been any new incidents. If retaliation occurs, the School District will take strong responsive action.

## **DISRUPTIVE ACTS AT THE END OF SCHOOL TERM**

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

## **DUE PROCESS** Also see "Parents Rights in Special Education" below

Due Process means that the student has:

- the right to a conference with the principal or designee
- the opportunity to know these policies or any other school regulations or procedures
- been informed of the provisions allegedly violated
- the right to appeal a suspension to the Suspension Review Committee, and if over ten (10) days, to the Superintendent's designee and a Hearing Officer or the Board of Education as applicable under board policy

## **FAILING A COURSE**

A parent/guardian may request reconsideration of a failing grade by contacting the principal.

## **FERPA (NOTIFICATION OF RIGHTS UNDER FERPA AND PPRA)**

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

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (See ***Directory Information Notice***).

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

(4) Additional rights under the Protection of Pupil Rights Amendment (PPRA) afford parents certain rights regarding the administration of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education –
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use –
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

(5) Parents and eligible students may obtain a copy of the School District's Student Records policy from their building principal or the Superintendent's office.

(6) Parents have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA or PPRA. The name and address of the Office that administers FERPA and PPRA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

## **GANG CULTURE**

To maintain the safety of students and staff and to ensure the appropriate learning environment, Tulsa Public Schools will not tolerate behavior which is indicative of the "criminal street gang culture". This includes but is not limited to gangster-style clothing, gangster rap music, and gang-style language, graffiti, or gestures.

Tulsa Public Schools recognizes that this "criminal street gang culture" is dynamic and ever-changing, and has trained personnel to recognize behavioral indications (i.e. 'showing' certain colors and certain manners of dress) of this culture. Students participating in such behavior will be counseled and dealt with under the discipline codes of "Gang Symbols" or "Gang Behavior".

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

## **HARASSMENT/INTIMIDATION/BULLYING/THREATENING BEHAVIOR**

All students, employees and volunteers are strictly prohibited from engaging in any form of harassment, intimidation, bullying or threatening behavior. Harassment, intimidation, and bullying include, but are not limited to name calling, slurs, or gestures; physical intimidation or abuse; gang affiliated intimidation tactics; written threats or graffiti; other oral, written, graphic, electronically generated or physical conduct of a harassing and/or sexual nature targeted toward an individual because of race, color, religion, gender, sex, age, national origin, marital status, veteran status, sexual orientation, disability (mental or physical), or any other reason. Such actions/activities, even in jest, are violations of these rules and regulations and will be subject to consequences as outlined in this Behavior Response Plan. What may seem harmless, trivial or "all in good fun" to one person, may be extremely offensive to the person to whom the comments or actions are directed.

Any student who is or has been subjected to harassment, intimidation, bullying or threatening behavior by another student, or knows of any student who is, or has been, subjected to harassment, intimidation, bullying or threatening behavior should report all such incidents to the principal, another school administrator, a counselor or teacher.

All harassment, intimidation, bullying, and threatening behavior complaints will be investigated. For further information refer to the procedures posted at every school site.

Also see "Concerns/Complaints" and "DISCRIMINATION"

## **HAZING AND INITIATIONS**

Activities that endanger an individual's mental or physical health, which are required for initiation/entrance into any group are prohibited.



## HOME BASED INSTRUCTION

Suspended students who are provided with home-based instruction will receive support for core academic courses only. Accordingly, this support **will not include** honors courses, advanced placement courses, or international baccalaureate courses.

## HOMEWORK POLICY (SUSPENDED STUDENTS)

**See SUSPENDED STUDENTS – HOMEWORK POLICY**

## INTERNET/COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

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 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.

### Personal Responsibility

By signing the "application for use," 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 has the effect of harming another or his or her property. Each student will sign an "application for use" annually.

### Privileges

The use of Internet is a privilege, not a right, and inappropriate use will result in cancellation of those privileges. Each student who receives access will participate in a discussion with a Tulsa School faculty member pertaining to proper use of the network. The system administrators and teachers will deem what is appropriate use and their decision is final. The district may deny, revoke, or suspend specific user access.

### Acceptable Uses

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

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

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 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.
  - C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet.
  - D. Uses that are commercial transactions. Students may not sell or buy anything over the Internet. Students should not give others private information about the user or others, including credit card numbers and social security numbers.
3. **Etiquette.** An Internet user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
- A. Be polite. Messages should not be abusive to others. 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, disability, 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.
  - E. Do not reveal personal addresses or phone numbers of students or colleagues.
  - F. Illegal activities are strictly forbidden.
  - G. Note that electronic mail (E-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages related to or in support of illegal activities may be reported to the authorities.
  - H. Do not use the network in such a way to disrupt the use of the network by other users.
  - I. All communications and information accessible via the network should be assumed to be private property.

### Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you have identified a security problem on the network, you notify a teacher who will in turn notify a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account.

Attempts to log in to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the Internet.

## Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data or another user, Internet, or any agencies or networks that are connected to the Internet backbone. It also includes the deliberate interference with the operation of the school's computer system, whether damage originates in the school or in some other location. This includes, but is not limited to, the uploading or creation of computer viruses.

## 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.

**NOTWITHSTANDING ANY PROVISION IN BOARD POLICY OR THE BEHAVIOR RESPONSE PLAN, ANY ACTION BY ANY STUDENT USING THE DISTRICT'S COMPUTERS OR COMPUTER SYSTEM WHICH CAUSES SUBSTANTIAL DAMAGE TO THE DISTRICT OR ITS OPERATIONS MAY RESULT IN AN OUT-OF-SCHOOL SUSPENSION FOR UP TO THE BALANCE OF THE CURRENT SEMESTER AND ALL OF THE NEXT SEMESTER.**

## **MEDICATIONS**

Prescription and non-prescription medicines and drugs, over the counter medications, and relevant medical equipment and/or supplies must be delivered to the school health clinic in person by the legal custodian (or the legal custodian's designated adult) of the student, unless the medication must be retained by the student for immediate administration. The legal custodian must complete the form "Administration of Medication" authorizing the medication to be administered. If the legal custodian requests self administration, the form entitled "Contract for Exception: To Self-Administer and Retain Medication on Person" must be completed. These forms are available at any school clinic. Additional information and requirements related to medication administration can be found in Board Policy 2105, "Administering Medications to Students" and Board Regulation 2105-R, "Administering Medications to Students." Failure to adhere to the above requirements is addressed under discipline code "Possession/Ownership and Use of Other Substances or Materials (Code 27)."

Oklahoma State Law 70 § 1210.195 requires dissemination of the following information on **Meningococcal Disease:**

**Source: Communicable Disease Division – Oklahoma State Department of Health**

### **What is Meningococcal disease?**

Meningococcal disease is a disease caused by the bacteria *Neisseria Meningitidis*. This bacteria can infect the blood, causing septicemia. It can also infect the covering of the brain and spinal cord, causing meningitis. In Oklahoma, the number of *Neisseria meningitides* cases have been on the decline since 2000, with case numbers ranging from 34 in 2000 to ten in 2004.

### **How is the disease spread?**

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

### **Who is at risk of getting this disease?**

Anyone can get meningococcal disease. For some adolescents, such as first year college students living in dormitories, there is an increased risk of meningococcal disease. Other persons at increased risk include household contacts of a person known to have had this disease, immunocompromised people, people without a spleen, and people traveling to parts of the world

where meningococcal meningitis is more common. These persons should talk to their physician about the meningococcal vaccine.

### **What are the symptoms?**

People can carry the bacteria in their nose and throat without becoming ill. People ill with septicemia may have fever, nausea, vomiting, and a rash. People that are ill with meningitis will have fever, intense headache, nausea, vomiting, and a stiff neck. It is important to seek care from a physician as soon as possible if these symptoms appear. Meningococcal disease can have a high risk of death if it is not treated promptly.

### **How soon do the symptoms appear?**

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

### **What is the treatment for meningococcal disease?**

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

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

Only people who have been in close contact (household members, intimate contacts, health care personnel performing mouth-to-mouth resuscitation, day care center playmates, etc.) need to be considered for preventive treatment. Such people are usually advised to obtain a prescription for a special antibiotic (either rifampin, ciprofloxacin, or ceftriaxone) from their physician. A public health nurse will work with the family of the patient to identify all family, friends, and contacts that need antibiotics. Casual contacts including classmates, co-workers, or those in a factory setting are not at increased risk of disease and do not need treatment with the antibiotic.

### **What are the risks from meningococcal vaccines?**

#### **Source: Department of Health and Human Services – Center for Disease Control and Prevention**

A vaccine, like any medicine, could possibly cause serious problems such as severe allergic reactions. The risk of meningococcal vaccine causing serious harm/death, is very small.

#### **Mild problems**

- Up to about half of people who get meningococcal vaccines have mild side effects, such as redness or pain where the shot was given.
- If these problems occur, they usually last for 1 or 2 days. They are more common after MCV4 than after MPSV4.
- A small percentage of people who receive the vaccine develop a fever.

#### **Severe problems**

- Serious allergic reactions, within a few minutes to a few hours of the shot, are very rare.
- A few cases of Guillain-Barre Syndrome, a serious nervous system disorder, have been reported among people who got MCV4. There is not enough evidence to tell whether they were caused by the vaccine. This is being investigated by health officials.

#### **For further information call or visit on the World Wide Web:**

**(405) 271-4060** <http://www.health.ok.gov/program/cdd/infec.html>

**(800) 232-2522** <http://www.cdc.gov/>

## **MOTOR VEHICLES ON SCHOOL GROUNDS:**

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

## **PARENTS RIGHTS IN SPECIAL EDUCATION**

Each child with a disability and his/her parent/guardian are entitled to the procedural protections of the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act before the School District changes the student's educational placement for disciplinary reasons. For specific information explaining these procedural protections under IDEA, consult the handout entitled "Parents Rights in Special Education: Notice of Procedural Safeguards," copies of which are available at each school site without charge. For specific information explaining procedural protections under Section 504 and Title II, consult the handout entitled "Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards," copies of which are also available at all school sites without charge. Contact the School District's Department of Special Services, located on the third floor of the Education Service Center, telephone number 746-6800, with questions or for additional information.

## **PEACEFUL CONDUCT:**

Oklahoma State Law 21-1376 provides that any person(s) who interferes with the peaceful conduct of activities at any institution of learning, including but not limited to actions that interfere with classes, study, student or faculty safety, housing or parking areas, or extracurricular activities may be directed to leave the institution and not return, *without specific written permission*, for a period of six (6) months.

## **PUBLIC OFFICE/POLITICAL CAMPAIGNS**

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

## **READMITTANCE FROM SUSPENSION**

Students returning from any suspension must re-enroll including the requirement to provide current proof of address (gas bill, electric bill, etc.).

Students returning from a long-term suspension may be required to bring a parent/guardian and sign an agreement. Such an agreement will state that the parent/guardian understands that if any legal offense recurs, the student may be suspended for the remainder of the current semester and the succeeding semester.

Before the student will be admitted back to school, he/she must complete an assessment that is provided free of charge using the TPS Student Referral For Free Assessment form available in the school office.

## **RETENTION & PROMOTION:**

A school committee will review and make decisions regarding retention and promotion. A parent/guardian may request reconsideration of a retention decision by contacting the school principal.

## SCAFFOLDING

Scaffolding has several different meanings depending upon the context. Literally, it implies stacking or leveling that begins at a low level and gradually climbs or grows into a more intensive level. It is also an instructional technique whereby the teacher models the desired learning strategy or task, then gradually shifts responsibility to the students. Finally, it is a pyramiding system that begins at the lowest rung of intervention that is appropriate, and moves up the levels or tiers of the scaffold for more intensive intervention as necessary as opposed to starting with the most extreme and reactive possibility for responding.

## SEARCHES

### Search of School Property

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

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

### Search of Student's Person/Possessions

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

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

Procedures regarding searches other than those conducted by use of a metal detector are as follows:

- The student must be told, prior to the search, what item or substance is being sought.
- The search must be done in a manner that avoids undue humiliation to the student. *The search of a student's person must be conducted by a person of the same sex as the person being searched and should normally be witnessed by at least one other authorized person, said person to be of the same sex, if practicable.*
- Under no circumstances shall a strip search be conducted.

School authorities may seize prohibited items as well as illegal items or other substances.

Items that could reasonably be expected to be used to disrupt or interfere with the educational process may be temporarily removed from student's possession.

**NOTE:** Refusal to submit to a search, when reasonable suspicion exists, may result in suspension.

## **STUDENT DISTRIBUTION OF WRITTEN MATERIALS IN SCHOOL:**

Student distribution of written materials by students in school facilities is governed by Board Policy 2604 and Regulation 2604-R.

## **SUSPENDED STUDENTS – HOMEWORK POLICY**

It is the parents/guardians' responsibility to secure homework assignments for students who are suspended. ***An Education Plan for each student suspended for six (6) days or more is required by School Board Policy 2619, "Student Suspension" and Oklahoma State Law 70-24-101.3 except as to suspensions involving weapons and drugs.***

## **SUSPENSION FOR OFF-CAMPUS CONDUCT**

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

## **SUSPENSION FOR STUDENTS WITH DISABILITIES**

**Disciplinary Removal of Students with Disabilities under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act.**

The term "disciplinary removal" refers to every out-of-school suspension and any other disciplinary consequence that changes the educational placement of a student with a disability.

The District may implement a disciplinary removal of a student with a disability from the student's current educational placement for up to ten (10) consecutive or cumulative school days in a school year for any violation of school policies, rules or regulations, to the same extent that it would implement the removal of any other student for the same violation. The District may implement a disciplinary removal of a student with a disability from the student's current educational placement for more than ten (10) consecutive or cumulative school days in any school year in the same manner it disciplines other students for behavior that is not a manifestation of the student's disability. The building principal or designee will determine the number of days of disciplinary removal to be imposed and implemented for a violation of school policies, rules or regulations.

## **TOBACCO**

All Tulsa Public School facilities are tobacco free. Tobacco use by students or staff is strictly prohibited. Furthermore, it is against Oklahoma State Law 37-600.4A for persons under the age of 18 to possess tobacco or tobacco products. Students in possession of tobacco will be subject to discipline procedures by the school and fines by the State of Oklahoma's ABLE Commission.

## **TRESPASSING** Also see "VISITORS" below and "PEACEFUL CONDUCT" above.

Unauthorized presence at a school site or event is considered trespassing. If a person is requested by an authorized school representative to leave the property (or event) and refuses or if a person returns at a later time after being requested to leave, that person will be subject to arrest for trespassing.

## **VIOLENT BEHAVIOR**

Tulsa Public Schools is committed to providing a safe and orderly learning environment for all students and will not tolerate behavior which is dangerous or disruptive to the learning process. Any student exhibiting violent behavior on school property or at a school function may be subject

to immediate suspension pending an investigation of the incident. Additionally, the student may be subject to prosecution by law enforcement authorities.

## **VISITORS** Also see “TRESPASSING” and “PEACEFUL CONDUCT” above

All visitors must register immediately upon arrival at the school by reporting first to the school office to state the purpose of the visit. The principal or designee has the prerogative to approve or disapprove the visit.

Authorized visitors will be required to wear identification while in a school.

All persons on school premises must identify themselves upon request by school personnel. This includes individuals who are present at school-sponsored events and on or around school buses. If persons refuse to identify themselves and/or state an acceptable purpose for their presence, they may be guilty of trespassing and proper action will be taken.

## **WEAPONS**

Tulsa Public Schools is committed to providing a safe, orderly learning environment for all students and will not tolerate behavior which is dangerous or disruptive to the learning process. Any student having a dangerous/deadly weapon on school property or at a school function may be immediately suspended pending an investigation. Additionally, the student may be subject to prosecution by law enforcement authorities.

## **WIRELESS TELECOMMUNICATION DEVICES**

The following rules are in effect for the use of wireless telecommunication devices such as cellular telephones, pagers, personal digital assistants (PDA's), etc.

- Students are prohibited from using wireless devices during the academic school day including passing periods and lunch periods whether inside or outside the building unless expressly approved by the principal or designee.
- During school hours, wireless devices must be in a student's car or locker, but not on the student's person, including, but not limited to, purses, pockets, and backpacks.
- In order to avoid any disruption of the educational process, all wireless devices placed in lockers must be turned off.

A violation of any part of this policy will result in the wireless device being confiscated by the administration and other discipline as warranted. The confiscated device must be picked up by the parent/guardian and will not be released to any student. The school is not responsible for the theft or loss of wireless telecommunication devices. If the phone or wireless device is used to disrupt the learning environment or compromise the safety of the school, the student may be disciplined under other categories in the Behavior Response Plan as appropriate.

**This Behavior Response Plan cannot cover every set of circumstances that may be encountered in the diverse and complex social setting of public schools. Therefore, administrators charged with the responsibility of creating and maintaining a physically safe and appropriate learning environment may find it necessary to use intervention or discipline options and procedures at any tier level not specifically covered in these regulations.**

### **TULSA PUBLIC SCHOOLS STATEMENT OF NONDISCRIMINATION**

"Tulsa Public Schools is an equal opportunity organization and does not discriminate in its educational and employment policies and programs on the basis of race, color, religion, sex, age, national origin, veteran status, or disability. For information, contact the District's Compliance Officer - Roger Holder at the Education Services Center, 3027 S. New Haven, 3<sup>rd</sup> Floor, Tulsa, OK 74114, (918) 746-6800."