

PHILOSOPHY OF CASHION PUBLIC SCHOOLS

Because the greatest resource in today's society is the individual members who comprise it, the Cashion Public School System is dedicated to the principle of educating each individual to the limits of his capacity.

As an institution whose functions include the transmission of knowledge from one generation to another, the Cashion Public School System affirms its responsibility for teaching those ideas of the past which give meaning to the present and upon which the stability of the future is based. Further, we believe that in order to meet the challenge of constant change which so characterizes our society, our teachers and administration must be willing and ready to accommodate new ideas and experiences with intelligence and energy. As methods and techniques in education change, we shall endeavor to be on the cutting edge of that change. As educational research provides us new and better ways, we too shall be there to advance that research and make our students the beneficiaries.

Our faculty and administration are expected to maintain a high level of professionalism. We believe the teaching profession to be one of man's highest callings and we shall try to avail ourselves of every opportunity to live up to that calling in both word and deed.

We have deep faith in American public education. Because of that faith, we are committed to creating a climate in which our young people may receive every challenge, every opportunity, every responsibility public education provides. However, we realize that education, like, democracy, cannot provide equality for all, but can hopefully ensure equal opportunity for all of our students to achieve personal goals within the framework set up by our school, community, state and nation.

The school is also concerned with the well-being of the total community and strives to provide an educational experience for each student calculated to equip them with the necessary tools to become a productive member of their community.

We believe learning should be an adventurous, enjoyable process. Part of that adventure is to help each student realize his/her value as a person. We believe a portion of our task is to help create pride and a higher sense of self-esteem in every child. We hope to influence our young people to believe in themselves and to develop a greater interest and appreciation in their achievements and progress.

Finally, we believe it imperative that our standard of conduct in all areas of life communicates the highest ideals of citizenship expected of us under the constitution of the United States of America.

MISSION STATEMENT

The Cashion Board of Education believes that each student has a right and responsibility to succeed, to achieve to the limit of his or her ability, and to take pride in his or her achievements.

It is believed that every student is entitled to respect and dignity as an individual.

The board recognizes that achievement of educational excellence is a joint effort of the school, the home, and the community.

It is also recognized that education is a life-long process in which individuals of all ages can and should acquire new skills.

The board believes that each student should graduate with marketable skills and a solid foundation upon which future skills can be built.

GENERAL SCHOOL OBJECTIVES

In determining goals or objectives for each level of the school system - elementary, junior high, and senior high, administrators and teachers have given attention to the growth characteristics and concerns of the children which each particular level seeks to serve. Although there may be some overlapping from level to level since education is a continuous process, there are distinct contributions that each level can and should make to the well-rounded development of each individual child.

ELEMENTARY

1. To increase the child's general knowledge that he may have a better understanding of the world and be able to live more competently.
2. To lead the child into the realization of his responsibilities for the intelligent use of his own life and his natural environment.
3. To provide experiences that will prepare the child to live healthfully, successfully, and the responsibility in a rapidly changing world.
4. To develop in the child a deeper understanding and a greater appreciation of the privilege of living and working with others.
5. To select and guide experiences so that provision IS made for the individual differences in children.
6. To help the child understand the principles of a democratic government by learning that he is a part of the home, the school, the community, the state, the nation, and the world.
7. To guide the child in gaining command of fundamental knowledge, habits, and skills - the functional information essential to effective learning.
8. To develop in each child appreciation, understanding, and creative powers.
9. To assist each child in sensing problems, thinking effectively and independently about them, and acting constructively toward their solution.
10. To develop to the fullest extent the physical, intellectual, emotional, oral and spiritual potentialities of the individual.
11. To provide opportunities in the school program to follow the pace in learning that is best suited for each child and that he can undertake with reasonable success.
12. To provide the learner with experiences which will develop respect for the importance of each individual.

JUNIOR HIGH SCHOOL

1. To provide for a gradual transition from pre-adolescent education suited to the needs and interests of young adolescents.
2. To provide more satisfactorily for meeting the difference in the abilities, needs, and interests of young adolescents.

GENERAL SCHOOL OBJECTIVES (Cont.)

3. To teach students effective study habits and to inculcate in them a respect for learning.
4. To provide a well-balanced program of learning experiences so that students may have ample opportunity to grow in their ability to observe, to read, to think, to speak, and to write with a purpose.
5. To utilize resources of the community in enlarging and enriching the curriculum.
6. To assist students in making satisfactory physical, mental, emotional, and social adjustment in their growth toward wholesome, well-adjusted personalities.
7. To lead students to discover and explore their specialized interest, aptitudes, and abilities as a basis for utilizing present educational opportunities and making future plans.
8. To encourage and provide ample opportunities for students to be participating citizens in their classrooms, in their school as a whole, and in their community.
9. By practice in democratic procedures to promote growth in civic responsibilities, courtesy, respect, tolerance, cooperation, and desirable attitudes toward competition.
10. To stimulate and develop a continually widening range of spiritual, cultural, social, civic, and recreational interest.

SENIOR HIGH SCHOOL

1. To provide conditions promoting good mental health and physical fitness.
2. To encourage the practice of the principles of courtesy in every phase of living.
3. To discover the needs, aptitudes, and capacities of each student through guidance as a basis for attaining personal adjustment and emotional stability.
4. To select curricula that will be valuable as preparation for employment, college, and everyday living.
5. To provide a school program that will encourage initiative, independence in thought action, and build a respect for learning.
6. To teach students to read for understanding, to express ideas clearly and correctly, to listen actively, and to think critically.
7. To lead students to understand the rights and duties of a citizen in a democratic society, and to be diligent and competent in the performance of their obligations as members of the family, and as citizens of the community, of the state, of the nation, and the world.
8. To provide methods of procedure which will give students not only knowledge and skills, but also the opportunity to work cooperatively with others in making plans, carrying out those plans, and evaluating the results.

GENERAL SCHOOL OBJECTIVES (Cont.)

9. To promote a leisure time program which will enrich the lives of students
10. To develop in students' appreciation, understanding, and creative powers which increase awareness of a response to the aesthetic aspects of experience.
11. To develop an understanding of the importance of moral and spiritual values in living as a foundation upon which to build world democracy and world peace.

**BOARD OF EDUCATION
POWERS AND DUTIES**

The Cashion Board of Education shall have the power to:

1. Elect its own officers: President, Vice-President, Clerk, and shall appoint an Encumbrance Clerk and a Minutes Clerk and in its discretion, a Deputy Clerk, provided that the chair of the board shall be elected by the electors of the school district. The board may appoint one person as Encumbrance/Minutes Clerk.
2. Make rules, not inconsistent with the law or rules of the State Board of Education, governing the board and the school system of this district.
3. Maintain and operate a complete public school system of such character as the board of education shall deem best suited to the needs of the school district.
4. Designate the schools to be attended by the children of the district.
5. Provide and operate, when deemed advisable, cafeterias or other eating accommodations, thrift banks or other facilities for the teaching and practice of thrift and economy, book stores, print shops, and vocational and other shops.
6. Provide informational material concerning school bond elections and millage elections, including but not limited to all pertinent financial information relative to the bond issue, a statement of revenue sources necessary to retire proposed bonds, a statement of current bonded indebtedness of the school district, and a statement of proposed use of funds to be generated by the proposed bond issue. The informational material shall not contain the words "vote yes" or "vote no" or any similar words or statement any place on such informational material.
7. Purchase, construct or rent, and operate and maintain classrooms, libraries, auditoriums, gymnasiums, stadiums, recreation places and playgrounds, teacherages, school bus garages, laboratories, administration buildings and other schoolhouses and school buildings, and acquire sites and equipment therefor.
8. Have school district or its employees' property insured.
9. Acquire property by condemnation proceedings in the same manner as land is condemned for railroad purposes. School district funds may be used to erect buildings on leased land on which other buildings have been erected prior to April 3, 1969, or on land which is leased from a governmental entity.
10. Lease real or personal property to the state or any political subdivision thereof or a not-for-profit entity operating pursuant to state law for nominal cash consideration for so long as the use of the property by the lessee substantially benefits, in whole or in part, the same public served by the school district.
11. Dispose of personal or real property no longer needed by the district by sale, exchange, lease, lease-purchase, sale and partial lease back, or otherwise as prescribed by state law.
12. Purchase necessary property, equipment, furniture, and supplies necessary to maintain and operate an adequate school system.

BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)

13. Incur all expenses, within the limitations provided for by law, necessary to perform all powers granted by law.
14. Contract with and fix the duties and compensation of physicians, dentists, optometrists, nurses, attorneys, superintendents, principals, teachers, bus drivers, janitors, and other necessary employees of the district.
15. Establish a written policy for reimbursement of necessary travel expenses of employees and members of the board. The policy may include in-district travel from the site of employment assignment which is necessary in the performance of employment duties. The written policy shall specify procedures, contain documentation requirements, and may include payment of meal expenses during authorized travel on a per diem allowance basis rather than itemized documentation.
16. Pay necessary travel expenses and other related expenses of prospective employees for sponsored visits to the school district pursuant to a written policy specifying procedures containing documentation requirements equal to or greater than the requirements specified by law for state employees in the State Travel Reimbursement Act.
17. Provide for employees' leaves of absence without pay.
18. Exercise sole control over all of the schools and property of this district, subject to other provisions of the Oklahoma School Code.
19. Allow district-owned school buses to be used for transportation of students from other districts or educational institutions while within the district on educational tours. This shall not restrict the authority of the board to authorize any other use of such buses which may now be permitted by law or rule of the State Board of Education.
20. Enter into contractual agreements with the board of trustees of a multicounty library system, a city-county library commission, or a rural single county library system, as defined by state law, on such terms as may be mutually agreed, except no district board of education may enter into any agreement under which the library services for the school would be provided at any site other than the school site or which would result in library services that do not meet accreditation standards as required by law or rule.
21. Perform all functions necessary to the administration of a school district in Oklahoma as specified in the Oklahoma School Code, in addition to those powers necessarily implied but not delegated by law to any other agency or official.
22. Prepare and distribute at the expense of the school district any and all material which has the purpose of informing the public about district activities.
23. Solicit and accept any gift, grant, or donation of money or property for the use of the school district. Any gift, grant, or donation of money may be deposited in the general fund or building fund of the school district.
24. Pay necessary meal and lodging expenses of school district students and sponsors involved in authorized school-sponsored cocurricular activities. The board shall establish a written policy for reimbursement of necessary meal and lodging expenses of school district students and sponsors. The written policy shall specify

BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)

procedures, contain documentation requirements, and designate the funds from which reimbursement may be made. Reimbursement may be made from the general fund.

25. Adopt and maintain on file in the office of the superintendent of schools an appropriate personnel policy and sick leave guide for all teachers employed. The guide shall be made available to the public.
26. Exercise complete control over all funds on hand or hereafter received or collected from all school activities conducted in this school district.
27. Provide for an annual audit of all such school activity funds. The original reports of such audit shall be delivered to the board, and a copy thereof shall be furnished to the treasurer of the school district.
28. Rent the gymnasium, auditorium, or cafeteria.
29. Cause all school funds to be audited annually.

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

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

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

1. The funds estimated to be on hand at the end of the current fiscal year;
2. The estimated income from sources other than ad valorem taxation, including the apportionment of income from the common school fund based upon the distribution of the next preceding year; and
3. The sinking fund sufficient to pay at maturity any bonded indebtedness coming due on any bonds issued by the school district, and the amount necessary to pay the interest coupons falling due on such bonded indebtedness and the amount necessary to pay installments on judgments.

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

BOARD OF EDUCATION, POWERS AND DUTIES (Cont.)**REFERENCE: 21 O.S. §355****26 O.S. §13A-105****62 O.S. §371****70 O.S. §1-117, §5-105, §5-107B, §5-117, §5-119, §5-124, §5-134**

NEPOTISM

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

Board Member's:

spouse
child
child's spouse (son-in-law, daughter-in-law)
parent
parent's spouse (stepmother, stepfather)
grandchild
grandchild's spouse (grandson-in-law, granddaughter-in-law)
grandparent
grandparent's spouse (step-grandmother, step-grandfather)
brother (half-brother)
brother's spouse/half-brother's spouse (sister-in-law)
sister (half-sister)
sister's spouse/half-sister's spouse (brother-in-law)

Spouse's:

child (adopted)
parents (mother-in-law, father-in-law)
grandchild (step-grandson, step-granddaughter)
grandparents (grandmother-in-law, grandfather-in-law)
brother/step-brother (brother-in-law)
sister/step-sister (sister-in-law)

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

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

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

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

REFERENCE: 70 O.S. §5-113, 5-113.1

**BOARD OF EDUCATION
OATHS OF OFFICE**

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

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

REFERENCE: 70 O.S. §5-116

APPLICATION FOR VACANT BOARD POSITION

Name: _____

Address: _____

Telephone: _____

1. I received a high school diploma or G.E.D. on _____ (date) from _____
_____ (name of institution).
2. I have resided at the above-referenced address for _____ (number years/months).
(Must have been a resident of the district and of the geographical ward for the vacant position, if one exists,
for six months.) If you have recently moved within the district and/or ward please explain:

3. I registered to vote on _____ (date) with the county election board.
(Must have been registered to vote at an address located within the district for six months.)
4. I have not been convicted of a felony nor have I pleaded nolo contendere to a felony within the past fifteen
(15) years.
5. I am not related to any employee of the district within the second degree. (Those within the second degree
include the following: spouse, child, child's spouse, parent, parent's spouse, grandchild, grandchild's spouse,
grandparent, grandparent's spouse, brother, brother's spouse, sister, sister's spouse, spouse's child, spouse's
parents, spouse's grandchild, spouse's grandparents, spouse's brother, spouse's sister.)

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

Dated this ____ day of _____, 20____.

Signature

Subscribed and sworn to before me this ____ day of _____, 20__.

Notary Public

SCHOOL BOARD MEMBERS TERM OF OFFICE

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

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

Board members shall be elected to serve a term of 5 years or until such time as their successors are duly appointed or elected and have qualified as prescribed by law. Terms of office shall be staggered so that one member shall retire from the board each year.

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

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

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

SCHOOL BOARD MEMBERS, TERM OF OFFICE (Cont.)

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

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

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

OSSBA POLICY SERVICES REVIEW NOTES:

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

SCHOOL BOARD MEMBER CONTINUING EDUCATION

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

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

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

3-year term of office ----- 9 continuing education hours required
4-year term of office ----- 12 continuing education hours required
5-year term of office ----- 15 continuing education hours required

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

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

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

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

NEW BOARD MEMBER WORKSHOP

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

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

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

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A school board member who is elected or appointed to be a member of the board of education prior to January 1, 2014, shall complete 2 hours of school finance, 2 hours of open meeting/open records act, 1 hour of new business, 1 hour of ethics, duties and responsibilities, 2 hours of legal issues, 1 hour of school employment, 2 hours of IDEA/Special Education, and 1 hour of Educational issues for a total of twelve (12) hours of instruction within the first fifteen (15) months of election or appointment. Failure to earn these requirements in the fifteen (15) month period will result in a requirement that the board of education declare the seat vacant as per state law. The individual who failed to earn the credits in the statutory deadline is prohibited by law from serving for a full term of office.

A school board member who is elected or appointed to be a member of the board of education on or after January 1, 2014, shall be required to earn twelve (12) new board member credits within the first fifteen (15) months of office. These twelve (12) credits shall include at least one (1) hour of instruction in school finance, one (1) hour of instruction in the Oklahoma Open Records Act and the Oklahoma Open Meeting Act, and one (1) hour of instruction in ethics. The remaining nine (9) hours may be in legal issues, due process, new laws, the Oklahoma Open Records Act and the Open Meeting Act, duties and responsibilities, which include but are not limited to special education and ethics of district board of education members.

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DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS

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

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

Funds may be budgeted annually to support the program. Individual board members shall be reimbursed for out-of-pocket expenses incurred through participation in approved activities. The board, as a whole, shall retain the authority to approve or disapprove the participation of members in planned activities.

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

1. Participation in school board conferences, workshops, and conventions held by the state and national school boards associations.
2. District-sponsored training sessions for board members.
3. Subscriptions to publications addressed to the concerns of board members.

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

1. A calendar of school board conferences, conventions, and workshops shall be maintained by the superintendent. The board will periodically decide which meetings appear to be most promising in terms of producing direct and indirect benefits to the school district.
2. Funds for participation at such meetings will be budgeted on an annual basis. When funds are limited, the board will designate which of its members would be the most appropriate to participate at a given meeting.
3. Reimbursement to board members for their travel expenses will be in accordance with the travel expense policy for staff members. (See policy DEE and DEE-R.)

DEVELOPMENT OPPORTUNITIES: BOARD MEMBERS (Cont.)

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

School board members are encouraged to attend virtual and in-person workshops. The Superintendent shall provide information to the full school board as to the status of school board member training credits under an appropriately worded agenda item. The report shall include the number of new or incumbent credits, as well as the number of continuing education credits each board member has earned. This report shall be provided to the members of the board of education at the August, November, February, and May regular meetings of the board of education.

By March 1, the Oklahoma State Department of Education will notify school board members who have not yet completed training requirements that they are required to do so. If the board member fails to earn training credits in the timeline set by statute, the Oklahoma State Department of Education will notify by certified mail the school boards and the superintendent that a board member has failed to earn the required training credits. The board of education will then have sixty (60) days from the final date that the member has to complete the requirements as indicated by receipt of the certified notice from the State Board of Education to declare the seat vacant.

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

**BOARD OF EDUCATION
CLERK
(REGULATION)**

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

1. It shall be the duty of the clerk of the board of education to attend all meetings of the board and to countersign all warrants for school moneys drawn upon the treasurer by the board; and perform such other duties as the board may direct.
2. The clerk shall, in addition to performing the duties specifically imposed upon him/her by the school code, cooperate with the superintendent of schools, the board treasurer, the minutes clerk, and the encumbrance clerk in the management of the business affairs of the school.
3. The clerk shall attest, in writing, the execution of all deeds, contracts, reports, and other instruments that are to be executed by the board of education.
4. The clerk shall furnish, whenever requested, any and all reports concerning the school affairs, on such forms and in such manner as the State Board of Education or the Superintendent of Public Instruction may require.
5. The clerk is authorized to destroy all claims, warrants, contracts, purchase orders and any other financial records, or documents, including those relating to school activity funds, on file or stored in the offices of the board of education of such district for a period of longer than five (5) years.
6. Performs such other duties as are required by the board of education.

REFERENCE: 70 O.S. §5-119, §5-122

SCHOOL BOARD INTERNAL ORGANIZATION

The Cashion Board of Education shall be reorganized at the first meeting following the annual school election and certification of election of new members. The term of office of newly elected board members shall begin at the first regular, special, or emergency board meeting after the member has been certified as elected. At each annual reorganization of the board of education, the superintendent of schools shall publicly notify new school board members of their education requirements and incumbent school board members of their continuing education requirements. The superintendent shall regularly notify board members of their continuing education status.

The superintendent of schools shall be responsible for notifying the State Department of Education of all changes in board membership.

The board shall organize itself by electing from among its own members, a president and two vice-presidents whose duties are subsequently defined. The board shall appoint outside board membership, a clerk who shall serve until a successor is appointed and qualified. The board shall appoint a treasurer for the district and, in its discretion, an assistant local treasurer of the district, each of whom shall serve at the pleasure of the board.

Board President

1. The president of the board shall serve as presiding officer and manager of routine work of the board, sign all contracts, sign all warrants authorized by the board to be drawn on the treasurer of the school, serve as spokesman of the board, and perform other duties delegated to the office by state law or by order of the board.
2. The president shall have the obligation to communicate with the superintendent immediately upon notification of any violation of school board policies or school laws of Oklahoma.
3. The president shall have authority to appoint a member or members as ex officio representatives of the board of education to other organizations of the community such as the recreation board, master planning board, etc., who request such representation.

Board Vice-president

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

REFERENCE: 70 O.S. §5-107A

70 O.S. §5-119

70 O.S. §5-120

70 O.S. §5-121

HEALTHY AND FIT SCHOOL ADVISORY COMMITTEE

In accordance with state law, the Cashion Board of Education has established a Healthy and Fit School Advisory Committee to be composed of at least six members. The committee may include teachers, administrators, parents of students, health care professionals, and business community representatives.

The purpose of the Healthy and Fit School Advisory Committee is to study and make recommendations to the school principal regarding:

- Implementation of the Health Education Act of 2021 as set forth in 70 O.S. §§ 11-103.12, 11-103.13, and 11-103.14.
- Physical education and physical activity
- Nutrition and health services

The committee shall make its recommendations (*annually*) (*as needed*) (*by a specified date*). The principal shall give consideration to recommendations of the committee.

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

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

NOTE 1: Career-Technology Centers adopting this policy should designate the district administrator with whom reports are to be filed.

NOTE 2: District boards of education should establish the appropriate reporting procedures following the presentation of recommendations to the principal or other school administrator. These procedures may include preparation of a report to be presented to the board of education.

NOTE 3: District boards of education may combine the Healthy and Fit School Advisory Committee with the Safe School Committee.

SAFE SCHOOL COMMITTEE

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

1. Unsafe conditions, possible strategies for students, faculty and staff to avoid physical and emotional harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school;
2. Students bullying at school;
3. Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying;
4. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams and resources that include counselors and other behavior health and suicide prevention resources within or outside the school system;
5. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines; and
6. Professional development needs of faculty and staff to recognize and report suspected human trafficking.

The committee shall meet each semester.

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

1. Study unsafe conditions in the schools, student victimization, school violence, and other issues concerning school safety.
2. Make recommendations to the principal regarding possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety, and methods to encourage the involvement of the community members and students.
3. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. The State Department of Education will provide a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education.
4. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.
5. Study and make recommendations to the school district board of education regarding the development of a rape or sexual assault response program that may be implemented at the school site.

The principal shall give consideration to recommendations of the committee.

REFERENCE: 70 O.S. §24-100.5

HEALTHY AND FIT SCHOOL ADVISORY COMMITTEE/SAFE SCHOOL COMMITTEE

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

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

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

1. Health Issues
 - A. Implementation of the Health Education Act located at 70 O.S. §§ 11-103.12, 11-103.13, and 11-103.14.
 - B. Physical education and physical activity
 - C. Nutrition and health services
2. Safety Issues
 - A. Unsafe conditions, possible strategies for students, faculty and staff to avoid physical and emotional harm at school, student victimization, crime prevention, school violence, and other issues that prohibit the maintenance of a safe school;
 - B. Student bullying at school;
 - C. Professional development needs of faculty and staff to implement methods to decrease student bullying; and
 - D. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams and resources that include counselors and other behavior health and suicide prevention resources within or outside the school system.
 - E. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines.
 - F. Professional development needs of faculty and staff to recognize and report suspected human trafficking.

The committee shall meet *(annually) (as needed) (each semester) (by a specified date)*.

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

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

1. Study unsafe conditions in the schools, student victimization, school violence, and other issues concerning school safety.
2. Make recommendations to the principal regarding health issues and services, possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety and student health, and methods to encourage the involvement of the community members and students.
3. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. The State Department of Education will provide a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education.
4. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.
5. (Optional language) Study and make recommendations to the school district board of education regarding the development of a rape or sexual assault response program that may be implemented at the school site.

The principal shall give consideration to recommendations of the committee.

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

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

BOARD OF EDUCATION MEETINGS TELECONFERENCING OR VIDEOCONFERENCE REGULATIONS

Until November 15, 2020 or the Governor declaring the state of emergency to be terminated, whichever comes first the board of education may hold meetings by either teleconference or videoconference if each member of the school board is audible or visible to each other and the public. If at any time the audio connection is disconnected, the meeting shall be stopped and reconvened once the audio connection is restored.

Agendas shall be posted on the district's website at www.cashionps.org and at the principal office of the school district in accordance with the Oklahoma Open Meeting Act. The board is not required to make the notice of the meeting available to the public in the principal office of the district or at the location of the meeting during normal business hours.

The meeting notice and agenda shall indicate if the meeting will include teleconferencing or videoconferencing. The notice and agenda shall also indicate each member of the board who will be appearing remotely and whether the member will be attending via videoconference or teleconference. The notice and agenda shall also include the identity of the member or members who will be physically present at the meeting site, if any.

After the meeting notice and agenda are prepared and posted as required by law, members of the board cannot alter their method of appearance unless a member who was planning to attend remotely would like to physically appear at the meeting site.

The public shall be allowed to participate and to speak at meetings, in the same manner and to the extent possible as the public is allowed to participate or speak under the district's public participation policy.

Any materials that will be shared electronically between members of the board of education during a meeting utilizing teleconferencing or videoconferencing shall be immediately available to the public in the same form shared with the members of the public body. The only exception to this would be any documents that are shared in a lawfully convened executive session under an appropriately worded agenda item.

All votes of the board shall be via roll call vote and shall be recorded in the minutes.

The board of education can conduct an executive session utilizing teleconference or videoconference. The meeting notice and agenda shall indicate if the executive session will include teleconferencing or videoconferencing. The notice and agenda shall also state:

1. The identity of each member appearing remotely,
2. The method of each member's remote appearance,
3. And whether any member will be physically present at the meeting site, if any, for the executive session.

The public meeting held by videoconference or teleconference shall be recorded either by written, electronic, or other means.

BOARD OF EDUCATION MEETINGS VIDEOCONFERENCE REGULATIONS

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

1. Each board member must be visible to each other member and to the public via a video monitor.
2. No less than a quorum of board members must be present in person at the meeting site.
3. The agenda posted for the meeting must indicate that the meeting will include videoconferencing locations and shall state:
 - A. The location, address, and telephone number of each available videoconference site, and
 - B. The identity of each board member and the specific site from which each board member shall be physically present and participating in the meeting.
4. After the agenda is prepared and posted, no board member shall be allowed to participate in the meeting from any location other than the specific location posted on the agenda.
5. In order to allow the public the maximum opportunity to attend and observe each board member carrying out official duties, a board member or board members desiring to participate in a meeting by videoconference must do so from a site and room from within the district or political subdivision from which elected or appointed.
6. The site and room where a board member is present for the meeting must be open and accessible to the public and the public must be allowed into that site and room. The board of education may provide additional videoconference sites as a convenience to the public, but additional sites must not be used to exclude or discourage public attendance at any videoconference site.
7. The public must be allowed to participate and speak, as allowed by board policy, in the meeting at the videoconference site in the same manner and to the same extent the public is allowed to participate or speak in a meeting that is held on-site. (See also policy BED and BED-R.)
8. Any materials shared electronically between board members, before or during the videoconference, must also be immediately available to the public in the same form and manner as shared with the board members.
9. All votes occurring during any meeting conducted using videoconferencing must occur and be recorded by roll call vote.
10. Executive sessions cannot be conducted if a board meeting is being held via videoconference.

~~BOARD OF EDUCATION MEETINGS~~ **~~TELECONFERENCING OR VIDEOCONFERENCE REGULATIONS~~**

~~Until November 15, 2020 or the Governor declaring the state of emergency to be terminated, whichever comes first the board of education may hold meetings by either teleconference or videoconference if each member of the school board is audible or visible to each other and the public. If at any time the audio connection is disconnected, the meeting shall be stopped and reconvened once the audio connection is restored.~~

~~Agendas shall be posted on the district's website at _____ and at the principal office of the school district in accordance with the Oklahoma Open Meeting Act. The board is not required to make the notice of the meeting available to the public in the principal office of the district or at the location of the meeting during normal business hours.~~

~~The meeting notice and agenda shall indicate if the meeting will include teleconferencing or videoconferencing. The notice and agenda shall also indicate each member of the board who will be appearing remotely and whether the member will be attending via videoconference or teleconference. The notice and agenda shall also include the identity of the member or members who will be physically present at the meeting site, if any.~~

~~After the meeting notice and agenda are prepared and posted as required by law, members of the board cannot alter their method of appearance unless a member who was planning to attend remotely would like to physically appear at the meeting site.~~

~~The public shall be allowed to participate and to speak at meetings, in the same manner and to the extent possible as the public is allowed to participate or speak under the district's public participation policy.~~

~~Any materials that will be shared electronically between members of the board of education during a meeting utilizing teleconferencing or videoconferencing shall be immediately available to the public in the same form shared with the members of the public body. The only exception to this would be any documents that are shared in a lawfully convened executive session under an appropriately worded agenda item.~~

~~All votes of the board shall be via roll call vote and shall be recorded in the minutes.~~

~~The board of education can conduct an executive session utilizing teleconference or videoconference. The meeting notice and agenda shall indicate if the executive session will include teleconferencing or videoconferencing. The notice and agenda shall also state:~~

- ~~1. The identity of each member appearing remotely;~~
- ~~2. The method of each member's remote appearance;~~
- ~~3. And whether any member will be physically present at the meeting site, if any, for the executive session.~~

~~The public meeting held by videoconference or teleconference shall be recorded either by written, electronic, or other means.~~

REQUEST TO ADDRESS BOARD OF EDUCATION

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

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

(Date)

(Name)

(Street Address)

(City)

(State)

(Zip)

(Representing)

**CASHION BOARD OF EDUCATION MEETINGS
PUBLIC PARTICIPATION
(REGULATION)**

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

1. Any individual wishing to address the board of education shall communicate such wish to the superintendent by letter. The letter must state the nature of the matter to be discussed, the full name of the person making the request, and what is expected from the board. The letter must be received by the superintendent at least **5 days** prior to the next regularly scheduled meeting in order to be placed on the agenda. (The agenda must be posted twenty-four business hours prior to the meeting.) The superintendent must inform the board president of any individual or organization denied the opportunity to address the board of education.
2. The board clerk shall ask all visitors to list their names in the visitor's register.
3. Board members and administrative staff will not respond to questions from the public at the board meeting. Proper questions from members of the public may be referred to the superintendent for later report to the board. The board will not, in most instances, be able to vote on matters brought forward by the public during public participation time if such matters are not specific agenda items. Such items may be placed on the agenda for the next meeting.
4. The president of the board shall recognize speakers, maintain proper order, and adhere to time limits, if any established by the board. Specifically, the president may require all proponents of one side of an issue to elect one spokesperson. Repetitive comments by consecutive individuals will not be allowed.
5. Members of the public shall not be recognized while the board is conducting its official business.

**BOARD OF EDUCATION MEETING
PUBLIC PARTICIPATION**

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

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

REFERENCE: 70 O.S. §5-118

BOARD POLICIES

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

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

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

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

REFERENCE: 70 O.S. §5-105, et seq.

**BOARD OF EDUCATION
EXECUTIVE OFFICER - SUPERINTENDENT**

The Cashion Board of Education recognizes that the superintendent of schools is the executive officer of the board of education and the administrative head of the school system. The superintendent must hold an administrator's certificate recognized by the State Board of Education. If the superintendent is employed for the first time in Oklahoma, he or she must attend training seminars as required by the Oklahoma Department of Education. The following duties have been established for the office of the superintendent of schools:

1. The renewal of the superintendent's contract shall be considered by the board in accordance with the superintendent's contract and announced or tabled annually. It is the duty of the president of the board to notify the superintendent as soon as possible following the board's decision.
2. The superintendent is the executive officer of the board and the leader of the educational forces of the community. The board shall seek the superintendent's recommendation on school matters.
3. The superintendent shall attend all meetings of the board, be a nonvoting member, and advise the board on all school matters.
4. The superintendent shall make recommendations to the board of candidates for principal, teacher, and supervisory positions, as well as other employees of the school system as the need arises. The board shall not normally employ a school employee against the recommendation of the superintendent. The board will direct the superintendent to make additional recommendations if necessary.
5. The superintendent shall devote himself or herself to the study of public educational trends, keep the board informed on conditions of the schools of the district, and present recommendations for the determination of policy. The superintendent shall, once policies have been established, devise ways and means for their operation and make periodic reports on the success of such policies.
6. All purchases of supplies, materials, or equipment shall be made on authority of a purchase order approved by the superintendent, within the limits established by the board.
7. Responsibility for the operation and maintenance of the child nutrition program is delegated to the superintendent. Monthly reports regarding the financial status of the program shall be made available to the board of education.
8. The superintendent shall, each year, compose a calendar reflecting the days on which school will be dismissed, when school will end for the year, etc. The calendar shall be subject to approval by the board of education.
9. The superintendent shall prepare procedures for admitting non-resident children who apply for permission to attend school in this district and for the transfer of children who apply to attend schools in other districts.
10. The superintendent shall be responsible for the supervision of student disciplinary actions.
11. The superintendent shall be responsible for providing the ways and means for teaching the subjects required by the State Board of Education and such other subjects as may be designated or approved by the board of education.

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

12. The superintendent shall administer a complete curriculum as adopted by the board of education, in conformity with the regulations established by the State Department of Education.
13. The superintendent shall have all school accounts audited each year and a copy of it filed with the secretary of the board of education.
14. The superintendent shall visit personally all the schools sites of the district as often as practical
15. The superintendent shall secure adequate plant facilities; standardize supplies, equipment and other materials used in the school; and formulate standard procedures for purchasing equipment in all departments of the school.
16. The superintendent shall prepare a well-coordinated budget by requiring the various divisions of the school system to participate in its development. At least quarterly, the superintendent shall provide to the board a financial analysis indicating the expenditures of the district and an opinion of the general financial condition of the district.
17. The superintendent shall have the authority to close any of the public schools in case of emergency.
18. The superintendent shall promote and model a culture of inclusion and equality for all students, families, employees and the community, including through the development and implementation of policies and practices that embrace diversity and honor individual differences.

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

SCHOOL SOCIAL MEDIA ACCOUNTS

The school district's social media accounts shall be monitored by the superintendent or superintendent's designee. Any social media accounts created shall be subject to all applicable state and federal laws. The school district is creating a limited public forum which allows for the communication of issues from the school district to the public. The school district will carefully monitor use as the social media accounts are to be utilized to communicate school events, activities, and operations to the public.

SCHOOL DISTRICT APPROVED SOCIAL MEDIA ACCOUNTS

Any employee who wishes to create a social media account to be utilized with operations of the school district, a classroom activity, or an extracurricular club or group associated with the school district shall comply with all District policies and state laws on the use of district-owned hardware, software and networks apply, as relevant, to the use of social media for a school, class or program.

Initially, the employee shall notify the Superintendent or Building Principal of a request to establish a social media site for a school, class or program.

Employees shall be prohibited from using a personal Facebook page or personal social media account for school-related purposes.

All social media accounts created shall have expectations for acceptable use listed on the social media site that are compliant with the District's expectations for acceptable use.

Accounts created shall not include posts that advocate for or against a political candidate or ballot initiative.

Employees and students shall refrain from posting or otherwise publishing images that include students without parental release forms on file for the specific social media site that was created.

The site's security settings should allow only approved participants access to the site. A building administrator must be approved as a participant for supervisory purposes.

All school policies regarding appropriate behavior in school or the classroom should be applied online. Students shall be disciplined for inappropriate posts or uploads which would violate district disciplinary policies.

Prior to use of the school district's logo or school-specific logos or mascots approval is required from the superintendent.

**EXPENDITURE OF DISTRICT FUNDS
(REGULATION)**

District funds will be allocated for administrative costs according to provisions in 70 O.S. §18-124, which defines administrative costs as “costs associated with staff for the board of education, the secretary/clerk for the board of education, staff relations, negotiations staff, the superintendent, and immediate staff for the superintendent, any elementary superintendent or any assistant superintendent, any employee of a school district employed as a director, coordinator, supervisor, or who has responsibility for administrative functions of a school district; and any consultant hired by the school district.” Legal services for the district are not included in “administrative costs.” A superintendent who spends part of the time performing exempted nonadministrative services such as teaching in the classroom, serving as a principal, counselor, or library media specialist, can code up to forty percent (40%) of their salary to other nonadministrative functions.

The superintendent or designee will determine and certify the ADA (average daily attendance) - and will limit administrative costs to the percentage of the total amount of district expenditures as allowed by law.

If ADA was

1500 or more	no more than 5% of total expenditures will be used for administrative costs
500 – 1499	no more than 7% of total expenditures will be used for administrative costs
less than 500	no more than 8% of total expenditures will be used for administrative costs

LEGAL REFERENCE: 70 O.S. § 18-124

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

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

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

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

LEGAL REFERENCE: **Sections 1118 and 8521 of ESSA**

GRANT POLICIES AND PROCEDURES

GRANT SUBMISSIONS

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

Applicants must obtain approval from the Superintendent prior to submitting a grant proposal or application to **any** funding source. To ensure that each proposal from the school district represents the highest quality possible, the final draft of each grant application will be reviewed by the Superintendent or designee. Proposals requiring approval or signature of the Board of Education must be submitted a minimum of **7 days** prior to a board meeting.

NOTICE OF GRANT AWARD OR REJECTION

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

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

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

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

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

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

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

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

INTERNAL CONTROLS

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

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

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

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

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

Control Environment

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

Risk Assessment

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

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

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

INTERNAL CONTROLS (Cont.)***Control Activities***

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

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

Information and Communication

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

Monitoring

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

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

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

Responsibility

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

Components of the Control Activity

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

INTERNAL CONTROLS (Cont.)

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

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

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

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

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

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

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

INTERNAL CONTROLS (Cont.)

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

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

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

Risk Assessment

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

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

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

Managing an Audit

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

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

Access to Records by Auditor

Ensure original documents do not leave department premises without prior approval. If a request is ambiguous, ask the auditor for the purpose of reviewing the document. Be prepared to recommend alternate documents that would achieve the auditor's purpose. Unless absolutely necessary, do not allow full access to your file drawers, storerooms, etc. Auditors are expected to obtain permission and state their objective for accessing these areas. Have documents available upon their arrival. Maintain a list of records provided to the auditor. Review records you are providing to anticipate questions. If records will hurt the School District's interest, notify department management of the issue.

Responding to Audit Findings

Keep informed of issues throughout the audit. Ensure an exit interview is held. Use it to verify facts and respond to the audit. Ask a representative from the Treasurer's Office to attend if there are questioned or disputed findings.

INTERNAL CONTROLS (Cont.)

Ask for time to review findings, and then re-verify calculations and source data. Concede valid findings, but do not speculate on whether they apply to other areas on campus. Discuss with the auditor the dispositions of audit issues, i.e. verbal comment, exit item, management summary or report item. If necessary, appeal the auditor's conclusion with their supervisors.

“Must Do” Management Actions**‘Hard’ Controls (Mandatory Internal Control and Checks and Balances)**

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

INTERNAL CONTROLS (Cont.)

- c. Establish a mechanism for ensuring that all departmental purchases are appropriate.
- d. All contracts and credit applications require Treasurer's Office approval.
- e. **Always submit original receipts as proof of payment.**
- 9. List and account for each equipment asset and its location valued at less than \$25,000 (assets not included on the School District's inventory listing).
- 10. Reconcile external bank accounts and credit card transactions (if applicable) at least monthly.
 - a. Establish procedures to ensure that cardholders comply with the reimbursable business expense policy.

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

- 1. Complete an Annual Risk Assessment and/or Internal Control Review at least annually.
- 2. Be familiar with the Policies and Procedures of the School District.
- 3. Avoid circumventing any established internal controls over department operations.
- 4. Review operational processes on a continuous basis for duplication of effort.
- 5. Identify strengths/weaknesses within your employee pool and re-organize duties accordingly to develop a stronger team. Encourage employees to participate in professional development activities.
- 6. Be alert to fraud risks and 'red flags' for fraud occurring in your unit's operations.
- 7. On a regular basis budget/analyze the actual revenue and expenditures to the amount of budgeted revenue/expenditures (i.e. financial analysis).
- 8. Provide relevant financial reports/status updates to appropriate Dean/Director on a regular basis.
- 9. Document all reconciliation's, verifications, approvals, etc. to assure a defined audit trail of all transactions exit.

LEGAL REFERENCE: 2 C.F.R. § 200.303

MANAGEMENT AND INVESTMENT OF FUNDS

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

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

1. Direct obligations of the United States government to the payment of which the full faith and credit of the Government of the United States is pledged; provided, a treasurer of a school district who has completed the appropriate training offered by the State Department of Education may invest funds in the investment account in other obligations of the United States Government, its agencies or instrumentalities;
2. Obligations to the payment of which the full faith and credit of this state is pledged;
3. Certificates of deposit of banks when such certificates of deposit are secured by acceptable collateral;
4. Savings accounts or savings certificates of savings and loan associations to the extent that such accounts or certificates are fully insured by the Federal Savings and Loan Insurance Corporation;
5. Repurchase agreements that have underlying collateral consisting of those items specified in paragraphs 1 and 2 including obligations of the United States, its agencies and instrumentalities, and where the collateral has been deposited with a trustee or custodian bank in an irrevocable trust or escrow account established for such purposes;
6. County, municipal, or school district direct debt obligations for which an ad valorem tax may be levied or bond and revenue anticipation notes, money judgments against such county, municipality or school district ordered by a court of record or bonds or bond and revenue anticipation notes issued by a public trust for which such county, municipality or school district is a beneficiary thereof;
7. Money market mutual funds regulated by the Securities and Exchange Commission and which investments consist of obligations of the United States, its agencies and instrumentalities, and investments in those items and those restrictions specified in paragraphs 1 through 6;
8. Warrants, bonds, or judgments of the school district; or
9. Qualified pooled investment programs, the investment of which consist of those items specified in paragraphs 1 through 8 as well as obligations of the United States agencies and instrumentalities, regardless of the size of the district's budget. To be qualified, a pooled investment program for school funds must be governed through an interlocal cooperative agreement formed pursuant to 70 O.S. § 5-117b and the program must competitively select its investment advisors and other professionals. Any pooled investment program must be approved by the board of education.

MANAGEMENT AND INVESTMENT OF FUNDS (Cont.)

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

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

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

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

**REFERENCE: 62 O.S. §471
70 O.S. §5-115**

THIS POLICY REQUIRED BY LAW.

PUBLIC GIFTS/DONATIONS TO THE SCHOOLS (REGULATIONS)

The following basic principles shall apply to all gifts accepted by the school district:

1. Gifts to employ “regular” full- or part-time personnel shall be discouraged.
2. Gifts that involve significant costs for installation or maintenance, or initial or continuing financial commitments from school funds shall be discouraged.
3. Gifts to individual members of the staff by students, parents, or organizations shall be discouraged. (See policy DHC.)
4. Gifts on a matching basis requiring money, property, or services by the district shall be discouraged.
5. Gifts to the school district become the property of the district and are subject to the same controls and regulations that govern the use of all district-owned property.
6. Any purchase to be funded by a cash donation must be processed in accordance with district policy. (See policy CHA.)
7. Gifts that meet the definition of a fixed asset as outlined in the district policy on inventories must be added to the school’s fixed assets inventory. (See policy CLB-R.)
8. Gifts with a value of \$1,000 or less will be accepted by the authority of the appropriate principal, director, or program manager. Gifts with a value in excess of \$1,000 but less than \$10,000 will be accepted by the authority of the superintendent or designee. Contributions with a value in excess of \$10,000 will be presented to and acted on by the board of education.
9. At the time of acceptance of the gift, there will be a definite understanding with regard to the use of the gift, including whether it is intended for the use of one particular school or all schools in the district. It is the responsibility of the appropriate principal, director, or program manager to approve and accept the gift, process the appropriate forms to update inventory, and to send an acknowledgment letter to the donor.

**PUBLIC GIFTS TO THE SCHOOLS:
DONATIONS OF MATERIAL/EQUIPMENT AFFECTING
BUILDING STRUCTURE OR MAINTENANCE
(REGULATIONS)**

Organizations desiring to donate equipment or materials that will affect the physical structure of a building, either in appearance or in operating maintenance expense, must have the project approved by the school administration.

Items to be donated must meet the technical specifications and standards of similar equipment or materials purchased by the board of education. If items are not new, the condition of the equipment or materials must be evaluated by qualified persons other than the organization making the donation.

The following procedures shall apply in filing a project request:

1. The organization desiring to make the donation must ensure the proposed project will not cause inequitable treatment of any student(s) or student group(s).
2. The organization will discuss the proposed project with the building principal prior to filing a request with the central office.
3. After discussion with the building principal, the organization will submit a written request to the director of property services specifying the type of item to be donated, the technical specifications of the item, and information regarding the installation, maintenance, and replacement of the item.
4. The request will be evaluated by a committee appointed by the superintendent or designee. The committee will use the following criteria in evaluating the proposed project:
 - A. Educational value to the student body;
 - B. Cost factors in relation to the board of education's approved budget:
 1. Immediate costs such as installation or remodeling,
 2. Long-range costs such as operation and maintenance,
 3. Replacement costs when the item is no longer operable;
 - C. Technical quality of the proposed donated item;
 - D. Commitment of the donating organization to continuance of the project.
5. Based upon the committee's evaluation and recommendations, the superintendent will approve or disapprove the request. If the request is disapproved, the committee will make recommendations to the requesting organization as to requirements necessary to approve the request.
6. If a project is disapproved by the committee and the superintendent, the requesting organization may appeal the decision to the board of education.

PUBLIC GIFTS/DONATIONS TO THE SCHOOLS

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

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

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

The district reserves the right to accept or decline any proposed gifts. In determining whether a gift will be accepted, consideration shall be given to district policies, goals, and objectives (with particular emphasis on the goal of providing equal educational opportunities to all students) and adherence to the basic principles outlined in board-approved regulations (see CDC-R1).

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

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

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

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

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

ANNUAL BUDGET

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

1. Actual revenues and expenditures for the immediate prior fiscal year;
2. Revenues and expenditures for the current fiscal year as shown by the budget for the current year as adopted or amended;
3. Estimates of revenues and expenditures for the budget year.

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

1. Valuation of the school district by county and classification, excluding homestead exemptions;
2. Bonded debt and judgments outstanding, including interest rates by maturity;
3. Matured debt and judgments;
4. Sinking fund balance, including cash and investments;
5. Sinking fund levy calculations, including surplus/deficit, principal accrual, annual interest, judgment installment and interest, total net levy and delinquency;
6. Levies in millage for general fund, building fund and sinking fund;
7. Millage adjustment factor, if applicable;
8. Previous year sinking fund collections, including total proceeds as certified, additions or deductions, reserve for delinquent tax, reserve for protest pending, tax apportioned, net balance in process of collection, and excess collections; and
9. Surplus analysis, including itemized sources of excess and deductions.

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

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

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

ANNUAL BUDGET (Cont.)

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

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

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

ANNUAL STATISTICAL/FINANCIAL REPORTS

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

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

REFERENCE: 70 O.S. §5-128
70 O.S. §5-134.1

**AFFIDAVIT FOR LOST OR
DESTROYED WARRANT OR VOUCHER**

STATE OF OKLAHOMA §
 §
COUNTY OF _____ §

I, _____, the undersigned person, being of lawful age, being first duly sworn, on oath, state that I am a payee on a school district issued warrant or check has been lost or destroyed. The facts surrounding the loss or destruction of the initial document are as follows:

I acknowledge that willful misstatement in this affidavit, known by me to be false, may be cause for legal action to be taken.

Affiant

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

Notary Public or officer administering oath

My commission expires:

(Seal)

EXEMPT FOOD FUNDRAISERS

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

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

ACTIVITY FUNDS

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

At the beginning of each fiscal year, the board shall approve all school activity fund subaccounts, all subaccount fund raising activities and all purposes for which the monies collected in each subaccount can be expended. The board will approve any activity fund raising events during the fiscal year. This includes any fundraiser that an employee wishes to create utilizing online services. Prior to creating an online fundraiser at sites such as "GoFundMe" or similar websites, an employee shall make a formal request to the superintendent or superintendent's designee. The superintendent shall process the request and make a determination as to whether the request will be submitted to the board of education for approval. If approved by the board of education, the employee in consultation with the administration of the school district, shall create an online fundraiser which will be subject to all state laws and district policies.

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

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

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

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

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

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

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

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

These provisions shall not apply to funds collected by student achievement programs or parent-teacher associations and organizations that are sanctioned by the board of education. Guidelines adopted by the board for the sanctioning

ACTIVITY FUNDS (Cont.)

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

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

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

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

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

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

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

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

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

1. The accounting system will be under the direction of one individual (activity fund custodian), who is responsible for keeping all accounts and preparing all financial reports. The activity fund custodian may delegate some of these duties to a central bookkeeper.
2. Records will be maintained and will include books of original entry, a general ledger, cash receipts records, expenditure records, and subsidiary ledgers.
3. Summary financial reports will be prepared on a monthly and annual basis.
4. Records will reflect that the budget has been planned and adopted cooperatively by students, sponsors, and school officials.
5. A centralized system of accounting and uniform method of handling funds shall be used.
6. Pre-numbered receipts for all money received will be utilized.
7. All money received will be deposited in the bank in a single account, in the name of Cashion School Activity Fund.

ACTIVITY FUNDS (Cont.)

8. All expenditures will be substantiated by an invoice or a signed receipt.
9. Pre-numbered checks will be used for all disbursements.
10. Two designated signatures will be required to authorize each expenditure.
11. All spoiled pre-numbered receipts will be marked void and will be retained.

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

SANCTIONING OF PARENT ORGANIZATIONS AND BOOSTER CLUBS

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

1. The organization must be managed or operated by adults, rather than students, and will present its by-laws and/or constitution to the board of education. These will clearly identify the organization as a parent organization or booster club separate from school district student organizations and will provide details of the structure of the organization including:
 - A. Officers and their duties;
 - B. Election of officers and term limits;
 - C. Purpose and goals;
 - D. Dues structure, if any;
 - E. Intended use of funds generated by the organization.
2. The organization must include one representative from the school faculty as a sponsor.
3. No fund raising activities will be conducted within the school by the organization during school hours and students will not participate during regular class periods.
4. The organization may not use school materials in advertising its activities. Use of school property by the organization for its activities will meet all regulations established by the board. (See policy GK.)
5. All funds raised by the organization will be used to achieve the stated purposes and goals of the organization. No administrative fees or stipends to officers or others will be permitted.
6. The organization must maintain bank, financial, and tax exempt status separate from the school. The organization will provide to the board of education, annually or upon request, a complete set of financial records or detailed treasurer's report.

SANCTIONING OF PARENT ORGANIZATIONS AND BOOSTER CLUBS (Cont.)

7. Any plan, project, or movement instituted to expand, modernize, renovate, or render maintenance to school-controlled and/or owned properties, or provide academic achievement awards and other educational recognition to students or student bodies will be presented to the board of education in official session for its consideration, comment, evaluation, approval, and sponsorship. This must be done before any public announcement is made.
8. In no manner will board sanctioning of an organization preclude the organization from compliance with state and federal laws as they pertain to equal opportunity and treatment of all students. Gifts or services provided to the school should benefit both boys' and girls' activities.
9. The board of education reserves the right to revoke the sanctioning of any organization if it is found that the organization's operations and purpose are not consistent with the policies and procedures adopted by the board of education.

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

THIS POLICY REQUIRED BY LAW.

SALARY DEDUCTIONS

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

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

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

AFFIDAVIT

Any contract entered into in the amount of \$25,000.00 or more requires the following sworn statement:

STATE OF OKLAHOMA)
)§
COUNTY OF KINGFISHER)

The undersigned (architect, contractor, supplier, or engineer), being of lawful age, being first duly sworn, on oath states that this contract is true and correct. Affiant further states that the (work, services, or materials) will be (completed or supplied) in accordance with the plans, specifications, orders or requests furnished the affiant. Affiant further states that s(he) has made no payment directly or indirectly to any elected official, officer, or employee of the school district, of money or any other thing of value to obtain or procure the contract or purchase order.

Contractor, supplier, engineer, or architect

Subscribed and sworn to before me this _____ day of _____, 2_____.

Notary Public (or Clerk or Judge)

My commission expires:

(Seal)

In lieu of the foregoing a statement containing the same information is to be signed by the vendor.

PURCHASING AND DISTRIBUTION

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

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

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

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

PETTY CASH ACCOUNTS

The Cashion Board of Education has established a petty cash fund subject to the following limitations:

1. The account will be maintained at a maximum cash level of \$200.00.
2. No single expenditure will exceed \$75.00.
3. No more than \$2500.00 of petty cash funds will be spent in any one school year.
4. The petty cash account will be reconciled daily with receipts attached to each transaction.

BIDS AND QUOTATIONS

No expenditure involving an amount greater than \$500.00 shall be made except in accordance with the provisions of a written contract or purchase order, and no contract involving an expenditure of more than \$100,000 for the purpose of erecting a building or making any improvements on school buildings or construction trade contracts or subcontracts exceeding \$50,000, shall be made except upon sealed proposals and to the lowest or best responsible bidder. This does not prohibit the district from erecting a building or making improvements on a force account basis.

Public construction contracts equal to \$50,000 but less than \$100,000 shall be let and awarded to the lowest responsible bidder by receipt of written bids or awarded on the basis of competitive quotes to the lowest responsible qualified contractor. Public construction contracts for less than \$25,000 may be negotiated with a qualified contractor. Public construction contracts are any contract for the purpose of making any public improvements or constructing any public building or making repairs to or performing maintenance on any school-owned building.

If a public construction contract for minor maintenance or minor repair work to district property is less than \$25,000, a contract may be negotiated with a qualified contractor. No work shall be commenced until a written contract is executed and proof of insurance has been provided by the contractor to the school district's business office.

The school board may provide for a local bid preference of not more than five percent of the bid price if the board determines that there is an economic benefit to the local area or economy. The determination as to whether there is an economic benefit to the local area or economy will be based upon whether the local bidder employs residents of the school district as employees or independent contractors and whether such employment will benefit the school district.

The local bidder must be the second lowest qualified bid on the contract and must agree to perform the contract for the same price and terms as the bid proposed by the nonlocal bidder or contractor. Within the bid specifications the district must clearly state that the bid is subject to a local bidder preference law.

"Local bidder" means the bidding person is authorized to transact business in Oklahoma and maintains a bone fide establishment for transacting business within the state.

The term "force account" means the purchase of necessary materials, and the employment of necessary workmen, by the school district itself, rather than entering into a contract with a building or other contractor to construct the building or other improvement.

No contract involving sums in excess of \$100,000 shall be split into partial contracts involving sums below \$100,000 for the purpose of avoiding the requirements of the Public Competitive Bidding Act.

For the purposes of this policy, the term "improvements on school buildings" shall not include any of the following:

1. Portable, or otherwise moveable, buildings and structures;
2. Prefabricated metal buildings and structures, along with necessary utility services for such buildings or structures;
3. Roofs placed over existing roof structures; and
4. Other structures that can be disassembled after installation and removed without permanent damage to existing property.

For the purposes of the Public Competitive Bidding Act, where total payments of principal and interest are anticipated to exceed \$100,000 the lease purchase of items pursuant to paragraphs numbered 2 and 3 above must be competitively bid.

REFERENCE: 61 O.S. §102, §103, §107, §131
62 O.S. §430.1
70 O.S. §5-123

SELECTION OF A CONSTRUCTION MANAGER

The board of education shall consider the hiring of a construction manager from the file maintained by the Department of Real Estate Services of the Office of Management and Enterprise Services. A determination shall be made on a case-by-case basis as to how many construction manager candidates the board of education will seek proposals from. In reviewing proposals, the board of education shall evaluate the candidates:

1. Professional qualifications;
2. Licensing;
3. Registration;
4. Certifications;
5. Technical abilities;
6. Past experience relevant to the contemplated project.

Only those firms recognized as qualified construction managers by the Department of Real Estate Services of the Office of Management and Enterprise Services may be considered for selection as a construction manager. The board of education shall utilize the procedures described in Oklahoma law or may adopt procedures established by the Office of Management and Enterprise Services for state agencies.

The board of education shall select a construction manager based upon the professional qualifications and technical experience of the construction manager. The board of education, with the assistance of retained legal counsel, shall negotiate a contract with the highest qualified construction manager provided that a fee can be negotiated which is fair and reasonable to both parties. In the event a reasonable fee cannot be negotiated, the school board may negotiate with other construction managers in order of their qualifications.

REFERENCE: 61 O.S. § 62

BIDS AND QUOTATIONS (REGULATIONS)

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

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

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

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

1. Notice shall be published in a newspaper of general circulation and published in the county where the work or the major part of the work is to be done. The notice shall be published in two consecutive weekly issues of the newspaper with the first publication at least twenty-one (21) days prior to the date set for opening bids; and
2. Notice shall be sent to one in-state trade or construction publication for their use and information whenever the estimated cost of the contract exceeds Fifty Thousand Dollars (\$50,000).

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

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

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

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

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

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

CREDIT CARDS

It is the policy of the Cashion Board of Education that only the following credit card(s) will be used by designated / approved personnel of this school district:

1. Arvest Purchasing Card
2. Wal-Mart
3. Finishline Fuel card
4. Sams Club

The superintendent is the only district employee authorized to use or designate the use of the credit card(s).

The use of the credit card(s) by the superintendent will be carefully controlled. All usage of the credit card(s) will require the acquisition of an original invoice from the vendor in addition to the credit card invoice customer copy and a purchase order completed in advance. Purchases made with the credit card will not be reimbursed without both the original invoice and the customer copy of the credit card invoice and purchase order.

Employees, with the approval of the superintendent, may use the credit card to make approved purchases or register for a workshop or event. However, if an employee fails to attend the event, cancels an order, or cancels the registration, the employee shall be required to remit payment to the school district for any cancellation fees or penalties incurred and charged to the school district.

All bills received from oil companies or other credit card companies will be paid in full upon receipt and within the time period provided by the credit card company. The district shall not be responsible for any service charges for late payments.

SUSPENSION AND DEBARMENT COMPLIANCE

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

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

Certification Regarding Debarment, Suspension and Ineligibility

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

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

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

DISPOSAL OF SURPLUS SCHOOL PROPERTY

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

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

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

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

1. If the board of education receives a bid or offer in a public sale, private bid, or private sale for any real or personal property that it desires to accept, notice shall be provided to the lessee. The notice shall include the identity of the prospective purchaser, the terms and conditions of the proposed sale, and the purchase price to be paid by the prospective purchaser.
2. The lessee shall have thirty (30) days after receipt of the notice to inform the board of education that it elects to purchase the property on the same terms and conditions set forth in the notice. The board of education will then convey the property to the lessee on all the same terms and conditions. If any portion of the consideration included in the purchase price set forth in the notice is not in cash, then the lessee shall be entitled to pay the fair market value in cash of such noncash consideration.

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

SAFETY PROGRAM (REGULATION)

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

Safety Coordinator

1. A Safety Coordinator will be appointed and designated in writing. The coordinator will be responsible for administering the workplace safety program.
2. The coordinator will arrange for safety classes to be provided to all school district employees each quarter. Safety classes will be provided only during the school year. Certified personnel who are in compliance with federal OSHA occupational safety and health standards shall be exempt from such safety classes or instruction.
3. Special training for certain classes of employees, if any, designated by the Oklahoma Commissioner of Labor will be administered within the district or by the Francis Tuttle Career Technology Center in conjunction with the district.
4. No employee of this school district shall discharge, discriminate, or take adverse personnel action against any other employee because such employee has filed any complaint, or instituted or caused to be instituted any proceeding under or associated with this policy.
5. Within 48 hours after the occurrence of an employment accident that is fatal to one or more employees or that results in the hospitalization of five or more employees, the Safety Coordinator, the superintendent, or other designated employee will report such accident in writing to the Oklahoma Department of Labor.
6. The Safety Coordinator or the superintendent or other designated person will prepare or cause to be prepared an annual report of employee workplace injuries. The report will be forwarded to the Oklahoma Department of Labor.
7. The Safety Coordinator will conduct liaison with the Oklahoma Department of Labor to ensure continuing compliance with any rules and regulations of that department.

Responsibilities of the Buildings and Grounds Department

1. Maintain an overall safety program in maintenance and operation of buildings and grounds.
2. Provide specialized assistance as requested by building principals.

Responsibilities of Building Principals

1. Schedule regular inspections.
2. Post required state and federal safety regulations and maintain appropriate safety records.

SAFETY PROGRAM, REGULATION (Cont.)

3. Arrange the correction of defects reported by employees in the building either by using building personnel or requesting assistance from the buildings and grounds department.
4. Cooperate in the correction of defects reported by the district center buildings and grounds department or other governmental agencies.
5. Notify the fire department any time a fire, regardless of size, takes place in a building.
6. Designate smoking areas.

Responsibilities of Teachers and Counselors

1. Help students to develop confidence in their ability to take care of themselves and to be of help to others.
2. Be prepared to provide leadership and activities for students during a period of enforced confinement.
3. Be familiar with the psychological basis for working with students under the stress of emergency situations.
4. Be familiar with minimum first aid procedures.
5. Maintain good housekeeping practices to reduce hazards.
6. Help students to understand and interpret the emergency preparedness plan to parents.

Responsibility of School Nurse

1. Be prepared to render first aid, treat casualties, and identify and tag young children, unconscious persons, and others as indicated, and prepare patients for transportation to hospitals.
2. Participate as a health resource person in faculty studies in the area of curriculum development in determining how to best meet the need for emergency preparedness.
3. Assist the principal in determining the need for additional emergency supplies and equipment.

Responsibilities of Other Employees

1. Report promptly to the principal of the school or immediate supervisor any defects in buildings, grounds, or equipment that might prove injurious to the safety, health, or comfort of employees, pupils, or other persons.
2. Take reasonable precaution for the safe use of buildings, grounds, and equipment by students.

SAFETY PROGRAM, REGULATION (Cont.)Responsibilities of the Safe Schools Committee

1. Study unsafe conditions in the schools, student victimization, school violence, and other issues concerning school safety.
2. Make recommendations to the principal regarding possible strategies for students to avoid harm at school, crime prevention, professional development needs of the faculty and staff concerning school safety, and methods to encourage the involvement of the community members and students.
3. Review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. The State Department of Education will provide a list of research-based programs appropriate for the prevention of harassment, intimidation, and bullying of students at school. If the district implements a commercial bullying prevention program, it shall use a program listed by the State Department of Education.
4. Review the district's current safety policies and regulations and make recommendations to the administration regarding any changes needed related to the Department of Homeland Security's threat assessment level and required or proposed actions.

Responsibilities of Students

1. Do not abuse or misuse any safety equipment such as fire extinguishers, fire blankets, alarm systems, etc.
2. False setting off the fire alarm, misuse of the fire alarm system, fire extinguishers or other fire protection equipment, or setting a fire in the building or on the school grounds shall be considered grounds for expulsion.

REFERENCE: 40 O.S. §403

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

SAFETY PROGRAM

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

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

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

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

1. Unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school;
2. Student harassment, intimidation, and bullying at school;
3. Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying; and
4. Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams that include counselors and/or school psychologists.
5. Policies and regulations to be revised in light of the Department of Homeland Security's threat assessment guidelines.

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

SAFETY PROGRAM (Cont.)

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

NOTE: Burning candles on school property may lead to a potentially dangerous situation. As a result, the State Fire Marshal and the State Department of Education are encouraging school districts to prohibit the burning of candles on school property.

EMERGENCY PLANS (REGULATION)

The board recognizes it is a custodian of the next generation. Consequently, this imposes the responsibility to provide facilities, equipment, and training to minimize the effects of a disaster. It is the responsibility of the district to develop a school emergency plan that will provide as much protection as possible for children while at school and on their way to and from school, and to provide adequate instruction so that the school emergency plan may be carried out with the greatest possible speed and safety. Therefore, the following responsibilities are assigned:

Superintendent

1. Make annual recommendations for needed policy statements to the board.
2. Designate a staff member at each school site to act as school emergency coordinator.
3. Coordinate a school disaster plan with the local civil defense plan.
4. Act as liaison, or appoint a liaison, to coordinate with local civil defense and other officials.
5. Ensure a copy of the school disaster plan is filed at each site within the district.
6. Provide a copy of the district's plan to appropriate local emergency management officials.

Each Principal

1. Be informed concerning his or her responsibilities for organizing and implementing the emergency preparedness program in the school.
2. Select and assign faculty members to various positions of responsibility in accordance with the school plan.
3. Request needed emergency preparedness supplies and equipment and ensure the maintenance and replenishment of emergency supply kits.
4. Inform parents concerning the emergency plan program of the school through student/parent handbooks or other distributed information.

Each Teacher

1. Help students to develop confidence in their ability to take care of themselves and to be of help to others.
2. Be prepared to provide leadership and activities for students during a period of enforced confinement.
3. Be familiar with the psychological basis for working with students under the stress of emergency situations.
4. Be familiar with minimum first aid procedures.
5. Maintain good housekeeping practices to reduce hazards.
6. Help students to understand and interpret the emergency preparedness plan to parents.

EMERGENCY PLANS, REGULATION (Cont.)Custodians and Maintenance Personnel

1. Inspect facilities for structural safety and report defects.
2. Chart shutoff valves and switches for gas, oil, water, and electricity, and post charts so that other personnel may use them in an emergency.
3. Be prepared to assist in establishing school building security.
4. Be prepared to assist with emergency evacuations.
5. Be prepared to inspect the building following a disaster and report damage to the appropriate administrator(s).
6. Be ready to make emergency repairs to building services.

Cafeteria Manager and Assistants

1. Maintain an adequate supply of food and water for emergency use.
2. Be prepared for feeding services under emergency conditions.

Transportation Personnel

1. Ensure all vehicles are properly maintained and have at least a half tank of gas in the event of an emergency evacuation.
2. Be familiar with alternate routes of transportation from the school to alternate places of safety (police department, community shelter, local hospital, etc.)

EMERGENCY PLANS HOMELAND SECURITY (REGULATIONS)

To deal with the district's obligations to students, staff, and the community with regard to emergency preparedness and homeland security, the board of education has adopted the following.

Homeland Security Advisory System

Our nation has created the Department of Homeland Security, which has three primary missions:

- Prevent terrorist attacks within the United States;
- Reduce America's vulnerability to terrorism; and
- Minimize the damage from potential attacks and natural disasters.

A critical function of homeland security is to ensure that our state and local governments, police, fire departments, paramedics, and concerned citizens are able to connect with local people representing the department. The Department of Homeland Security has established assessment guidelines for five levels of threat to the nation. From time to time, the Director of Homeland Security may issue or change a national threat level alert. The five levels of threat alert are:

1. **Low Condition (Green).** This condition is declared when there is a low risk of terrorist attack. Federal departments and agencies should consider the following general measures in addition to the agency-specific protective measures they develop and implement:
 - A. Refining and exercising as appropriate preplanned protective measures;
 - B. Ensuring personnel receive proper training on the Homeland Security Advisory System and specific preplanned department or agency protective measures; and
 - C. Institutionalizing a process to assure that all facilities and regulated sectors are regularly assessed for vulnerabilities to terrorist attacks, and all reasonable measures are taken to mitigate these vulnerabilities.
2. **Guarded Condition (Blue).** This condition is declared when there is a general risk of terrorist attack. In addition to the protective measures taken in the previous threat condition, federal departments and agencies should consider the following general measures in addition to the agency-specific protective measures that they will develop and implement:
 - A. Checking communications with designated emergency response or command locations;
 - B. Reviewing and updating emergency response procedures; and
 - C. Providing the public with any information that would strengthen its ability to act appropriately.
3. **Elevated Condition (Yellow).** An Elevated Condition is declared when there is a significant risk of terrorist attack. In addition to the protective measures taken in the previous threat conditions, federal departments and agencies should consider the following general measures in addition to the protective measures that they will develop and implement:

EMERGENCY PLANS, HOMELAND SECURITY, REGULATIONS (Cont.)

- A. Increasing surveillance of critical locations;
 - B. Coordinating emergency plans as appropriate with nearby jurisdictions;
 - C. Assessing whether the precise characteristics of the threat require the further refinement of preplanned protective measures; and
 - D. Implementing, as appropriate, contingency and emergency response plans.
4. **High Condition (Orange).** A High Condition is declared when there is a high risk of terrorist attack. In addition to the protective measures taken in the previous threat conditions, federal departments and agencies should consider the following general measures in addition to the agency-specific protective measures that they will develop and implement:
- A. Coordinating necessary security efforts with federal, state, and local law enforcement agencies or any National Guard or other appropriate armed forces organizations;
 - B. Taking additional precautions at public events and possibly considering alternative venues or even cancellation;
 - C. Preparing to execute contingency procedures, such as moving to an alternate site or dispersing their workforce; and
 - D. Restricting threatened facility access to essential personnel only.
5. **Severe Condition (Red).** A Severe Condition reflects a severe risk of terrorist attack. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the protective measures in the previous threat conditions, federal departments and agencies also should consider the following general measures in addition to the agency-specific protective measures that they will develop and implement:
- A. Increasing or redirecting personnel to address critical emergency needs;
 - B. Assigning emergency response personnel and pre-positioning and mobilizing specially trained teams or resources;
 - C. Monitoring, redirecting, or constraining transportation systems; and
 - D. Closing public and government facilities.

EMERGENCY PLANS, HOMELAND SECURITY, REGULATIONS (Cont.)Severe Condition (“Red Alert”) Plan

Depending upon the circumstances and the nature of the attack, the first most important decision school administrators need to make is whether to stay put or get away. School district personnel should understand and plan for both possibilities. Decisions should be made using common sense and available information to determine if there is immediate danger.

In any emergency, local authorities may or may not be able to provide information immediately on what is happening and what should be done. However, radio and television news reports should be monitored for information or official instructions as they become available. The superintendent shall prepare administrative procedures as to monitoring methods (e.g., use of a television, radio, or Internet access), responsibilities (staff assigned), and circumstances (High Condition and/or Severe Condition alerts).

When specifically advised by local authorities, the schools will be evacuated or medical treatment will be sought for all persons on school property.

In the event the Department of Homeland Security issues a Severe Condition alert, this school district will follow the directives of local civil defense authorities. If immediate evacuation and closure of school buildings is required, appropriate transportation will be provided to established “safe areas” and parents will be notified via radio and/or television announcements. The schools in this district will remain closed until considered safe to re-open.

Emergency evacuation plans have been developed and will be implemented when appropriate to do so or when required by local authorities. Such plans include several routes and destinations in different directions from the school campus in order to provide options in the event of an emergency.

If directives are received that the school will activate “lockdown” procedures, staff and students will not be allowed to leave the premises and no persons will be allowed to enter without proper identification. All staff and students will be moved to secure areas of the school buildings where appropriate safety procedures will be implemented. Emergency supply kits will be maintained in each designated secure area. The district will also maintain food and water provisions to supply all staff and students for at least three days. Communications will be maintained with local authorities so that parents can be made aware their children are being protected.

EMERGENCY PLANS

The Cashion Board of Education has appointed a committee composed of the superintendent, each building principal, the director of maintenance, and other designated personnel for the purpose of developing and maintaining the district emergency plans. A Crisis Plan will be developed by local officials and the Safe School Committee that will ensure an established set of directives to guide the actions of those involved and responsible for the safety of students and property. Special drill activities related to fire safety and other emergencies will be planned and implemented by each principal, in association with the superintendent, director of maintenance, the fire marshal, or other civil authorities, to ensure orderly movement and placement of students to the safest available space(s) should an emergency occur, including, but not limited to, the following:

1. Severe weather
2. Fire
3. Flood
4. Terrorism
5. Missing student(s)
6. Suicide
7. Threatening persons
8. Weapons/explosives found on school site
9. Any other situation the Safe Schools Committee deems appropriate

The crisis/emergency plan will be kept on file at each school site and a copy will be provided to local emergency management officials. Additionally, the superintendent will maintain communication with other community agencies in order to share information on preparedness and planned procedures. It shall also be the responsibility of the superintendent to ensure that the schools work in cooperation with these other agencies during such emergencies.

Emergency preparedness should be discussed with teachers and students at least once per semester or as deemed necessary by the building administration. Each classroom shall have posted a copy of rules, evacuation signals, evacuation routes, and procedures to be followed for fire and tornado emergencies, terrorist attacks, and emergency evacuations. All teachers and staff members shall make themselves familiar with these procedures.

The board of education shall receive yearly reports from the superintendent as to the status of all emergency plans, which reports shall identify any safety needs for the school district.

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

SCHOOL SECURITY DRILLS

The following are the planned procedures for responding to a school campus intrusion/crisis. If a teacher, student, or administrator is made aware of an intruder, violence, weapons, acts of terrorism, or other crisis within the school campus, the following actions should be taken:

1. Notify the office immediately by intercom or in person, whichever is fastest (no student messengers).
2. Do not confront any intruder. Instead, notify the principal/office, unless a student is in imminent danger.
3. The principal/office will announce over the intercom, "This is a security drill, please take action at this time." The office will also notify the police, ambulance, superintendent, etc., and will immediately shut off all school bells.
4. Teachers' immediate responsibilities shall be:
 - Lock all classroom doors (all inside)
 - Close all windows, window blinds/curtains
 - Turn all classroom lights off
 - Gather all students in an obscure corner of the room
 - Keep students orderly and quiet
 - Refrain from using the intercom unless the intruder is visible and office contact is necessary
 - Do not leave the classroom/students at any time
5. The principal shall close all hallway doors in the building.
6. The principal shall announce over the intercom that the drill is "over" and any explanation will be given at that time.

A minimum of four security drills will be conducted at each school site within the district on an annual basis. No security drill will be conducted at the same time of day as a previous security drill conducted in the same school year, and no more than two security drills shall be conducted in one semester. One security drill shall be conducted within the first fifteen (15) days of each semester. The board of education and administration shall make a determination each year as to the extent of student involvement in the security drills. Staff shall be required to participate in the drills.

LEGAL REFERENCE: 70 O.S. § 5-148

DRUGS, ALCOHOL AND CONTRABAND SEARCHES (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the searching of school property by search dogs.

Searches of school property and grounds will be conducted during periodic unannounced visits either during school hours or non-school hours at the discretion of the superintendent.

All lockers, vehicles, and school desks are subject to search. If a search dog indicates the possible presence of any material that the dog is trained to detect, that area or place or object will be further searched by designated school personnel.

No student, employee, or other person will be the target of a search by a search dog unless reasonable suspicion exists with regard to that particular person. However, if the search dog indicates the possible presence of material that the dog is trained to detect is contained in a locker, desk, or vehicle, a further search will be conducted by designated school personnel. This search will be of the cold weather outerwear, purse, containers, or other items of concealment in the possession of the student assigned to that locker or desk or driving that vehicle.

Searches which disclose the presence of any material which the dog is trained to detect, or any material or items which is forbidden by school policy may lead to further investigation by school officials or law enforcement officers, and/or disciplinary action by the school. Such disciplinary action may include suspension. No disciplinary action will be taken without appropriate due process. Parental or legal guardian notification will be made in all cases where prohibited substances, materials, or items are discovered in the possession of a minor student.

Strip searches or removal of any clothing other than cold weather outerwear are prohibited.

REFERENCE: 70 O.S. §24-102

DRUGS, ALCOHOL AND CONTRABAND SEARCHES

The Cashion Board of Education believes that in order to respond to the drug and alcohol abuse problems in our schools and to maintain a reasonably safe school environment, the district will occasionally use trained dogs to search for drugs, alcohol, or contraband on school property.

Such searches will be arranged by the superintendent at his/her discretion and will target only school property including lockers and vehicle parking areas. Students, staff members, and other persons on school property will not be the subject of animal searches and will be searched in accordance with school policy only if reasonable suspicion arises during a search of school property.

The superintendent is directed to prepare a regulation implementing and supporting this policy.

WARNING SYSTEMS INCLEMENT WEATHER

It is policy of the Cashion Board of Education to dismiss school if weather conditions deteriorate to the extent that the safety of students may be jeopardized.

During the tornado season, the school administration will be concerned with tornado watches and tornado alerts. A tornado watch is issued by the weather bureau when conditions are favorable for the development of tornadoes. School will not be dismissed because of a tornado watch. However, if a parent is concerned about the safety of a child, the child will be released to the parent's custody at the school. A tornado warning is issued by the weather bureau when a tornado has been sighted. School will be dismissed if the administration feels that it is safe to do so. Otherwise, children shall remain at school and appropriate safety measures shall be taken.

Should the superintendent or, in the superintendent's absence, the principal decide to dismiss school because of weather conditions, the local media may provide appropriate announcements. Absent such announcements, students should assume that school will be in session.

Should it become necessary to dismiss school during a school day, appropriate notification shall be provided and all bus drivers will be notified by the administration. Students will be dismissed in an orderly fashion once buses have arrived.

FIRE DRILLS RULES AND PROCEDURES

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

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

1. Rules for fire evacuation will be posted in each room. These rules will indicate the primary and alternate exits and the evacuation area to which the student should proceed upon leaving the building. The posted rules will be discussed with each class using the room during the first day(s) of the school year.
2. A district fire alarm signal will be used for fire drills only; another signal will be established by the principal for return to class.
3. No person is to remain in the building during fire drills.
4. Evacuation areas will be at least 50 feet (100 feet if possible) away from buildings and driveways at the north and south ends of the school.
5. It is each student's responsibility to move quickly, quietly, and in an orderly manner through the assigned exit to the assigned evacuation area.
6. Provided safety considerations allow, the teacher or other fire evacuation leader will be responsible for:
 - A. Seeing that windows are closed.
 - B. Assuring that electrical circuits and gas jets are turned off.
 - C. Maintaining order during the evacuation.
 - D. Assigning students to hold doors open, if their group is the first to evacuate from such doors, and instructing students holding doors to rejoin the class after the last person has passed through the doors.
 - E. Taking the roll book and checking roll when the class is in the assigned evacuation area. The name of any student not accounted for will be reported immediately to the principal or the principal's designee.
7. The exercise will be observed by the vice-principals and a report made to the principal as to the time required to complete the evacuation.
8. The principal will provide the superintendent, or the superintendent's designee, with a report on all fire drills, including the time required for evacuation. The superintendent shall preserve such reports for at least three years and make them available to the State Fire Marshal, or his agent, upon request.

REFERENCE: 70 O.S. §5-149

TORNADO DRILLS RULES AND PROCEDURES

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

Definition of Terms

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

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

Procedures

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

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

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

Refuge Areas

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

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

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

Avoid the use of large enclosed areas, such as auditoriums, gymnasiums, cafeterias, or other rooms with wide, free-span roofs as places of refuge.

TORNADO DRILLS, RULES AND PROCEDURES (Cont.)

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

Planning Security Drills

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

1. Assign and fit the students into the refuge areas. Adjustment may be necessary.
2. Conduct drills with one or two rooms at a time.
3. Determine the position(s) to be taken in the refuge areas and explain them to the students. The following positions are recommended:
 - A. Down on knees, lean forward, cover as much of exposed body as possible by crossing arms and burying the face in the arms.
 - B. Cross legs, sit on the floor, and cover face with folded arms. (Students should turn their backs to natural light.)
4. Determine the signal to be used for the security drill and ensure all school personnel and students know how to distinguish it from other signals. Establish a backup alarm to be used in the event of a power failure, e.g. a battery-operated bullhorn, hand-cranked siren, or hand bell.
5. Conduct a building drill and make any changes necessary to improve the plan.

Teacher Responsibility

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

Preparation of the Building

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

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

TORNADO DRILLS, RULES AND PROCEDURES (Cont.)

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

Variety

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

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

Dismissal from School

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

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

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

SAFETY DRILLS

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

1. Security drills. A minimum of four (4) security drills shall be conducted at each site within the school district each school year. No security drill can be conducted at the same time of day as a previous security drill in the same school year, and no more than two drills shall be conducted in the same semester. One security drill shall be conducted within the first fifteen (15) days of each semester. Security drills shall be conducted for the purpose of securing school buildings to prevent or mitigate injuries or deaths that may result from a threat around or in the school.
2. Fire drills. Each site school shall conduct a minimum of two (2) fire drills per school year. Each fire drill shall be conducted within the first fifteen (15) days of each semester. The fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.
3. Tornado drills. Each school site shall conduct a minimum of two (2) tornado drills per school year. Tornado drills are required to be conducted in the months of September and March.
4. Safety drills. Each school site shall conduct a minimum of two (2) safety drills per year that can consist of any of the aforementioned drills.

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

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

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

**BOMB THREAT PROCEDURES
(EXHIBIT)**

Stay calm.

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

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

1. CALLER'S EXACT WORDS _____

(Use reverse of this paper if necessary)
2. WHAT BUILDING IS THE BOMB IN _____
EXACT LOCATION _____
3. WHAT TIME IS THE BOMB SET TO EXPLODE _____
4. BACKGROUND SOUNDS _____

5. CALLER'S DESCRIPTION
a. age _____
b. sex _____
c. race _____
d. accent _____
e. speech impediments _____
f. attitude _____
g. when bomb is to explode _____
Time and date _____
Person receiving call _____

BOMB THREAT PROCEDURES, EXHIBIT (Cont.)

6. PLEASE CIRCLE APPROPRIATE RESPONSE:

TONE

Loud
Soft
High Pitch
Low Pitch
Raspy
Pleasant

SPEECH

Fast
Slow
Distinct
Distorted
Stutter
Nasal

LANGUAGE

Excellent
Good
Fair
Poor
Cursing

ACCENT

Local
Not local
Foreign
Caucasian
Black
Latin American

MANNER

Calm
Angry
Coherent
Incoherent
Righteous
Emotional
Rational
Irrational
Deliberate
Laughing

ADDITIONAL COMMENTS:

BOMB THREAT PROCEDURES

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

In the event that you receive a telephoned bomb threat, try to remain calm - do not manifest fear. If not placed in immediate danger, attempt to safely follow the following procedure. The attached form (see CKCB-E) should be located near each telephone and be accessible to each user. Have the form before you as you talk. Try to keep the caller as occupied as possible. Keep the caller talking as long as you can. In addition to the information on the form, ask for the caller's name; where the caller is calling from; why the caller wants to blow up the building; where the bomb is located; how and when the bomb is set to explode.

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

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

BOMB THREATS

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

1. Immediate evacuation of the school or buildings.*
2. If the call was not received originally by the fire and police departments, immediate notification is required.
3. A search of the building or premises should be conducted by the police and/or fire department.
4. If a thorough search has been conducted and nothing found, the principal of the building should be notified by the police and/or fire department that reentry will be permitted.
5. A request for investigation of the incident should be made to the local police department.

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

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

ADMINISTRATOR'S CRISIS INTERVENTION CHECKLIST

- ___ 1. Determine the facts surrounding the crisis. (Critical Incident Fact Sheet, CKCD-E2.)
- ___ 2. Determine the level of crisis and response required:
 - ___ A. Minor Crisis and Response. Only one or a few individuals will be affected. Life is not immediately in danger. The site team or a mini-team can manage the situation.
 - ___ B. Major Crisis and Response: A large number of students and staff will be affected. The psychological and emotional impact will be moderate to severe. Assistance will be needed from the district team and/or other schools in the district. Professionals may also be needed from outside the school district.
- ___ 3. Notify the following:
 - ___ A. Superintendent (if a major crisis, the superintendent will contact board members)
 - ___ B. Site Intervention Team (Crisis Intervention Team Members, CKCD-E3)
 - ___ C. District Team Coordinator (if a major crisis, the coordinator will contact the district team members)
 - ___ D. Faculty and staff (staff will be assigned to make calls or use the telephone tree)
- ___ 4. Assemble the Crisis Intervention Team to plan intervention activities. (Crisis Team Meeting, CKCD-E4)
 - ___ A. Determine what information is to be shared with: (Remember parental rights to confidentiality.)
 - ___ Students (Sample Student Announcement, CKCD-E5)
 - ___ Staff (Classroom Management, CKCD-E6)
 - ___ Parents/Community
 - ___ Media (Press Release Format, CKCD-E7)
 - ___ B. Determine how the information is to be shared:
 - ___ Written bulletins and/or letters
 - ___ Phone calls
 - ___ Classroom announcements/discussions led by the teachers
 - ___ Classroom announcements/discussions led by crisis team members
 - ___ Assemblies
 - ___ Parent/Community meetings

ADMINISTRATOR'S CRISIS INTERVENTION CHECKLIST (Cont.)

- ☐ 5. Hold faculty meeting to review facts and discuss intervention plans. (Faculty/Staff Meeting, CKCD-E8)
- ☐ 6. Make announcement. (If needed, crisis team members can visit assigned classrooms prior to any general announcement concerning the crisis.)
- ☐ 7. Provide counseling and support services.
 - ☐ A. Designate interview/counseling locations.
 - ☐ B. Establish a procedure for self-referral.
 - ☐ C. Make referral forms available. (Referral Form, CKCD-E9)
 - ☐ D. Identify at-risk students and staff. (Screening for High Risk/At Risk, CKCD-E10)
 - ☐ E. Maintain a master list of referrals.
- ☐ 8. Debrief with faculty and crisis intervention team at the end of the day.
 - ☐ A. Review the intervention process and events of the day.
 - ☐ B. Review the status of the referred students and needed follow-up.
 - ☐ C. Prioritize needs.
 - ☐ D. Plan activities for the next day.
 - ☐ E. Provide mutual support.
 - ☐ F. Announce funeral arrangements and determine who will attend.
- ☐ 9. Write a detailed summary report. (Report Guidelines, CKCD-E11)
- ☐ 10. When appropriate, contact the victim's family at home. (Family Support Checklist, CKCD-E12)

DISASTER PLAN PROCEDURES

Intermediate Steps for Crisis Control

1. Provide support and counseling for students.
 - A. Regular instruction will probably need to be suspended while the disaster is discussed.
 - B. Individuals trained in counseling might target classrooms for their most immediate services where children are most severely affected.
 - C. Teachers need to know how to get assistance from another professional quickly should the need arise.
2. Disseminate factual information about the crisis to parents.
 - A. The most effective method of providing factual information to parents may be to prepare a letter to be sent home.
 - B. Some parents may need to be contacted by phone, especially if their child's reaction to the disaster seems extreme.
3. Decide how to deal with funerals or memorial services if death(s) are involved in the disaster.
 - A. When possible, have parents take their own children to the services.
 - B. If parents are unable to go, staff members may volunteer to do this. Permission slips may be needed.
 - C. At times, school buses may be used. Permission slips may be needed.
 - D. Plans for makeup work or forgiveness for assignments not completed due to attending services should be made and discussed with staff members so that a consistent plan is used.

Long-term and On-going Disaster Intervention

1. Provide for on-going opportunities to deal with the crisis. This might include:
 - A. Continue to have additional support staff and outside professionals available to students.
 - B. Make additional resources available to teachers who will be dealing with student reactions daily.
2. Think ahead to effects that might be delayed. For example:
 - A. A similar incident in another location may trigger renewed feelings.
 - B. The one-year anniversary of a disaster may provide an opportunity for planning a special remembrance; thereby diverting renewed reactions if the anniversary date is ignored.

DISASTER PLANS

Written plans and procedures shall be in place for protecting students, faculty, administrators, and visitors from natural and man-made disasters and emergencies. Such plans will be kept on file in each school building in the district and at each local emergency management organization within the district. Annual reports will be presented to the board of education detailing the status of emergency preparedness and identifying safety needs for each school.

With respect to the size of the Cashion school system, there will be a crisis team. The team will be composed of the superintendent, two teachers, a school board member, and two parents. The superintendent will be the team leader and media liaison.

Local agencies, as well as media agencies, will be contacted in regard to disaster assistance when needed.

In case of a disaster, the school will be used as the central office for coordination of activities stemming from the incident. If the school is not available because of the incident, an alternative site will be decided upon a case by case basis.

Decisions to be made by the team and team leaders should a disaster occur include the following:

1. How the staff, student body, and community will learn of the disaster.
2. How to most accurately and efficiently provide information.
3. Schedule changes.
4. Opening or closing of school and resuming normal routines.
5. Plans for shielding the children from the media, if needed.

REFERENCE: 63 O.S. § 681

TOBACCO USE PROHIBITED

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

1. "Educational facility" is defined as any property, building, permanent structure, facility, auditorium, stadium, arena or recreational facility owned, leased, or under the control of the school district.
2. "School Vehicle" is defined as any transportation equipment or auxiliary transportation equipment as defined in 70 O.S. § 9-104.
3. "Chewing tobacco" is defined as any Cavendish, twist, plug, scrap, and any other kinds and forms of tobacco suitable for chewing.
4. "Smoking tobacco" is defined as any granulated, plug cut, crimp cut, ready rubbed, and any other kinds and forms of tobacco suitable for smoking in a pipe or cigarette.
5. "Tobacco product" is defined as any bidis, cigars, cheroots, stogies, smoking tobacco and chewing tobacco, however prepared. Tobacco products shall include any other articles or products made of tobacco or any substitute thereof.
6. "Vapor product" is defined as noncombustible products, that may or may not contain nicotine, that employ a mechanical heating element, battery, electronic circuit or other mechanism, regardless of shape or size, that can be used to produce a vapor in a solution or other form. Vapor product shall also include any vapor cartridge or other container with or without nicotine or other form that is intended to be used with an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or similar product or device and any vapor cartridge or other container of a solution, that may or may not contain nicotine, that is intended to be used with or in an electronic cigarette, electronic cigar, electronic cigarillo or electronic device. Vapor products do not include any products regulated by the United States Food and Drug Administration under Chapter V of the Food, Drug, and Cosmetics Act.

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

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

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

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

HAZARDOUS MATERIALS (REGULATION)

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

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

Non-building related asbestos materials;

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

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

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

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

Materials required to be labeled by the Department of Agriculture or the EPA (pesticides, algacide, rodenicide, bactericides);

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

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

The superintendent or superintendent's designee will maintain a set of material safety data sheets (MSDS) for the district.

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

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

HAZARDOUS MATERIALS, REGULATION (Cont.)

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

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

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

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

HAZARDOUS MATERIALS

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

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

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

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

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

**POLICY ON
RESTRICTIONS ON PRESENCE OF SEX OFFENDERS
ON DISTRICT PREMISES**

A safe learning environment promotes academic and social growth. The District desires to protect students at school from those who might expose students to inappropriate acts of a sexual nature. Those required to register with the State as sex offenders have committed acts totally incompatible with a safe learning environment. Accordingly, registered sex offenders are prohibited from being on any District property or attending District-sponsored activities at all times, and administrators are authorized to direct such offenders off District property and to notify law enforcement for noncompliance with that directive.

Limited Exception for Parent/Guardian: If the registered sex offender is the custodial parent or legal guardian of a child who is enrolled at the District, the registered sex offender may only enter District grounds to: (1) enroll their child, after prior notice to the site principal; (2) deliver or retrieve their child during normal school hours; or (3) deliver or retrieve their child from a District-sponsored extracurricular activity. While performing these delivery/retrieval functions, the registered sex offender may not exit his/her vehicle (unless prior approval has been granted by the site principal). The registered sex offender, who is the parent or legal guardian of a child who is enrolled at the District, may not be on District property or at a District function at any other time. Registered sex offenders who are custodial parents or legal guardians of a child who is enrolled at the District will receive communications about their child by phone, letter or e-mail instead of in-person communication with District personnel.

ASSAULTS UPON SCHOOL EMPLOYEES (REGULATION)

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

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

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

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

ASSAULTS UPON SCHOOL EMPLOYEES

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

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

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

REFERENCE: 21 O.S. §650.7

BUILDINGS, EQUIPMENT, AND GROUNDS

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

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

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

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

The superintendent shall have authority to let contracts for minor repair work not exceeding \$1,000. Contracts beyond minor repair shall require board approval.

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

The school district shall be entitled to recover damages in a court of competent jurisdiction from the parents of any minor under 18 years of age, living with the parents at the time of the act, who commits any criminal or delinquent act resulting in bodily injury to any person or damage to or larceny of any property, real, personal or mixed, belonging to the school district. The amount of damages awarded shall not exceed \$2,500.00.

REFERENCE: 23 O.S. §10

<p align="center">NAME PUBLIC SCHOOLS BOARD OF EDUCATION POLICY</p>	<p align="center"><i>Instruction</i></p> <p align="center">Adopted: X</p>
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CLASSROOM VISITATION

In order to maintain a safe working and learning environment and provide school children with a reasonable opportunity to study and learn, it is the policy of the board of education to restrict school and classroom visitation to a minimum.

Any person who needs to visit a classroom or other school facility must first obtain permission from the **superintendent's / site principal's** office. Visitors on school property, both with and without permission, may be asked to leave school grounds if their presence is deemed detrimental by school officials.

The superintendent is directed to establish appropriate procedures to ensure compliance with this policy. Such procedures will include posting notices at the entrances to the school building. The notices will require visitors to report to the **superintendent's / site principal's** office before visiting any classroom or other facility.

The superintendent is authorized discretion in determining appropriate visitation based on current circumstances.

Classroom visitors will respect classroom decorum and will not interrupt the class in any way. Visitors who disrupt the classroom in any manner will be required to leave the school grounds.

INVENTORIES (REGULATION)

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

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

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

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

Inventory of furniture and nonconsumable equipment is a responsibility of the building principal. Furniture and equipment inventories must be submitted to the site administrator of each school year. Copies of all inventories will be stored away from the specific location.

EQUIPMENT ACCOUNTABILITY

It is the policy of the Cashion Board of Education that each teacher shall be charged with the responsibility of accounting for equipment or supplies used by the teacher.

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

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

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

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

REFERENCE: 70 O.S. §5-130
2 C.F.R. §§ 200.33, 200.94, 200.20 and 200.313.
Department of Education, Administrator's Handbook

ARMED SCHOOL EMPLOYEES

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

1. Possess a valid armed security guard license as provided for in Section 1750.1 et seq. of Title 59 of Oklahoma Statutes; or
2. Hold a valid reserve peace officer certification as provided for in Section 3311 of Title 70 of Oklahoma Statutes.

The board of education shall have the final authority to determine and designate school employees who will be authorized to obtain and use an armed security guard license or reserved peace officer certification in connection with their employment as school personnel. Participation in either armed security guard training programs or the reserve peace officer program shall be voluntary and shall not in any way be considered a requirement for continued employment with the school district as per 70 O.S. § 5-149.2. The school district will pay all necessary training, meal, and lodging expenses associated with the training required above.

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

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

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

TEXTBOOKS: DISTRIBUTION AND CARE OF

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

Cooperation is expected from the professional staff regarding the care and distribution of school-owned textbooks. The superintendent may delegate authority to building principals for the care, custody, and distribution of textbooks, as well as other instructional material and equipment.

Students using school-owned textbooks or library books are responsible for them and shall reimburse the school for any lost or damaged books. If a misplaced book is returned, the student may be refunded any charges previously paid to the school for the book.

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

The school district will not - and the superintendent is not authorized to - prevent a student from receiving a grade to which the student is entitled, from graduating upon completion of graduation requirements, or from obtaining any records or information supplied to the school or otherwise owned by the student.

The school district will forward all educational records of a student to another school district in which the child is enrolling within three (3) business days of the request as per 70 O.S. § 24-101.4 regardless of whether all fines and fees have been paid by the former student.

REFERENCE: 70 O.S. §16-121

INSTRUCTIONAL MATERIALS

It shall be the policy of the Cashion Board of Education to provide, whenever possible to the individual student, such instructional materials as are needed to carry on the educational program. In June of each year, the building administrator should present to the superintendent a list of instructional materials that will be required of each student.

The recommendation will be solicited by the building administrators from the teachers as to what instructional equipment and materials should be purchased each year by the board of education. Funds availability will dictate the amount to be purchased after items are prioritized.

It will be the responsibility of the building administrator to keep a close inventory and to demand close supervision of items of instructional equipment that are normally stored or located within the building administrator's area of responsibility.

SCHOOL TRANSPORTATION (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall apply to the district's school transportation program. Responsibility for implementing these regulations shall be delegated to the supervisor of transportation.

School Bus Maintenance

1. All school buses purchased and used by the district will meet or exceed any and all state and federal minimum safety construction standards. (SDE Regulation)
2. The district shall have each school bus mechanically inspected annually by an approved Department of Public Safety fleet inspector. (SDE Regulation)
3. The driver shall perform a daily pre-trip safety inspection of the vehicle. The inspection shall include brakes, lights, tires, exhaust system, gauges, windshield wipers, steering, and fuel. The driver shall make a daily written report describing the condition of the bus and listing any deficiencies. This report is to remain on file with the superintendent or designee for a period of ninety (90) days. (SDE Regulation)
4. Any school bus deemed unsafe shall immediately be placed out of service until all necessary repairs are made. All repairs to school buses shall be made by a duly qualified automotive technician.
5. It is the responsibility of all drivers to clean and refuel any bus entrusted to their operation. It is furthermore the responsibility of all school bus drivers to inform the supervisor of transportation when routine maintenance is required.
6. The district shall adopt a preventative maintenance schedule to prolong the life of all school buses and to ensure the safety of the passengers. This schedule shall be developed by the supervisor of transportation.

School Bus Drivers

1. Any person employed as a school bus driver, whether full- or part-time, shall hold the appropriate driver's license and endorsements required by the Department of Public Safety for the operation of a school bus.
2. Any person employed as a school bus driver, whether full- or part-time, shall successfully complete a school bus driver's course and hold a school bus driver's certificate as required by the Oklahoma State Department of Education (SDE).
3. The driving records of all school bus drivers shall be checked annually and all drivers must meet the requirement of the SDE for school bus drivers' records. All new drivers shall have a felony records check conducted prior to employment and must meet SDE requirements.
4. All school bus drivers shall have an annual health certificate signed by a physician licensed by this state filed in the superintendent's office attesting that such physician has examined the driver and that the driver has no sign or symptoms of ill health, and is otherwise, from the observation of such physician, physically and mentally capable of safely operating a school bus. (SDE Regulation)

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

5. The use of tobacco by a school bus driver is not permitted during the operation of the bus or while on school premises as per board policy CKDA. The use of any intoxicating beverage and/or controlled dangerous substance by the driver within 8 hours prior to or during the operation of a school bus is strictly prohibited. (SDE Regulation)
6. Any school bus driver involved in a school bus accident resulting in personal injury, property damage of \$500.00 or more, or charged with a violation of traffic law shall submit to a screening test to detect if alcohol or a controlled dangerous substance was used by the driver prior to school bus operation (see DCCB).
7. All school bus drivers shall be evaluated annually for job performance purposes. All new drivers shall be evaluated within the first 90 days of the beginning of the school year. All drivers shall receive written notification of the date of evaluation one week prior to evaluation. All procedures relative to and including the written evaluation form shall be on file in the office of the supervisor of transportation. These procedures shall be available to any interested party upon request.

Any school bus driver receiving a deficiency or reprimand may respond in writing to the transportation supervisor within 10 working days. A written plan of improvement shall be furnished to the school bus driver. A formal reevaluation shall be scheduled within 30 days. All evaluations shall be made available to the board of education and may be introduced as evidence in any disciplinary action or termination of employment hearings. Immediate suspension pending due process proceedings for termination of employment shall be made for any of the following reasons:

- A. Failure to conduct a thorough daily pre-trip inspection;
- B. The use of alcohol or any controlled dangerous substance within eight hours prior to the operation of a school bus.
- C. Operating a school bus in a careless or wanton manner without regard for the safety of persons or property or in violation of the conditions outlined in 47 O.S. §11-801:
 1. No person shall drive a school bus at a speed greater than a maximum of 55 miles per hour on paved two lane roads, except on the state highway system, the interstate highway system and the turnpike system where the maximum shall be 65 miles per hour.
 2. On any highway outside of a municipality, the speed limit in a properly marked school zone shall be a maximum of 25 miles per hour, unless otherwise determined by the Oklahoma Department of Transportation.
 3. Many school bus routes will not warrant speeds even as high as 15 miles per hour. A driver must always adapt driving to conditions.
- D. Failure to stop for a railroad crossing in a school bus when children are being transported; failure to exercise proper judgment at any railroad crossing, endangering the safety of any school children.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

- E. Conviction of any crime of moral turpitude involving children.
- F. Abuse of sick leave; excessive absenteeism and/or tardiness.
- G. Use of any portable electronic communications device while the vehicle is in motion
- 8. Any school bus driver shall be suspended with pay pending the outcome of an investigation of any charge of recklessly endangering the safety of persons or property while operating a school bus or any charge of moral turpitude involving children.
- 9. All school bus drivers shall comply with requirements of the supervisor of transportation regarding attendance of and participation in in-service and periodic safety meetings for the purpose of increased student safety.
- 10. All school bus drivers shall dress appropriate to the operation of a school bus. Prohibited articles of clothing shall include:
 - A. Thong-type sandals;
 - B. Halter tops or see-through blouses;
 - C. Dresses shorter than three inches above the knee;
 - D. Any article of clothing with logos promoting alcohol or tobacco products, phrases that are sexually implicit or suggestive, and phrases containing profanity;
 - E. Any gang-related paraphernalia.
- 11. Substitute and activity school bus drivers shall meet all the requirements prescribed for regular bus drivers.

School Bus Safety

- 1. Illegally passing a school bus is a violation of state law. All school bus drivers are required to report, within 24 hours of the alleged offense, drivers who illegally pass their buses. Each report is to include the vehicle color, license tag number, and the time and place of the violation and is to be made to the law enforcement authority of the municipality where the violation occurred and to the district's director of transportation.
- 2. All auxiliary transportation equipment owned by this district shall comply with state law requirements and shall be of such construction as to provide safe, comfortable, and economical transportation of passengers.
- 3. School bus drivers transporting children under the age of six will utilize a child passenger restraint system or a seat belt when using school-owned vehicles other than school buses to transport the students.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)School Bus Route

1. Transportation shall be restricted to use for the students of this school district who reside within the boundaries of the school district. All Oklahoma State Board of Education Regulations regarding school bus routes shall be strictly adhered to.
2. All school bus stops shall be selected with the safety of the children at the bus stop the first consideration. When possible, a bus stop shall be located within one-half (½) mile of the home of each child being transported.
3. All school bus routes shall be evaluated annually. A copy of the evaluation shall be forwarded to the government agency responsible for maintaining the roadway if any physical hazards are noted. If identifiable hazards exist on a school bus route, all drivers shall exercise due caution. Route and bus stop changes may be made at the discretion of the supervisor of transportation.
4. School bus drivers may not deviate from established school bus routes without the written permission of the supervisor of transportation.
5. It is the duty of the parents or legal guardian to have their children at the bus stop at the proper time. No children may board any school bus except at a designated bus stop.
6. No children shall be discharged from their school bus at any point except the designated bus stop unless permission from the parent or guardian is furnished to the supervisor of transportation. Furthermore, no child shall be released to anyone except the parents having legal custody unless written permission is furnished to the supervisor of transportation or the principal.

Auxiliary or Activity Transportation

1. Any person operating a school bus for auxiliary transportation purposes shall adhere to all school transportation policies regarding driver qualifications and operational procedures.
2. No school buses will be utilized for any activity trip prohibited by Oklahoma State Board of Education regulations.
3. It is the responsibility of the parents or legal guardians of all children riding activity buses to have their children at the designated site for departure and arrival of all activity trips.
4. All adults transported in connection with activity trips must be designated sponsors or appropriate school personnel such as the superintendent, principal, or sponsor.
5. All requests for auxiliary transportation must be made to the supervisor of transportation or principal prior to the trip.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)Student Discipline

1. Due to the serious nature of student transportation, no disruptive behavior shall be tolerated on any school bus that might endanger the life or safety of any student transported.
2. During a school assembly or upon enrollment, all students will be presented with a copy of the school bus rider rules. These rules must be discussed with each child by their parent or legal guardian and each parent or legal guardian must sign a written statement supporting the school district in the enforcement of these rules (see CN-A2).
3. Any violation of these rules could result in the following:
 - A. Two-day suspension of school bus riding privileges;
 - B. Two-day in-house suspension;
 - C. Suspension of bus riding privileges.
4. Any student carrying alcohol, a controlled dangerous substance, firearm, or weapon on any school bus will lose school bus riding privileges for the remainder of the school year and shall be reported to the appropriate enforcement agency.
5. All school bus riding rules and discipline policies shall apply both to school bus routes and to all activity trips.

School Bus Accidents and Emergencies

1. All students transported in school buses shall receive instructions in safe riding practices and will participate in emergency evacuation drills within the first two weeks of each semester. All students riding on activity trips shall be included. These drills shall be conducted on school grounds under the direction of the supervisor of transportation. Documentation of these drills shall be kept on file at the office of the supervisor of transportation and available to interested parties.
2. In the event of an accident, the following procedures shall be strictly followed by the bus driver:
 - A. The bus must be stopped and the driver should preserve the accident scene, evacuate the students from the school bus if necessary, and render first aid to the best of the driver's abilities to any injured children or parties.
 - B. The bus driver will notify the proper authorities and the supervisor of transportation.

SCHOOL TRANSPORTATION, REGULATIONS (Cont.)

- C. The school bus driver shall make no comments to any party involved, witnesses, or students except to furnish proof of driver's license and school bus driver certification upon request. Any comments made to the investigating officer shall be contained to answering direct questions. At the accident scene, the school bus driver shall not submit to any media or press interviews unless approved by the superintendent. The school bus driver shall obtain the name and address of all witnesses to the accident.
3. The superintendent or designee shall be responsible for any communications with the various press or media outlets. A person shall be designated as spokesperson in the absence of the superintendent or designee.
 4. Upon request, in the event of serious injury or death of a student, the principal shall consider contacting the mental health authorities and/or the ministerial alliance to arrange counseling sessions for parents, students, and all school employees.
 5. All school bus accidents shall be investigated and the proper reports shall be submitted to the State Department of Public Safety and the State Department of Education as per state law and regulations.
 6. In the event of any serious school bus accident, especially any involving personal injury, the superintendent will inform the chief legal counsel of the school district of the events surrounding the accident. Notification to the insurance carrier shall be made by the supervisor of transportation.

Parental Grievance Procedures

1. All parental grievances relating to student discipline and transportation services must be initiated with the principal.
2. In cases of disciplinary action concerning student suspension from school transportation, all decisions of the superintendent shall be final pending a formal hearing conducted by the board of education. All hearings must be requested in writing by the child's parent or legal guardian.
3. All inquiries regarding school bus stops shall be initiated with the supervisor of transportation, principal, or superintendent or his/her designee.
4. All complaints regarding any unsafe driving practices involving a school bus driver shall be directed to the school administration or superintendent for formal action. Documentation forms will be available in the office of the supervisor of transportation (see CN-A3).

REFERENCE: 47 O.S. §11-705

BUS DRIVERS AND USE OF TECHNOLOGY

School bus drivers are prohibited from text messaging and/or using cell phones while driving a school bus or school owned vehicle. If an emergency situation arises, the bus driver shall remove the bus from the roadway and place an emergency call to the appropriate legal authorities. Any bus driver found to have engaged in text messaging or the nonschool emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

It is not illegal for a school bus driver to utilize a hand-held device when necessary to communicate with the central dispatch school transportation department or its equivalent.

REFERENCE: **47 O.S. § 11-901C**

SCHOOL TRANSPORTATION

The Cashion school district recognizes that in Oklahoma, student transportation is a service that may be provided for its students by the school district. The school district wishes to assure its citizens that any transportation services provided by the district are to accomplish three goals:

1. To ensure that children of our district school are transported in the safest manner possible (see also policy CNAB);
2. To ensure that the transportation services provided are cost effective to our district's taxpayers;
3. To ensure that all transportation services are rendered in an equitable manner.

The school district will accomplish these goals through strict enforcement of its school transportation policies.

Definitions: For the purposes of clarification, the following terms are defined.

1. Supervisor of Transportation--the person appointed by the board of education responsible for the operation of student transportation services.
2. School bus driver--any person who operates a vehicle transporting school children under the direct auspices of the board of education.
3. School bus, transportation equipment--any vehicle or conveyance used to transport school children from their homes to school and from school to their homes.
4. Auxiliary transportation equipment--includes, but is not limited to, equipment used for transporting students to and from extracurricular activities, but does not include transportation equipment used for transporting students from their homes to school and from school to their homes.

Drivers of all school transportation equipment will abide by state laws, rules, and regulations and shall make appropriate reports as required.

Cashion school district may install and operate a video-monitoring system in or on the school buses or the bus stop-arms operated by the school district or may contract with a private vendor to do so for the purpose of recording violations of state law related to drivers overtaking school buses that are stopped to take on or discharge school children and the red loading signals are in operation.

REFERENCE: 70 O.S. §9-104
47 O.S. § 11-705

**SCHOOL BUS:
EXTRACURRICULAR USE OF**

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

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

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

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

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

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

CHILD NUTRITION PROGRAMS (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the comprehensive nutrition programs in this school district.

School Cafeterias

1. Any student may eat in the school cafeteria or other designated place.
2. Students may bring or otherwise provide their own lunch. Milk or other beverages may be purchased in the dining hall, if desired. These students may eat their lunch in the school cafeteria or a designated area. Vending machine ("junk food") items shall not be consumed in the dining hall.
3. Meal prices will be established by the superintendent and food service supervisor, with the approval of the board of education, at the beginning of each year.
4. Meal prices will be conspicuously posted in each cafeteria.
5. A guest must be cleared through the food service supervisor by his/her host to be eligible to eat in the cafeteria.
6. Use of dining room facilities by nondistrict organizations or individuals must have approval of the superintendent.
7. The food service supervisor will develop in-service training programs, approved by the superintendent, for the food service staff.
8. Under federal law, a school that operates on a commodity program is prohibited from serving free meals to any adult, including employees of the district.
9. Qualifications for free and reduced-price lunches will vary annually in accordance with the annual eligibility schedule.

Definitions

1. **Competitive foods** means any food or drink sold in competition with the National School Lunch Program and/or School Breakfast Program in food service areas during the meal periods.
2. **Dietary Guidelines for Americans** means the current set of recommendations of the federal government that are designed to help people choose diets that will meet nutrient requirements, promote health, support active lives, and reduce chronic disease risks.
3. **Nutrition education** means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.

CHILD NUTRITION PROGRAMS, REGULATION (Cont.)**4. Foods of minimal nutritional value** means:

- A. In the case of artificially sweetened foods, a food that provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and
- B. In the case of all other foods, a food that provides less than five percent of the RDI for each of eight specified nutrients per 100 calories and less than five percent of the RDI for each of eight specified nutrients per serving. The eight nutrients to be assessed for this purpose are protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.
- C. Food that is classified into four categories:
 - Carbonated soft drinks
 - Chewing gum
 - Water ices
 - Certain candies made predominately from sweeteners such as hard candy, licorice, jellybeans, gumdrops, marshmallows, fondant, cotton candy, and candy-coated popcorn

5. Food service area means any area on school premises where child nutrition program meals are both served and eaten, as well as any areas in which such meals are either served or eaten.**6. Meal period** means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.**Nutrition Education**

Nutrition education shall focus on students' eating behaviors, be based on theories and methods proven effective by research and be consistent with state and local district health education standards. Nutrition education at all levels of the district's curriculum shall include, but not be limited to, the following essential components designed to help students learn:

- 1. Age-appropriate nutritional knowledge, including the benefits of healthy eating; essential nutrients; nutritional deficiencies; principles of healthy weight management; the use and misuse of dietary supplements; safe food preparation, handling, and storage; and cultural diversity related to food and eating;
- 2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels, and critically evaluating nutrition information, misinformation, and commercial food advertising; and
- 3. How to assess one's personal eating habits, set goals for improvement, and achieve those goals.

CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

In order to reinforce and support district nutrition education efforts, the building principal is responsible for ensuring:

1. Nutrition instruction is closely coordinated with the school's nutrition and food services operation and other components of the school health program to reinforce messages on healthy eating and includes social learning techniques. To maximize classroom time, nutrition concepts shall be integrated into the instruction of other subject areas where possible;
2. Links with nutrition service providers (e.g., qualified public health and nutrition professionals) are established to provide screening, referral, and counseling for nutritional problems; inform families about supplemental nutritional services available in the community (e.g., food stamps, local food pantries, summer food services program, child and adult care food program); and implement nutrition education and promotion activities for school staff, board members, and parents;

Nutrition and Food Services Operation

In order to support the school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the building principal is responsible for ensuring:

1. The school encourages all students to participate in the school's child nutrition program meal opportunities.
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply.
3. The school's child nutrition program maintains the confidentiality of students and families applying for or receiving free or reduced-price meals [*or free milk*] in accordance with the National School Lunch Act.
4. The school's child nutrition program operates to meet nutrition standards in accordance with the Healthy Meals for Healthy Americans Act of 1994, as amended, and with applicable state laws and regulations.
5. The school sells or serves varied and nutritious food choices consistent with the applicable federal government Dietary Guidelines for Americans.
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items.
7. Procedures are in place for providing to families, on request, information about the ingredients and nutritional value of the foods served.
8. The district will provide substitute foods to students with disabilities upon written parental permission and a medical statement by a physician that identifies the student's disability, states why the disability restricts the student's diet, identifies the major life activity affected by the disability, and states the food(s) to be omitted and the food or choice of foods that must be substituted.

CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

9. Food service equipment and facilities meet applicable local and state standards concerning health; safe food preparation, handling, and storage; drinking water; sanitation; and workplace safety.
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - A. Tables and chairs are of the appropriate size for students;
 - B. Seating is not overcrowded;
 - C. Students have a relaxed environment;
 - D. Noise is not allowed to become excessive;
 - E. Rules for safe behavior are consistently enforced;
 - F. Tables and floors are cleaned between meal periods;
 - G. The physical structure of the eating area is in good repair;
 - H. Appropriate supervision is provided.

Foods of Minimal Nutritional Value and Competitive Food Sales

In keeping with federal regulations, the district controls the sale of foods of minimal nutritional value and all competitive foods.

Accordingly the district will offer choices in vending machines from the following nutritional food items:

1. Canned fruits;
2. Fresh fruit (e.g., apples and oranges);
3. Fresh vegetables (e.g., carrots);
4. Fruit juice and vegetable juice (at least 50% full strength), and bottled water (within established district guidelines);
5. Low-fat crackers and cookies, such as fig bars and ginger snaps;
6. Pretzels;
7. Bread products (e.g., bread sticks, rolls, bagels, and pita bread);

CHILD NUTRITION PROGRAMS, REGULATION (Cont.)

8. Ready-to-eat, low-sugar cereals (e.g., granola bars made with unsaturated fat);
9. Low-fat (one percent) or skim milk;
10. Low-fat or nonfat yogurt;
11. Snack mixes of cereal and dried fruit with a small amount of nuts and seeds;
12. Raisins and other dried fruit;
13. Low-fat crackers.

Other Foods Offered or Sold

The district recognizes that federal government standards requiring schools to provide child nutrition program meals consistent with applicable Dietary Guidelines for Americans do not apply to competitive foods sold or served outside the food service areas as defined in this regulation.

Staff Development

Ongoing in-service and professional development training opportunities for staff, in the area of food nutrition, will be encouraged.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Families are invited to attend exhibitions of student nutrition projects or health fairs;
4. Nutrition education workshops and screening services are offered;
5. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.); and
6. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

CHILD NUTRITION PROGRAMS, REGULATION (Cont.)Program Evaluation

In order to evaluate the effectiveness of the school health program in promoting healthy eating and to implement program changes as necessary to increase its effectiveness, the building principal is responsible for ensuring:

1. Board policy and this regulation are implemented as written;
2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance, and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities; and
5. Families and community organizations are involved, to the extent practicable, in nutrition education.

NUTRITION GUIDELINES/STANDARDS**MINIMUM POLICY STATEMENT:**

Per USDA Regulations #210.10 and #220.8 Cashion School meals will meet the guidelines as required by the USDA.

Optional Policy Statements:

- Healthy food preparations will be implemented. Food will not be fried.
- Fruits and vegetables will be offered daily at all points of service. Fruits and vegetables should be fresh whenever possible. Frozen and canned fruits should be packed in natural, water or light syrup.
- Chips must be baked, reduce fat varieties whenever possible
- Beverages that less than 50 percent fruit juice will not be offered to students.
- The most nutritional foods offered will be placed on the serving line first to encourage students to make healthy choices,
- Students will be offered a variety of low fat or fat free milks, meat and beans, fruits and vegetables and whole grains on a daily basis.
- A nutrient analysis of school meals will be made available upon request.

Cafeteria:

- Any student may eat in the cafeteria or other designated areas at school.
- Students who bring a lunch may purchase milk or any other beverages offered in the cafeteria. Vending machines items of No Nutritional Value are prohibited in the cafeteria area.
- Meal prices will be established at the beginning of each new school year by the superintendent and food service manager, with the approval of the board of education and families are notified of price changes.
- Meal prices will be posted in the school offices and cafeteria.
- Guest must be cleared through the school office before being eligible to eat in the cafeteria.
- Use of the cafeteria by any outside organizations will be approved by the superintendent,
- In-service training for food service staff will be approved by the superintendent and provided by the food service manager.
- Under federal law, a school that operates on a commodity program is prohibited from serving free meals to any adult, including employees of the district.
- Qualifications for free and reduced lunches will vary annually in accordance with the eligibility schedule provided by the state.
- Age appropriate education for healthy eating habits and how to assess personal eating habits will be provided.
- Cashion Schools encourages families who are eligible for free/reduced lunches to apply for the program.
- Families who are eligible for the free/reduced lunch program are notified by mail.
- Students who are on the free/reduced lunch program are kept confidential.
- Food service equipment and facilities meet all local and state standards for food service.
- Tables are appropriate for size of students.
- Seating is not overcrowded.
- Noise is not allowed to become excessive.
- Rules for safe behavior are enforced.
- Tables and floors are cleaned daily between meals.
- Appropriate supervision IS provided at meal times.

NUTRITION GUIDELINES/STANDARDS (Cont.)**PHYSICAL ACTIVITY**

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

Per Oklahoma Senate Bill 312, students K-S will participate in 60 minutes of physical activity each week

- Students will participate in an annual health-related fitness test.
- School sites will participate in physical activities for students, parents and community.
- Elementary will provide at least 20 minutes of recess that promotes physical activity.
- Active transportation to school will be encouraged by assessing safe routes for walkers and bike riders. Bike racks are available are school grounds.
- Students will not be punished or held in class for make-up work by canceling physical activity time.
- All playgrounds meet the recommended safety standards.
- School site will provide adequate equipment (balls, jump ropes, rackets etc.) for all students to be active.

SCHOOL BASED ACTIVITIES

- Per Oklahoma Senate Bill 1627, each school site will establish a Healthy and Fit School Advisory Committee that meets and makes recommendations to the school principal. The school principal shall give consideration to recommendations made by the Healthy and Fit School Advisory Committee.
- Per the school district's Child Nutrition Programs Agreement, school meals will not be used as a reward or punishment.
- Per USDA Regulation #210.12 and #227, students and parents will be involved in the NSLP. Parent and student will be encouraged to get involved with school nutrition programs and any community supported activities.
- Students will be provided a clean" safe enjoyable meal environment.
- Students will be provided a minimum of 20 minutes after they receive their tray.
- The sale or use of foods of no nutritional value will be prohibited during the school day.
- Elementary schools will be encouraged to participate in the Healthier US School Challenge.

CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM

The Cashion Board of Education recognizes that childhood obesity has reached epidemic levels throughout the country. Overweight children are at a higher risk for developing severe long-term health problems, and overweight children are affected by discrimination, psychological stress, and low self-esteem. However, research indicates that obesity and subsequent diseases are largely preventable through diet and regular physical activity. Research also indicates that becoming physically active and maintaining a regular physical activity program significantly reduces the risk of some obesity and some cancers, diabetes, and other chronic diseases.

Children who eat well-balanced meals and are healthy are more likely to learn in the classroom. The board supports increased emphasis on nutrition as well as physical activity at all grade levels to enhance the well-being of our district's youth. Therefore, it is the policy of the board to:

1. Provide students access to nutritious food;
2. Provide opportunities for physical activity and developmentally appropriate exercise; and
3. Provide accurate information related to these topics.

Curriculum

The Cashion Board of Education recognizes that healthy eating patterns are essential for students to achieve their academic potential, full physical and mental growth, and lifelong health and well being. To help ensure students possess the knowledge and skills necessary to make nutritious food choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program and/or the School Breakfast Program. To implement the program, the superintendent shall adopt and implement a comprehensive curriculum on health, fitness, and nutrition that will provide opportunities for developmentally appropriate instruction for grades K-12. ***An example of ancillary materials to the curriculum would be "Healthy Choices – Balanced Meals Nutrition Education Program." This material is supplied by the Dairy Council of California. Health classes in the seventh and ninth grade years receive instruction from the county health department in abstinence, AIDS awareness, etc. and traditional instruction by certified instructors.*** The input of staff, students, parents, and public health professionals in the development of the curriculum will be encouraged.

Nutrition, health, and fitness topics shall be integrated within the sequential comprehensive health education curriculum taught at every grade level, K-12, and coordinated with the district's nutrition and food services operation.

The district shall take a proactive effort to encourage students to make nutritious food choices. The superintendent shall ensure that:

1. A variety of healthy food choices are available whenever food is sold or served on district property or at district-sponsored events;
2. Schools shall regulate the sale or serving of foods or snacks high in fat, sodium, or added sugars; and

CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

3. Nutritious meals served by the school nutrition and food services operation complies with state and federal law.

Child Nutrition Program

The Cashion Public Schools will operate a school lunch program that will include lunch, and may include breakfast, through participation in the Child Nutrition Programs. The superintendent, in conjunction with the food service supervisor and with the approval of the board of education, will establish and post meal prices.

As required for participation in the Child Nutrition Programs, the board prescribes that:

School lunch is to be made available to all students.

Free and reduced price lunches are to be made available for students who meet the federal income guidelines.

In the operation of the Child Nutrition Programs, no child will be discriminated against because of race, sex, color, national origin, age, or disability. Discrimination complaints under these programs should be filed with the State Department of Education Child Nutrition Programs, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma 73105-4599.

The district shall inform parents of the eligibility standards for free or reduced price meals. Reasonable efforts shall be made to protect the identity of students receiving such meals. A parent has the right to appeal to the superintendent any decision with respect to his/her application for free or reduced price food services.

The district's child nutrition program shall reflect the board's commitment to providing adequate time for instruction to promote healthy eating through nutrition education, serving healthy and appealing foods at district schools, developing food-use guidelines for staff, and establishing liaisons with nutrition service providers, as appropriate. Nutrition education topics shall be integrated within the sequential, comprehensive health education program taught at every grade level, pre-kindergarten through grade 12, and coordinated with the district's nutrition and food services operation.

It is the intent of the board of education that district schools take a proactive effort to encourage students to make nutritious food choices. Meals served in school before the end of the last lunch period shall conform to the U. S. Dietary Guidelines for Americans. Food and beverages sold or served on district grounds or at district-sponsored events shall meet requirements for nutritional standards and/or other guidelines as may be recommended by the district and school health and nutrition committees. The superintendent shall ensure that nutritious foods are available as an affordable option whenever food is sold or served on district property or at district-sponsored events.

The superintendent is directed to prepare rules and regulations to implement and support this policy, including such provisions as may be necessary to address all food and beverages sold and/or served to students at school (i.e., competitive foods, snacks, and beverages sold from vending machines, school stores, and fund raising activities and refreshments that are made available at school parties, celebrations, and meetings), including provisions for staff development, family and community involvement, and program evaluation.

CHILD NUTRITION AND PHYSICAL FITNESS PROGRAM (Cont.)

REFERENCE: 70 O.S. §1-107
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

*THIS POLICY REQUIRED BY
PUBLIC LAW 108-265, SECTION 204.*

PROCUREMENT PROTEST PROCEDURES

Any actual or prospective bidder, offeror, or contractor who considers himself to have been aggrieved in connection with the solicitation, evaluation, or award of a contract by Cashion Public Schools may formally protest to the Superintendent of Cashion Public Schools. Such protests must be made in writing and received by the Superintendent of Cashion Public Schools at 101 N Euclid Ave Cashion OK 73016 within 7 days of the awarding of the bid. The protesting party must mail or deliver copies of the protest to Cashion Public Schools, the State Agency, and other interested parties.

In the event of a timely protest, Cashion Public Schools shall not proceed further with the solicitation or award of the contract.

A. A formal protest must be sworn and contain:

1. A specific identification of the statutory or regulatory provision that the protesting party alleges has been violated.
2. A specific description of each action by Cashion Public Schools that the protesting party alleges to be a violation of the statutory or regulatory provision that the protesting party has identified.
3. A precise statement of the relevant facts.
4. A statement of any issues of law or fact that the protesting party contends must be resolved.
5. A statement of the argument and authorities that the protesting party offers in support of the protest.
6. A statement that copies of the protest have been mailed or delivered to the State Agency and all other identifiable interest parties.

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

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

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

If Cashion Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has not been awarded, then Cashion Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination and the appropriate remedy.

If Cashion Public Schools determines that a violation of any statutory or regulatory provisions has occurred in a situation in which a contract has been awarded, then Cashion Public Schools shall inform the protesting party, the State Agency, and other interested parties of that determination by letter that details the reasons for the determination. This letter may include an order that declares the contract void.

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

PROCUREMENT (REGULATION)

SECTION I - PROCUREMENT PLAN GENERAL REQUIREMENTS

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

1. The procurement plan provides for free and open competition, transparency in transactions, comparability, and documentation of all procurement activities.
2. The following **Code of Conduct** will be expected of all persons who are engaged in the awarding and administration of contracts supported by Child Nutrition reimbursement funds. These written standards of conduct include:
 - a. No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
 - 1) The employee, officer, or agent;
 - 2) Any member of the immediate family;
 - 3) His or her partner;
 - 4) An organization which employs or is about to employ one of the above.
 - b. Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.
 - c. The purchase during the school day of any food or service from a contractor for individual use is prohibited.
 - d. No item, food, or beverage purchased with nonprofit school food service funds will be removed from the school premises by school personnel.
 - e. Penalties for violation of the standards of code of conduct of the SFA School Child Nutrition Program (CNP) should be:
 - 1) Reprimand by Board of Education
 - 2) Dismissal by Board of Education
 - 3) Any legal action necessary
3. Regardless of procurement method, the following factors will be determined regarding the allowability of costs:
 - a. Be necessary and reasonable for proper and efficient administration of the program(s)
 - b. Be allocable to federal awards applicable to the administration of the programs(s)
 - c. Be authorized and not prohibited under state and local laws
4. Purchasing will be conducted at the most restrictive procurement threshold:

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

FOOD PROCUREMENT, REGULATION (Cont.)

5. All staff conducting purchasing will be trained on the procurement procedures.
6. All purchasing records will be maintained no less than the current year plus 3 additional years.

7. **Buy American Provision**

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

8. **Geographical Preference**

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

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

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

10. **Beverage and Snack Agreements** (Reference USDA Policy Memo 99-SP-09)

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

FOOD PROCUREMENT, REGULATION (Cont.)

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

- a. No federal prohibition on multiyear contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multiyear contracts, as opposed to one-year contracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.
 - b. Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.
 - c. Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term ***Exclusive Pouring Rights***. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.
11. The SFA will take all necessary affirmative steps to assure that **minority firms, women's business enterprises, and labor surplus area firms** are used when possible. Affirmative steps shall include:
- a. Placing qualified small and minority businesses and women's business enterprises on solicitation lists.
 - b. Assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources.
 - c. Dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises.
 - d. Establishing delivery schedules, where the requirement permits, which encourage participation by small and minority businesses and women's business enterprises.
 - e. Using the services and assistance of the Small Business Administration (SBA), and the Minority Business Development Agency of the Department of Commerce.
 - f. Requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed above.

Certifications

1. **Nonkickback Affidavit** - Please note that Oklahoma statute 62 O.S. §310.9 requires a signed and notarized nonkickback affidavit on every purchase order of \$25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier.
2. **Lobbying Certification** (Reference 200.326[1])
 - a. Lobbying certification must be obtained for procurement contracts of more than \$100,000. Any vendor whose contract award is for more than \$250,000 must complete a Certification Regarding Lobbying form. The SFA must keep this signed certification statement on file with a copy of the vendor's contract.

FOOD PROCUREMENT, REGULATION (Cont.)

- b. Any SFA or its vendors who participate in lobbying activities must complete a Disclosure of Lobbying Activities form. SFAs must submit this completed form to the State Agency. A vendor would submit its completed form to the SFA.
3. **Debarment or Suspension.** An SFA is prohibited from contracting with an individual or company that has been debarred or suspended in accordance with 2 CFR §180, as adopted and modified by USDA regulations at 2CFR §417. This prohibition does not extend to contracts in existence at the time of the debarment or suspension or to most contracts under \$25,000. Rather, it applies to new contracts and extensions or renewals of existing contracts of \$25,000 or more and to contracts for audit services, regardless of amount. **(FORMAL CONTRACTS)**
4. **Contract Work Hours and Safety Standards Act** (40 U.S.C. 3701-3708). Where applicable, all contracts awarded by the nonfederal entity in excess of \$100,000 that involve the employment of mechanics or laborers must include a provision for compliance with 70 U.S.C. 3702 and 3704, as supplemented by Department of Labor regulations (29 CFR Part 5). Under 40 U.S.C. 3702 of the Act, each contractor must be required to compute the wages of every mechanic and laborer on the basis of a standard work week of 40 hours. Work in excess of the standard work week is permissible provided that the worker is compensated at a rate of not less than one and a half times the basic rate of pay for all hours worked in excess of 40 hours in the work week. The requirements of 40 U.S.C. 3704 are applicable to construction work and provide that no laborer or mechanic must be required to work in surroundings or under working conditions which are unsanitary, hazardous, or dangerous. These requirements do not apply to the purchases of supplies or materials or articles ordinarily available on the open market or contracts for transportation or transmission of intelligence.
5. **Equal Opportunity and Discrimination.** The vendor certifies it is an Equal Opportunity Employer, a provider of services and/or assistance, and is in compliance with the 1964 Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended, and Executive Orders 11246 and 11375. The vendor assures compliance with the Americans With Disabilities Act of 1990 (Public Law 101-336), all amendments to, and all requirements imposed by the regulations issued pursuant. **(FORMAL CONTRACTS OF \$10,000 OR MORE)**
6. Contracts in excess of \$150,000 shall contain provisions that require compliance with all applicable standards, orders, or requirements issued under Section 306 of the **Clean Air Act** (42 U.S.C. 1857[h]), Section 508 of the **Clean Water Act** (33 U.S.C. 1368), Executive Order 11738, and **Environmental Protection Agency (EPA)** Regulation (40 CFR §15), which prohibit the use of nonexempt federal contracts, grants, or loans of facilities included on the EPA list of violating facilities. The provision shall require reporting of violations to the grantor agency and to the EPA Assistant Administrator for Enforcement. The contract must recognize mandatory standards and policies relating to energy efficiency that are contained in the State Agency conservation plan issued in compliance with the Energy Policy and Conservation Act (Public Law 94-163).

SECTION II - MICRO PURCHASING

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

FOOD PROCUREMENT, REGULATION (Cont.)

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

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

SECTION III - PURCHASING EQUIPMENT

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

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

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

FOOD PROCUREMENT, REGULATION (Cont.)**SECTION IV - SMALL PROCUREMENT**

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

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

Method 1: Quotes

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

FOOD PROCUREMENT, REGULATION (Cont.)

SECTION V - FORMAL PROCUREMENT (N/A)

Select one or more as applicable

- ☐ Purchases over \$250,000 (*Sponsor input if threshold is below federal limit of \$250, 000, must use most restrictive*)
- ☐ Food Service Management Contracts at any total cost (*does not include vended meal agreements*) n/a, no purchases over \$250,000 or Food Service Management Contracts
1. If the amount of purchases is \$250,000 (or SFW Sponsor approved threshold if less), or for a Food Service Management Contract, formal procurement procedures will be used as required by 2 CFR Part 200.318-326, formerly 7 CFR §3016.36.
2. Formal bid procedures will be applied on the basis of:

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

3. Formal bid procedures will be applied on **the basis of a:**
- ☐ Centralized System
☐ Individual Site
☐ Multi-Sponsor Systems
☐ State Contract
☐ Combination of above (specify): _____
4. Because of the potential for purchasing more than \$250,000, it will be the responsibility of the SFA to document the amounts to be purchased so the correct method of procurement will be followed.

~~FOOD~~ PROCUREMENT, REGULATION (Cont.)

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

- An announcement of an Invitation for Bid (IFB) or a Request for Proposal (RFP) will be placed in the (Newspaper/media, IPS Website, other internet source) to publicize the intent to purchase needed items. The advertisement for bids/proposals or legal notice will be run for (2 weeks).
- An advertisement is required for all purchases over the districts shall purchase threshold of \$150,000 or greater. The announcement will contain a:
 - general description of items to be purchased
 - deadline for submission of questions and the date written responses will be provided including addenda to bid specifications, terms and conditions as needed
 - date of pre-bid meeting, if provided, and if attendance is a requirement for bid award
 - deadline for submission of sealed bids or proposals, and
 - address of location where complete specifications and bid forms may be obtained.
- In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
- The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
- The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - Contract period
 - SFA/Sponsor is responsible for all contracts awarded (statement)
 - Date, time, and location of bid opening
 - How vendor is to be informed of bid acceptance or rejection
 - Delivery schedule
 - Set forth requirements (terms and conditions) which bidder must fulfill in order for bid to be evaluated
 - Benefits to be entitled if the contractor cannot or will not perform as required
 - Statement assuring positive efforts will be made to involve minority and small business
 - Statement regarding the return of purchase incentives, discounts, rebates, and credits to the nonprofit Child Nutrition account
 - Contract provisions as required in Appendix II for 2 CFR Part 200, formerly 7 CFR Part 3016.36(i)
 - Contract provisions as required in 7 CFR Part 210.21 (f) for all cost reimbursable contracts
 - Contract provisions as required in 7 CFR Part 210.16(a)(1-10) for Food Service Management Company contracts
 - Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding
 - Price adjustment clause (escalation/de-escalation) based on appropriate standard or cost index (Consumer price index, or other as stated in terms and conditions for pricing and price adjustments)
 - Method of evaluation and type of contract to be awarded
 - Method of award announcement and effective date (if intent to award is required by State or local procurement requirements)

FOOD PROCUREMENT, REGULATION (Cont.)

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

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

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

PROCUREMENT, REGULATION (Cont.)

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

SECTION VI - NON-COMPETITIVE NEGOTIATION

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

1. Written Specifications will be prepared and provided to the vendor.
2. The SFA will be responsible for the documentation of records to fully explain the decision to use the non-competitive negotiation. The records will be available for audit and review.
3. The SFA will be responsible for documentation that the actual product or service specified was received.
4. The Superintendent or Designee will be responsible for reviewing the procedures to be certain all requirements for using single source or non-competitive negotiation are met.
5. Non-competitive negotiations shall be used for one-time purchases of a new food item in order to determine food acceptance by students and for samples for testing purposes. A record of non-competitive negotiation purchase shall be maintained by the Superintendent or Designee. The record of non-competitive purchases shall include, at a minimum, the following:
 - item name
 - dollar amount
 - vendor, and
 - reason for non-competitive procurement

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

SECTION VII - EMERGENCY PURCHASING

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

FOOD PROCUREMENT, REGULATION (Cont.)

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

INFORMAL PROCUREMENT LOG

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

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

Items to be purchased and specifications:

--

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

FOOD PROCUREMENT, REGULATION (Cont.)**CHART OF PROCEDURES**

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

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

PROCUREMENT

It is the policy of the Cashion Board of Education to follow acceptable practices in the procurement of food, products, supplies, or equipment with state and federal funds for this school district. Acceptable practices are those set forth in federal law, Oklahoma statutes, and Department of Education regulations.

No employee, officer, or agent of this school district shall participate in the selection of or in the award or administration of a contract for ~~food~~ procurement if a conflict of interest, real or apparent, would be involved.

Conflicts of interest arise when any of the following has a financial or other interest in the firm selected for the award:

- The employee, officer, or agent;
- Any member of his/her immediate family;
- His/her partner;
- An organization which employs or is about to employ any of the above.

Officers, employees, and agents of this school district shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to subagreements. Prohibited favors include purchasing ~~food~~ items for personal use at cost or at retail value from a vendor.

Officers, employees, contractors, and agents are expected to be aware of the penalties established by the Anti-Kickback Act of 1974 as codified by Oklahoma Statutes, Title 74, Section 3401, et seq.

The superintendent is directed to establish a regulation setting forth acceptable procurement procedures for this district.

REFERENCE **Oklahoma Department of Education Directive, dated June 6, 1988**
74 O.S. §3401, et seq.
7 CFR § 3016
2 CFR § 200.318

VENDING MACHINES

The Cashion Board of Education has determined that there shall be no installations of vending machines except as approved by the superintendent. The superintendent will have the authority to determine whether such machines may be installed, where they will be placed, what items will be dispensed, and during which hours they might be used. Vending machines are operated as a convenience for students, staff, and patrons. All revenue produced from this source shall be deposited in the designated activity fund as approved by the board of education. Revenues may be spent only on those purposes for which general revenue may be expended.

All snack foods sold in school must be “whole grain rich,” meaning they contain 50% whole grains or have whole grains as the first ingredient, or have as the first ingredient a fruit, a vegetable, a dairy product or a protein-rich food. Combination foods that contain at least ¼ cup fruit and/or vegetable or naturally contain 10% of the daily value (DV) of calcium, potassium, vitamin D or dietary fiber will also be accepted.

**REFERENCE: 70 O.S. §5-129
A. G. Opin. No. 03-21
7 CFR 210**

CELLULAR TELEPHONES AND OTHER WIRELESS TELECOMMUNICATIONS DEVICES

It is the policy of the Cashion Board of Education that a cellular telephone will be provided for use by designated personnel of this school district. The district may elect to issue certain communications devices to employees in order to increase the efficiency of district operations. Issuance and use of district wireless telecommunications devices and other communication equipment shall be subject to the rules established by the superintendent and approved by the board.

School employees are prohibited from text messaging and/or using cell phones while driving a school bus or school-owned vehicle. If an emergency situation arises, the employee shall remove the bus or vehicle from the roadway and place an emergency call to the appropriate legal authorities. Any employee found to have engaged in text messaging or the non-school emergency use of a cell phone while driving a school vehicle shall be subject to disciplinary measures which could include termination of employment.

Therefore, the superintendent is directed to establish a regulation to provide reasonable access to a cellular telephone or other communication devices by designated personnel.

WORKERS' COMPENSATION INSURANCE

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

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

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

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

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

**TIMEKEEPING
NON-EXEMPT EMPLOYEES**

The district may use a time clock, have a timekeeper keep track of employee work hours, or have the employees write their own times on sign-in/sign-out records. Whichever method is used, employees will be required to sign the time card/sheet to indicate knowledge of recorded work time.

Employee Name: _____

Day	Date	Time In	Time Out	Total Hours
<i>Sunday</i>	<i>5/2/93</i>	-----		
<i>Monday</i>	<i>5/3/93</i>	<i>8:00</i>	<i>12:03</i>	
		<i>1:00</i>	<i>5:02</i>	<i>8</i>
<i>Tuesday</i>	<i>5/4/93</i>			

Total Regular Hours: _____

Total Overtime Hours: _____

Total Workweek Hours: _____

Employee Verification Signature: _____

OVERTIME AUTHORIZATION FORM

Name _____ Date _____

Job to be Done _____

Reason for Overtime _____

Form Returned: Date _____

Signature of Worker_____
Signature of Superintendent

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

FAIR LABOR STANDARDS ACT PROCEDURES

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

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

Definitions

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

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

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

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

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

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

Exemptions

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

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

**FAIR LABOR STANDARDS ACT
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall ensure compliance with the Fair Labor Standards Act within this school district.

1. This district will pay all nonexempt employees at least the federal minimum wage and time and one-half for all hours worked which exceed 40 hours per week, or permit compensatory time off at the rate of one and one-half hours off duty for each overtime hour worked. However, any overtime hours to be credited for overtime pay must be approved in advance by that employee's designated superior. Failure to get approval for overtime may result in disciplinary action being taken, which may include termination of employment.
2. This district will inform employees of the law by posting information disseminated by the U.S. Department of Labor.
3. This district shall establish, through separate administrative regulations, the process of time keeping which complies with the Act.

FAIR LABOR STANDARDS ACT

The Cashion Board of Education will comply fully with the Fair Labor Standards Act, its regulations, and relevant court decisions. This district will inform employees of the Act through proper posting of information as disseminated by the U.S. Department of Labor. The district will cooperate with all state agencies and maintain compliance.

The superintendent is directed to prepare a regulation supporting this policy and implementing the provisions of the Fair Labor Standards Act subject to approval of this board.

REFERENCE: Fair Labor Standards Act
State Department of Education, Outline for FLSA Policies

COMPLIANCE PROCEDURES FAIR LABOR STANDARDS ACT

In accordance with the policy of the board of education, the following procedures shall apply to compliance with the Fair Labor Standards Act within this school district. Should any employee or group of employees have questions concerning the following, additional information will be provided upon request.

Minimum Wage Provisions

Cashion Public Schools meets the minimum wage provisions established by law. All employees are subject to the Fair Labor Standards Act (FLSA) unless exempt by some provision of the act. As outlined under the exemption provisions set forth below, certified educational employees working in certified positions who perform ancillary duties (i.e., bus driver, etc.) will be exempt from the overtime requirements of the FLSA as long as not more than 20% of their time is spent in non-exempt activities.

Overtime Pay Provisions

The FLSA requires that an employer must pay all nonexempt employees time and one-half their regular rate for all hours worked in excess of 40 hours in a seven-day workweek. The hours worked will not be averaged over two or more workweeks (i.e., pay period) to determine overtime hours, even though an employee is paid monthly. For example, if a nonexempt employee works 45 hours one week and 35 hours the next week, the employee will be paid one and one-half times the regular rate for five hours of overtime in the first week.

Compensable hours include all time that an employee is required to be on duty, either at school or at a workplace for the employer, and all times that the employee is permitted to work. This includes time during which an employee is required at school functions, meetings, or training activities. It may also include time spent traveling on work-related business. Also included is time an employee voluntarily works before or after the regular work shift if "suffered or permitted" by the employer. Even work done at home is included if the employer knows or has reason to think work is being done there.

Vacation and sick leave hours are not counted as hours worked even though they are paid hours. Lunch breaks where the employee is completely relieved of his or her duties for at least 30 uninterrupted minutes and breaks of at least 20 uninterrupted minutes also are not counted as hours worked.

Because of the overtime provision, nonexempt employees should not work overtime unless they are specifically authorized to do so by their supervisors. Lunch breaks must be taken by all nonexempt employees as per the schedule created by the administration. If the employee eats lunch at his or her desk or work station, the employee must not work while on lunch break. This includes not answering the phone, not writing memos, not assisting others, not reading material that is required by the job, etc. Nonexempt employees will not be allowed to start work before their regularly scheduled time and must stop working at their regularly scheduled stopping time unless permission to work overtime has been obtained from their supervisor(s) as per district policy.

COMPLIANCE PROCEDURES, FAIR LABOR STANDARDS ACT (Cont.)Recordkeeping

The Cashion Public School District will keep records for each nonexempt employee which records should include the following information:

- The employee's full name
- Social security number
- Address, including zip code
- Birth date/age
- Sex
- Occupation
- Time and day of week when employee's workweek begins
- Hours worked each day
- Total hours worked each workweek
- Wage basis (e.g., "\$6 per hour", "\$220 per week", "piecework")
- Regular hourly pay rate
- Total daily or weekly straight-time earnings
- Total overtime earning for the workweek
- Additions to or deductions from wages
- Total wages paid each pay period
- Date of payment and the pay period covered by the payment

Time sheets will be provided to all nonexempt employees and they will be required to complete and sign them on a weekly basis. Exact time of arrival and departure shall be noted on the time sheet. Employees should not arrive at work any earlier than 10 minutes prior to the scheduled work time. The board may determine that a time clock be installed and used by all nonexempt employees as an alternative method of timekeeping.

Exempt Employees

An exemption from both the minimum wage and overtime pay requirements is provided in section 13(a)(1) of the FLSA for any employee employed in a bona fide executive, administrative, professional, or outside sales capacity, as these terms are defined and delimited in regulations of the Secretary of Labor. An employee will qualify for exemption if he or she meets all of the pertinent tests relating to duties, responsibilities, and salary stipulated in the applicable section of Regulations, 29 CFR, Part 541.

1. Executive:

In order to be exempt as a bona fide executive employee, all of the following must be met:

- A. The employee's primary duty must be management of the enterprise, or of a customarily recognized department or subdivision; and
- B. The employee must customarily and regularly direct the work of at least two or more other employees therein; and

COMPLIANCE PROCEDURES, FAIR LABOR STANDARDS ACT (Cont.)

- C. The employee must have the authority to hire or fire, or recommend hiring and firing; or whose recommendations on these and other actions affecting employees is given particular weight; and
 - D. The employee must customarily and regularly exercise discretionary powers; and
 - E. The employee must devote no more than 20% of his or her hours worked to activities not directly and closely related to the managerial duties; and
 - F. The employee must be paid on a salary basis at a rate of at least \$155 a week exclusive of board, lodging, or other facilities.
 - G. An executive employee paid at least \$250 a week, exclusive of board, lodging, and other facilities, is exempt if the employee regularly directs the work of at least two or more other employees and the employee's primary duty is management of the enterprise, or a recognized department or subdivision thereof.
2. Administrative:
In order to be exempt as a bona fide administrative employee, all of the following must be met:
- A. The employee's primary duty must be either:
 - 1. Responsible office or nonmanual work directly related to the management policies or general business operations of the employer or the employer's customers; or
 - 2. Responsible work that is directly related to academic instruction or training carried on in the administration of a school system or educational establishment; and
 - B. The employee must customarily and regularly exercise discretion and independent judgment, as distinguished from using skills and following procedures, and must have the authority to make important decisions; and
 - C. The employee must:
 - 1. Regularly assist a proprietor or bona fide executive or administrative employee; or
 - 2. Perform work under only general supervision along specialized or technical lines requiring special training, experience, or knowledge; or
 - 3. Execute under only general supervision special assignments; and
 - D. The employee must not spend more than 20% of the time worked in the workweek on work that is not directly and closely related to the administrative duties discussed above; and

COMPLIANCE PROCEDURES, FAIR LABOR STANDARDS ACT (Cont.)

- E. The employee must be paid on a salary or fee basis at a rate of not less than \$155 a week, exclusive of board, lodging, or other facilities, or in the case of academic administrative personnel in public or private schools, the salary requirement for exemption must be at least \$155 a week or one which is at least equal to the entrance salary for teachers in the employing school system or educational establishment or institution.
- F. An administrative employee who is paid on a salary or fee basis of at least \$250 a week, exclusive of board, lodging, or other facilities, will be exempt if:
 - 1. The employee's primary duty consists of either:
 - a. Responsible office or nonmanual work directly related to the management policies or general business operations of the employer or the employer's customers; or
 - b. Responsible work that is directly related to academic instruction or training carried on in the administration of a school system or educational establishment; and
 - 2. Such primary duty includes work requiring the exercise of discretion and independent judgment.
- 3. Professional:
In order to be exempt as a bona fide professional employee, all of the following must be met:
 - A. The employee's primary duty must be either:
 - 1. Work requiring knowledge of an advanced type in a field of science or learning, customarily obtained by a prolonged course of specialized instruction and study; or
 - 2. Work that is original and creative in character in a recognized field of artistic endeavor, the result of which depends primarily on the employee's invention, imagination, or talent; or
 - 3. Work as a teacher certified or recognized as such in the school system or educational institution by which he or she is employed; and
 - B. The employee must consistently exercise discretion and judgment; and
 - C. The employee must do work that is predominantly intellectual and varied, as distinguished from routine mental, manual, mechanical, or physical duties, and
 - D. The employee must not spend more than 20% of the time worked in the workweek on activities not essentially a part of and necessarily incident to the professional duties; and

COMPLIANCE PROCEDURES, FAIR LABOR STANDARDS ACT (Cont.)

- E. The employee must be paid on a salary or fee basis at a rate of not less than \$170 a week, exclusive of board, lodging, and other facilities.

The salary requirement above does not apply to an employee who is the holder of a valid license or certificate permitting the practice of law or medicine and who is actually engaged in such practice, an employee who is the holder of the requisite academic degree for the general practice of medicine and is engaged in an internship or resident program, or an employee employed and engaged as a teacher in a school or educational institution.

REFERENCE: 29 CFR §553, et seq.

HARASSMENT

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The Cashion Board of Education will not tolerate sexual harassment by any of its employees. This policy applies to non-employee volunteers whose work is subject to the control of school personnel.

General Prohibitions

1. Unwelcome Conduct of a Sexual Nature
 - A. Conduct of a sexual nature may include verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
 - B. Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
 - C. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

2. Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if:

- A. Submission to the conduct is made either an explicit or implicit condition of employment;
- B. Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or
- C. The conduct substantially interferes with an employee's work performance, or creates an intimidating, hostile, or offensive work environment.

Specific Prohibitions

1. Administrators and Supervisors
 - A. It is sexual harassment for an administrator or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.
 - B. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

SEXUAL HARASSMENT (Cont.)**2. Non-administrative and Non-supervisory Employees**

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

Report, Investigation, and Sanctions

1. It is the express policy of the board of education to encourage victims of sexual harassment to come forward with such claims. This may be done through the Employee Grievance policy.
 - A. Employees who feel that administrators or supervisors are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the alleged offending person, the report will be made to the next higher level of administration or supervision, unless it is the superintendent who is the alleged offender. In which case, the complaint shall be referred to the board president.
 - B. Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offensive working environment.
 - C. Confidentiality will be maintained; however, absolute confidentiality cannot be guaranteed because of due process concerns that arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
2. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.
3. Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.

REFERENCE: Title VII of the Civil Rights Act of 1964**29 CFR §1604.1, et seq.****34 CFR Part 106****20 USC §§1681-1688****29 USC §794****42 USC §§2000d-2000d-7****42 USC §§2000e-2000e-17****42 USC §2000e-2**

DISCRIMINATION COMPLAINT FORM

TO: Title IX/504/ADA Coordinator - Superintendent
Alternate Coordinator – High School Principal

FROM: Name of Grievant _____
Address/Telephone # _____

DATE OF ALLEGED VIOLATION: _____

NATURE OF ALLEGED VIOLATION:

NAMES OF PERSONS RESPONSIBLE:

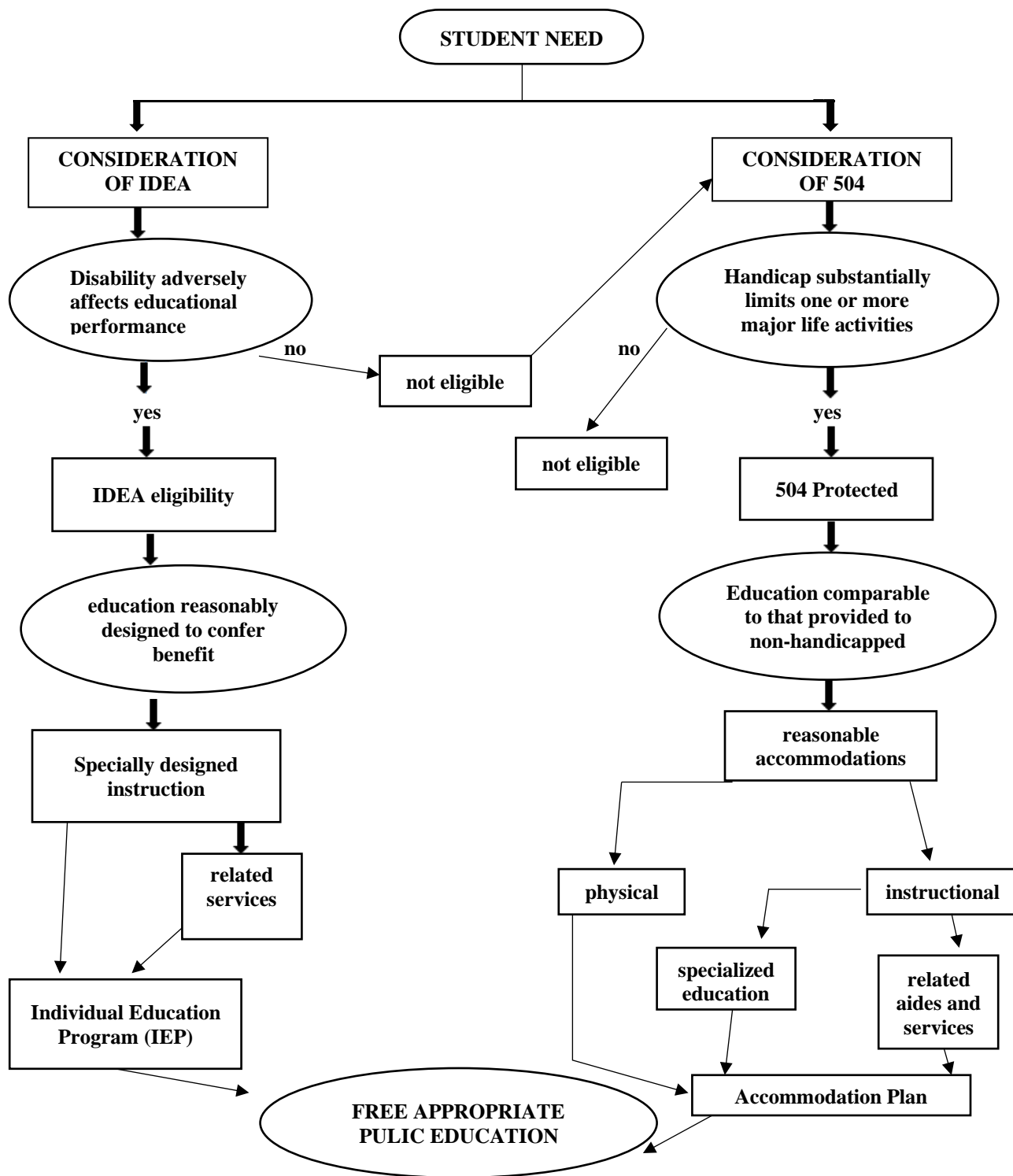
REQUESTED ACTION:

Date Complaint Filed With Coordinator: _____

Please use reverse of this form or attach additional sheets if necessary.

(Complaint must be submitted within 30 days of alleged violation.)

IDEA/504 FLOW CHART



DISCRIMINATION COMPLAINTS PROCEDURES

The following procedures will be used by any person, including personnel and students for the filing, processing, and resolution of alleged discrimination complaints.

Definitions

1. Discrimination Complaint: A written complaint alleging any policy, procedure, or practice to discriminate on the basis of race, color, religion, national origin, sex, qualified handicap, veteran status, or other perceived discrimination.
2. Student Grievant: A student of the Cashion Public School District who submits a complaint alleging discrimination based on race, color, religion, national origin, sex, or qualified handicap.
3. Employee Grievant: An employee of the Cashion Public School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
4. Public Grievant: Any person other than a student or employee or employment applicant who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
5. Title IX, 504 and ADA Coordinator (Coordinator): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other state and federal law addressing equal educational opportunity. The Coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.
6. Respondent: The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
7. Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

Pre-Filing Procedures

Prior to the filing of a written complaint, the grievant is encouraged to visit with the high school principal, and reasonable effort should be made to resolve the problem or complaint.

DISCRIMINATION COMPLAINTS, PROCEDURES (Cont.)Filing and Processing Discrimination Complaints

- | | | |
|-----|--|--|
| 1. | Grievant | Submits written complaint to Coordinator stating name, nature and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available in all school offices. |
| 2. | Coordinator | Notifies respondent within 10 days and asks respondent to:

1. Confirm or deny facts,
2. Indicate acceptance or rejection of grievant's requested action, or
3. Outline alternatives. |
| 3. | Respondent | Submits answer within 10 days to Coordinator. |
| 4. | Coordinator | Within 10 days after receiving respondent's answer, Coordinator refers the written complaint and respondent's answer to the building principal. The Coordinator also schedules a hearing with the grievant, the respondent, and the building principal. |
| 5. | Principal, Grievant, Respondent, & Coordinator | Hearing is conducted. |
| 6. | Principal | Within 10 days after the hearing, issues a written decision to the grievant, respondent, and Coordinator. |
| 7. | Grievant or Respondent | If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the superintendent requested. |
| 8. | Coordinator | Within 10 days of receiving a request for a hearing, schedules a hearing with the grievant, respondent, and superintendent. |
| 9. | Superintendent, Grievant Respondent, & Coordinator | Hearing is conducted. |
| 10. | Superintendent | Issues a decision within 10 days following the hearing. |
| 11. | Grievant or Respondent | If the grievant or respondent is not satisfied with the decision, the Coordinator must be notified within 10 days and a hearing with the board requested. |

DISCRIMINATION COMPLAINTS, PROCEDURES (Cont.)

- | | | |
|-----|---|--|
| 12. | Coordinator | Notifies board within 10 days after receiving a request for hearing. Coordinator schedules the hearing with the board. The hearing is to be conducted within 30 days from the date of notification to the board. |
| 13. | Board of Education or hearing panel established by the board, Grievant, Respondent, & Coordinator | Hearing is conducted. |
| 14. | Board of Education | Within 10 days after the hearing, issues a final written decision regarding the validity of the grievance and any action to be taken. |

General Provisions

1. Extension of Time: Any time limits set by these procedures may be extended by mutual consent of the parties involved. The total number of days from the date that the complaint is filed until the complaint is resolved shall be not more than 180 days.
2. Access to Regulations: The Cashion Public School District shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap, or veteran status upon request.
3. Confidentiality of Records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the personnel files. Complaint records shall be maintained on file for three years after complaint resolution.
4. If respondent and principal are the same person, the above procedures are adjusted accordingly with the first hearing being with the superintendent.
5. The high school principal shall serve as an alternate Coordinator.

**CASHION POLICY REGARDING EDUCATIONAL SERVICES
FOR STUDENTS UNDER SECTION 504
AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT**

The District recognizes its responsibilities to children who are or may be qualified persons with disabilities under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Title II of the Americans with Disabilities Act ("Title II"). In an effort to ensure that District employees understand and implement the requirements of Section 504 and Title II, the Board of Education adopts the following policy.

Qualified Individual with a Disability

All qualified persons with disabilities within the jurisdiction of Cashion Public Schools are entitled to a free appropriate public education ("FAPE"), regardless of the nature or severity of the person's disability. Section 504 and Title II define a person with a disability as any person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment or (c) is regarded as having such an impairment. The definition of disability shall be construed in favor of broad coverage of individuals, to the maximum extent permitted by Section 504 and Title II.

The term "physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The phrase "physical or mental impairment" includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.

The term "major life activities" includes, but is not limited to, functions such as caring for one's self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A "major life activity" also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. Also, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating Measures

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- a) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- b) use of assistive technology;
- c) reasonable accommodations or auxiliary aids or services; or
- d) learned behavioral or adaptive neurological modifications.

CASHION POLICY REGARDING EDUCATIONAL SERVICES FOR STUDENTS UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (Cont.)

The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

For purposes of this policy, a "qualified person with a disability" is a person with a disability who is (a) of an age during which it is mandatory under Oklahoma law to provide such services to persons with disabilities; (b) of an age during which persons without disabilities are provided such services; or (c) a person for whom a state is required to provide a FAPE under the Individuals with Disabilities Education Act.

Appropriate Education

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling and medical diagnostic services necessary to the child's education.

An appropriate education in the Cashion Public Schools will include:

- Regular or special education and related aids and services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- Establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

The District will design education programs for student with disabilities to meet their individual needs to the same extent that the needs of nondisabled students are met. The District will provide the quality of education services to students with disabilities that equals the quality of services provided to nondisabled students. The District will provide teachers for students with disabilities who are trained in the instruction of individuals with disabilities. The District will provide comparable facilities for students with disabilities and make appropriate materials and equipment available. The District will not exclude students with disabilities from participating in nonacademic services and extracurricular activities on the basis of disability. The District will provide persons with disabilities an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special

CASHION POLICY REGARDING EDUCATIONAL SERVICES FOR STUDENTS UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (Cont.)

interest groups or clubs sponsored by the District, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Educational Setting

The District will place students with and without disabilities in the same setting, to the maximum extent appropriate to the educational needs of the students with disabilities. The District shall place students in the regular education environment unless the District demonstrates that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will participate with nondisabled students in both academic and nonacademic services, including meals, recess and physical education, to the maximum extent appropriate to their individual needs.

As necessary, the District will provide specific supplementary aids and services for students with disabilities to ensure an appropriate education setting. Supplementary aids may include, but are not limited to, interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments.

If the District places an individual with disabilities in another school, the District will take into account the proximity of the other school to the student's home.

Evaluation and Placement

The District will make evaluation and placement decisions in accordance with appropriate procedures required by law. The District will conduct an individual evaluation before any action is taken with respect to the initial placement of a child who has a disability or before any significant change in that placement. The District will use tests and other evaluation materials that have been validated for the specific purpose for which they are used. The tests and other evaluation materials will include those tailored to assess the student's specific areas of educational need, not merely those designed to provide a single general intelligence quotient (IQ) score. Trained personnel will administer the tests and other evaluation materials in conformance with the instructions provided by their producer. The District will select and administer tests so as best to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, unless those skills are the factors the test purports to measure. In interpreting evaluation data and making placement decisions, the District will draw upon information from a variety of sources, including but not limited to aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior. A multidisciplinary group, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options, will document and consider carefully information obtained from all such sources in making eligibility and placement decisions.

The multidisciplinary group will consider reevaluation at least every three years for each student for whom the District is providing an FAPE or more frequently if conditions warrant or if the child's parent or teacher requests a reevaluation.

CASHION POLICY REGARDING EDUCATIONAL SERVICES FOR STUDENTS UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (Cont.)**Section 504/Title II Plan**

When the multidisciplinary group determines that a student is eligible for educational services under Section 504 and Title II, it will prepare a plan documenting how the District will provide FAPE for that student. The plan will identify the educational services, related services and supplementary aids and services needed to meet the student's individual educational needs, the person(s) responsible for implementing each component of the plan, the starting and ending dates for each component and a date, no less than annually, on which to review the plan.

The District will provide appropriate education and related aids and services free of charge to students with disabilities and their parents or guardians, except for fees equally imposed on nondisabled persons or their parents or guardians.

If the District is unable to provide an FAPE itself, it may place a person with a disability in, or refer the person to, a program other than the one it operates. However, the District will remain responsible for ensuring that the education offered to the student is appropriate, as defined by law, and for coverage of financial obligations associated with the placement. The District will ensure that adequate transportation is provided to and from any program in which it places the student that is not operated by the District, at no greater personal or family cost that would be incurred if the student were placed in the District's program.

Procedural Safeguards

The District will employ procedural safeguards regarding the identification, evaluation or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. District personnel will notify parents or guardians of any evaluation or placement actions and parents or guardians will be allowed to examine the student's records. The District will provide parents or guardians with a copy of its *Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards* form annually at the student's Section 504 plan meeting and when the District (a) seeks parent or guardian consent for Section 504 evaluation or reevaluation, (b) receives a complaint from the parent or guardian alleging failure to comply with Section 504 or Title II requirements, (c) receives a request from the parent or guardian for a copy of the *Procedural Safeguards* form, and (d) takes any action with respect to the identification, evaluation, or educational placement of the student.

The District will provide an impartial hearing by an objective, neutral hearing officer that will allow parents or guardians to challenge identification, evaluation and placement procedures and decisions. If parents or guardians disagree with the District's decisions, they will be afforded an impartial hearing, with an opportunity for their participation and for representation by counsel. The District will make available an impartial administrative review procedure by an objective, neutral review officer to parents or guardians who want to challenge the hearing decision. If the parent or guardian wants to challenge the administrative review decision, he or she may file an action in state or federal court.

Retaliation

The District also prohibits retaliation, intimidation, threats, or coercion of any person for opposing discrimination or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The District will take steps to

CASHION POLICY REGARDING EDUCATIONAL SERVICES FOR STUDENTS UNDER SECTION 504 AND TITLE II OF THE AMERICANS WITH DISABILITIES ACT (Cont.)

prevent the alleged perpetrator or anyone else at the 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 District will take strong responsive action.

Persons with complaints or concerns about the application of this policy should contact:

Section 504 Coordinator - High School Counselor (for questions or complaints based on disability concerning students and employees)
101 N. Euclid
Cashion, OK 73016
(405) 433-2741

Title II of the Americans with Disabilities Act Coordinator - Special Education Director (for questions or complaints based on disability concerning students, employees, patrons and other adults)
101 N. Euclid
Cashion, OK 73016
(405) 433-2741

If as a result of a disability, you need assistance in completing this form, please contact the District's Section 504 or Title II Coordinator for assistance or accommodation.

Notice of Non-Discrimination

The Cashion Public Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Superintendent
101 N. Euclid
Cashion, OK 73016
405-433-2741

For further information on notice of non-discrimination, you may call 800-421-3481 or contact the OCR enforcement office below that serves Oklahoma:

Kansas City Office
Office for Civil Rights
U.S. Department of Education
8930 Ward Parkway, Suite 2037
Kansas City, MO 64114-3302
Telephone: 816-268-0550
Fax: 816-823-1404; TDD: 877-521-2172
Email: www.OCR.KansasCity@ed.gov

NONDISCRIMINATION

The Cashion Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, alienage, handicap, or veteran status. This policy will prevail in all matters concerning staff, events, students, the public, employment, admissions, financial aid, educational programs and services, facilities access, and individuals, companies, and firms with whom the board does business. Racial discrimination shall include racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward an employee, a student or a visitor.

The board directs the superintendent of schools to prepare necessary rules, regulations, and procedures to insure that all local, state, and federal laws, regulations, and guidelines are followed.

The following statement will be included in all course announcements, bulletins disseminated to all students, materials used for recruiting or describing programs and training, application or enrollment forms, brochures, and catalogs:

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

When an open forum is created whereby non-curricular groups are allowed to meet on school premises Boy Scouts and other designated youth groups will have equal access.

Inquiries concerning application of this policy may be referred to the superintendent who is the Title IX/504/ADA Compliance Coordinator.

Cashion Public Schools
101 North Euclid
Cashion, OK 73016
(405) 433-2741

REFERENCE: **Oklahoma Constitution, Article 1, Section 6**
Title 6, Title 7, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972
Executive Order 11246, as amended by Executive Order 11375
Equal Pay Act, as amended by the Education Amendments of 1972
Rehabilitation Act of 1973, §504
Education for All Handicapped Children Act of 1975
Immigration Reform and Control Act of 1986
Americans With Disabilities Act of 1990, 42 U.S.C. §12101
Individuals With Disabilities Education Act, 20 USC §1400, et seq.

INVESTIGATION REPORT ON THE ADMINISTRATION OF FEDERAL PROGRAM ACTIVITIES

1. Complainant		C. Date complaint filed
A. Name and Title	B. Address (include ZIP code)	

D. Description of alleged violation(s)

E. From the list below, identify (check) the areas in which the complainant indicates violations of Title I regulations

- | | | |
|--|--|---|
| § A. Selection of attendance areas
§ B. Needs assessment
§ C. Selection of Title I participants
§ D. General aid
§ E. Supplanting state and local funds
§ F. Involvement of parents | § G. Services provided private school children
§ H. Evaluation of Title I projects
§ I. Services to children living in institutions for neglected or delinquent children
§ J. Effect of Title I program on cultural or racial isolation | § K. Coordination of resources with other programs
§ L. Dissemination of public information on Title I programs
§ M. Reporting requirements
§ N. Comparability
§ O. Other (specify) |
|--|--|---|

FOR EACH AREA CHECKED, PROVIDE A DETAILED STATEMENT OF THE ESSENTIAL FACTS CONCERNING THE NATURE AND EXTENT OF THE VIOLATIONS. (If necessary, continue on attachments.)

Signature of Complainant

2. School District		C. Total LEA Title I allocation	D. Fiscal Year
A. Name		E. Name of Title I project coordinator at school district	
B. Address (include ZIP code)			
F. Superintendent of school district	G. Population of school district		

3. Review Team		B. Date of Investigation (<i>beginning and ending</i>)		
A. Name and address of local officials conducting this investigation		BEGINNING		
		Mo.	Day	Year
		ENDING		
		Mo.	Day	Year
C. Identify all Title I documents reviewed (<i>i.e., application proposal, evaluation reports, parental council records, fiscal control and accounting records, financial and audit reports, etc.</i>)				
D. Indicate action taken to insure proper resolution of the complaint and of any deficiencies noted during the investigation (<i>if necessary, continue on attachments</i>)				
E. Describe corrective action, if any (<i>if necessary, continue on attachments</i>)				

Type or print name of superintendent	Signature of superintendent		Date Signed	
Name of person who prepared this report	Area Code	Telephone Number	Extension	Date Prepared

FEDERAL PROGRAMS
COMPLAINT RESOLUTION

Any parent, individual, or organization with a complaint that the district is violating a federal statute or regulation with regard to a federal program at Cashion Public Schools may make the complaint known to the superintendent of schools in written form by filling out part I of the form, "Investigation Report on the Administration of Federal Program Activities." Within 30 days of receipt of the complaint, Cashion Public Schools will conduct an investigation of the allegations. The investigation shall include opportunities for the complainant or the complainant's representative to present evidence and question witnesses. Subsequent to the investigation, a report of findings will be filed with the State Department of Education and the complainant.

If the complaint has not been resolved to the satisfaction of the complainant, a hearing shall be conducted by the Board of Education within 30 days of receipt of written request for such a hearing. The hearing shall include opportunities for the complainant or complainant's representative to present evidence and question witnesses.

The complainant has the right to appeal the decision of Cashion Public Schools to the State Department of Education, Compensatory Education Section, Oklahoma City, Oklahoma 73105.

A complaint made directly to the State Department of Education (SDE) without previously being filed with this school district will be reviewed by the SDE to determine if an investigation is warranted by the SDE because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with this school district. Complaints forwarded to this district shall be investigated within 30 days of receipt of the complaint by this district.

LEGAL REFERENCE: **34 C.F.R. § 299.10**

RECORDS INVESTIGATION

The Cashion Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history record check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

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

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks.

Any person applying for employment as a substitute teacher shall only be required to have one such national criminal history records check for the school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach. The board of education may choose whether to require a national criminal history record check from a prospective substitute teacher who has been employed by the school district in the last year.

Any person employed as a full-time teacher by a school district in Oklahoma in the five (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history record check, if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was last employed stating the teacher left in good standing.

A any person who has been employed as a full-time teacher by a school district who applies for employment as a full-time teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing.

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing.

RECORDS INVESTIGATION Con't

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history record check for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history record check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will/will not be reimbursed in full.

TECHNOLOGY CENTER SCHOOLS ONLY:

The requirement for a national criminal history record check shall not apply to technology center employees hired on a part-time or temporary basis for the instruction of adult students only.

REFERENCE: 70 O.S. §5-142

**TEACHERS
DUTIES AND RESPONSIBILITIES
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the duties and responsibilities of teachers employed by the Cashion Public School system.

1. Teachers shall be required to attend workshops three days before the beginning of the school term, and two days following the end of the school term.
2. Teachers shall be present in their assigned work places at least 30 minutes before the beginning of class each morning and a reasonable time before the opening of class in the afternoon. Teachers shall remain at their work places 15 minutes after school closes.
3. Teachers shall attend promptly all meetings called by the principal or superintendent.
4. Teachers shall devote themselves during school hours to the duties of their respective assignments and will give careful attention to instruction, discipline, manner, and habits of their students.
5. Teachers shall be responsible for discipline of their respective classrooms. Students shall not be excluded from classes without good cause. The aid and counsel of the principal shall be sought on questions of discipline and special misconduct cases shall be referred to the principal.
6. Teachers shall be responsible and accountable for supplies, equipment, apparatus, and other school property within their area of instruction or supervision.
7. Teachers shall report student misconduct.
8. Teachers shall report to the principal any student whose progress or advancement warrants reclassification, and any student who, for any cause, fails to properly complete assigned classroom work. Teachers shall assign, grade, and return to the student any required make-up work for excused absences.
9. Teachers shall not be absent from their classrooms without prior notice to the principal.
10. Teachers who find that they will be late or absent because of unforeseen emergencies should notify the principal as soon as possible so that a substitute teacher may be obtained.
11. Teachers shall perform other duties as assigned by the principal.

At the end of the school year, each teacher must have the following completed and ready to hand in before checking out:

1. Completed inventory of classroom
2. Semester grade sheets completed

TEACHERS, DUTIES AND RESPONSIBILITIES, REGULATION (Cont.)

3. Inventory list of textbooks
4. Supply list for following school year
5. All incomplete grades changed
6. Textbooks properly stored
7. Sponsors must insure all organizational bills are paid
8. Must be cleared by principal before departure

**TEACHERS
DUTIES AND RESPONSIBILITIES**

The Cashion Board of Education recognizes that teachers are professional persons who work within a code of ethics and professional responsibility. Nevertheless, in the interest of consistency and uniformity, the superintendent is directed to establish rules and regulations governing the activities of teachers within the Cashion Public School system.

PARAPROFESSIONALS

It is the policy of the Cashion Board of Education that paraprofessionals are support employees entitled to due process prior to nonrenewal or termination of employment. Applicants must possess the required level of requisite skills as prescribed in the appropriate State Department of Education regulation except that a paraprofessional or a volunteer will be used for each class of kindergarten through second grade which has more than 20 students and in which twenty percent of the students are eligible to participate in the National Child Nutrition Act.

Teacher assistants are paraprofessionals within the school district. All paraprofessionals must have earned a high school diploma or its equivalent. Individuals hired to be paraprofessionals must meet requirements established by state and federal laws to be authorize to serve as paraprofessionals in Title I schools and in special education settings.

Individuals seeking a paraprofessional credential from the State Department of Education shall submit an application and all required supporting documentation to the State Department of Education Office of Certification.

1. Tier 1. In order to qualify for a Tier 1 Oklahoma paraprofessional credential which is required for general education paraprofessionals in Title 1 schools and avialble to general education paraprofessionals in other settings, an applicant must meet the following eligibility criteria:
 - A. Has a high school diploma or a General Educational Educational Development (GED) Diploma or other certificate of high school equivalency recognized by the State of Oklahoma.
 - B. Has on file with the State Board of Education a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation (OSBI).
 - C. Meets at least one of the following criteria:
 - a. Has completed at least two (2) years of study at an institution of higher education, defined as completion of at least forty-eight (48) credit hours of college coursework; or
 - b. Has obtained an associate's degree or higher; or
 - c. Has either passed the Oklahoma General Education Test (OGET), obtained a National Career Readiness Certificate through successful completion of the ACT WorkKeys assessment, or passed the ParaPro Assessment offered through the Educational Testing Service.
2. Tier 2. In order to qualify for a Tier 2 Oklahoma paraprofessional credential issued by the State Department of Education, which is valid for special education paraprofessionals, an applicant shall meet the criteria for a Tier 1 paraprofessional credential and all of the following qualifications:
 - A. Has completed the Oklahoma Special Education Paraprofessional Training available at Career Technology centers, equivalent training provided by the State Department of Education through an in-person or online program, or other state-approved training provided by a school district.
 - B. Has completed training in cardiovascular pulmonary resuscitation (CPR) and First Aid.

PARAPROFESSIONALS (Cont.)

C. Has completed training in Universal Precautions/Bloodborne Pathogens.

In the event the district requires a special education paraprofessional in order to provide necessary services to one or more students with disabilities, but is unable to secure the services of an individual who holds a Tier 2 paraprofessional credential at the time the services must be delivered, the district may employ an individual on a provisional basis if the district determines the individual is able to provide the appropriate paraprofessional services. An individual who is employed as a paraprofessional to provide special education services on a provisional basis must meet the criteria for a Tier 1 credential, and obtain all training required to qualify for a Tier 2 credential within one hundred twenty (120) calendar days of providing special education paraprofessional services in order to continue to provide special education paraprofessional services, provided a criminal history record check is obtained within sixty (60) calendar days of initial employment. If it is necessary for a school district to provisionally employ a paraprofessional to provide special education services, the district shall report the provisional placement of the paraprofessional and the paraprofessional's starting date of employment to the State Department of Education Office of Special Education.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The basic objectives for the use of teacher assistants are:

1. To make it possible for teachers to use more variety in structuring classroom activities which will result in more meaningful education for students.
2. To enable the teacher to do more creative teaching, and to use a greater variety of instructional media.
3. To enable the teacher to develop effective programs focusing upon the individual needs of each student.
4. To provide increased time for individualizing instruction, evaluating learning situations, student counseling and guidance for other instructional activities that will improve educational opportunities for students.
5. To relieve teachers of the numerous semi- and non-professional tasks which have become cumulative and which have come to consume a disproportionate amount of the teacher's time and energies.

The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

Paraprofessionals will only be used to perform, or assist a classroom teacher to perform, the following duties:

- * Hallroom duty
- * Bus duty
- * Playground duty

PARAPROFESSIONALS (Cont.)

- * Lunchroom duty
- * Extracurricular activities involving school functions
- * Other noninstructional duties as the superintendent may prescribe

The duties of paraprofessionals may be further restricted or regulated by program requirements of the funding plan under which they are employed:

1. Title I funds provide paraprofessionals for the Remedial Reading Program.
2. Title VI funds provide paraprofessionals for Indian students.
3. Early Childhood Intervention (ECI) funds provide paraprofessionals for mainstreamed students with certain specific handicaps that require frequent or constant attention.

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

***THIS POLICY REQUIRED BY
FEDERAL LAW.***

TITLE I PARAPROFESSIONALS

It is the policy of the Cashion Board of Education that Title I paraprofessionals will be employed for the school term only. If Title I funds are received by the district, employment will be offered if the educational need exists and if the applicant possesses the required level of requisite skills as prescribed in the appropriate State Department of Education regulations and the *No Child Left Behind Act*.

All paraprofessionals must have earned a high school diploma or its equivalent. Paraprofessionals hired after January 7, 2002, must have completed at least two years of study at an institution of higher education; obtained at least an associate's degree; or met a rigorous standard of quality and can demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in the instruction of reading, writing, or mathematics or the instruction of readiness of these subjects. The district will not hire Title I paraprofessionals who do not meet these standards.

Exception to these requirements may be made with regard to paraprofessionals who act as translators or who coordinate parent involvement activities.

The superintendent and/or staff development committee shall develop an appropriate in-service training program for paraprofessionals.

Paraprofessionals are employed so that the professional teachers may direct their energies to the students' education. The principal and supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraprofessional. Paraprofessionals are not to discipline children. Classroom discipline shall be left to the certified teacher or building principal.

REFERENCE: P.L. 107

***THIS POLICY REQUIRED BY THE
NO CHILD LEFT BEHIND ACT.***

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

Teachers are charged with the education of the youth of this state. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurturing of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community; teachers are to be guided in their conduct by commitment to students and the profession.

**PRINCIPLE I
COMMITMENT TO THE STUDENTS**

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly
 - A. Exclude any student from participation in any program,
 - B. Deny benefits to any students,
 - C. Grant any advantage to any student.
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted or required by law.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)**PRINCIPLE II
COMMITMENT TO THE PROFESSION**

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the state and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist entry into the teaching profession of any person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist an unqualified person in the unauthorized practice of the teaching profession.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decision or actions.

PRINCIPLE III

1. Pursuant to the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:
 - A. Willful neglect of duty.

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

- B. Repeated negligence in performance of duty.
 - C. Mental or physical abuse to a child.
 - D. Incompetency.
 - E. Instructional ineffectiveness.
 - F. Unsatisfactory teaching performance.
 - G. Commission of an act of moral turpitude.
 - H. Abandonment of contract,
 - I. Conviction of a felony,
 - J. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
 - K. Failure to earn required staff development points.
- 2. A career teacher shall not be subject to dismissal or non-reemployment for items A, B, D, E, and F, above unless and until a written admonishment has been issued in accordance with relevant law.
 - 3. A probationary teacher shall not be subject to dismissal or non-reemployment for inadequate teaching performance unless or until a written admonishment has been issued in accordance with relevant law.
 - 4. Temporary teachers, substitute teachers, adult education teachers, and teachers employed in positions fully funded by private or federal grants shall not be protected by the provisions of the Teacher Due Process Act.
 - 5. A teacher convicted of a felony shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued.
 - 6. A teacher may be dismissed, refused employment, or not reemployed after a finding that such person engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties:
 - A. "Criminal sexual activity" means the commission of an act defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and
 - B. "Sexual misconduct" means the soliciting or imposing of criminal sexual activity (70 O.S. §6-101.22).

STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS (Cont.)

REFERENCE: 70 O.S. §6-101.21, et seq.

NOTE: In accordance with the referenced statutes, a copy of these standards of performance and conduct will be provided to each teacher.

THIS POLICY REQUIRED BY LAW.

CONFLICTS OF INTEREST

In order to protect the public trust and maintain confidence in the fairness of public education, conflicts of interest or even the appearance of conflict must be avoided. Therefore, it is the policy of the Cashion Board of Education that school board members and school district personnel shall not engage in any activity that would create a conflict of interest.

Personal property acquired by the district is intended for use by employees of the district within the scope of their employment. Use of school property, including, but not limited to, teaching materials, computer software and hardware, electronic equipment, and other equipment, outside of the scope of the employee's employment is prohibited. Employees that utilize school district owned property for personal use or gain may be subject to disciplinary action which could include possible action to nonrenew or terminate employment.

With regard to any Federal funding, the district will disclose in writing any potential conflicts of interest to the Federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policies and procedures.

No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediately family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Violation of these standards will result in disciplinary action which may include termination of employment.

Contracts and Business Arrangements

1. Contracts with Board Members

Oklahoma law prohibits a school board from entering into a contract in which a board member is directly or indirectly interested. 70 O.S. § 5-124.

2. Disclosure of Other Contracts and Business Arrangements

The board of education believes that certain business and contractual arrangements by employees, although not in violation of state law, create such a potential for conflict of interest that such contracts or relationships should be disclosed to the superintendent. The following contracts or business relationships shall be disclosed in writing to the superintendent:

- A. Any two or more district employees who together enter into any business relationship, including, but not limited to, a partnership, corporation, or lessor/lessee relationship.
- B. Any employee who has a substantial interest, directly or indirectly, in any person or entity that is providing services or sales of equipment or other goods or commodities to the district where such relationship would result in a direct or indirect monetary benefit to the employee.

Any violation of the foregoing reporting requirements will subject the employee or employees involved to possible disciplinary action which could include possible termination or nonrenewal of employment.

CONFLICTS OF INTEREST (Cont.)**3. Contracts or Employment Relationships between Employees**

District employees are not permitted to have other employees do personal errands or work for them during normal employment hours for personal gain.

District employees who hire or use the services of other district employees for personal benefit during times other than normal employment hours should do so in such a manner as to avoid the appearance that the work or employment is being done as a condition of employment or is being done during normal employment hours.

4. Other Prohibited Activities

In addition to the foregoing, the board of education prohibits any employee from receiving a monetary benefit as the result of any contract between a non-employee and the district.

Outside Activities of Full-time Employees

This portion of the policy applies to full-time employees. A full-time employee shall be construed as any teacher, administrator, support employee, or other employee contracted as a full-time employee with the district and shall include all teachers and other employees who are engaged as full-time employees for only a portion of the year because of summer vacation or any other reason. All full-time employees shall report any outside business activities or employment in writing to the superintendent. The intent of this provision is not to prohibit such activities, but to allow the superintendent to be fully aware of activities that may give rise to violations of other provisions of this policy.

It is the express policy of the board of education that full-time employees devote their full efforts to their assigned activities during their normal business hours.

LEGAL REFERENCE: **70 O.S. § 5-124**
 2 C.F.R. § 200.112
 2 C.F.R. § 200.318

ACCOMODATIONS FOR LACTATING EMPLOYEES

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

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

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

LEGAL REFERENCE: 70 O.S. § 5-149.3.

CERTIFICATION

It is the responsibility of the employee or prospective employee to provide the district with official evidence of a valid license or certification, including initial certificates and licenses.

Until evidence of valid certification is on file with the school district, complete processing of applications will not take place, teaching contracts cannot be executed, and employment recommendations cannot be made to the board of education.

Applicants may be permitted to perform services as a non-certified substitute teacher at the current substitute pay rate. Employment as a substitute teacher will be for a period of time not to exceed that set by state law. (See policy DPB.) After expiration of this time limit, no further professional services may be provided by the applicant during the current school year until official certification is on file with the district and an employment contract is executed.

Contract salary payment can be retroactive only to the date of the certificate.

EMPLOYMENT PRACTICES

It is the policy of the Cashion Board of Education to take action and provide statutory notification concerning the renewal or nonrenewal of all teachers' contracts prior to the first Monday in June each year.

The district will provide reasonable assurance in writing to support employees that the district intends to employ for the subsequent school year no later than ten days after the effective date of the education appropriation bill or by June 1, whichever is later.

The superintendent shall recommend candidates for administrative, support, and certified positions to the board. The principal(s) shall be consulted on the employment and retention of teachers.

Among other requirements for employment, the superintendent shall insure that prospective employees produce legally sufficient documents showing citizenship status. The superintendent may develop rules and regulations governing employment practices. Such rules and regulations, if developed, must be approved by the board of education and shall become a part of this policy.

In the event the board decides not to employ a candidate who is recommended by the superintendent, further recommendations should be made to the board by the superintendent until a selection is made.

The employment of any person with this school district shall not be made or excluded on the basis of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability to perform in the position for which employed. In accordance with Oklahoma Statutes Title 70, Section 5-113.1, the board of education shall not consider for employment in any capacity a relative within the second degree of consanguinity or affinity of a board member.

NOTE: **70 O.S. §5-138 prohibits a school board from requiring any employee, other than the superintendent, to reside within the boundaries of that school district.**

**DRUG-FREE WORKPLACE
NOTICE TO EMPLOYEES**

This school district supports the "Drug-free Workplace Act of 1988" (P.L. 100-690) and all employees must individually certify their understanding of the following conditions of employment and this act:

1. Each employee is hereby notified that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in all workstations in the school district. Such action is prohibited by any employee during that employee's work hours or in the performance of any duties for the school system.
2. Employees are further notified that as a condition of their employment, they are required to abide by the terms of this policy and that violation of any requirement will result in appropriate disciplinary action that may include (a) probation, (b) suspension, and/or (c) termination. Employees may be required to satisfactorily participate in a drug abuse assistance or rehabilitation program as approved for such proposes by a federal, state, or local health, law enforcement, or other appropriate agency.
3. It shall be the responsibility of the employee to report to the district any and all convictions of a criminal drug statute violation occurring in the workplace no later than five days following such conviction. The district must also notify the federal contracting officer or grant source (if any) within ten (10) days after receiving notification from an employee or otherwise receiving actual notice of such conviction. Appropriate personnel action shall follow such disclosure within 30 days of such notice.
4. Each employee will attend a district drug-free awareness program at which employees will be informed about:
 - A. The dangers of drug abuse in the workplace;
 - B. The district policy of maintaining a drug-free workplace;
 - C. Available drug counseling, rehabilitation and employee assistance programs;
 - D. Penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

It is a requirement of the board of education that each current employee receive a copy of this policy and that all new applicants receive a copy of this policy upon a conditional offer of employment. This policy statement shall be published in appropriate documents for proper distribution, and shall be posted at a prominent employee access area.

The district must also demonstrate a good faith effort to maintain a drug-free workplace through implementation of paragraphs 1-4, above.

This is to certify that on _____, I received a copy of this policy pertaining to the Drug-Free Schools and Communities Act of 1989, P.L. 101-226, from the Cashion Board of Education.

Employee's Signature

WORKPLACE DRUG AND ALCOHOL TESTING (REGULATIONS)

The board of education may require drug and alcohol testing of all new applicants upon a conditional offer of employment. Substances tested shall be for drugs and alcohol. The refusal of a job applicant who has been offered conditional employment to take the test will be considered as a basis for not employing the applicant. Each case will be reviewed to assure compliance with current regulations of the Americans with Disabilities Act.

The school district may request or require an employee to undergo drug and/or alcohol testing as set forth below and when the superintendent at any time reasonably believes that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following:

- a. drugs or alcohol on or about the employee's person or in the employee's vicinity,
- b. conduct on the employee's part that suggests impairment or influence of drugs or alcohol,
- c. a report of drug or alcohol use while at work or on duty,
- d. information that an employee has tampered with drug or alcohol testing at any time,
- e. negative performance patterns, or
- f. excessive or unexplained absenteeism or tardiness;

Substances tested shall be for drugs and alcohol.

This school district will require school bus drivers, mechanics, maintenance employees, and any employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing prior to employment and on a random selection basis. The superintendent shall ensure that employees who are selected for random testing are selected on a basis that is entirely random and on a basis which results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected and does not give the district discretion to waive the selection of any employee selected. (See also policy DCCB and DCCB-R.)

This school district will require bus drivers, mechanics, maintenance personnel, and any district employee who is required to obtain a commercial driver's license (CDL) to undergo drug or alcohol testing during routine employee fitness-for-duty medical examinations. (See also policy DCCB and DCCB-R.)

This school district will require periodic drug and alcohol testing without prior notice of any employee who has tested positively under this policy, who has participated in a drug or alcohol dependency treatment program as a result of this policy, or an employee who is required to obtain a commercial driver's license (CDL).

Any employee who refuses to submit to drug or alcohol testing may be subject to disciplinary action including, but not limited to, termination of employment subject to all applicable due process procedures. Employees who refuse to undergo a drug or alcohol test shall be considered to have been discharged for misconduct for purposes of unemployment compensation benefits. In order to provide misconduct, the employer need only provide proof of a testing policy and either a refusal to take a drug or alcohol test or a positive test result.

Drug Testing Procedures

Drug and alcohol testing standards and procedures of this school district shall conform fully to the provisions of the State Board of Health. Testing facilities used by this district shall provide evidence of having met all licensing and/or certification requirements of the State Board of Health including the following:

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

1. Samples shall be collected and tested only by individuals deemed qualified by the State Board of Health. Such samples may be collected on the premises of the school district or at a testing facility.
2. Only samples deemed appropriate by the State Board of Health for drug and alcohol testing shall be collected.
3. The collection of samples shall be performed under reasonable and sanitary conditions.
4. Samples shall be collected in sufficient quantity for splitting into two separate specimens, pursuant to rules of the State Board of Health, to provide for any subsequent independent analysis in the event of challenge of the test results of the main specimen.
5. Samples shall be collected and tested with due regard to the privacy of the individual being tested. In the instances of urinalysis, no representative, agent, or designee of the school district shall directly observe an applicant or employee in the process of producing a urine sample; provided, however, collection shall be in a manner reasonably calculated to prevent substitutions or interference with the collection or testing of reliable samples.
6. The testing facility will provide the necessary documentation of testing procedure and test results to the employer requesting testing services as may be required by a court or administrative proceeding.
7. A written record of the chain of custody of the sample shall be maintained from the time of the collection of the sample until the sample is no longer required.

Testing Results

The following steps will be taken when an employee's medical exam is positive for the presence of drugs or alcohol:

1. The employee will be notified of the results of the test. The applicant or employee has a right to obtain all information and records relating to that individual's testing.
2. The employee will be advised of the outcome of the drug screening and will be immediately removed from the current job assignment.
3. The employee will be given a reasonable opportunity for confidential rebuttal of the results.
4. To continue employment with the district, the employee must develop a written plan for improvement with the employee's supervisor. As an element of every plan for improvement, the employee will be encouraged to voluntarily seek professional assistance and/or participate in an appropriate rehabilitation program. Drug and alcohol dependency evaluation and referral services for substance abuse counseling, treatment, or rehabilitation shall be provided to the employee.
5. The employee will be suspended until the employee has tested negative on a follow-up drug screening. The follow-up drug screening will be administered no earlier than seven nor more than forty-five (45) calendar days following the initial positive drug screening. The physician who administered and interpreted the initial drug screening will make a recommendation to the district as to the amount of time that is appropriate before

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

administering the follow-up drug screening, depending on the type and amount of chemical substance initially detected in the employee's system. The employee may use existing accrued leave during this suspension. If the employee does not have sufficient accrued leave to cover the absence, the leave will be without pay unless prohibited by applicable law. All employees hereby affected by this policy and regulation will be provided appropriate due process procedures.

6. If the follow-up drug screening is negative, the employee may be returned to regular assignment. If the drug screening is positive, procedures for the employee's termination will be implemented in accordance with this policy and the district's employment termination policies.
7. Any employee whose drug screening is positive a second time, regardless of the length of time which has passed since the first positive test, will be recommended to the board for dismissal. Any employee who has once tested positive may be subject to random drug screening sampling for a period of two years, commencing with the employee's return to work, and/or may be recommended for dismissal.

Confidentiality

The school district shall maintain the results of any drug/alcohol test in confidentiality to the extent possible. The employee who participates in a drug/alcohol test will be provided an opportunity to review and to obtain copies of any information and records pertaining to the drug/alcohol test.

1. The school district will maintain all drug and alcohol test results and related information, including, but not limited to, interviews, reports, statements, and memoranda, as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the district or in any action involving the individual tests and the district or unless such records are ordered released pursuant to a valid subpoena or other court order.
2. The records described above and maintained by the district shall be the property of this school district and, upon the request of the applicant or employee tested, shall be made available for inspection and copying to the applicant or employee. The district will not release such records to any person other than the applicant, employee, or the district's review officer, unless the applicant or employee has expressly granted permission in writing, following receipt of the test results, for the district to release such records or pursuant to a valid court order.
3. A testing facility, or any agent, representative or designee of the facility, or any review officer, shall not disclose to the district, based on the analysis of a sample collected from an applicant or employee for the purpose of testing for the presence of drugs or alcohol, any information relating to the general health, pregnancy or other physical or mental condition of the applicant or employee. A testing facility shall release the results of the drug or alcohol test, and any analysis and information related thereto, to the individual tested upon his/her request.

Other Provisions

WORKPLACE DRUG AND ALCOHOL TESTING, REGULATIONS (Cont.)

Drug/alcohol tests required pursuant to this policy will be conducted during, prior to, or immediately after the regular work period for current employees and shall be deemed work time for purposes of compensation and benefits for current employees.

The school district shall pay all costs of testing for drugs or alcohol including any school requested confirmation tests and the costs of transportation to the drug/alcohol test site. Any individual who requests a retest of a sample in order to challenge the results of a positive test shall pay all costs of the retest, unless the retest reverses the findings of the challenged positive test in which case the school district shall reimburse the individual for the costs of the retest.

A copy of this policy shall be posted in a prominent employee access area and shall be provided to each job applicant upon the applicant's receipt of a conditional offer of employment.

Any employee or applicant for employment who refuses to undergo drug or alcohol testing conducted in accordance with board policy and these regulations may be disciplined up to and including termination of employment. An employee discharged on the basis of a refusal to undergo drug or alcohol testing or a confirmed positive drug or alcohol test conducted in accordance with the provisions of the Standards for Workplace Drug and Alcohol Testing Act shall be considered to have been discharged for misconduct and shall be disqualified for unemployment compensation.

REFERENCE: 40 O.S. §2-406A
40 O.S. §551, et seq.

DRUG-FREE WORKPLACE

In recognition of the clear danger resulting from drug abuse, and in good faith effort to promote the health, safety, and welfare to employees, students and the community, it is the policy of this school district to provide a drug-free workplace in compliance with the Drug-Free Schools and Communities Act Amendment of 1989 (P.L. 101-226).

The superintendent is directed to develop regulations that shall be incorporated into this policy.

NOTE: **A copy of this policy and the accompanying regulations must be distributed to each affected employee 30 days prior to implementation of the policy. This notice is also required prior to the implementation of any changes to this policy or to the regulations.**

THIS POLICY REQUIRED BY LAW.

DRUG AND ALCOHOL TESTING PROGRAM BUS DRIVERS (REGULATION)

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

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

Definitions

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

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

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

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

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

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

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

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

Commercial Motor Vehicle: A motor vehicle or combination of motor vehicles used in commerce to transport passengers or property if the motor vehicle 1) has a gross combination weight rating of 26,001 or more points inclusive of a towed unit with a gross vehicle weight of 10,000 or more pounds; or 2) has a gross vehicle weight rating

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

of 26,001 or more pounds; or 3) is designed to transport 16 or more passengers, including the driver; or 4) is of any size used in the transportation of materials found to be hazardous for the purposes of the Hazardous Transportation Act and which require the motor vehicle to be placarded under the Hazardous Materials regulations.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Substance Abuse Professional: A licensed physician (medical doctor or doctor of osteopathy) or a licensed or certified psychologist, social worker, employee assistance professional, or addiction counselor (certified by the National Association of Alcoholism and Drug Abuse Counselors Certification Commission) with knowledge of, and clinical experience in, the diagnosis and treatment of alcohol and controlled substances-related disorders.

Verified Test: A drug test or validity testing result from a federally certified laboratory that has undergone review and final determination by the MRO.

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

1. The following requirements apply for a driver to be covered by the drug and alcohol testing program:
 - A. Drive a vehicle transporting 16 or more persons, including the driver, or drive a vehicle weighing over 26,001 pounds; and
 - B. Require a commercial driver's license to hold the driver position.
2. Covered drivers include:
 - A. Applicants seeking a position as a driver;
 - B. Full-time, regularly employed drivers;
 - C. Casual, intermittent, occasional or substitute drivers (including coaches, teachers, administrators, mechanics, etc.);
 - D. Leased drivers and independent, owner-operator contractors who are either directly employed by or under lease to a school district or who operate a school vehicle at the direction of or with the consent of a school district.
3. Drivers are subject to the drug and alcohol testing program and its requirements throughout the year, including the times when school is not in session or when the driver is on leave.

Prohibited Driver Conduct

1. Drivers shall not report to duty or remain on duty with a 0.04 or greater breath alcohol concentration.
2. Drivers shall not report for duty or remain on duty when using any drug except when a physician has advised the driver that the drug does not adversely affect the driver's ability to safely operate a school vehicle and the school district is informed in writing of the medication and doctor's opinion.
3. Drivers shall not use alcohol at least four hours prior to, or during the performance of, a safety-sensitive function.
4. Drivers shall not possess alcohol while on duty. This includes possessing prescriptions and over-the-counter medicines containing alcohol unless the packaging seal is unbroken.
5. Drivers required to take a post-accident alcohol test shall not use alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

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

6. Drivers shall not refuse to submit to a drug or alcohol test. A refusal to test is considered a positive test result requiring the driver to undergo a substance abuse evaluation and subjecting the driver to discipline up to and including termination.
7. Drivers shall not report for duty or remain on duty performing a safety-sensitive function if the driver has a positive drug test result.

Alcohol Breath Testing Procedures

1. Driver's breath is tested for alcohol.
2. Evidentiary breath testing devices are used to conduct the screening test and, if necessary, the confirmation alcohol test.
 - A. The screening alcohol breath test determines whether the driver's breath alcohol concentration is less than 0.02.
 1. A screening alcohol test result of less than 0.02 breath alcohol concentration allows the driver to continue to perform a safety-sensitive function.
 2. An initial alcohol test result of 0.02 breath alcohol concentration or greater requires a confirmation test.
 - B. The confirmation alcohol breath test determines whether the driver may continue to perform a safety-sensitive function.
 1. A confirmation alcohol test result of less than 0.02 breath alcohol concentration allows the driver to continue to perform a safety-sensitive function.
 2. A confirmation alcohol test result of greater than 0.02 breath alcohol concentration but less than 0.04 breath alcohol concentration requires the driver to cease performing a safety-sensitive function for 24 hours.
 3. A confirmation alcohol test result of 0.04 or greater breath alcohol concentration requires the driver to cease performing a safety-sensitive function and undergo a substance abuse evaluation.
3. Alcohol testing is conducted at collection sites that provide privacy to the driver and contain the necessary equipment, personnel, and materials.
 - A. Alcohol testing is conducted at a designated nonschool district facility unless the situation requires another location.
 - B. In the event privacy cannot be assured, privacy will be provided to the extent practical.

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

4. Screening alcohol testing steps
 - A. Once the driver is notified to submit to an alcohol test, the driver must complete the alcohol/drug test notification form and proceed immediately to the collection site. Collection site person will contact the superintendent or designated contact person immediately when a driver does not arrive at the specified time. Failure to arrive at the collection site in a timely manner is considered a refusal to test, absent an acceptable excuse.
 - B. Upon arrival, the driver must provide a photo identification. Failure of the driver to produce a photo identification is considered insubordination as well as a refusal to test.
 - C. The testing procedure is explained to the driver by the collection site person.
 - D. The collection site person, the breath alcohol technician, and the driver complete and sign the appropriate sections of the alcohol testing form.
 1. Refusal of the driver to sign the form prior to the screening alcohol test is considered a refusal to test.
 2. The school district is notified immediately of the driver's refusal to sign.
 - E. The driver forcefully blows into the evidentiary breath testing device mouthpiece for at least six seconds or until an adequate amount of breath has been obtained.
 - F. The initial test results are shared with the driver.
 - G. The driver and breath alcohol technician must sign the alcohol testing form following completion of the alcohol test. Failure to sign the form after the alcohol test is not considered a refusal to test. However, in the remarks section of the form, the breath alcohol technician notes the driver's refusal to sign.
 - H. Screening alcohol test results
 1. An alcohol test result of less than 0.02 breath alcohol concentration is reported to the school district in a confidential manner and the driver may continue to perform a safety-sensitive function.
 2. An alcohol test result of 0.02 or more breath alcohol concentration requires a confirmation alcohol test between 15 and 20 minutes after the screening test.
 3. The breath alcohol technician provides the superintendent, or designated contact person, with a copy of the breath alcohol testing form if written communication was not used to report the test results.
 - I. Potentially incomplete or invalid breath alcohol tests are repeated with corrected procedures.

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

- J. The breath alcohol test is stopped when the driver fails twice to provide an adequate amount of breath. In that case:
 - 1. A physician analyzes the driver's inability to provide adequate breath.
 - 2. Failure to provide adequate breath is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate breath.
 - 3. A refusal of the driver to try a second time to provide adequate breath is considered a refusal to test, unless a physician determines the driver is not physically capable of providing adequate breath.
- 5. Confirmation alcohol testing steps
 - A. The confirmation alcohol test is done between 15 and 20 minutes after the screening alcohol test whether or not the driver followed the requirements to not eat, drink, put any object or substance in his or her mouth, and, to the extent possible, not belch during the 15-minute waiting period to avoid accumulation of mouth alcohol leading to an artificially high reading.
 - B. If a different collection site is used, the driver must be under the observation of the collection site personnel or school district personnel while in transit to the confirmation alcohol testing site or while waiting for the confirmation alcohol test.
 - C. If a different collection site person is used for the confirmation alcohol test, the driver must again provide photo identification.
 - D. The testing procedure is explained to the driver by the collection site person.
 - E. The collection site person, a breath alcohol technician, and the driver complete and sign the appropriate sections of the alcohol testing form.
 - 1. Refusal of the driver to sign the form prior to the confirmation alcohol test is considered a refusal to test.
 - 2. The school district is notified immediately of the refusal to sign.
 - F. The driver forcefully blows into the evidentiary breath testing device mouthpiece for at least six seconds or until an adequate amount of breath has been obtained.
 - G. The confirmation alcohol test results, which are the final and official test results, are shared with the driver.

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

- H. The driver and breath alcohol technician must sign the alcohol testing form following completion of the alcohol test. Failure to sign the form after the alcohol test is not considered a refusal to test. However, in the remarks section of the form, the breath alcohol technician notes the driver's refusal to sign.
- I. The breath alcohol technician informs the superintendent, or designated contact person, of the results of the test in a confidential manner.
 - 1. An alcohol test result of less than 0.02 breath alcohol concentration is reported to the school district in a confidential manner and the driver may continue to perform a safety-sensitive function.
 - 2. The breath alcohol technician notifies the superintendent, or designated contact person, immediately of confirmation of alcohol test results of 0.02 or more breath alcohol concentration.
 - 3. The collection site person provides the superintendent, or designated contact person, with a copy of the breath alcohol testing form if written communication was not used to report the test results.
- J. Potentially incomplete or invalid breath alcohol tests are repeated with corrected procedures.
- K. The breath alcohol test is stopped when the driver fails twice to provide an adequate amount of breath. In that case:
 - 1. A physician analyzes the driver's inability to provide adequate breath.
 - 2. Failure to provide adequate breath is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate breath.
 - 3. A refusal of the driver to try a second time to provide adequate breath is considered a refusal to test, unless a physician determines the driver is not physically capable of providing adequate breath.

Drug Testing Procedures

- 1. Driver's urine is tested for marijuana, cocaine, opiates, amphetamines, phencyclidine, etc.
- 2. A split specimen urine drug test, often called "split sample test," is used to conduct the drug test.
 - A. A negative drug test result allows the driver to continue to perform a safety-sensitive function.
 - B. A positive drug test result on the primary sample requires the driver to be removed from performing a safety-sensitive function.
 - C. A positive drug test result on the primary sample allows the driver an opportunity to request the split sample be tested by another certified laboratory for the specific drug found in the primary sample. A negative drug test result on the split sample results in a negative drug test result.

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

- D. A positive drug test result requires the driver to undergo a substance abuse evaluation.
- 3. Drivers taking medication at a doctor's direction may perform a safety-sensitive function if the doctor determines there is not an adverse affect on performing a safety-sensitive function and the school district is informed in writing of the medication and doctor's opinion.
- 4. Drug testing is conducted at collection sites that provide privacy to the driver and where the necessary equipment, personnel, and materials are located.
 - A. Drug testing is conducted at a designated nonschool district facility unless the situation requires another location. Public restrooms can be used as collection sites in exceptional circumstances.
 - B. In the event privacy cannot be assured, privacy is provided to the extent practical. However, direct observation is allowed if:
 - 1. Reasons exist to believe the driver may alter or substitute the specimen.
 - 2. The driver presents a specimen with a temperature outside the allowed range and does not provide an oral body temperature or the oral body temperature varies from the specimen provided.
 - 3. The last specimen provided by the driver was determined by the laboratory to not meet specific gravity and urine creatinine concentration criteria.
 - 4. The collection site person observes conduct of the driver to substitute or adulterate the specimen.
 - 5. The driver has previously been determined to have used a drug without medical authorization and the particular test is for follow-up testing upon or after return to duty.
 - C. Direct observation is approved by the supervisor of the collection site person or the designated school district representative. Non-medical personnel performing direct observation must be of the same gender as the driver.
- 5. Drug testing steps
 - A. Once the driver is notified to submit to a drug test, the driver must complete the alcohol/drug test notification form and proceed immediately to the collection site. The collection site person contacts the superintendent, or designated contact person, immediately when a driver does not arrive at the specified time. Failure to arrive at the collection site in a timely manner is considered a refusal to test, absent an acceptable excuse.
 - B. Upon arrival, the driver must provide a photo identification. Failure of the driver to produce a photo identification is considered insubordination as well as a refusal to test. The driver may require the collection site person to provide proof of identification.

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

- C. The driver may keep his or her wallet but must remove any unnecessary outer garments, purses, briefcases, and similar items at the request of the collection site person.
- D. Immediately prior to providing a urine sample, the driver must wash his or her hands.
- E. The driver must then provide 45 milliliters of urine and deliver it immediately to the collection site person.
 - 1. A driver who cannot provide an adequate amount of urine will receive instructions for drinking water and trying again.
 - 2. The drug test is stopped when the driver fails twice to provide an adequate amount of urine.
 - 3. Failure to provide adequate urine is considered a refusal to test unless the physician determines a medical condition caused the failure to provide adequate urine.
- F. The specimen is kept in view of the driver and the collection site person.
- G. Upon receipt of the specimen, the collection site person immediately, and in no event later than four minutes from the time of urination, measures the temperature of the specimen.
- H. The driver may volunteer to have his or her oral temperature taken to provide evidence against alteration or substitution if there is some question about the temperature of the specimen.
- I. The collection site person inspects the specimen for color and other signs of contaminants and notes any unusual findings.
- J. Another specimen is required as soon as possible under direct observation if adulteration or substitution is suspected by the collection site person.
- K. The specimen is divided into the primary and the split specimen, sealed, and labeled. The label is initialed by the driver.
- L. The driver is required to read and sign the statement on the chain of custody form certifying the specimens are the driver's.
- M. The collection site person is required to note on the chain of custody form any unusual behavior or appearance of the driver and any failure to cooperate.
- N. The collection site person completes the chain of custody form and the driver signs the form indicating the collection is complete.
- O. The specimens are packaged for shipping to the laboratory and are shipped immediately or placed in secure storage until they can be shipped.

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

6. Laboratory
 - A. The laboratory used by the school district's drug and alcohol testing program is certified by the U.S. Department of Health and Human Services. Certified laboratories meet the testing procedures, personnel, and record keeping requirements of the law.
 - B. Upon arrival of the specimen at the laboratory, the split specimen is stored and the primary specimen is tested.
 1. A positive drug test result on the initial test of the primary specimen requires a confirmation drug test of the primary specimen.
 2. The split specimen is discarded if the primary specimen has a negative drug test result.
7. Medical Review Officer (MRO) reviews drug test results
 - A. The MRO may release drug testing records of a driver to unauthorized individuals only with the written consent of the driver.
 - B. The MRO keeps a record of negative drug test results and reports negative drug test results to the school district, usually within two working days.
 - C. The primary role of the MRO is to review and interpret positive drug test results to determine whether a legitimate explanation exists for the positive drug test result.
 1. After reviewing the chain of custody form and the laboratory drug test results, the MRO contacts the driver to discuss the positive drug test result prior to notifying the school district and to ask whether the driver requests a drug test of the split sample. The driver's request for a drug test of the split sample must be made within 72 hours of talking with the MRO.
 2. Upon request by the driver, the split specimen is sent to a second certified laboratory for drug testing.
 3. The MRO contacts the superintendent, or designated contact person, for assistance if the driver cannot be reached.
 4. The superintendent, or designated contact person, must confidentially inform the driver to contact the MRO.
 5. Upon contacting the driver, the superintendent, or designated contact person, must inform the MRO that the driver was contacted.
 6. Drivers who cannot be contacted are placed on temporary medically unqualified status, sick leave, other available leave, or unpaid leave of absence.

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

- D. The MRO may verify a positive drug test without talking to the driver if:
1. The driver declines the opportunity to discuss the positive drug test.
 2. The driver fails to contact the MRO within five days after the superintendent, or designated contact person, has contacted the driver.
 3. MRO verification of positive drug test results under these circumstances can be challenged by the driver if the driver presents the MRO with information documenting a serious illness, injury or other circumstances unavoidably preventing the driver from timely contacting the MRO. The MRO, based on this additional information, may find a legitimate explanation for the positive drug test result and declare the drug test negative.
- E. The driver is notified of the drugs found in a positive drug test result by the MRO, the superintendent, or designated contact person, or by certified mail to the driver's last known address.
- F. The school district receives a written report of the negative and positive drug test results from the MRO.

Substance Abuse Professional

1. A substance abuse evaluation by a substance abuse professional is required when a driver has:
 - A. A positive drug test;
 - B. A positive alcohol test of 0.04 or greater breath alcohol concentration; or
 - C. Violated the drug and alcohol testing program policy, these supporting regulations, or the law.
2. The substance abuse evaluation determines what assistance, if any, the driver needs in resolving problems with alcohol misuse and/or drug use.
3. A list of available substance abuse professionals to provide assistance to bus drivers is available through the superintendent, or designated contact person.

Pre-employment Testing

1. Drivers shall submit to a drug test if a job offer is made. The job offer is contingent upon:
 - A. A negative drug test result; and
 - B. A signed written statement authorizing former employers to release all information on the driver related to drugs and alcohol.

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

A pre-employment drug test may not need to be administered by the school district if the driver has participated in a drug testing program that meets the requirements of these regulations within the previous 30 days and while participating in that program, either was tested for drugs within the past six months from the date of application with the school district or participated in a random drug testing program for the previous 12 months from the date of application with the school district and the school district ensures that, to the school district's knowledge, no prior employer has records of a violation of the regulations within the previous six months.

If the school district chooses not to administer a pre-employment alcohol and/or drug test, the school district must contact the alcohol and drug testing program in which the driver participates or participated and obtain the following information:

- name and address(es) of the program(s);
- verification that the driver participates or participated in the program(s);
- verification that the program(s) conform(s) to these regulations;
- verification that the driver is qualified under these regulations, including that the driver has not refused to be tested for alcohol or drugs;
- the date the driver was last tested for alcohol or drugs;
- the results of any tests taken within the previous six months and any other violation of the regulations.

For applicants that have had a positive drug or alcohol test, based on information from a prior employer, the pre-employment test can serve as a return-to-duty test.

2. Prior to allowing a driver to perform a safety-sensitive function, and not later than 14 days after performing a safety-sensitive function, the following information must be obtained about the driver during the preceding two years from the date of the application:
 - A. Any alcohol test results of 0.04 or greater breath alcohol concentration;
 - B. Positive drug test results; and
 - C. Refusals to be tested.

The school district may obtain any information related to the driver from previous employers as long as the driver consents and the written consent regarding the requested information is presented to the previous employers. If this information is not obtained prior to the performance of a safety-sensitive function, the school district will document why the information was not obtained prior to the performance of the safety-sensitive function. The information may be obtained by the school district by personal interviews, telephone interviews, letter, or other method that ensures confidentiality. The school district will document the information received and will note that the information addresses only whether the driver can perform a safety-sensitive function and does not address the Americans with Disabilities Act considerations of alcohol or drug addiction.

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

1. Annually, 25% of the average number of drivers is selected for random alcohol tests and 50% of the average number of drivers is selected for random drug tests.
2. The drivers' identification numbers are selected by a scientific method giving each driver an equal chance to be selected.
3. Random tests are unannounced and spread throughout the year.
4. Drivers selected for random alcohol testing are notified just before, during, or just after performing a safety-sensitive function. The school district will document why some, if any, drivers were selected but not notified (i.e., illness, vacation, etc.).
5. Drivers selected for random drug testing are notified at any time. The school district will document why some, if any, drivers were selected but not notified (i.e., illness, vacation, etc.).
6. Once a driver is notified of being selected for a random test, the driver must proceed immediately to the collection site. However, drivers performing a safety-sensitive function must safely stop and proceed to the collection site as soon as possible.

Reasonable Suspicion Testing

1. A driver may be required to submit to a reasonable suspicion drug test at any time.
2. A driver may be required to submit to a reasonable suspicion alcohol test just before, during, or just after the driver performs a safety-sensitive function or just before, during, or just after the time the driver is required to be in compliance with the drug and alcohol testing program policy, these supporting administrative regulations, or the law.
 - A. A reasonable suspicion alcohol test is performed within two hours and not later than eight hours of determining reasonable suspicion.
 - B. If the alcohol test is not given within two hours, the reasons for the delay must be documented.
 - C. If the alcohol test is not given within eight hours, attempts to test are stopped and the reason for not testing must be documented.
3. A reasonable suspicion test request is made by an employee who received training to determine reasonable suspicion. The reasons for the reasonable suspicion must be documented within 24 hours or prior to the release of the test results. If more than one employee trained to determine reasonable suspicion observed the driver, those employees must also document their reasons.

**DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS,
REGULATION (Cont.)**Post-accident Testing

1. Drivers are subject to both post-accident drug and alcohol testing as soon as possible after an accident in which:
 - A. The driver received a citation and
 1. Bodily injury occurred to a person who, as a result of the injury, required immediate medical treatment away from the scene of the accident; or
 2. One or more motor vehicles incurred disabling damage as a result of the accident, requiring the vehicle(s) to be transported away from the scene by a tow truck or other vehicle; or
 - B. A fatality occurred.

If a citation is not issued against the driver within eight hours of the accident, no alcohol testing can be done. If the citation is issued prior to 32 hours, a drug test must be given. If the citation is issued too late for either the alcohol or drug test, the circumstances must be documented.

2. Drivers must remain readily available for post-accident testing.
 - A. Drivers who leave the scene or who do not remain readily available are deemed to have refused to test.
 - B. Necessary medical treatment cannot and should not be denied to a driver waiting to complete post-accident drug and alcohol tests.
3. Alcohol testing requirements
 - A. The alcohol test is administered within two hours and not later than eight hours after the accident.
 - B. The reasons for administering the test later than two hours after the accident must be documented.
 - C. The reasons for not administering the test within eight hours of the accident must be documented.
 - D. Drivers are prohibited from consuming alcohol for eight hours after the accident or until the alcohol test is completed.
4. Drug testing requirements
 - A. The drug test is administered as soon as possible and not later than 32 hours after the accident.
 - B. The reasons for not administering the test must be documented.

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

5. Results of drug or alcohol testing conducted by law enforcement officers or other officials on the scene with independent authority to conduct such tests are presumed valid if the testing conforms with the law. The school district must receive a copy of the results to use them.

Return-to-duty/Follow-up Testing

1. Prior to returning to duty after a positive drug test, a positive alcohol test of 0.04 or greater breath alcohol concentration, or other violation of the drug and alcohol testing program policy, these regulations or the law:
 - A. The driver must be reevaluated by a substance abuse professional to determine that the driver has properly followed any treatment program prescribed.
 - B. The driver must submit to the tests required by the substance abuse professional. The substance abuse professional may require a return-to-duty test for drugs, alcohol, or both.
 - C. The return-to-duty test must have a negative drug test result and/or an alcohol test result of less than 0.02 breath alcohol concentration before the driver can return to duty and perform a safety-sensitive function.
2. After returning to duty, the driver is subject to a minimum of six unannounced follow-up tests within 12 months for alcohol, drugs, or both, as determined by the substance abuse professional.
 - A. The substance abuse professional can terminate the follow-up testing requirement after the first six tests have been completed or continue the follow-up testing for up to 60 months from the date of the driver's return to duty.
 - B. Alcohol follow-up testing is done just before, during, or just after performing a safety-sensitive function.

School District Responsibilities

1. Drivers will be provided with information on the drug and alcohol testing requirements of the drug and alcohol testing program policy, these administrative regulations, and the law, including the driver's obligations. This information may be included in an employee handbook.
2. Supervisors of drivers or employees designated to determine reasonable suspicion must receive 60 minutes of training on alcohol misuse and 60 minutes of training on drug use. The training must address the physical, behavioral, speech and performance indicators of probable alcohol misuse and drug use.
3. Drivers will be provided with instructions prior to the driver operating a school vehicle to enable the driver to comply with the drug and alcohol testing requirements.
4. Drivers will not be allowed to report to work or perform a safety-sensitive function when the school district has actual knowledge of a driver's drug use, whether or not a drug test was conducted.

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

5. Drivers will not be allowed to report to work or perform a safety-sensitive function when the school district has actual knowledge of a driver with 0.02 or greater breath alcohol concentration, whether or not an alcohol test was conducted.
6. Through the school district's drug and alcohol testing program service provider, the school district will ensure that the quality assurance plan, developed by the manufacturer and approved by the National Highway Traffic Safety Administration for the evidentiary breath testing device used for alcohol testing of its drivers, describes the inspection, maintenance, and calibration requirements and intervals for the device.
7. Through the school district's drug and alcohol testing program service provider, the district will ensure that the collection site person using an evidentiary breath testing device is a certified breath alcohol technician.

Consequences of Violating the Drug and Alcohol Testing Program Policy, These Administrative Regulations, or the Law

1. Each violation is dealt with based on the circumstances surrounding the violation. The following consequences may result from a violation:
 - A. Drivers may be disciplined up to and including termination.
 - B. Drivers may not be permitted to perform safety-sensitive functions.
 - C. Drivers may be advised of the resources available to them in evaluating and resolving problems associated with the misuse of alcohol or use of drugs.
 - D. Drivers may be required to undergo a substance abuse evaluation to determine what assistance, if any, the driver needs in resolving problems associated with the misuse of alcohol or use of drugs and be required to follow any recommended substance abuse treatment program.
 - E. Prior to returning to duty, the driver is required to have a negative drug and/or alcohol test result and be subject to the follow-up drug and/or alcohol testing determined necessary based on the circumstances surrounding the incident.
 - F. Drivers refusing to submit to drug and/or alcohol testing are considered insubordinate and are subject to discipline up to and including termination.
 - G. Driver-applicants who refuse to submit to or cooperate with the drug and/or alcohol testing process and requirements shall be disqualified from further consideration.
2. Nothing in the drug and alcohol testing program policy, these administrative regulations, or the law relating to drug and alcohol testing limits, restricts the right of the board or superintendent to discipline, up to and including termination, a driver for conduct which violates the school district's policies, regulations, and procedures.

**DRUG AND ALCOHOL TESTING PROGRAM, BUS DRIVERS,
REGULATION (Cont.)**Drug and Alcohol Testing Records

1. Drug and alcohol testing records are stored in locked files at limited access locations separate and apart from the driver's general personnel records.
2. The records are released only with the written consent of the driver. Only those records specifically authorized for release may be released. However:
 - A. Records may be released to appropriate government agencies without a written consent.
 - B. Records may be released to appropriate school district employees without written consent.
 - C. The school district may, without written consent, make a driver's drug and alcohol test records available to a decision-maker in a lawsuit, grievance or other proceeding initiated by or on behalf of the driver and arising from the result of an alcohol or drug test under the drug and alcohol testing program policy, these regulations, or the law, or from the school district's determination that the driver violated the drug and alcohol testing program, these regulations, or the law. Such proceedings may include, but are not limited to, workers' compensation, unemployment compensation, or other proceeding related to a benefit being sought by the driver and in wrongful discharge or other termination matters.
3. With a written request, drivers may access and copy their drug and alcohol test records in accordance with the board policy related to employee records. A driver is not denied access to these records for failure to pay fees associated with other records. Drug and alcohol testing and related records shall include at least the following:
 - drug and alcohol related information obtained from prior employers if the driver was hired after January 1, 1995, for school districts with 50 or more drivers and January 1, 1996, for school districts with less than 50 drivers;
 - a "sign off" sheet signed by the driver indicating receipt of the drug and alcohol testing program policy and related information and agreeing to participate in the drug and alcohol testing program;
 - the chain of custody form for each of the driver's drug tests;
 - the alcohol test form and results for each of the driver's alcohol tests;
 - any accident information related to the driver;
 - MRO report of drug test results;
 - any reasonable suspicion information related to the driver;
 - any substance abuse professional evaluation and treatment information related to the driver; and
 - any other information related to drug and alcohol testing particular to the driver.

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

4. The following records of the school district's drug and alcohol testing programs are maintained for the time period indicated:
 - A. One year:
 1. Records of negative and canceled drug test results and alcohol test results of less than 0.02 breath alcohol concentration.
 2. Records related to the drug and alcohol testing process.
 3. Records related to a driver's test results.
 4. Records related to other violations of the law.
 5. Records related to substance abuse evaluations.
 6. Records related to education and training.
 - B. Two years:

Records related to the alcohol and drug collection process, except calibration of evidentiary breath testing devices, and training.
 - C. Five years:
 1. Alcohol test results of 0.02 and greater breath alcohol concentration.
 2. Verified positive drug test results.
 3. Documentation of refusals to take required alcohol and/or drug tests.
 4. Evidentiary breath testing device calibration documentation.
 5. Driver substance abuse evaluations and referrals.
 6. Annual calendar year summary.

DRUG AND ALCOHOL TESTING PROGRAM BUS DRIVERS

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

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

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

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

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

EMPLOYEE RESIGNATIONS

It is the policy of the Cashion Board of Education that any employee may submit a written resignation from employment with the school district. The resignation must be written, dated, and signed. It must specify the date upon which the resignation is to be effective. The resignation must be mailed to the superintendent by certified mail, return receipt requested, or personally delivered to the superintendent's office and an acknowledgment of receipt inscribed on the face of the resignation. Furthermore, it is the policy of the board of education that teacher resignations must be tendered no later than fifteen (15) days after the first Monday in June.

REFERENCE: 70 O.S. §6-101

ACCEPTANCE OF LETTERS OF RESIGNATION

The Cashion Board of Education empowers the superintendent, as agent of the board, to accept on its behalf letters of resignation from any school district employee. Receipt of a letter of resignation by the superintendent constitutes acceptance of such resignation by the board of education and releases the employee and the district from any and all further contractual obligations beyond the effective date of the resignation. Any resignation received by the superintendent is irrevocable.

Upon receipt of a letter of resignation, the superintendent will give the resigning employee, either in person or by certified mail, the following statement:

I, the Superintendent of Schools, acting as the Chief Executive Officer of the Cashion Board of Education, acknowledge receipt this date of a resignation from employment signed by _____, effective the ____ day of _____, _____. My signature constitutes acceptance of this resignation by the Board of Education and releases the resigning employee and the district, upon the effective date of the resignation, from all further contractual obligations. By accepting this resignation from the employee, the employee's offer to be released from his or her contract with the board of education is accepted, and thus the resignation is irrevocable.

Superintendent

Employee

Date

SALARY SCHEDULES

Teachers

When employed, teachers will be placed on the appropriate salary step on the teachers' salary schedule that corresponds to the number of years of experience credited by the State Department of Education.

Optional language:

Retired teachers that are employed by the school district shall be placed on the minimum salary schedule.

Administrators

All administrators, when employed, will be placed on the appropriate step of the administrators' salary schedule. Upon recommendation of the superintendent and approval by the board, newly hired administrators may be placed on a salary schedule based upon individual building criteria such as enrollment, supervision of extracurricular activities, number of teachers, and length of school year contract.

Documentation

Certified employees who begin their employment prior to providing all official documentation required of their position shall be compensated at a daily rate of pay equal to that of a substitute teacher. Official documentation provided within the first 35 teaching days of employment establishing retroactive qualification for the position shall result in a salary adjustment retroactive to the first of the semester. Official documentation provided after the above dates will result in salary adjustment on the date of receipt of such documentation.

Advancement

School district employees shall advance on the salary schedule at the rate of one year for each year of creditable service after initial employment. For salary advancement purposes only, a year of creditable service must be at least 120 days.

Out-of-State Experience

Individuals who are employed by the school district shall be provided with credit for years of out-of-state experience.

All employee compensation shall be addressed in the employment and/or extra duty contract. Employee compensation shall be reasonable for the services rendered.

Legal Reference: 2 C.F.R. §430(a)(1).

OSSBA POLICY SERVICES LEGAL NOTES:

If the board has not adopted a separate administrators' salary schedule, administrators will be paid in accordance with their employment contracts.

SALARIES AND EXPENSES

It is the policy of the Cashion Board of Education that no teacher shall be paid less than the state schedule. Extra duties shall be compensated for as scheduled. A schedule of salaries and fringe benefits paid to administrators will be filed with the State Department of Education by October 1, each year. Hourly wages for support employees will be established by the board of education.

All teachers shall be paid not later than the 30th day of each month. If the 30th falls on a weekend or a holiday, teachers shall be paid on the last preceding school day.

All full-time employees who are exempt from the hourly wage requirements of the Fair Labor Standards Act will be paid on a twelve-month basis.

The board shall also provide for a staff leave program and reimbursement of approved expenses.

REFERENCE: 70 O.S. §1-110
70 O.S. §5-141
70 O.S. §6-106
Atty. Gen. Op. No. 84-87 (July 24, 1984)

CAFETERIA PLAN

It is the policy of the Cashion Board of Education to provide a fringe benefit schedule which reflects adequate compensation for professional training and experience and will participate in a Section 125 "Cafeteria" plan. The following limitations are placed upon the plan:

1. All employees are eligible to participate at the time they are employed.
2. An eligible dollar amount of benefits shall be established by the board to assure that all employees may benefit to the maximum of their eligibility.
3. Employees may elect benefits or cash to a maximum amount to be established annually.
4. Teacher Retirement shall be paid on the salary and fringe benefits claimed under the plan.
5. Social Security shall be paid on the salary and fringe benefits claimed under the plan.
6. The board will allow only those items it believes eligible to be covered in the plan for fringe benefits.
7. The decision of the board concerning eligible items to be covered in the plan will be final.
8. After an employee executes a contract at the first of the school year, no changes may be made in the fringe benefits plan until the next school year. Exceptions may be granted for circumstances arising beyond the control of the employee and only upon written board approval of contract modification.

REFERENCE: 70 O.S. §5-140
70 O.S. §17-101 through §17-116.2

PERSONNEL HOLIDAYS

Twelve (12) month custodial, maintenance, grounds, technology technician, technology director, and campus police personnel shall have Independence Day, Labor Day, 3 days at Thanksgiving, 5 days at Christmas, New Year's Day, Martin Luther King, Jr. Day, Spring Break, and Memorial Day as paid holidays.

Twelve (12) month office personnel shall have Labor Day, Thanksgiving break, Christmas break, Martin Luther, Jr. Day, Spring break, Memorial Day, and Independence Day as paid holidays.

Eleven (11) month office personnel shall have Labor Day, Thanksgiving break, Christmas break, Martin Luther, Jr. Day, Spring break, and Memorial Day as paid holidays.

Secretary/teacher assistants, library assistants, teacher assistants, paraprofessionals, interpreters, day care coordinators and assistants, bus drivers, security guards, and child nutrition employees who work four (4) hours or more per day shall have nine (9) paid holidays to be designated by the administration.

PERSONNEL VACATIONS

The Cashion Board of Education will provide annual vacation with pay to those employees assigned to twelve-month positions and to all hourly and daily rate employees whose period of service is continuous (90% of the working days) throughout the year.

Vacation days are noncumulative. All employees must use earned vacation days each year. When such vacation time is not used within one year from June 30th, entitlement to such vacation will be forfeited. Upon retirement or termination, personnel having unused vacation time earned during their final year of employment are eligible to be reimbursed for such vacation.

Vacation Year

A full year of service is from July 1 through June 30. Employees shall be eligible for the next higher vacation step on June 30 of the year in which they complete the required number of years service. In effect, an individual employed after July 15 may work some months longer than the scheduled years before reaching the next higher vacation step.

Creditable Years of Service

1. Service need not be consecutive. All full years of service as a contract, full-time employee of the Cashion Public Schools will count toward vacation increments.
2. Nine and ten month contract years that have been successfully completed will count as "good" years when computing vacation due on current twelve-month employees.
3. A portion of a year on a twelve-month employee beginning after July 15 will not count as an increment year, but vacation will be granted for that portion of the year on a prorated basis.

Monthly Rate of Accrual

1. An employee must work one-half of the working days of a month to receive credit toward vacation for that month (starting or terminating).
2. When a person is absent more than one-half of the working days of any given month, a vacation day is not earned for that month.

Approval of Vacation Dates

The dates for all vacations must be approved by the immediate supervisor, and will be limited to 10 working days in a row, unless otherwise approved by the superintendent.

Substitutes for Employees on Vacation

It is the responsibility of the immediate supervisor to arrange vacations at a time when a substitute will not be required.

PERSONNEL VACATIONS (Cont.)Vacation Accrual While on Sick Leave

1. With regard to computation of earned vacation time, absences of an employee on sick leave or vacation are considered as time served.
2. Vacation days will not be accrued after the expiration of sick leave or for absences not covered by sick leave or vacation time.

Eligibility

Employees shall be eligible for vacation days according to the following:

Years of Service	Days Per Year
1-10	10 days
11- more	15 days

The superintendent shall interpret the monthly accumulated earned vacation.

**SICK LEAVE
CERTIFIED PERSONNEL
(REGULATIONS)**

The board of education shall provide sick leave benefits to all certificated personnel in order to promote a sense of security and permit an ease of mind that is essential to the satisfactory performance of professional services. The board sets forth the following provisions for administering this policy:

1. The superintendent or designee shall administer this plan.
2. Teachers may be absent from duty because of personal accidental injury, illness or pregnancy, or injury, illness or death in the immediate family without loss of salary not to exceed ten days during each school year. The right to such sick leave shall be vested at the beginning of the school year. Certificated employees who have an eleven-month contract shall receive eleven sick leave days per year and those who have a twelve-month contract shall receive twelve days. If an employee is injured as a result of an assault or battery upon the person of the employee while the employee is in the performance of any duties as an education employee, the employee shall be entitled to a leave of absence from employment with the school without a loss of leave benefits.
3. If sick leave is taken for bereavement purposes, the leave for that period may extend to the date of the funeral and a reasonable time thereafter to allow for travel as long as the employee has leave available to use.
4. Unused sick leave shall be cumulative to a total of sixty days and is transferable to any other school district in Oklahoma. Up to a maximum of sixty days of sick leave earned in another Oklahoma district may be transferred to this district. Sick leave so transferred must be certified by the sending district.
5. Any employee who attempts to take unfair advantage of sick leave benefits shall be subject to dismissal or other disciplinary action as provided by contract and/or state law. Any employee may be required to submit appropriate evidence concerning the cause of his absence in order to qualify for sick leave benefits. Appropriate evidence may include the following:
 - A. Physician's statement endorsed by the employee
 - B. Employee statement endorsed by the principal or immediate supervisor
 - C. Copies of claim submitted for insurance benefits
 - D. Other information as may be indicated by the circumstances
6. Appropriate evidence will be submitted when requested by the principal, immediate supervisor, or the superintendent in the following situations:
 - A. Sick leave claim on days of unusual or inclement weather
 - B. Sick leave claim during the last four weeks of employment
 - C. Sick leave claim on days immediately preceding or immediately following holidays or non-work days other than weekends
 - D. Reasonable cause exists to believe that sick leave benefits are being abused

SICK LEAVE, CERTIFIED PERSONNEL, REGULATIONS (Cont.)

7. When a teacher's accrued sick leave is exhausted and the teacher is absent due to personal accidental injury, illness, or pregnancy, the teacher shall receive full salary less the amount that would be paid a substitute teacher for a maximum of 20 days.
8. After an employee has exhausted all accumulated sick leave, personal leave, and vacation time, the employee may be eligible for up to 12 work weeks of unpaid leave under the family leave policy.
9. Sick leave benefits may be paid in addition to workers' compensation benefits; however, the sum of the payments will not exceed 100% of the employee's net pay as it existed prior to injury.

NOTE: The term "immediate family" has been defined as those close family members such as a spouse or children residing within the same household as the employee. Sick leave may also be taken for the life-threatening illness of non-dependent children, mother, father, sister, brother, grandparents, mother-in-law, or father-in-law.

REFERENCE: 70 O.S. §6-104
70 O.S. §6-147
Atty. Gen. Op. No. 84-12
Atty. Gen. Op. No. 91-632

**SICK LEAVE
SUPPORT PERSONNEL
(REGULATIONS)**

The board of education will provide sick leave benefits to all support employees in order to promote a sense of security and permit the ease of mind essential to the satisfactory performance of services. In compliance with Oklahoma Statutes, Title 70, Section 6-104, the following guidelines are set forth:

1. For the purposes of this policy, support employee is defined as a full-time employee of the school district as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of 172 days and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district.
2. The superintendent of schools, or designee, shall be responsible for administering this plan.
3. A support employee may be absent from duty due to a personal accidental injury, illness, or pregnancy, or accidental injury, illness, or death in the immediate family without loss of salary. Benefits shall include paid sick leave of one day per month of employment. The one day sick leave per month equals the number of hours the employee normally works per day. If an employee is injured as a result of an assault or battery upon the person of the employee while the employee is in the performance of any duties as an education employee, the employee shall be entitled to a leave of absence from employment with the school without a loss of leave benefits.
4. Unused sick leave shall be cumulative to a total of 60 days.
5. The sick leave granted to support employees under this policy shall be vested at the time of accrual, that is, upon the completion of the first month's employment, the employee shall have accrued one sick leave day.
6. Accumulated sick leave may be transferred to another school district where a support employee is employed the next succeeding school year in accordance with that district's policies.
7. Support personnel who are employed for the first time in this district and who were employed at another school district during the year immediately preceding their employment with this district may transfer a maximum of 60 sick leave days.
8. Sick leave benefits may be paid in addition to workers' compensation benefits; however, the sum of the payments will not exceed 100% of the employee's net pay as it existed prior to injury.

REFERENCE: 70 O.S. §6-101.40
70 O.S. §6-104
70 O.S. §6-147
Atty. Gen. Op. No. 84-12
Atty. Gen. Op. No. 91-632

PERSONAL BUSINESS LEAVE (REGULATIONS)

The board of education shall provide for a minimum of three days for personal business leave for teachers and support personnel. Such leave shall be limited to personal business matters that cannot be conducted before or after school hours or on weekends. Personal business leave is noncumulative.

Requests for personal business leave shall be made in writing and in advance when possible. If advance request is not possible, the written request shall be filed within one day after returning to work. The request shall include a signed statement that the leave was not used for personal entertainment, recreation, gainful employment, or to seek another position. The request shall be considered by the principal and superintendent who shall approve or disapprove.

The types of situations that may qualify for personal business leave are varied. The following examples serve only as guidelines:

1. Family illness other than immediate family
2. Emergency business transactions
 - A. Loan closings
 - B. Other banking matters
 - C. IRS reviews
3. Legal Matters
 - A. Meetings with an attorney for personal, spouse, or children's business
 - B. Court appearances
 - C. Settling of estates
4. Miscellaneous
 - A. Attend business convention with spouse
 - B. Military obligations
 - C. Attendance at a school activity if son or daughter is participating
 - D. Attending funerals

The following examples are types of absences that will NOT be approved for personal business leave:

1. Pleasure trips or vacations

PERSONAL BUSINESS LEAVE, REGULATIONS (Cont.)

2. Attending school activities or sporting events when son or daughter is not competing
3. Seeking other employment
4. Participating in political or social activities
5. Performing any service for compensation

REFERENCE: 70 O.S. §6-104
Atty. Gen. Op. No. 77-217 (Aug. 19, 1977)

NOTE: Referenced statute requires each school district to provide a minimum of three days for personal leave to certified and support personnel. However, "a local board of education is authorized to adopt reasonable rules, regulations and policies defining activity which shall be deemed to constitute or qualify as 'personal business' leave. In adopting such a definition, the ordinary and every day commonly understood meaning of the phrase 'personal business' should be followed." Atty. Gen. Op. No. 77-217 (Aug. 19, 1977)

**EMERGENCY LEAVE
(REGULATIONS)**

The board of education shall provide not more than 2 days each year for emergency leave. These days shall not be chargeable to sick leave and will be noncumulative. The term emergency should be construed to mean a situation or occurrence of a serious nature, developing suddenly and unexpectedly, and demanding immediate attention. Emergency leave will be granted at the discretion of the principal or designee. The school district will pay the substitute's salary.

The board of education may grant leave with pay not to exceed fifteen (15) working days to an employee who is affected by a presidentially declared national disaster in Oklahoma after May 1, 1999, if:

1. The employee suffered a physical injury as a result of the disaster;
2. A relative or household member of the employee suffered a physical injury or died as a result of the disaster;
or
3. The domicile of the employee or the domicile of a relative of the employee was damaged or destroyed as a result of the disaster.

REFERENCE: 70 O.S. §6-104
70 O.S. §6-104.7

NOTE: 70 O.S. §6-104 allows emergency leave to be granted at the discretion of the board. However, the board may not provide more than five days.

JURY DUTY SERVICE AND WITNESS LEAVE (REGULATIONS)

The board of education shall grant leave to employees who have been selected for jury duty or who have been subpoenaed as a witness in a criminal, civil, or juvenile proceeding. Employees shall be paid the full, current contract salary during such service. Monies necessary to pay substitute teachers shall not be deducted from the salary of a teacher performing jury duty. However, the amount received by the teacher for jury duty service shall be applied toward the expense of the substitute teacher.

It is the policy of the board that the school district will not provide teachers with paid leave for non-subpoenaed testimony as a witness in a child custody case involving a student in this district. If a teacher testifies as a witness as a result of being subpoenaed, any compensation received from the court by the teacher shall be applied toward the expense of a substitute teacher.

If a school district employee is subpoenaed to appear as a witness in a civil court proceeding, except in a proceeding in which the school district or the state is a party, the school district shall be entitled to a witness fee equal to the amount of the substitute teacher cost, not to exceed One Hundred Dollars (\$100.00) per day.

**REFERENCE: 70 O.S. §6-104
28 O.S. §84.1**

MILITARY LEAVE (REGULATIONS)

The board shall provide leave to qualified employees who are members of any component of the Armed Forces of the United States (Army, Navy, Marine Corps, Air Force, Coast Guard), including members of the Army and Air National Guard and the Reserve Forces and the commissioned corps of the Public Health Service, when the employee meets the requirements set forth below and the Uniformed Services Employment and Re-employment Rights Act of 1994 (USERRA). A leave of absence for the period of active service shall be without loss of status or efficiency rating and without loss of pay during the first 30 days of such leave.

Reemployment Rights

In order to qualify for reemployment rights, the employee must be or must have been employed on a regular basis. Employees who are employed as temporary employees for a definite, nonrecurring period of time are not eligible. In order to qualify for reemployment rights, employees must be qualified as set forth in these regulations and in The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA).

Employees must provide advance notice of military service unless military necessity prevents such notice or unless notice is otherwise impossible or unreasonable. Such oral or written notice must be provided by the employee or by an appropriate officer of the service branch. In order to qualify for reemployment, the employee cannot be absent for a period greater than five years unless the employee qualifies for an exception as set forth below. The employee must be or have been separated from the service under honorable conditions.

If the service is less than 31 days or is for the purpose of taking a fitness-for-duty examination, the employee must report for reemployment at the beginning of the first full regularly scheduled working period on the first calendar day following completion of service plus additional time for safe travel back to the employee's residence plus eight hours.

If the service is for a period greater than 31 days but less than 181 days, the employee must submit an application for reemployment no later than 14 days following completion of service.

If the service is for a period greater than 181 days, the employee must submit an application for reemployment no later than 90 days following completion of service.

These time limits may be extended up to two years if the employee is hospitalized or is convalescing from an injury or illness caused by the military service. The two-year extension may be further extended if reporting is impossible or unreasonable due to circumstances beyond the employee's control.

An employee with less than 91 days of service will be immediately re-employed in the position the employee would have attained had the employee not been absent if all qualifications for the position are met. If the employee is not or cannot reasonably become qualified for the advanced position, reemployment will be offered in the same position held prior to military service if qualified. If the employee is not and cannot become reasonably qualified for the same position, a position of lesser status and pay will be offered.

An employee who is absent for more than 91 days will be offered reemployment under the same conditions as above except that a different position with equivalent pay, status, and seniority may be offered.

MILITARY LEAVE, REGULATIONS (Cont.)

Refresher training or “update” training will be provided if appropriate and necessary.

If a qualified employee applies for reemployment and has a service-related disability, reasonable accommodations will be made if possible. If reasonable accommodations cannot be made, a position providing equivalent seniority, pay and status will be offered. If neither of these options is possible because of the disability, a position as nearly equivalent as possible in seniority, pay and status will be offered.

Employees who are reemployed under these regulations are entitled to participate in any benefits available to employees on nonmilitary leaves of absence but must pay any employee participation costs that other employees pay.

An employee who is reemployed under these regulations will not be considered as having a break in service for purposes of any applicable pension plan and the military service time will be considered for benefit vesting and accrual consistent with any state regulations or law.

Health Insurance Coverage

If requested, the school district will maintain health insurance coverage on the employee (and the employee's family) for the first 30 days of military service regardless of whether the employee is called to active duty for more or less than 30 days. However, the employee must pay any employee participation costs that other employees pay. If the employee is called to active duty for more than 30 days, the military medical benefit will provide coverage. If the employee wishes to maintain private insurance after the first 30 days (for up to 18 months), the employee must pay the full cost of the premium.

The employee (and the employee's family) may choose to go back on the district health plan immediately upon return to district employment. There will be no waiting period and no exclusion of pre-existing conditions, other than for VA-determined service-connected conditions.

**REFERENCE: 40 O.S. §209
70 O.S. §6-105
USERRA, 1994 as amended**

PERSONNEL LEAVE PROGRAM

The Cashion Board of Education recognizes that district employees must occasionally be absent from work. Therefore, leave time in different categories as required by law will be provided for employees to be absent when necessary. Leave categories will include sick leave, personal business leave, emergency leave, jury duty leave, and military leave.

It is also important for district employees to understand that the continuity of education services is best served when the regularly assigned employee is at work. Therefore, employees should use the leaves provided in a prudent and judicious manner. The abuse of leave by employees will not be tolerated and any employee abusing leave policies will be subject to disciplinary action up to and including termination of employment.

Deductions For Unpaid Authorized Absences

If a district employee believes there is a need to be absent from work for any reason not covered in the approved leave policies, the employee may request, in writing, unpaid leave for that purpose from the immediate supervisor.

If unpaid leave is granted by the immediate supervisor, an amount equal to one day's pay will be deducted from the employee's salary for each day of such approved absence.

If an employee is absent without securing approval for an unpaid absence, the employee shall be denied the salary for such absence and will be considered to be engaging in willful neglect of duty and, therefore, subject to disciplinary action up to and including termination of employment.

Notification Of Leave Accumulation

During the first two weeks of the school year, the board will advise each employee, in writing, as to the number of leave days accumulated as of July 1 of that year. After July 1, an employee may get updated information on leave accumulation from the superintendent's office at a time mutually agreed upon by the employee and the superintendent or the superintendent's designee.

**SCHOOL DISTRICT'S RESPONSE TO
EMPLOYEE REQUEST FOR FMLA LEAVE**

DATE: _____

TO: _____
(Employee's name)FROM: _____
(Name of appropriate employer representative and contact information)SUBJECT: **Request for Family/Medical Leave**On _____, you notified us of your need to take family/medical leave due to:
(Date)

- ☐ the birth of your child, or the placement of a child with you for adoption or foster care; or your own serious health condition;
- ☐ a serious health condition affecting your spouse / child / parent, for which you are needed to provide care;
- ☐ a qualifying exigency arising out of the fact that your spouse / child / parent is on active duty or call to active duty status in support of a contingency operation as a member of the National Guard or Reserves
- ☐ you being the spouse / child / parent / next of kin of a covered servicemember with a serious injury or illness.

You notified us that you need this leave beginning on _____ and that you needed your leave to continue until, on or about _____.

This notice is to inform you that you:

- ☐ Are eligible for FMLA leave (See rights and responsibilities below.)
- ☐ Are not eligible for FMLA leave because (only one reason need be checked, although you may not be eligible for other reasons):
- ☐ You have not met the FMLA's 12 month length of service requirement. As of the first date of requested leave, you will have worked approximately _____ months towards this requirement.
- ☐ You have not met the FMLA's 1,250 hours worked requirement.
[Note: full-time teachers are presumed to meet this requirement in most circumstances.]
- ☐ You do not work and/or report to a site with 50 or more employees within 75 miles. [Note: The 50 employee rule does not apply to whether a school is covered by the FMLA; however, a school employee must work at a site that has at least 50 employees within 75 miles.]

RESPONSE TO REQUEST FOR FMLA LEAVE (Cont.)

If you have any questions, contact _____ or view the FMLA poster located in _____.

Rights and Responsibilities for Taking FMLA Leave

In general, to be eligible for FMLA leave an employee must have worked for an employer for at least 12 months, have worked at least 1,250 hours in the 12 months preceding the leave, and work at a site with at least 50 employees within 75 miles. In order for us to determine whether your absence qualifies as FMLA leave, you must return the following information to us by _____ (minimum of 15 calendar days required by law). If sufficient information is not provided in a timely manner, your leave may be denied.

- ☐ Sufficient certification to support your request for FMLA leave. A certification form that sets forth the information necessary to support your request is I is not enclosed.
- ☐ Sufficient documentation to establish the required relationship between you and your family member.
- ☐ Other information needed: _____.
- ☐ No additional information requested.

If your leave does qualify as FMLA leave you will have the following responsibilities while on FMLA leave:

- ☐ Contact _____ at _____ to make arrangements to continue to make your share of the premium payments on your health insurance to maintain health benefits while you are on leave. You have a minimum 30 day grace period in which to make premium payments. If payment is not made timely, your group health insurance may be cancelled, provided we notify you in writing at least 15 days before the date that your health coverage will lapse, or, at our option, we may pay your share of the premiums during FMLA leave, and recover these payments from you upon your return to work.
- ☐ You will be required to use your available paid sick/vacation/and or other leave during your FMLA absence. This means that you will receive your paid leave and the leave will also be considered protected FMLA leave and counted against your FMLA leave entitlement.
- ☐ Due to your status with , you are considered a "key employee" as defined in the FMLA. As a "key employee" restoration to employment may be denied following FMLA leave on the grounds that such restoration will cause substantial and grievous economic injury to the School District. We ☐ have / ☐ have not determined that restoring you to employment at the conclusion of FMLA leave will cause substantial and grievous economic harm to us.
- ☐ While on leave you will be required to furnish us with periodic reports of your status and intent to return to work every _____ (indicate interval, as appropriate to the situation).

RESPONSE TO REQUEST FOR FMLA LEAVE (Cont.)

If the circumstances of your leave change, and you are able to return to work earlier than the date indicated on this form, you will be required to notify us at least two workdays prior to the date you intend to report for work.

If your leave does qualify as FMLA leave you will have the following rights while on FMLA leave:

- You have a right under the FMLA for up to 12 weeks of unpaid leave in a 12 month period calculated as follows (this unpaid leave may be reduced by paid leave available to you):
 - ☐ The calendar year (January - December)
 - ☐ A fixed leave year based on: _____
 - ☐ The 12 month period measured forward from the date of your first FMLA usage
 - ☐ A "rolling" 12 month period measured backward from the date of any FMLA leave usage
- You have a right under the FMLA for up to 26 weeks of unpaid leave in a single 12 month period to care for a covered servicemember with a serious injury or illness. This single 12 month period commenced on _____.
- Your health benefits must be maintained during any period of unpaid leave under the same conditions as if you continued to work.
- You must be reinstated to the same or an equivalent job with the same pay, benefits, and terms and conditions of employment on your return from FMLA protected leave. (If your leave extends beyond the end of your FMLA entitlement, you do not have return rights under FMLA.)
- If you do not return to work following FMLA leave for a reason other than: (1) the continuation, recurrence, or onset of a serious health condition which would entitle you to FMLA leave; (2) the continuation, recurrence, or onset of a covered servicemember's serious injury or illness which would entitle you to FMLA leave; or (3) other circumstances beyond your control, you may be required to reimburse us for our share of health insurance premiums paid on your behalf during your FMLA leave.
- If we have not informed you above that you must use accrued paid leave while taking your unpaid FMLA leave entitlement, you have the right to have sick/vacation/other leave run concurrently with your unpaid leave entitlement, provided you meet any applicable requirements of the leave policy. Applicable conditions related to the substitution of paid leave are referenced or set forth below. If you do not meet the requirements for taking paid leave, you remain entitled to take unpaid leave.

For a copy of conditions applicable to sick/vacation/other leave usage plans refer to _____ available at _____.

RESPONSE TO REQUEST FOR FMLA LEAVE (Cont.)

Applicable conditions for use of paid leave: _____

_____.

Once we obtain the information from you as specified above, we will inform you, within 5 business days, whether your leave will be designated as FMLA leave and count towards your FMLA leave entitlement. If you have any questions, please do not hesitate to contact _____ at _____.

APPLICATION FOR FAMILY OR MEDIAL LEAVE

Name: _____ Date: _____

Home address: _____

Position: _____

Beginning date of leave: _____

Expected date of return to work: _____

Reason for leave request (explain): _____

If reason for leave is to care for a seriously ill family member, or because your circumstances qualify for active duty leave or military caregiver leave, please state:

1. Name of family member: _____

2. Relationship of family member to you: _____

3. Describe circumstances prompting request for leave: _____

State whether you are requesting intermittent leave or leave on a reduced schedule:

_____ Intermittent Leave

Beginning date of leave: _____

Ending date of leave: _____

_____ Leave on a reduced schedule

Schedule requested: _____

Beginning date of revised schedule: _____

Date reduced leave expected to terminate: _____

**CERTIFICATION OF HEALTH CARE PROVIDER FOR
EMPLOYEE'S SERIOUS HEALTH CONDITION****Section I: School District**

The Family and Medical Leave Act (FMLA) provides that the School District may require an employee seeking FMLA protections because of a need for leave due to a serious health condition to submit a medical certification issued by the employee's health care provider. Records and documents relating to medical certifications, re-certifications, or medical histories of employees created for FMLA purposes are treated as confidential medical records and placed in separate files/records from the usual personnel files and in accordance with 29 C.F.R. §1630.14(e)(1), If the Americans with Disabilities Act applies.

Contact: _____

Phone Fax Email

Employee's job title: _____

Regular work schedule: _____

Employee's essential job functions: _____

Check if job description is attached: _____

Section II: Employee

Please complete this section before giving this form to your medical provider. The FMLA permits the School District to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave due to your own serious health condition. If requested by the School District, your response is required to obtain or retain the benefit of FMLA protections. 29 U.S.C. § 2613, 2614(c)(3). Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. 20 C.F.R. § 825.313. You have at least 15 calendar days to return this form. 29 C.F.R. § 825.305(b).

Your full name: _____

Section III: Health Care Provider

Your patient has requested leave under the FMLA. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage.

FMLA PROVIDER CERTIFICATION (Cont.)

Limit your responses to the condition for which the employee is seeking leave. Additional space for information, should you need it, is supplied at the end of this form. Please be sure to sign the form on the last page.

Provider's name: _____

Provider's address: _____

Provider's phone: _____ fax: _____

Type of practice/specialty: _____

1. Approximate date condition commenced: _____

Probable duration of condition: _____

Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?

If so, please specify dates of admission: _____

Date(s) you treated the patient for this condition: _____

Will the patient need to have treatment visits at least twice per year due to the condition? _____

Was medication, other than over-the-counter medication, prescribed? _____

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g. physical therapist)?

If so, state the nature of such treatments and expected duration of treatment: _____

2. Is the medical condition pregnancy? _____

If so, expected delivery date: _____

FMLA PROVIDER CERTIFICATION (Cont.)

3. Use the information provided by _____ in Section I above to answer this question. If _____ failed to provide a list of the employee's essential functions or a job description, answer these questions based upon the employee's own description of his/her job functions.

Is the employee unable to perform any of his/her job functions due to the condition? _____

If so, identify the job functions the employee is unable to perform: _____

4. Describe other relevant medical facts, if any, related to the condition for which the employee seeks leave (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment): _____

5. Will the employee be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? _____

If so, estimate the beginning and ending dates for the period of incapacity: _____

6. Will the employee need to attend follow-up treatment appointments or work part-time or on a reduced schedule because of the employee's medical condition? _____

If so, are the treatments or the reduced number of hours of work medically necessary? _____

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period: _____

FMLA PROVIDER CERTIFICATION (Cont.)

Estimate the part-time or reduced work schedule the employee needs, if any:

_____ hours daily; _____ days weekly from _____ through _____

7. Will the condition cause episodic flare-ups periodically preventing the employee from performing his/her job functions? _____

Is it medically necessary for the employee to be absent from work during the flare-ups? _____

If so, explain: _____

Based on the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g. 1 episode every 3 months lasting 1-2 days):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or _____ day(s) per episode

Use this space to provide additional information, if necessary:

Signature of Health Care Provider

Date

Printed Name of Health Care Provider

**CERTIFICATION OF HEALTH CARE PROVIDER FOR
FAMILY MEMBER'S SERIOUS HEALTH CONDITION****Section I: School District**

The Family and Medical Leave Act (FMLA) provides that the School District may require an employee seeking FMLA protections because of a need for leave to care for a covered family member with a serious health condition to submit a medical certification issued by the health care provider of the covered family member. School District will generally maintain records and documents relating to medical certifications, re-certifications, or medical histories of employees' family members created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. §1630.14(e)(1), if the Americans with Disabilities Act applies.

Contact: _____

Phone Fax Email

Section II: Employee

Please complete this section before giving this form to your family member or his/her medical provider. The FMLA permits the School District to require that you submit a timely, complete, and sufficient medical certification to support a request for FMLA leave to care for a covered family member with a serious health condition. If requested by the School District, your response is required to obtain or retain the benefit of FMLA protections. 29 U.S.C. § 2613, 2614(c)(3). Failure to provide a complete and sufficient medical certification may result in a denial of your FMLA request. 20 C.F.R. § 825.313. You have at least 15 calendar days to return this form. 29 C.F.R. § 825.305(b).

Your full name: _____

Full name of family member for whom you will provide care: _____

Relationship of family member to you: _____

If family member is your son/daughter, date of birth: _____

Describe care you will provide to your family member and estimate leave needed to provide care: _____

Employee Signature

Date

FMLA PROVIDER CERTIFICATION [FAMILY MEMBER] (Cont.)**Section III: Health Care Provider**

The employee listed above has requested leave under the FMLA to care for your patient. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the patient needs leave. Additional space for information, should you need it, is supplied at the end of this form. Please be sure to sign the form on the last page.

Provider's name: _____

Provider's address: _____

Provider's phone: _____ fax: _____

Type of practice/specialty: _____

1. Approximate date condition commenced: _____

Probable duration of condition: _____

Was the patient admitted for an overnight stay in a hospital, hospice, or residential medical care facility?

If so, please specify dates of admission: _____

Date(s) you treated the patient for this condition: _____

Will the patient need to have treatment visits at least twice per year due to the condition? _____

Was medication, other than over-the-counter medication, prescribed? _____

Was the patient referred to other health care provider(s) for evaluation or treatment (e.g. physical therapist)?

If so, state the nature of such treatments and expected duration of treatment:

2. Is the medical condition pregnancy? _____

If so, expected delivery date: _____

FMLA PROVIDER CERTIFICATION [FAMILY MEMBER] (Cont.)

3. Describe other relevant medical facts, if any, related to the condition for which the patient needs care (such medical facts may include symptoms, diagnosis, or any regimen of continuing treatment such as the use of specialized equipment): _____

4. Will the patient be incapacitated for a single continuous period of time due to his/her medical condition, including any time for treatment and recovery? _____

If so, estimate the beginning and ending dates for the period of incapacity: _____

During this time, will the patient need care? _____

Explain the care needed by the patient and why such care is medically necessary: _____

5. Will the patient require follow-up treatments, including any time for recovery? _____

Estimate treatment schedule, if any, including the dates of any scheduled appointments and the time required for each appointment, including any recovery period: _____

6. Will the patient require care on an intermittent or reduced schedule basis, including any time for recovery? _____

Estimate the hours the patient needs care on an intermittent basis, if any:

_____ hours daily; _____ days weekly from _____ through _____

Explain the care needed by the patient, and why such care is medically necessary: _____

7. Will the condition cause episodic flare-ups periodically preventing the patient from participating in normal daily activities? _____

FMLA PROVIDER CERTIFICATION [FAMILY MEMBER] (Cont.)

Based on the patient's medical history and your knowledge of the medical condition, estimate the frequency of flare-ups and the duration of related incapacity that the patient may have over the next 6 months (e.g. 1 episode every 3 months lasting 1-2 days):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours or _____ day(s) per episode

Use this space to provide additional information, if necessary:

Signature of Health Care Provider

Date

Printed Name of Health Care Provider

**CERTIFICATION OF SERIOUS INJURY OR ILLNESS OF
COVERED SERVICEMEMBER FOR MILITARY FAMILY LEAVE
(FAMILY AND MEDICAL LEAVE ACT)**

The Family and Medical Leave Act (FMLA) provides that School District may require an employee seeking FMLA leave due to a serious injury or illness of a covered servicemember to submit a certification providing sufficient facts to support the request for leave. The School District will not ask you to provide more information than allowed under the FMLA regulations, 29 C.F.R. § 825.310. The School District must generally maintain records and documents relating to medical certifications, recertifications, or medical histories of employees or employees' family members, created for FMLA purposes as confidential medical records in separate files/records from the usual personnel files and in accordance with 29 C.F.R. § 1630.14(c)(1), if the Americans with Disabilities Act applies.

INSTRUCTIONS TO EMPLOYEE OR COVERED SERVICEMEMBER: Please complete Section I before having Section II completed. The FMLA permits the School District to require that an employee submit a timely, complete and sufficient certification to support a request for FMLA leave due to a serious injury or illness of a covered servicemember. If requested by the School District, your response is required to obtain or retain the benefit of FMLA-protected leave. 29 U.S.C. §§ 2613, 2614(c)(3). Failure to do so may result in a denial of an employee's FMLA request. 29 C.F.R. § 825.310(f). The School District must give you at least 15 calendar days to return this form to the employer.

INSTRUCTIONS TO HEALTH CARE PROVIDER: The employee listed on Page 2 has requested leave under the FMLA to care for a family member who is a member of the Regular Armed Forces, the National Guard, or the Reserves who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness. For purposes of FMLA leave, a serious injury or illness is one that was incurred in the line of duty on active duty that may render the servicemember medically unfit to perform the duties of his or her office, grade, rank, or rating.

A complete and sufficient certification to support a request for FMLA leave due to a covered servicemember's serious injury or illness includes written documentation confirming that the covered servicemember's injury or illness was incurred in the line of duty on active duty and that the covered servicemember is undergoing treatment for such injury or illness by a health care provider listed above. Answer, fully and completely, all applicable parts. Several questions seek a response as to the frequency or duration of a condition, treatment, etc. Your answer should be your best estimate based upon your medical knowledge, experience, and examination of the patient. Be as specific as you can; terms such as "lifetime," "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Limit your responses to the condition for which the employee is seeking leave.

CERTIFICATION OF SERIOUS INJURY/ILLNESS FOR MILITARY LEAVE (Cont.)**Section I - Employee**

(This section must be completed first before any of the below sections can be completed by a health care provider.)

Name and Address of Employer (this is the employer of the employee requesting leave to care for covered servicemember):

CASHION SCHOOL DISTRICT, 101 N. EUCLID, CASHION, OK 73016-9515

Name of Employee Requesting Leave to Care for Covered Servicemember:

First Middle Last

Name of Covered Servicemember (for whom employee is requesting leave to care):

First Middle Last

Relationship of Employee to Covered Servicemember Requesting Leave to Care:

☐ Spouse ☐ Parent ☐ Son ☐ Daughter ☐ Next of Kin

1. Is the Covered Servicemember a Current Member of the Regular Armed Forces, the National Guard or Reserves? ____ Yes ____ No

If yes, please provide the covered servicemember's military branch, rank and unit currently assigned to:

Is the covered servicemember assigned to a military medical treatment facility as an outpatient or to a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients (such as a medical hold or warrior transition unit)? ____ Yes ____ No

If yes, please provide the name of the medical treatment facility or unit: _____

2. Is the Covered Servicemember on the Temporary Disability Retired List (TDRL)?
____ Yes ____ No

Describe the Care to be Provided to the Covered Servicemember and an Estimate of the Leave Needed to Provide the Care: _____

If you are unable to make certain of the military-related determination contained below in Part B, you are permitted to rely upon determinations from an authorized DOD representative (such as DOD recovery care coordinator). (Please ensure that Section I above has been completed before completing this section). Please be sure to sign the form on the last page.

CERTIFICATION OF SERIOUS INJURY/ILLNESS FOR MILITARY LEAVE (Cont.)**Section II - Health Care Provider**

Health Care Provider's Name and Business Address: _____

Type of Practice/Medical Specialty: _____

Please state whether you are: (1) a DOD health care provider; (2) a VA health care provider; (3) a DOD TRICARE network authorized private health care provider; or (4) a DOD non-network TRICARE authorized private health care provider: _____

Telephone _____ Fax: _____ Email: _____

1. Covered Servicemember's medical condition is classified as (Check One of the Appropriate Boxes):

- ☐ (VSI) Very Seriously Ill/Injured - Illness/Injury is of such a severity that life is imminently endangered. Family members are requested at bedside immediately. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers).
- ☐ (SI) Seriously Ill/Injured - Illness /Injury is of such severity that there is cause for immediate concern, but there is no imminent danger to life. Family members are requested at bedside. (Please note this is an internal DOD casualty assistance designation used by DOD healthcare providers).
- ☐ Other Ill /Injured - a serious injury or illness that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating.
- ☐ NONE OF THE ABOVE (Note to Employee: If this box is checked, you may still be eligible to take leave to care for a covered family member with a "serious health condition" under § 825.113 of the FMLA. If such leave is requested, you may be required to complete an employer-provided form seeking the same information).

2. Was the condition for which the Covered Service member IS being treated incurred in line of duty on active duty in the armed forces?

____ Yes ____ No

3. Approximate date condition commenced: _____

4. Probable duration of condition and/or need for care: _____

5. Is the covered servicemember undergoing medical treatment, recuperation, or therapy?

____ Yes ____ No

CERTIFICATION OF SERIOUS INJURY/ILLNESS FOR MILITARY LEAVE (Cont.)

If yes, please describe medical treatment, recuperation or therapy: _____

1. Will the covered servicemember need care for a single continuous period of time, including any time for treatment and recovery? ____ Yes ____ No

2. Will the covered servicemember require periodic follow-up treatment appointments? ____ Yes ____ No

If yes, estimate the treatment schedule: _____

3. Is there a medical necessity for the covered servicemember to have periodic care for these follow-up treatment appointments? ____ Yes ____ No

4. Is there a medical necessity for the covered servicemember to have periodic care for other than scheduled follow-up treatment appointments (e.g., episodic flare-ups of medical condition)? ____ Yes ____ No

If yes, please estimate the frequency and duration of the periodic care: _____

Signature of Health Care Provider

Date

Print Name of Health Care Provider

**CERTIFICATION OF QUALIFYING EXIGENCY
FOR MILITARY FAMILY LEAVE
(FAMILY AND MEDICAL LEAVE ACT)**

Section I - School District

The Family and Medical Leave Act (FMLA) provides that the School District may require an employee seeking FMLA leave due to a qualifying exigency to submit a certification.

Contact: _____

Phone

Fax

Email

Section II - Employee

Please complete Section II fully and completely. The FMLA permits the School District to require that you submit a timely, complete, and sufficient certification to support a request for FMLA leave due to a qualifying exigency. Several questions in this section seek response as to the frequency or duration of the qualifying exigency. Be as specific as you can; terms such as "unknown," or "indeterminate" may not be sufficient to determine FMLA coverage. Your response is required to obtain a benefit. 29 C.F.R. § 825.310. While you are not required to provide this information, failure to do so may result in a denial of your request for FMLA leave. The School District must give you at least 15 calendar days to return this form to the School District.

Your Name: _____

First Middle Last

Name of covered military member on active duty or call to active duty status in support of a contingency operation:

First

Middle

Last

Relationship of covered military member to you: _____

Period of covered military member's active duty: _____

A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes written documentation confirming a covered military member's active duty or call to active duty status in support of a contingency operation.

CERTIFICATION OF QUALIFYING EXIGENCY FOR MILITARY LEAVE (Cont.)

Please check one of the following:

- ☐ A copy of the covered military member's active duty orders is attached.
- ☐ Other documentation from the military certifying that the covered military member is on active duty (or has been notified of an impending call to active duty) in support of a contingency operation is attached.
- ☐ I have previously provided the School District with sufficient written documentation confirming the covered military member's active duty or call to active duty status in support of a contingency operation.

-
1. Describe the reason you are requesting FMLA leave due to a qualifying exigency (including the specific reason you are requesting leave): _____

2. A complete and sufficient certification to support a request for FMLA leave due to a qualifying exigency includes any available written documentation which supports the need for leave; such documentation may include a copy of a meeting announcement for information briefings sponsored by the military, a document confirming an appointment with a counselor or school official, or a copy of a bill for services for the handling of legal or financial affairs. Available written documentation supporting this request for leave is attached.

____ Yes ____ No ____ None Available

-
1. Approximate date of exigency commenced: _____

Probable duration of exigency: _____

2. Will you need to be absent from work for a single continuous period of time due to the qualifying exigency?

____ Yes ____ No

If so, estimate the beginning and ending dates for the period of absence: _____

CERTIFICATION OF QUALIFYING EXIGENCY FOR MILITARY LEAVE (Cont.)

3. Will you need to be absent from work periodically to address this qualifying exigency? ____ Yes ____ No

Estimate schedule of leave, including the dates of any scheduled meetings or appointments: _____

Estimate the frequency and duration of each appointment, meeting, or leave event, including any travel time (i.e., 1 deployment-related meeting every month lasting 4 hours):

Frequency: _____ times per _____ week(s) _____ month(s)

Duration: _____ hours _____ day(s) per event.

If leave is requested to meet with a third party (such as to arrange for childcare, to attend counseling, to attend meetings with school or childcare providers, to make financial or legal arrangements, to act as the covered military member's representative before a federal, state, or local agency for purposes of obtaining, arranging or appealing military service benefits, or to attend any event sponsored by the military or military service organizations), a complete and sufficient certification includes the name, address, and appropriate contact information of the individual or entity with whom you are meeting (i.e., either the telephone or fax number or email address of the individual or entity). This information may be used by the School District to verify that the information contained on this form is accurate.

Name of Individual: _____ Title: _____

Organization: _____

Address: _____

Telephone: _____ Fax: _____

Email: _____

Describe nature of meeting: _____

I certify that the information I provided above is true and correct.

Signature of Employee

Date

FAMILY AND MEDICAL LEAVE

It is the policy of the district to comply fully with the requirements of the Family and Medical Leave Act of 1993 (FMLA) and all its related revisions, including the National Defense Authorization Act (NDAA), collectively referred to in this policy as "FMLA." The district is a covered employer and, accordingly, will provide up to 12 weeks of unpaid leave to eligible employees. This leave must run concurrently with any paid leave the eligible employee has available. Eligible employees may also be entitled to 14 additional weeks of leave (26 weeks total) for servicemember family leave.

Any employee utilizing FMLA leave is required to cooperate in matters of scheduling, providing prompt notice of the need to use leave and availability for return to work, completing paperwork, etc.

This policy is not intended to create any leave obligations for the district in addition to those provided under the FMLA. In the event any conflict exists between this policy and the FMLA, the FMLA will be the final authority.

Definitions

- "Eligible employees" are those employees who:
 - have been employed for at least one year by the district; and
 - worked at least 1,250 hours during the previous 12 month period; and
 - have requested leave for a reason covered by the FMLA; and
 - there are at least 50 employees within a 75 mile radius.

Full-time instructional employees are deemed to have met the 1,250 hours of employment requirement if they worked full time during the prior year.

- A "child" means a biological, adopted, foster or step child, a legal ward, an individual with an in loco parentis relationship with the employee or military member, and adult children who are physically or mentally incapable of self-care.
- A "serious health condition" is one which requires either in-patient care or continuing treatment by a health care provider. This includes conditions or illnesses affecting health to the extent that in-patient care is required, or absences are necessary on a recurring basis or for more than just a few days. A "serious health condition" does not include short-term conditions for which treatment and recovery are very brief as such conditions would normally be covered by the district's sick leave policies.
- A "year" means a rolling 12-month period measured backward from the date an employee uses any leave.
- A "week" means 5 business days.
- A "covered military member" (for purposes of active duty leave) is an individual serving in the Regular Armed Forces or the National Guard and Reserves and who has been called to active duty. Veterans receiving treatment or therapy, or those who are recuperating and were discharged or released for any reason other than dishonorable discharge within the 5 years preceding the employee's request for leave are also included in this definition.

FAMILY AND MEDICAL LEAVE (Cont.)

- A "covered military member" (for purposes of servicemember family leave) is an individual serving in the Regular Armed Forces or the National Guard and Reserves who is undergoing treatment or therapy for a serious injury or illness incurred or exacerbated while on active duty.
- A "serious injury or illness" is an injury or illness incurred (or exacerbated) by the servicemember in the line of duty in the Armed Forces or National Guard and Reserves which:
 - may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; or
 - resulted in the member receiving a VA Service Related Disability Rating of 50% or more; or
 - substantially impairs the veterans' ability to be gainful employed; or
 - resulted in the member's enrollment in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Reasons for Leave

All eligible employees who meet FMLA requirements may be granted leave as provided in this policy and required by law for the following reasons:

1. for the birth of a child and to care for such child, or placement for adoption or foster care of a child;
 - If both parents are employed by the district, the combined amount of FMLA leave cannot exceed 12 weeks
2. to care for a spouse, child or parent with a serious health condition;
3. for a serious health condition of the employee that makes the employee unable to perform his or her job functions;
4. for covered active duty leave with one or more of the following exigencies:
 - Short-notice deployment: employees can take up to 7 calendar days leave to address issues that arise from servicemembers' call or order to active duty seven calendar days or less prior to the date of deployment;
5. for servicemember family caregiver leave, provided that the leave (when combined with other forms of FMLA leave) does not exceed 26 workweeks during a 12-month period;
6. for parental care leave to care for (including making arrangements for care, patient transfer and meetings with staff at a care facility) a parent-in- law who is unable to care for him/herself while the servicemember is on active duty.

FAMILY AND MEDICAL LEAVE (Cont.)Application for Leave

Employees who wish to utilize FMLA leave must submit an application for leave (with all required supporting documentation) on the forms available through the superintendent's office (the district will utilize all required forms as provided by the US Department of Labor. The forms are available at www.dol.gov/whd/fmla/index.htm#Forms. The district requests that, when practical, FMLA requests be submitted at least 30 days prior to the use of the leave. In emergency circumstances, the district may provisionally place an employee on FMLA leave if conditions appear to warrant such action. The employee is ultimately responsible for completing the necessary paperwork to finalize the use of FMLA leave at least 15 days in advance.

Medical Documentation (for Leave Related to a Serious Medical Condition)

In addition to all medical documentation required pursuant to the FMLA, the district may, in its sole discretion and at its own expense, require a second opinion related to the need for FMLA leave. If the first and second opinions differ regarding the need for FMLA leave, the district and the employee shall mutually agree upon a provider to conduct a third opinion of the employee's need for leave. The cost of this third opinion will be paid for by the employer.

The district may also require supplemental certifications of the employee's continuing need for leave. These certifications may not be more than one time per month unless the employee requests an extension of leave, changes circumstances regarding the illness or injury, or the district receives information that casts doubt on the validity of an existing certification.

In the event an employee wishes to request an extension of leave, such request must be promptly submitted to his/her supervisor with supporting documentation from the health care provider regarding the reason for the extension. The extension is only available as long as the employee does not exceed the maximum leave permitted by the FMLA.

Intermittent Leave Or Leave On A Reduced Leave Schedule

Eligible employees may request to use their available leave on an intermittent basis by following the same application and certification process as described above and under the following conditions:

- intermittent leave in connection with the arrival of a new child must be approved by the district;
- Military events and related activities: employees can take leave to attend official ceremonies, programs, or events sponsored by the military that are related to servicemembers' active duty or call to active duty or attend family support or assistance programs and informational briefings sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to servicemembers' active duty or call to active duty;
- Childcare and school activities: employees can take leave to arrange alternative childcare, provide childcare on an urgent, immediate need (but not everyday) basis, enroll in or transfer a child to a new school or day care facility, or attend meetings with school or day care staff (such as parent-teacher conferences) due to servicemembers' active duty or call to active duty;
- Financial and legal arrangements: employees can take leave to make or update financial or legal arrangements to address servicemembers' absence while on active duty or call to active duty, such as

FAMILY AND MEDICAL LEAVE (Cont.)

executing powers of attorney, transferring bank account signature authority, enrolling in the Defense Enrollment Eligibility Reporting System, or obtaining military identification cards and to act as the servicemembers' representative before governmental agencies to obtain, arrange, or appeal military service benefits while servicemembers are on active duty or called to active duty and for 90 days following termination of active duty status;

- Counseling: employees can take leave to attend counseling that is provided by someone other than a healthcare provider for servicemembers or their children for needs arising from servicemembers' active duty or call to active duty;
- Rest and recuperation: employees can take up to 15 days leave to spend time with servicemembers on short-term, temporary rest and recuperation leave during a period of deployment;
- Post-deployment activities: employees can take leave to attend arrival ceremonies, reintegration briefings and events and other official ceremony or program sponsored by the military that occurs within 90 days following termination of servicemembers' active duty status or to address issues arising from servicemembers' death while on active duty, including meeting and recovering the body and making funeral arrangements; and
- Additional activities: employees can take leave to address any other events that arise from servicemembers' active duty or call to active duty when the district and employee agree that such leave qualifies as an exigency and agree upon the timing and duration of the leave.
- employees must coordinate the intermittent leave with their supervisor to attempt to reduce the negative impact of the leave on school operations;
- the district reserves the right to transfer the employee to a position better suited to intermittent leave;
- if an instructional employee will be absent more than 20 of the total working days in the period in which the leave will be used, the district may require the employee to either:
 - take leave for a "particular duration" or time which is not greater than the duration of the planned treatment, or
 - be transferred to an alternative position.

Leave Taken Near the End of an Academic Term

If an instructional employee begins any type of covered leave more than 5 weeks before the end of a semester, and if the leave will last at least 3 weeks and the employee would otherwise return to work during the 3 weeks before the end of the semester, the district may require the employee to continue taking leave until the end of the semester.

If an instructional employee takes leave (for a reason other than the employee's own serious health condition) which commences during the 5 weeks before the end of the semester, and if the leave will last more than 2 weeks and the employee would otherwise return to work during the last 2 weeks of the semester, the district may require the employee to continue taking leave until the end of the semester.

FAMILY AND MEDICAL LEAVE (Cont.)

If an instructional employee takes leave (for a reason other than the employee's own serious health condition) which begins during the last 3 weeks of the semester, and if the leave will last more than 5 working days, the district may require the employee to take leave until the end of the semester.

The Effect of Leave on Benefits

During a period of FMLA leave, an employee will be retained on the district's medical insurance plan under the same conditions that applied before leave began, including making any payments the employee previously made. An employee's failure to timely pay his/her share of the medical premium may result in loss of coverage. The employee is required to pay all of the premiums for any other type of insurance coverage which may exist.

If the employee fails to return to work after the expiration of the leave, the employee will be required to reimburse the district for payment of health insurance premiums during the FMLA leave, unless the reason for the failure to return to work are due to circumstances beyond the employee's control.

Employees do not accrue or lose any seniority or employment benefits during a period of FMLA leave.

Return to Work

Employees must update their supervisor regarding the intent to return to work, including providing all necessary releases and paperwork, at least 5 business days in advance of the expected return date.

Although the district cannot guarantee that an employee will be returned to his/her original position, employees will generally be restored to an equivalent position and employment conditions upon return from FMLA leave. Highly compensated employees are those individuals who are salaried and are among the highest paid 10% of the employees employed within 75 miles of the employee's worksite. A highly compensated employee may not be returned to work if it is necessary to prevent substantial and grievous economic injury to the operations of the district. The district will make all determinations regarding job duties upon an employee's return from FMLA leave.

Failure to Return from Leave

Employees who fail to return to work when scheduled (absent an approved extension) are subject to immediate termination for cause, subject to applicable due process hearing rights.

LEAVE OF ABSENCE CONTRACT

Having received special approval from Cashion Public Schools, a teacher may be granted an unpaid leave of absence by the board of education.

If a leave of absence is granted, the teacher is to return to work at the beginning of the designated semester. It will be the obligation of the teacher to notify the superintendent, in writing, confirming the teacher's intent to accept a teaching assignment upon the teacher's return by April 1 if returning in August; by November 1 if returning at mid-year. The leave of absence will be without pay and all benefit payments will be the responsibility of the teacher.

A leave of absence will not be granted for more than one school year.

Date of Departure _____

Date of Return _____

Time of Leave _____

CASHION SCHOOL DISTRICT I-89

KINGFISHER COUNTY, OKLAHOMA

Approved this ____ day of _____, 20____.

Notary

Teacher

My Commission Expires _____

Superintendent

**WORKDAY LEAVE
CERTIFIED PERSONNEL
(REGULATIONS)**

All teachers in the Cashion Public Schools are required to be on the job and at their assigned duty stations from 8:00 a.m. (twenty minutes prior to first bell of the day) to 3:40 p.m. (twenty-five minutes after the last bell of the day) each working day. Exceptions may be made in the event of a legitimate extreme emergency. At the discretion of the building principal, a teacher may be excused after 3:15 p.m. with no deduction from sick, emergency, or personal leave. The principal is charged with the responsibility of keeping an accurate record of all such absences and promptly forwarding this information to the superintendent's office.

A teacher may be granted an early dismissal leave after the regular teaching day to attend a college course which contributes to the basic function of the teacher's assignment. This leave will not be permitted on school in-service days or work days. The conditions under which a teacher may be excused to attend night classes will involve the class starting time and distance to be traveled, as well as other pertinent factors. Permission may be granted only by the superintendent. Each request will be considered on an individual basis. Willful abuse of this leave provision shall be cause for disciplinary action including suspension without pay.

Building principals shall have the authority to release employees from duty after 3:15 p.m. or whenever the last class of the day is over, to attend to personal business with no loss of accrued leave or other penalty.

SABBATICAL LEAVE (REGULATIONS)

The Cashion Board of Education will provide qualified personnel leaves of absence without pay for sabbatical leave on a case by case basis. Such leaves must have prior approval of the superintendent.

Qualifications

Absence from service for a period of not more than one (1) year under a sabbatical leave of absence without pay shall not be deemed a break in continuity of service. Applicants must not have been granted a sabbatical leave of absence from the district during the three (3) consecutive years of service immediately preceding the current application. Employees may apply for sabbatical leave and will be considered on a case by case basis.

Application and Acceptance

Application for leave shall be filed with the superintendent's office for a leave beginning the following August. Applicants requesting sabbatical leave shall be notified within one month of application as to the status of their applications. Applicants for sabbatical leave shall include with their application forms an outline of a plan for the period requested. This plan shall be indicated on the application form or as an attached statement.

Employee Status

Teachers on sabbatical leave shall be considered to be in the employ of the district and shall have contracts. Full insurance benefits as set forth in the negotiated agreement and school policy shall be provided teachers on sabbatical leave. Such teachers shall be entitled to participate in any and all benefits that may be provided other employees.

Teachers returning from sabbatical leave shall be restored to their former teaching positions. Vacancies created by sabbatical leaves shall be filled on a temporary basis.

Benefits

Under this policy, employees on sabbatical leave are eligible to continue participation in the district's insurance program, provided the full premium is paid by the employee during the leave and approval of the insurance company has been obtained.

TRAVEL AND EXPENSES

It is the policy of the board of education that official school travel for board members must be approved in advance by the board and travel for employees will be approved in advance by the building administrator or the superintendent. Requests and arrangements for employee travel will originate from the appropriate building administrator's office. Travel requests will be made as early as possible and placed on the building calendar as well as the master calendar. Emergency travel will be placed on the respective calendars as soon as possible following the travel or notification of the emergency. The district will not pay for any board member or employee dependent-care expenses regardless of whether the funding source is federal, state, or local funding.

The school will reimburse reasonable costs, subject to the availability of funds, for approved and documented travel. Lodging expenses will be reimbursed at actual cost for a single occupancy room not to exceed \$250.00 per night/per person.

Documented meal costs will be reimbursed in an amount not to exceed \$50 per meal or \$150 per day when appropriate receipts are provided. *(The district will pay up to 20% of the cost of meals for a meal gratuity.)* The costs of meals and incidental expenses for group meetings conducted for the general improvement of the school system may be approved as a separate item by the board. The board may approve payment of meal expenses on a per diem basis rather than requiring meal expenses to be itemized and documented. If overnight travel is not involved and/or a meal is not provided as part of a workshop or part of a legitimate business meeting relating to school business, reimbursement for meals will be reported as taxable compensation and run through payroll.

Expenses for registration, parking, toll charges, and similar expenses will be reimbursed when documented by receipts or notarized affidavits.

School vehicles, when available, may be used for official business only. Private vehicles may be used when school vehicles are not available. Mileage expense will be reimbursed at (*the current IRS approved rate*) per mile when a school gasoline credit card is not used.

Claim forms for travel expenses are available in the building administrator's office. The forms will be completed and approved in the respective building and hand-delivered to the business office for payment.

REFERENCE: 70 O.S. §5-117
2 C.F.R. 200.432 and 200.474

EXPENSE REIMBURSEMENT

It is the policy of the Cashion Board of Education to reimburse itemized and necessary expenses incurred by employees or members of the board on educational trips authorized by the board and itemized and necessary expenses incurred transacting school business. The superintendent is directed to prepare a regulation supporting this policy and establishing a rate schedule for board approval.

REFERENCE: 70 O.S. §5-117

CROSS-REFERENCE: Policy DEEC, Student Activities, Expense Reimbursement

THIS POLICY REQUIRED BY LAW.

**STUDENT ACTIVITIES
EXPENSE REIMBURSEMENT**

It is the policy of the Cashion Board of Education to reimburse pre-approved itemized and necessary meal and lodging expenses incurred by school district students and sponsors involved in authorized school-sponsored cocurricular activities.

Requests and arrangements for student travel will originate from the appropriate building administrator's office. Travel requests will be made as early as possible and placed on the building calendar as well as the master calendar.

The school will reimburse reasonable costs, subject to the availability of funds, for approved and documented lodging and meal expenses.

Claim forms for travel expenses are available in the building administrator's office. The forms will be completed and approved in the respective building and hand-delivered to the business office for payment.

The board of education will determine if reimbursement will be made from the general funds of the school district or from the school activity funds.

REFERENCE: 70 O.S. §5117

CROSS-REFERENCE: Policy CNA, School Bus: Extracurricular Use of
Policy CNAB, Transportation Management
Policy CNC, Transportation to School-sponsored Activities
Policy DEE, Expense Reimbursement
Policy FM, Student Activities, Scholastic Eligibility
Policy FMA-R1, Extracurricular Activities, Regulation

THIS POLICY REQUIRED BY LAW.

UNUSED SICK LEAVE RETIREMENT PROGRAM

It is the policy of the Cashion Board of Education to encourage and reward personnel who exercise particular care in the maintenance of their personal health and job attendance.

In accordance with Oklahoma Statutes, Title 70, Section 6-104, employees may accumulate sick leave days up to a maximum of 60 days as prescribed by local school board policy.

In accordance with Oklahoma Statutes, Title 70, Section 17-116.2(H), for those members who joined the Teachers' Retirement System prior to July 1, 1992, the total creditable service of a member who retires or terminates employment and elects a vested benefit shall include not to exceed 120 days of unused sick leave accumulated subsequent to August 1, 1959, during the member's membership with the Teachers' Retirement System.

To clarify the difference between the two types of statutory sick leave days, the board has established a sick leave bank for the purpose of accounting for unused sick leave days that may be used for retirement purposes subject to the approval of the Teachers' Retirement System of Oklahoma. The term "unused sick leave days" is defined as those sick leave days for which an employee does not receive credit after the maximum 60 days of sick leave have been accumulated. Unused sick leave days shall be deposited in the sick leave bank.

The board of education will maintain records for the purpose of assisting each employee to account for unused sick leave days for retirement purposes. The board of education will account for and certify unused sick leave days for each year for which an employee has exceeded 60 days of accumulated sick leave. This provision will apply to employees who have participated in the Teachers' Retirement System subsequent to August 1, 1959, and who have accumulated the maximum 60 days of sick leave.

Upon retirement, accumulated sick leave days and the unused sick leave days in the sick leave bank may be certified to the Teachers' Retirement System of Oklahoma to add creditable service for retirement purposes at a rate of one month of credit for each 20 days of accumulated sick leave up to a total of 120 days. However, the school district shall not certify more than one day of unused sick leave in the retirement bank per each day of accumulated sick leave for the purpose of adding creditable service for retirement purposes.

The maximum 60 days of unused sick leave in the sick leave bank and 60 days of accumulated sick leave may be counted as an additional year of creditable service toward retirement by the Teachers' Retirement System of Oklahoma provided that the total number of sick leave days is acceptable to the Teachers' Retirement System.

Unused sick leave days may be used only to extend creditable service at retirement and for no other purpose. No employee may contribute unused sick leave days to another employee.

Under Title 70, Section 6-104(A), payments for accumulated sick leave upon retirement or termination of employment can be made only for sick leave days accumulated in the district.

An employee who elects to transfer accumulated sick leave to another school district or who elects to be reimbursed for accumulated sick leave as prescribed by local school board policy or negotiated agreement shall conclude all rights and privileges outlined under this policy.

UNUSED SICK LEAVE, RETIREMENT PROGRAM (Cont.)

Payment To Certified Teacher/Support Person For Accumulated Sick Leave Upon Retirement

Upon retirement of a certified teacher or support person from the District, a teacher or support person shall be entitled to payment for qualified accumulated and unused sick leave as set forth in this policy.

1. "Retirement of a certified teacher or support person from the District" means a certified teacher or support person who has provided written notice to the District of the teacher's or support person's decision to retire and has filed an application for retirement benefits with the Oklahoma Teachers' Retirement System.
2. "Qualified accumulated but unused sick leave" shall mean only that unused sick leave that has accrued during that period of time – prior to retirement – that the teacher or support person has been continuously employed by the District and cannot exceed a maximum of sixty (60) days. No payment will be made as to any unused sick leave transferred to the District from another school district with whom the teacher or support person has been previously employed.
3. For each day of qualified accumulated but unused sick leave, the teacher or support person shall be paid thirty dollars (\$100.00).
4. This policy is effective as of the adoption date of February 14, 2011 and is not retroactive.

LEAVE SHARING PROGRAM (REGULATION)

This regulation implements and supports the Leave Sharing Program Policy established by the board of education.

For the purposes of this regulation, the following definitions shall apply:

"Relative of the employee" means a spouse, child, stepchild, grandchild, grandparent, stepparent, or parent of the employee.

"Household members" means those persons who reside in the same home and who have duties to provide financial support to one another. The term includes foster children and legal wards even if they do not live in the household.

"Severe" or "extraordinary" means serious, extreme or life-threatening, including temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery therefrom as determined by the board of education.

"District employee" means a teacher or any full-time employee of this school district.

In order for an employee to participate in the shared leave program, the employee must:

1. Meet the criteria described in this regulation; and
2. Have abided by district policies regarding the use of sick leave.

An employee may donate sick leave to another employee only pursuant to the following conditions:

1. The receiving employee or a relative or a household member of the employee must have a severe or extraordinary illness, injury, impairment, or physical or mental condition. Included within the definition of a severe or extraordinary condition is any temporary disability resulting from pregnancy, miscarriage, childbirth, and recovery therefrom.
2. The condition must have caused, or is likely to cause, the employee to take leave without pay or to terminate employment.
3. Donated sick leave will not be available until all sick leave that is available to the requesting employee is exhausted.
4. The amount of leave to be donated is within the limits set by the board, if any.

Employees may not donate excess sick leave that the donor would not be able to otherwise take and the board will determine the amount of donated leave an employee may receive, if any.

Prior to approving donated sick leave, the board shall require the requesting employee to provide a medical certificate from a licensed physician or health care practitioner verifying the severe or extraordinary nature and expected duration of the condition.

LEAVE SHARING PROGRAM, REGULATION (Cont.)

When using donated sick leave, the receiving employee shall be paid the regular rate of pay normally paid to the receiving employee. Shared sick leave usage records will be maintained separately from regular sick leave records.

Shared or donated sick leave may be used only by the recipient for the purposes specified in this policy and may not be used if the employee has been notified of a pending reduction in force or employment termination affecting the employee.

Any shared sick leave not used by the recipient during each occurrence of shared sick leave use shall be returned to the donating employee. If more than one employee donated sick leave to the recipient and all the donated sick leave was not used, the remainder will be prorated to the credit of the donating employees and its original value (based on donor's pay rate) shall be restored.

Participation in this policy is strictly voluntary. No employee shall be coerced, threatened, intimidated, or financially induced into donating sick leave for the purpose of this policy.

LEAVE SHARING PLAN

The Cashion Board of Education has established a sick leave sharing plan for employee use of sick leave days donated from other employees of the district. The plan will permit the use of donated sick leave by a district employee who is pregnant or recovering from childbirth or who is suffering from or who has a relative or household member who is suffering from an extraordinary or severe illness, injury, impairment, or physical or mental condition which has caused or is likely to cause the employee to take leave without pay or to terminate employment.

The superintendent is directed to establish procedures to implement and support this policy.

REFERENCE: 70 O.S. §6-104.6

EMPLOYEE GRIEVANCES (PROCEDURE)

In accordance with the policy of the board of education, this procedure sets forth the necessary steps to follow in registering and processing a grievance with the school district.

Definitions:

A grievance is a complaint by a district employee alleging a violation or misinterpretation of any district policy or regulation directly and specifically governing that employee's terms and conditions of employment.

A grievant is any employee of this district filing a grievance.

The grievance officer is the superintendent or designee.

Terms and conditions of employment means the hours of employment; the compensation, including fringe benefits; and the district's personnel policies which affect the employee.

A day means any day in which the schools are in operation.

Immediate supervisor is the lowest-level administrator having supervisory authority over the grievant.

The following steps will be used in presenting a grievance:

- Step #1 The grievant must present the grievance in writing within fifteen (15) days of the alleged violation to the grievant's immediate supervisor. The supervisor will attempt to resolve any issue within his or her authority and area of responsibility.
- Step #2 If the grievance cannot be resolved at this level by the immediate supervisor, the grievant must present in written form within ten days (two working weeks) the grievance to the grievance officer. The superintendent may designate another administrator as the grievance officer. (Use Grievance Report Form A.)
- Step #3 The grievance officer shall investigate and respond within five days (one working week). (Use space provided on the Grievance Report Form A.)
- Step #4 If the grievance is not resolved at this level, the grievant may appeal within ten days (two working weeks) to the superintendent or his/her designated officer. (Use Appeal Form B.)
- Step #5 The superintendent, or his/her designated officer, must respond to the appeal within five days (one working week). (Use space provided on the appeal Form B.)
- Step #6 If the grievant is not resolved at this level, an appeal may be made within ten days (two working weeks) to the board of education which will review the grievance at the next regular meeting or within thirty calendar days. (Use Appeal Form C.) The review will be limited to the documentation provided to the board at the board meeting. Documentation will not be distributed prior to the board meeting. Each

EMPLOYEE GRIEVANCES, PROCEDURE (Cont.)

side will be given an opportunity, limited to ten minutes, to present their materials. The board may ask questions at any time.

Step #7 The local board of education will come to a decision before the meeting is adjourned. (Use space provided on Appeal Form C.) The board may go into executive session only if the grievance directly involves any one of the reasons provided in 25 O.S. §307. The decision of the board shall be final and nonappealable.

EMPLOYEE GRIEVANCES

The Cashion Board of Education believes that good communication between district employees, the administrative staff, and the board is essential for the effective operation of the schools. The superintendent is directed to prepare, subject to board approval, a grievance procedure for employees as the prescribed means of resolving issues that may arise with respect to terms and conditions of employment.

NOTE: **This grievance policy is for those employees not covered by the district's negotiated agreement, if one exists.**

CIRCULATION OF PETITIONS

It is the policy of the Cashion Board of Education that school district personnel shall not circulate any petition on any topic during school hours, at school events during hours of employment, or on school grounds and in school facilities, except as otherwise provided.

This policy does not in any way limit the right of the school personnel to participate in petitioning activities that are consistent with this section.

School personnel may circulate petitions within the employee lounge during those periods when the employee is not scheduled to work as long as the activity does not interfere with the operation of the school or hinder other employees in the performance of their assigned duties.

STAFF MEMBERS AND SOCIAL NETWORKING SITES

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the on-line, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to the following prohibited behaviors:

- 1) Improper fraternization with students using Facebook and similar internet sites or social networks, or via cell phone, texting or telephone.
 - a. Teachers may not list current students as “friends” on networking sites.
 - b. All e-contacts with students should be through the district’s computer and telephone system.
 - c. All contacts and messages by coaches with team members shall be sent to all team members, except messages involving medical or academic privacy matters, in which case the messages will be copied to the athletic director and the school principal.
 - d. Teachers will not give out their private cell phone or home phone numbers to students without prior written approval of the district and the parent of the minor student.
 - e. Improper private contact via e-mail or phone is prohibited.
- 2) Inappropriateness of posting items with sexual content
- 3) Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol
- 4) Monitoring and penalties for improper use of district computers and technology

As per state law, employees are discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

1. Obscene sexual content or links to obscene sexual content;
2. Abusive behavior and bullying language or tone;
3. Conduct or encouragement of illegal activity; and
4. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

“Social networking or “social media” means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

“Comment” means a response to an article or social media content submitted by a commenter.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials on-line. When inappropriate use of computers and websites is discovered, the School Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the school district’s legal counsel for review.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including dismissal from employment, for failure to exercise good judgment in on-line conduct.

REFERENCE: 74 O.S. § 840-8.1

***A copy of this policy shall be distributed to each affected employee by email.**

**HYGIENE AND SANITATION
(BLOODBORNE PATHOGENS)
(REGULATION)**

In accordance with the policy of the board of education, the following regulation and attached procedures contains guidelines for cleaning and disposal of body fluids. For the purpose of this regulation, the term "body fluids" shall include reference to blood, semen, feces, urine, vomit, drainage from scrapes and cuts, and respiratory secretions.

1. Wear gloves. All personnel will wear disposable gloves during the cleanup and disposal of any of the body fluids listed above. When in doubt about material, assume it to be a body fluid. After each use, gloves should be destroyed or disposed of. Under no circumstances should gloves be recycled or used for more than one incident.
2. If gloves are not available and contact with body fluids or open wounds is necessary, hands should be carefully washed as follows:
 - A. Use liquid soap and water with vigorous washing under running water for at least 10 seconds;
 - B. Dry hands thoroughly with a paper towel. Use the paper towel to turn off the faucet and discard the towel in a proper container.
 - C. Use hand lotion if desired. CAUTION: Dry, cracked hands provide openings in the skin for bacteria to enter.
3. A 1 to 10 solution of household bleach and water may be stored in proper containers in areas where soap and water are not readily available. Such containers should be clearly marked as to the contents. The solution may be used in cleaning body fluid spillage and hands (if soap and water are not available) following cleanup.
4. Materials used in the cleanup of body fluids or suspected body fluids will be sealed in a plastic bag and discarded in appropriate trash containers. Soiled clothing articles, including sanitary napkins will be sealed in plastic bags and discarded. Other non-disposable cleaning items such as mops, towels, buckets, and other items will be thoroughly rinsed in the bleach and water solution and carefully washed in hot, soapy water.
5. Personnel will use the same procedures for washing non-disposable cleaning equipment as for handling body fluids and soiled clothing or other personal apparel.
6. Sanitary absorbents may be used to clean spilled body fluids. The absorbent should be swept up or vacuumed. Carpets should also be shampooed with a germicidal rug shampoo. Sweepings or used vacuumed bags should be sealed in a plastic bag for disposal. Brooms, dustpans, and vacuum brushes should be washed in a solution of 1 part bleach to 10 parts water.
7. Any liquid disinfectant used in cleaning floors, equipment, or materials should be discarded in a suitable and appropriate sewage drain.
8. Clothing, towels, and similar cleaning equipment should be washed in hot soapy water with one-half to one cup of bleach added to the wash water.

**HYGIENE AND SANITATION, BLOODBORNE PATHOGENS,
REGULATION (Cont.)**

9. Custodians and sanitation personnel should wear latex disposable gloves during any cleaning operation where the possibility of encountering body fluid exists whether or not the fluid is touched.
10. Careful handwashing is the single most effective method of preventing the spread of contagious diseases. Hands should be washed in hot soapy water before and after any cleanup operation.
11. A copy of the Routine Procedures for Sanitation and Hygiene When Handling Body Fluids will be provided to each employee and must be followed when appropriate and necessary. (See DIAF-P.)

HYGIENE AND SANITATION (BLOODBORNE PATHOGENS)

The Cashion Board of Education recognizes that body fluids of any person may contain infectious or contagious bacteria or viruses, and that such bacteria or viruses may be spread from one person to another by accidental or careless handling of body fluids during sanitation or custodial work or the administration of emergency first aid.

The superintendent is directed to prepare regulations establishing proper procedures for handling body fluids during normal housekeeping. Such procedures shall include methods for the handling and disposal of body fluids in school buildings and on school equipment and material. The district will make personal protective equipment available to employees for use in handling and disposing of body fluids.

The superintendent will also direct the identification of employees who could be reasonably anticipated as the result of their job duties to face contact with blood or other potentially infectious materials. Any employees so identified will be offered Hepatitis B vaccinations at district cost. Such vaccinations will be provided at a reasonable time and place, under the supervision of a licensed physician or health care professional and according to the latest recommendations of the U.S. Public Health Service.

School district employees who have had an exposure incident to body fluids will participate in a follow-up confidential medical evaluation documenting the circumstances of exposure, identifying and testing the source individual if feasible, testing the exposed employee's blood if the employee consents, post-exposure prophylaxis, counseling and evaluation of reported illnesses. Health care professionals must be provided specified information to facilitate the evaluation and their written opinion on the need for Hepatitis B vaccination following exposure. Information such as the employee's ability to receive the Hepatitis B vaccine must be supplied to the employer. All diagnoses must remain confidential.

**REFERENCE: 63 O.S. §1-502, et seq.
29 CFR Part 1910.1030, OSHA**

OVERTIME AND COMPENSATION TIME

It is the policy of the Cashion Board of Education that no employee shall work overtime without the prior approval of the appropriate supervisor or the superintendent. Employees may elect by written agreement to take compensation time off instead of overtime pay. All compensation time must be used within the fiscal year in which it was earned. Specific days off must be approved in advance by the appropriate supervisor or the superintendent.

When, at the employee's selection, compensatory time is granted in lieu of cash payment for time worked in excess of 40 hours in a workweek, it will be at the rate of one and one-half hours for each hour worked in excess of 40 hours for all nonexempt employees. The purpose of compensatory time is to provide the superintendent/department head with an alternative to cash payment of overtime. A nonexempt employee may work more than 40 hours a week only after having obtained prior approval or instructions from the appropriate supervisor. The following guidelines apply to the accrual and usage of compensatory time:

1. Compensatory time may be accrued to a maximum of 240 hours in a fiscal year (160 hours of overtime at time and one-half equals 240 hours of compensatory time).
2. Compensatory time will be recorded when it is earned and used the same as annual leave. Annual and sick leave are accrued during the use of compensatory time.
3. All compensatory time must be used or paid as overtime by June 30 of each fiscal year.
4. All compensatory time must be used or paid as overtime prior to transfer or termination of an employee.
5. A supervisor may direct that an employee use accrued compensatory time.

PROFESSIONAL GROWTH AND DEVELOPMENT (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern professional development.

Professional Development of Certified and Licensed Personnel

1. Membership in Professional Organizations

The board of education feels genuine professional growth can be obtained by membership in the various professional organizations, but that membership should be on a voluntary basis and not compulsory.

2. Attendance at Required Meetings (all certified and licensed personnel)

Certified and licensed persons are expected to attend all curriculum meetings planned by the professional development committee.

3. In-service Training

A. A minimum of 75 professional development points shall be earned within a five-year period by each certified and licensed individual in order to maintain employment in this district. One point shall be equivalent to one clock hour.

B. A minimum of 25 professional development points shall be earned annually by each certified and licensed individual in order to maintain employment in this district.

C. 18 professional development points must be earned from the 3 professional days in August. Any exceptions must be submitted and approved by the professional development committee.

D. At least once a year a program shall be offered on recognition and reporting of child abuse and neglect which all teachers will be required to complete. For those teachers who are unable to complete the program on the day offered, other arrangements will be made.

4. National Board Certification

Teachers who have submitted an application for National Board Certification may receive two (2) professional days for certification portfolio development during which a substitute teacher shall be provided by the school district at no cost to the teacher.

PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)Approved Professional Development Opportunities

1. Such workshops as shall be provided by the local professional development committee in response to analysis of needs assessments administered annually to all certified and licensed personnel.
2. Credit may be earned through the following alternatives:
 - A. Professional Meetings (Sanctioned by State Department of Education or professional organizations where professional development points are awarded.)
 1. State and Zone O.E.A. Workshops and C.C.O.S.A. Meetings
 2. Summer and Saturday Workshops
 3. Coaches Clinics (for Summer Coaching Clinic in the absence of signed vouchers - 10 professional development points allowed with local voucher to be signed by superintendent)
 4. Vocational Workshops
 5. Teacher Visitation
 6. Etc.
 - B. Professional Committees
 1. Textbook Committee
 2. Professional Development Committee
 3. Local certified personnel conducting workshops
 4. Local Teacher Association President (5 points/year)
 5. Curriculum Review Planning Committee
 6. Curriculum Review Chairpersons (1 point/year)
 - C. College Courses and Credits (One semester hour of approved college credit shall equal 15 professional development points.)
 - D. Additional kinds of experiences may be recommended as alternative activities to the professional development committee to be approved by the board of education.
 - E. For each clock hour of participation in alternate activities, one professional development point will be awarded.

Record Keeping

1. Vouchers for workshops and individual records of professional development points will be kept by the Professional Development Representative in each building.
2. Turning in vouchers, evaluations, and signing the record of points is the responsibility of each individual.

PROFESSIONAL GROWTH AND DEVELOPMENT, REGULATION (Cont.)

3. Vouchers and evaluations must be turned in to the building representative no later than one week after a workshop. These points will be lost if this is not done during this time period.
4. An evaluation is to be filled out for every local workshop and returned to the building representative.
5. Lost vouchers result in points not being counted. Replacement vouchers will not be available.
6. A comparison check of each certified and licensed person's points will be made once each semester by the building representative and the representative from the central office.
7. Any questions concerning professional development should be directed to the building representative.
8. College credit earned during the summer must be turned in to the building representative no later than the end of the first full week beginning each school year. (A copy of the transcript or grades is needed to show the number of hours earned.)

Evaluation

1. Individual records of professional development points will be maintained as required by state statutes.
2. Cooperation of all certified and licensed personnel will be necessary to maintain an accurate professional development record for each person.
3. Failure to fulfill professional development training requirements result in action by the board of education according to state statutes.

Guidelines for Membership on Professional Development Committee

1. Classroom teacher and principal replacement members for the professional development committee will be elected for a two-year term. Terms for regular and alternate members will coincide.
2. The chairperson and co-chairperson will be chosen at the end of each school term to begin serving the following school year. The chairperson should be a professional development member with one year of experience on the committee.

PROFESSIONAL GROWTH AND DEVELOPMENT

It is the policy of the Cashion Board of Education that teachers and other employees shall continue their professional growth through seminar and workshop attendance and membership in professional organizations. The board believes that it has a responsibility to provide opportunities for the continual growth of its professional staff. Such opportunities may include, within budgetary limitation, special in-service training courses and workshops as recommended by a professional development committee and/or the board. Staff members are encouraged to seek additional and higher degrees, to obtain further certification, and to become more proficient not only in their subject area, but also in their ability to handle discipline, to motivate students, and to cope with both personal and job-related stress.

A focused and individualized program of professional development shall be created for each teacher and administrator that is consistent with the qualitative component of the TLE. Annual professional growth goals shall be developed for each certified employee in collaboration with the certified employee's evaluator. The goals shall be tailored to address a specific area or criteria identified through the qualitative component of the TLE. The certified employee will actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement, and the professional development will be supported by resources that are easily available and supplied by the school district and the State Department of Education. The superintendent or designee shall monitor compliance with each individualized program of professional development.

The professional development committee shall be composed of classroom teachers, administrators, school counselors or licensed mental health providers, and parents, guardians, or custodians of children in the district. A majority of the committee shall be composed of classroom teachers who will be selected by a designated administrator of the district from a list provided by the teachers in the school district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. The administrators shall be selected by the board from a list provided by the superintendent. Parents shall be selected by the board from a list provided by the administration and the professional development committee.

When classes are dismissed for that purpose, teachers are expected to attend professional meetings or forfeit one day's pay for each day of the meeting unattended unless an emergency exists.

The board may authorize the attendance of teachers at educational conferences and may reimburse travel and lodging expenses. Authorization to attend shall be obtained from the board prior to the activity date. Written requests shall be submitted to the superintendent who will forward the request to the board.

REFERENCE: 70 O.S. §3-104.2
70 O.S. § 101.10
70 O.S. §6-192, et seq.
70 O.S. §6-194
70 O.S. §6-204.2

TEACHER EVALUATION

The Cashion Board of Education believes that personnel evaluation is a mutual endeavor among all staff members and the board to improve the quality of the overall educational program. The improvement of the district's educational efforts must be a joint responsibility of the school district and the individual educator.

All certified staff members shall be evaluated using an evaluation system that has been approved by the Oklahoma State Board of Education. The completed evaluation shall be retained in the personnel file of the person being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

Probationary teachers shall receive formative feedback from the evaluation process at least twice each year. Formative feedback shall occur during the fall semester, and at least once during the spring semester, each year. Career teachers shall be evaluated at least once each year except for career teachers receiving a district evaluation rating of "superior" or "highly effective" rating under the TLE, who may be evaluated once every three (3) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

The evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE. A school district with an average daily attendance of more than thirty-five thousand (35,000) may incorporate at its own expense prior to the 2015-2016 school year the quantitative components of the TLE into its evaluation system of teachers and administrators as defined by the school district's written policy. The district may continue to use, at its own expense, quantitative measures of teachers and leaders as a part of the district evaluation rating. Such measures shall include a minimum of one reliable, researched-based measure as approved by the State Board of Education.

For evaluations of teachers and administrators conducted during the 2017-2018 school year, and each school year thereafter, school districts shall incorporate and put into operation the qualitative component of the TLE and shall provide all teachers and administrators with a district evaluation rating based upon the components of the TLE. For the 2017-2018 school year school districts shall incorporate the individualized programs of professional development set forth at 70 O.S. § 6-101.10 (B) on a pilot program basis.

For evaluations of teachers and administrators conducted during the 2018-2019 school year, and each school year thereafter, school districts shall fully incorporate and put into operation the individualized programs of professional development as set forth at 70 O.S. § 6-101.10 (B).

The evaluation shall be reviewed by the staff member and the evaluator. Either or both may attach written and signed comments to the evaluation instrument within two weeks of the evaluation, provided that no additional statements or comments shall be attached without the teacher's knowledge. The teacher's signature on the evaluation instrument shall serve only to reflect the teacher's acknowledgment that an evaluation was conducted. A copy of the completed evaluation instrument will be provided to the teacher.

Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be made available only to the evaluated person, the board of education, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment, and such other persons given consent by the teacher in writing, and shall be subject to disclosure at a hearing or trial de novo.

If the evaluation discloses any area(s) in which improvement can be reasonably expected and desired, the principal shall discuss such area(s) with the teacher and offer suggestions and recommendations as to how improvement may be achieved. Such recommendations shall be recorded on the evaluation instrument.

TEACHER EVALUATION (Con't)

When the evaluating administrator identifies poor performance or conduct that the administrator believes may lead to a recommendation for the career teacher's dismissal or nonreemployment, the administrator will admonish the teacher in

writing and make reasonable effort to assist the teacher in correcting the poor performance or conduct; and establish a reasonable time for improvement, not to exceed two months.

If the career teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent for the dismissal or nonreemployment of the teacher. A probationary teacher will receive a plan of improvement if inadequate teaching performance exists.

The board shall review this evaluation policy on an annual basis following consultation or involvement by representatives selected by the teachers in this district.

REFERENCE: 70 O.S. §6-101.10, et seq.

THIS POLICY REQUIRED BY LAW.

TEACHER EVALUATION (Cont.)

ANNUAL REVIEW

Date of Review

Signature

TEACHER EVALUATION

The Cashion Board of Education believes that personnel evaluation is a mutual endeavor among all staff members and the board to improve the quality of the overall educational program. The improvement of the district's educational efforts must be a joint responsibility of the school district and the individual educator.

All certified staff members shall be evaluated using an evaluation system that has been approved by the Oklahoma State Board of Education. The completed evaluation shall be retained in the personnel file of the person being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

Probationary teachers shall receive formative feedback from the evaluation process at least twice each year. Formative feedback shall occur during the fall semester, and at least once during the spring semester, each year. Career teachers shall be evaluated at least once each year except for career teachers receiving a qualitative and quantitative "superior" or "highly effective" rating under the TLE, who may be evaluated once every two (2) years. Evaluations of teachers shall be made by the appropriate certified principal, or other designated certified and qualified administrative person.

During the 2015-2016 school year, school districts shall for the purposes of establishing baseline data incorporate quantitative components of the TLE into the evaluations used in all school sites within the district. The evaluation rating of teachers and administrators shall be based on the qualitative component of the TLE. A school district with an average daily attendance of more than thirty-five thousand (35,000) may incorporate at its own expense the quantitative components of the TLE into its evaluation system of teachers and administrators-as defined by the school district's written policy.

The evaluation shall be reviewed by the staff member and the evaluator. Either or both may attach written and signed comments to the evaluation instrument within two weeks of the evaluation, provided that no additional statements or comments shall be attached without the teacher's knowledge. The teacher's signature on the evaluation instrument shall serve only to reflect the teacher's acknowledgment that an evaluation was conducted. A copy of the completed evaluation instrument will be provided to the teacher.

Except by order of a court of competent jurisdiction, evaluation documents and the responses thereto shall be made available only to the evaluated person, the board of education, the administrative staff making the evaluation, the board and administrative staff of any school to which the evaluated person applies for employment, and such other persons given consent by the teacher in writing, and shall be subject to disclosure at a hearing or trial de novo.

If the evaluation discloses any area(s) in which improvement can be reasonably expected and desired, the principal shall discuss such area(s) with the teacher and offer suggestions and recommendations as to how improvement may be achieved. Such recommendations shall be recorded on the evaluation instrument.

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If the career teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator shall make a recommendation to the superintendent for the dismissal or nonreemployment of the teacher. A probationary teacher will receive a plan of improvement if inadequate teaching performance exists.

TEACHER EVALUATION (Cont.)

The board shall review this evaluation policy on an annual basis following consultation or involvement by representatives selected by the teachers in this district.

REFERENCE: 70 O.S. §6-101.10, et seq.

THIS POLICY REQUIRED BY LAW.

TEACHER EVALUATION (Cont.)**ANNUAL REVIEW**

Date of Review

Signature

■ Approved Other Academic Measures List

The measures listed below are approved for the Other Academic Measures (OAMs) component of the TLE System. Districts have discretion to allow additional OAMs for teachers and leaders for whom there are not at least two options on the approval list that are relevant to their job duties and provide actionable feedback, as long as the additional OAMs meet the definition of Other Academic Measure approved by the Oklahoma State Board of Education based on the recommendations of the TLE Commission.

Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales
State Assessments	<ul style="list-style-type: none"> End of Instruction (EOI) Oklahoma Core Curriculum Tests (OCCT) PARCC Assessments (when available) 	5-90% proficient or advanced 4-80% proficient or advanced 3-70% proficient or advanced 2-60% proficient or advanced 1-less than 60% proficient or advanced 5-15% increase in student proficiency 4-10% increase in student proficiency 3-5% increase in student proficiency 2-3% increase in student proficiency 1-less than 3% increase in student proficiency
Value-Added Model (VAM) Score (If one of these components is used for the 35% Student Academic Growth component for the teacher or leader, it cannot be selected as the 15% Other Academic Measure unless the teacher has an Individual VAM score used for the 35% Student Academic Growth.)	<ul style="list-style-type: none"> School-wide VAM (All subjects) School-wide VAM (Literacy & Numeracy) School-wide VAM (Literacy) School-wide VAM (Numeracy) Individual VAM 	5-School-Wide Value Added Score > 4 4- $3.0 \leq$ School-Wide Value Added Score < 4.0 3- $2.0 \leq$ School-Wide Value Added Score < 3.0 2- $1.0 \leq$ School-Wide Value Added Score < 2 1-School-Wide Value Added Score < 1
“Off the Shelf” Assessments – Assessments commonly used throughout the state and/or nationally.	<ul style="list-style-type: none"> Advanced Placement (AP) Assessments on the ACE Alternate Test List DIBELS Computer Generated Assessments EXPLORE/PLAN/ACT WorkKeys Industry Recognized Certification Exams SAT/PSAT Star Reading Test of English as a Foreign Language (TOEFL) Other state or nationally available assessments that generate student scores automatically (In other words, the cut scores are consistent across all districts and states.) 	5-90% on grade level 4-80% on grade level 3-70% on grade level 2-60% on grade level 1-less than 60% on grade level OR 5-15% increase in passing rate 4-10% increase in passing rate 3-5% increase in passing rate 2-3% increase in passing rate 1-less than 3% increase in passing rate
Category of Measure	Approved Measures	Examples of Possible 5-Tier Rating Scales

A-F Report Card Components	<ul style="list-style-type: none"> Overall School Grade or GPA Student Academic Performance Grade Student Growth Grade Whole School Performance Grade Any A-F Report Card Component (e.g., Graduation Rate, Bottom 25% Growth) 	5- Individual component $\geq 90\%$ 4- $80\% \leq$ individual component $< 90\%$ 3- $70\% \leq$ individual component $< 80\%$ 2- $60\% \leq$ individual component $< 70\%$ 1-less than 60% on individual component OR 5- Improvement of GPA by .5 point 4-Improvement of GPA by .25 point 3-Improvement of GPA by .125 point 2-Same GPA 1-Lowered GPA
Surveys		5-90% approval rating with 75% response rate 4-80% approval rating with 75% response rate 3-70% approval rating with 75% response rate 2-60% approval rating with 75% response rate 1-Less than 60% approval rating with 75% response rate
Student Competition	<ul style="list-style-type: none"> National, State, Area, or Regional Competitions (Sponsored by OSSAA or similar organization) Robotics Competitions State Science Fair 	5-1 st , 2 nd or 3 rd place in area or state competition 4- 4 th , 5 th , or 6 th place in area or state competition 3-1 st , 2 nd or 3 rd place in regional competition 2-Invitation to regional competition 1-No invitation to regional competition OR 5-20% increase in students who qualify to compete 4-15% increase in students who qualify to compete 3-10% increase in students who qualify to compete 2-5% increase in students who qualify to compete 1-less than 5% increase in students who qualify to compete
Miscellaneous	<ul style="list-style-type: none"> IEP Portfolio Attainment Third Grade Promotion State-, District-, and/or Consortium-Developed Benchmark Assessments 	5-Students Meeting All IEP Goals $\geq 90\%$ 4-80% of Students Meeting All IEP Goals $< 90\%$ 3-70% of Students Meeting All IEP Goals $< 80\%$ 2-60% of Students Meeting All IEP Goals $< 70\%$ 1-Less than 60% of Students Meeting All IEP Goals OR A similar rating scale for each of the approved methods given

EVALUATION OF ADMINISTRATIVE PERSONNEL

Except for the superintendent of schools, who shall be evaluated by the board of education, all certified and non-certified administrators shall be evaluated at least annually by the certified administrative personnel designated by the superintendent. All evaluations shall be made in writing utilizing a system for evaluation approved by the State Board of Education.

Evaluation documents and responses thereto are to be maintained in a personnel file for each administrator. The same evaluation form shall be used for both certified and non-certified administrators. The evaluator may omit any criterion or indicator on the evaluation form that is not applicable to the administrative position being evaluated. The evaluation instrument is a confidential document and shall be protected accordingly.

This policy and the evaluation form utilized to effectuate this policy shall promptly be made available to all persons subject to this policy.

All certified and non-certified administrators shall be evaluated and the evaluation form completed no later than May of each school year.

The board of education shall evaluate and complete the evaluation form on the superintendent of schools prior to the board taking any action to renew or not renew the superintendent's contract.

THIS POLICY REQUIRED BY LAW.

**PERMISSION FOR THE TRANSFER AND/OR RELEASE OF
CONFIDENTIAL EMPLOYEE INFORMATION**

I, _____, employee of Cashion Public Schools, request
(Name)
that the following part of the above employee's records

be made available to _____ for the purpose of
(Name)

Date: _____
Signature

_____ Please send me a copy of the records released at the following address:

Name _____
Address _____
City, State, Zip _____

Enclosed is \$_____ for reproduction and mailing.

**PERSONNEL FILES
CERTIFIED STAFF**

A file of personnel records shall be maintained in the superintendent's office for each certificated employee of the Cashion Public Schools. A file shall be kept for all resigned or retired employees, including such essential information as shall seem appropriate to the administration as specified by state and federal laws.

Confidentiality

Personnel information concerning district employees is generally confidential and may be reviewed only on a "need to know" basis under conditions which guarantee management's right of access to information necessary to make judgments and the protection of the employees of the district against unnecessary invasion of privacy. Some personnel information is "public record" and must be released to any person upon request.

Files containing medical information regarding an employee will be kept separate from other personnel files.

Types of Information

It shall be the responsibility of each certificated employee to see that there is filed with the district any record of prior teaching experience. In addition, if the teacher has rendered military service, the proof of discharge from the service must be furnished. It is the obligation of the certificated employee to see that information that will maintain the employee's personnel file on a complete and up-to-date basis is sent to the superintendent's office. The records shall contain the following information:

1. The correct name and the current address and telephone number of the employee;
2. An accurate record of the work experience of the employee;
3. Current data on education completed, including the transcripts of all academic work;
4. Proof of requirements fulfilled in order to be eligible for salary;
5. Current data on credentials;
6. Any current data requested concerning the health of the employee, or medical examinations that the employee may have undergone;
7. Records of assignment;
8. Evaluations of performance;
9. Letters of commendation, reprimand, or omission of duty;
10. Other materials mutually agreed upon between the principal and the teacher.

PERSONNEL FILES, CERTIFIED STAFF (Cont.)Use of Personnel Records

All the contents of the personnel records file shall be available for inspection by the employee concerned. The district reserves the right to have a member of the superintendent's office staff present at the time the employee inspects his or her personnel file for the purpose of explaining and interpreting the information therein. Similarly, at the time the record is reviewed, the employee shall have the right to have present a representative of his or her own choosing, if desired.

The teacher shall have the right to respond to all materials contained in the personnel file and to any materials to be placed in the file in the future. Responses shall become part of the file.

Parental Notice

If the school district receives Title I funds, the No Child Left Behind Act requires the district to provide parents with notice that they may request information about the professional qualifications of classroom teachers. The notice to parents must include the following:

1. Whether the teacher has met state qualifications for the grade levels and subject areas taught.
2. Whether the teacher is teaching under emergency or other provisional status.
3. The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area(s) of the certification or degree.
4. Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

If a parent requests the above-listed information, the district is required to provide the information in a timely manner. If the district has hired a teacher who is not highly qualified and the teacher has taught a child for four or more weeks, the district is required to provide the parents notice that their child has been taught by a teacher who is not highly qualified.

**REFERENCE: 51 O.S. §24A.7.
70 O.S. §6-101.11
P. L. 107-110, No Child Left Behind Act of 2001
The Americans With Disabilities Act**

***THIS POLICY REQUIRED BY THE
NO CHILD LEFT BEHIND ACT.***

**PERSONNEL FILES
SUPPORT EMPLOYEES**

At the time of initial employment, each support employee shall file with the district prior to the first day of employment a complete employment history and a complete record of education. The employee shall also sign a statement indicating receipt of a written job description and the following school policies or a staff handbook containing these policies:

Drug-free Workplace
Fair Labor Standards Act and Compliance Procedures
Nondiscrimination
Sexual Harassment
Support Personnel Suspension, Demotion, or Termination

For the benefit and use of the school district and of the employee, the district will maintain a complete, up-to-date personnel file in the superintendent's office. The file record shall include the following information:

1. Full legal name, date of birth (if under 19 years of age), sex, address, telephone number, and date of employment
2. Social Security Number
3. Data on education, including all institutes completed
4. Add data requested concerning health and/or medical examinations
5. Record of assignments
6. Evaluations of performance
7. Signed statement indicating receipt of a written job description and staff handbook/policies

Additionally, all personnel files for support employees shall include the following:

1. Employee's occupation
2. Time and day of week when the employee's workweek begins
3. Hours worked each day
4. Total hours worked each workweek
5. Basis on which the employee's wages are paid (e.g., "\$6 an hour", "\$220 per week", "piecework")
6. Regular hourly pay rate
7. Total daily or weekly straight-time earnings

PERSONNEL FILES, SUPPORT EMPLOYEES (Cont.)

8. Total overtime earnings for the workweek
9. All additions to or deductions from the employee's wages
10. Total wages paid each pay period
11. Date of payment and the pay period covered by the payment.

Every employee shall be allowed to inspect his or her personnel file at any reasonable time in the presence of a staff member of the superintendent's office.

References regarding an employee received prior to employment with the district shall not be made available to the employee for inspection.

REFERENCE: 51 O.S. §24A.7.

TEACHER TERMINATION PROCEDURES

In accordance with the policy of the board of education, the following procedures shall be followed in terminating the employment of career and probationary teachers.

Whenever the superintendent recommends to the board of education that a teacher employed within this school district be dismissed or not reemployed, the superintendent's written recommendation shall set forth the basis for the recommendation. The recommendation shall include the specific statutory grounds on which a career teacher should be dismissed or not reemployed, or the cause for which a probationary teacher should be dismissed or not reemployed, and shall include the underlying facts supporting the recommendation.

Whenever the board of education receives a recommendation for the dismissal or nonreemployment of a teacher, the board or individual designated by the board shall mail, or cause to be mailed, a copy of the recommendation to the teacher, by personal delivery to the teacher with a signed acknowledgement of receipt, or serve the recommendation and notice of hearing by process server. If mailed, such mailing will be by certified mail, restricted delivery, return receipt requested. The notice must specify the statutory grounds - for career teachers - or the cause - for probationary teachers - upon which the recommendation is based and shall include the teacher's right to a hearing before the board and the date, time, and place set by the board for hearing. Such hearing shall be held within the school district no sooner than twenty days nor later than sixty days following the teacher's receipt of notice. The board delegates the superintendent, as its agent, to set a time, date, and place for the hearing after consultation with the board president.

Hearing procedures for teachers shall be as follows:

1. The parties to the hearing are the teacher and the superintendent or designee, and they shall be afforded the following rights at any hearing held pursuant to these regulations:
 - A. The right to be represented.
 - B. The right to present witnesses in person or to present their testimony by interrogatories, affidavits, or depositions if agreed to by the parties. A list of all witnesses and exhibits shall be furnished to the other party at least five (5) days before the hearing.
 - C. The right to cross-examine witnesses.
 - D. The right to testify in his/her own behalf and present evidence and argument on all issues involved.
 - E. The right to have an orderly hearing.
 - F. The right to have an impartial decision based upon the evidence presented.
2. The board president or, in case of absence, a designee, shall be the presiding officer at the hearing.
3. The hearing shall be convened by the board president who shall state the purpose of the hearing, introduce the parties, and administer the oath to all persons who will testify.

TEACHER TERMINATION PROCEDURES (Cont.)

4. Upon the request of either party, the presiding officer may exclude from the hearing room the witnesses not at the time under examination, except that a party to the proceeding and his/her representative shall not be excluded.
5. At the hearing, the burden of proof shall be on the superintendent and the standard of proof shall be by a preponderance of the evidence.
6. The local board of education shall maintain such a record (including a tape or other electronic or digital recording of the hearing and any documents or evidence presented to the board) for two (2) years from the date of the hearing.
7. Informal disposition of any recommendation for dismissal or nonrenewal may be made by written stipulation, agreed settlement, consent order, or default.
8. The order of the procedures shall be:
 - A. Opening statement by the superintendent.
 - B. Opening statement by the teacher.
 - C. Presentation of the superintendent's evidence, followed by cross-examination of witnesses by the teacher.
 - D. Questions by the board members.
 - E. Presentation of the teacher's evidence, followed by cross-examination of witnesses by the superintendent.
 - F. Questions by the board members.
 - G. Presentation of rebuttal and surrebuttal evidence as necessary.
 - H. Closing argument by the superintendent.
 - I. Closing argument by the teacher.
 - J. Deliberation by the board members.
 - K. Vote by the board to accept or reject the superintendent's recommendation and recitation of findings of fact upon which the decision is based.
9. Presentation and consideration of evidence shall abide by the following:
 - A. Only evidence that reasonably relates to the issues before the board, as reflected in the notice to the teacher, should be deemed relevant.

TEACHER TERMINATION PROCEDURES (Cont.)

- B. Strict rules of evidence as required by a court of law shall not apply in these hearings.
- C. Rulings on admissibility of evidence will be made by the presiding officer.
- D. Documentary evidence may be received in the form of copies or excerpts.
- E. Documentary evidence presented to the board shall be marked with a distinguishing number or letter such as Teacher's Exhibit #1 or Superintendent's Exhibit #1.
- F. While hearings are open to the public, no questions or statements will be allowed by members of the public attending the hearing except through the parties or their counsel.

The board of education may convene into executive session to deliberate findings of fact. After due consideration of the evidence and testimony presented at the hearing, the board of education shall vote in open meeting whether or not to dismiss or nonreemploy the teacher. The board's decision shall include a recitation of the basic or underlying facts relied upon by the board in reaching its decision. The teacher shall be notified in writing of the board's decision by certified mail, restricted delivery, return receipt requested, or substitute process as authorized by law within ten (10) business days of the hearing. The decision of the board regarding a teacher shall be final and nonappealable.

The board of education must forward hearing information concerning teachers to the State Board of Education on a prescribed form available from the administrative office. The superintendent or designee shall notify the State Board of Education within ten (10) days of the dismissal or nonreemployment of a probationary or career teacher for either criminal sexual activity as defined in 21 O.S. § 886 (sodomy) or sexual misconduct as defined at 70 O.S. § 5-144.

TERMINATION OF EMPLOYMENT TEACHERS

It is the policy of the Cashion Board of Education that professional employees, who for any reason intend to resign or who intend to retire, are encouraged to indicate their plans in writing to the board as early in the school year as plans may become firm and the decision to leave the district is made. Resignations become effective at the end of the school year in which they are submitted. Resignations to become effective earlier than at the end of the school year require a release by the board and must be considered on an individual basis. Resignations for the subsequent school year likewise require a release by the board and will be considered on an individual basis. Letters of resignation must be mailed to the board by registered or certified mail.

Career teachers will be subject to dismissal at any time - or will not be eligible for reemployment - for:

1. Willful neglect of duty,
2. Repeated negligence in the performance of duty,
3. Mental or physical abuse to a child,
4. Incompetency,
5. Instructional ineffectiveness,
6. Unsatisfactory teaching performance,
7. Commission of an act of moral turpitude,
8. Abandonment of contract,
9. Conviction of a felony,
10. After a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties, or
11. Failure to earn required staff development points.

Probationary teachers may be terminated for cause or nonrenewed by the board at its discretion subject to any statutory due process requirements in effect at the time such teacher is recommended for dismissal or nonrenewal.

Procedures for dismissal of certified employees are governed by state law and all actions of the school district and the board are clearly identified in the statutes. However, nothing in this policy shall be construed to prevent layoffs due to lack of funds or work. No action regarding dismissal or nonrenewal of an employee shall be taken until the employee has received due process (see DO-R).

The board of education may vote to offer employment or to not offer employment for the subsequent school year in advance of the statutory deadline. Until a written contract is executed or until the statutory deadline passes, the board may vote to not reemploy a certified employee.

TERMINATION OF EMPLOYMENT, TEACHERS (Cont.)

The superintendent is directed to prepare procedures for the termination of career and probationary teachers in support of this policy.

REFERENCE: 70 O.S. §6-101, §6-101.20, et seq.
70 O.S. §18-123

**NOTICE TO SUPPORT EMPLOYEE OF
SUSPENSION WITHOUT PAY, DEMOTION OR TERMINATION**

TO: _____

On the ___ day of _____, 20___. An initial hearing was held concerning your employment status. This will notify you of: [Mark the Applicable Item]

___ A. Suspension Without Pay as a Disciplinary Measure.

You have been suspended from your employment without pay and other benefits as a disciplinary measure from _____, 20__, to _____, 20__.

___ B. Demotion Action.

You have been demoted from _____ to _____, with appropriate reduction in pay and other benefits, effective _____, 20__.

___ C. Termination Action.

You have been terminated, effective as of _____, 20__.

The above action has been taken for the following cause or causes: _____

You are entitled by law to a hearing before the Board of Education on this action. If you desire to exercise this right, you must notify the Board of Education in writing within ten (10) working days of the postmark on the envelope in which this notice is sent. FAILURE TO REQUEST A HEARING WITHIN THE ABOVE TIME WILL RESULT IN THE LOSS OF YOUR RIGHT TO A HEARING. ENCLOSED FOR YOUR CONVENIENCE IS A HEARING REQUEST FORM. IF YOU DESIRE A HEARING ON THE ABOVE ACTION, THE ENCLOSED HEARING REQUEST FORM SHOULD BE DELIVERED TO THE CLERK OF THE BOARD OF EDUCATION AT THE CASHION SCHOOL DISTRICT, CASHION, OKLAHOMA, OR MAILED BY CERTIFIED MAIL TO THE SAME PERSON AT THE CASHION SCHOOL DISTRICT, P. O. BOX 100, CASHION, OKLAHOMA 73016-0100.

**NOTICE TO SUPPORT EMPLOYEE OF SUSPENSION WITHOUT PAY, DEMOTION
OR TERMINATION (Cont.)**

If you request a hearing you will be notified in writing of the date, time and place of the hearing. The hearing will be conducted at the next, or next succeeding, regularly scheduled meeting of the Board of Education if the hearing request is received at least 10 days prior to the next, or the next succeeding regularly scheduled Board of Education meeting. However, you have the right to request a special board meeting to conduct the hearing, which special meeting will be held no earlier than 10 days nor later than 30 days after receipt of your hearing request. You have the following hearing rights: the right to be present in person; the right to be represented by counsel of your choice; the right to present evidence and witnesses on your behalf; and the right to confront and cross-examine witnesses on behalf of the school administration. The Board of Education at the hearing may affirm, modify or reverse the above action and may increase or decrease the severity of the above action. The decision of the Board of Education will be final and nonappealable.

Yours very truly,
Superintendent of Schools

Enclosure: Hearing Request Form

**NOTICE TO SUPPORT EMPLOYEE OF PROPOSED
NONREEMPLOYMENT**

DATE: _____

NAME OF EMPLOYEE: _____

ADDRESS: _____

Dear Mr./Ms. _____

This is to advise you that the Board of Education intends to consider and act on whether you should not be reemployed with the School District for the 20__ 20__ fiscal year. The cause for your possible nonreemployment is as follows: _____

You are entitled by law to a hearing before the Board of Education on this proposed action. If you desire to exercise this right, you must notify the Board of Education in writing within ten (10) working days of the postmark on the envelope in which this notice is sent. FAILURE TO REQUEST A HEARING WITHIN THE ABOVE TIME WILL RESULT IN THE LOSS OF YOUR RIGHT TO A HEARING. ENCLOSED FOR YOUR CONVENIENCE IS A HEARING REQUEST FORM. IF YOU DESIRE A HEARING ON THE ABOVE PROPOSED ACTION, THE ENCLOSED HEARING REQUEST FORM SHOULD BE DELIVERED TO THE CLERK OF THE BOARD OF EDUCATION AT THE CASHION SCHOOL DISTRICT, CASHION, OKLAHOMA, OR MAILED BY CERTIFIED MAIL TO THE SAME PERSON AT THE CASHION SCHOOL DISTRICT, CASHION, OKLAHOMA 73016.

If you request a hearing you will be notified in writing of the date, time and place of the hearing. The hearing will be conducted at the next, or next succeeding, regularly scheduled meeting of the Board of Education if the hearing request is received at least 10 days prior to the next, or the next succeeding regularly scheduled Board of Education meeting or at a special meeting called by the Board, at the Board's discretion. However, you have the right to request a special board meeting to conduct the hearing, which special meeting will be held no earlier than 10 days nor later than 30 days after receipt of your hearing request.

NOTICE TO SUPPORT EMPLOYEE OF PROPOSED NONREEMPLOYMENT (Cont.)

You have the following hearing rights: the right to be present in person; the right to be represented by counsel of your choice; the right to present evidence and witnesses on your behalf; and the right to confront and cross-examine witnesses on behalf of the school administration. At the conclusion of the hearing the Board of Education will vote to reemploy or nonreemploy you for the ensuing fiscal year. The decision of the Board of Education is final and nonappealable.

Yours very truly,
Superintendent of Schools

Enclosure: Hearing Request Form

HEARING REQUEST FORM
[TO BE SENT BY CERTIFIED MAIL, RETURN RECEIPT
REQUESTED, RESTRICTED DELIVERY]

TO: Clerk of Board of Education
Cashion Public Schools
P. O. Box 100
Cashion, Oklahoma 73016

___ I hereby request a hearing before the Board of Education on the ___ suspension without pay as a disciplinary measure ___ demotion ___ termination action ___ proposed nonreemployment concerning my employment. I acknowledge receipt of the Notice dated _____, 20__, concerning such action. I understand that the hearing will be conducted at the next, or next succeeding, regularly scheduled meeting of the Board of Education if the hearing request is received at least 10 days prior to the next, or the next succeeding regularly scheduled meeting of the Board, or at a special meeting of the Board, at the Board's discretion, unless I check the item below requesting a special meeting of the Board of Education.

___ I request a special meeting of the Board of Education, to be held no earlier than 10 days nor later than 30 days after receipt of this hearing request.

Support Employee

Date

SUPPORT PERSONNEL SUSPENSION, DEMOTION, NONRENEWAL, OR TERMINATION

The Cashion Board of Education has adopted the following procedure for the suspension, demotion, or termination of support personnel in accordance with Title 70 of Oklahoma Statutes, Sections 6-101.40 through 6-101.47.

For the purpose of this policy, "support employee" means a full-time employee as determined by the standard period of labor which is customarily understood to constitute full-time employment for the type of services performed by the employee who is employed a minimum of one hundred seventy-two days (172) and who provides those services which are not performed by certified teachers, principals, superintendents or administrators and which are necessary for the efficient and satisfactory functioning of a school district. Those support employees who work less than one hundred seventy-two days (172) are not entitled to due process and shall be employed on an at-will basis.

No support employee who has been employed in the school district for more than one year may be suspended, discharged, or nonrenewed except within the provisions of this policy. However, this policy shall not be construed to prevent layoffs or reductions-in-force for lack of funds or work.

When the immediate suspension of a support employee is in the best interest of the school, the superintendent may suspend the employee with or without pay without a hearing. If an employee is suspended for a period exceeding 10 days, the superintendent shall initiate termination proceedings immediately upon the beginning of suspension. However, in a case involving a criminal charge, the suspension may be delayed until the case is adjudicated at trial. Nothing herein shall prevent proceeding against the employee for termination of employment during or after the suspension.

Prior to demotion, termination, or nonrenewal and after any suspension, the support employee shall receive notice of his or her right to a board hearing if so requested. Employees will be notified by certified mail of a superintendent's recommendation to demote or terminate employment, and the support employee must request a hearing by certified mail to the board clerk within 10 working days of said notice, or the employee shall be deemed to have waived his or her right to a hearing.

If a hearing is requested, the hearing shall be conducted at the next succeeding regular meeting of the board if the request is received by the board clerk at least 10 days prior to such meeting. However, a special meeting may be conducted if requested by the employee or at the discretion of the board of education. Such special meeting shall be conducted no sooner than 10 days, nor later than 30 days, after receipt of the hearing request. The decision of the board shall be final.

The procedures of this policy only protect employees who have been employed more than one year immediately preceding adverse employment action and are suspended or discharged during a contractual period of employment or are nonrenewed.

In accordance with Title 70 of the Oklahoma Statutes, Sections 6-101.40 through 6-101.47, the board hereby adopts the following causes for suspension, demotion, termination, or nonrenewal of support personnel:

1. Leaving workstation without authorization prior to lunch periods or end of workday.
2. Excessive unexcused absenteeism.
3. Chronic absenteeism for any reason.

**SUPPORT PERSONNEL, SUSPENSION, DEMOTION, NONRENEWAL OR
TERMINATION (Cont.)**

4. Excessive tardiness.
5. Persistently wasting time or distracting others during working hours.
6. Leaving work area during working hours without proper notification and permission.
7. Falsification of personnel or other records (personal or another employee's records).
8. Possession of weapons on the premises at any time.
9. Removing district property, records, or confidential information from premises without proper authority.
10. Willful abuse, misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
11. Theft or misappropriation of property of employees, students, or of this district.
12. Sabotage.
13. Refusal to follow instructions of supervisor.
14. Refusal or failure to do work assignment.
15. Unauthorized operation of vehicles, machines, tools, or equipment.
16. Threatening, intimidating, coercing, abusing or interfering with employees, supervisors, or students at any time.
17. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, students, or the district.
18. Creating or contributing to unsanitary conditions.
19. Practical jokes injurious to employee's or district property.
20. Possession, consumption, or reporting to work under the influence of alcohol, nonprescribed drugs, or controlled substances.
21. Creating disturbances on the premises at any time.
22. Disregard of known safety rules or common safety practices.
23. Unsafe operation of motor driven vehicles.
24. Operating machines or equipment without safety devices provided.

SUPPORT PERSONNEL, SUSPENSION, DEMOTION OR TERMINATION (Cont.)

25. Participating in or witnessing gambling, lottery, or any other game of chance on district property.
26. Unauthorized distribution of literature, written, or printed matter of any description on district property.
27. Posting or removing notices, signs, or writing in any form on bulletin boards of district property at any time without specific authority of the administration.
28. Poor workmanship.
29. Immoral conduct or indecency including abusive and/or foul language.
30. Making or receiving personal telephone calls or texting, posting to Facebook, or use of other social media during working hours.
31. Walking off the job.
32. Continued poor or negative attitude while on the job, including poor relationship with other staff or students.
33. Smoking in unauthorized area or at unauthorized time.
34. Failure to dress appropriately for work assignment.
35. Refusal of job transfer within the district when transfer does not result in demotion.
36. Abuse of rest periods or meal period policies.
37. Inappropriate and/or unauthorized use of the school district's computer network or Internet connections.
38. Insubordination of any kind.
39. Racial discrimination, including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another employee, a student or a visitor.
40. Violation of any district rule or policy.
41. Violation of any administrative rule or order.
42. Failure or inability to perform the essential functions or duties of the assigned position.
43. If it is in the best interest of the school district, any support person may be suspended, demoted, or terminated.

Violations of any of the above may lead to the suspension, demotion, or termination of the support employee.

REFERENCE: 70 O.S. §6-101.40, et seq.

THIS POLICY REQUIRED BY LAW.

DUE PROCESS FOR ADMINISTRATORS

Pursuant to a proposed recommendation that a full-time certified administrator be dismissed or nonreemployed from an administrative position within the school district, the board will follow this procedure:

1. A written statement will be submitted to the administrator before the dismissal or nonreemployment advising of the proposed action, listing the reasons for the action, and notifying the administrator of his right to request a hearing before the board prior to the action.
2. A hearing by the board will be granted upon the administrator's request before the board takes action on the proposal. Such request for a hearing must be submitted to the board by certified mail, restricted delivery with return receipt requested, no later than ten days after the administrator has been notified of the proposed action.
3. Upon receipt of the administrator's request for a hearing, the board will conduct such hearing at its next regularly scheduled meeting or at a special meeting. The failure of the administrator to timely request a hearing after being properly notified will be deemed a waiver of the right to a hearing and the decision of the board will be final.
4. Pending final determination of an administrator's dismissal or nonreemployment, the board or superintendent may suspend the administrator if it believes that the immediate suspension is in the best interest of the school district. Such suspension will not deprive the administrator of any compensation or benefits to which the administrator may be entitled. The board will initiate dismissal action within ten days from the effective date of suspension. However, in cases involving a criminal charge or indictment, the suspension may extend to such time as the administrator's case is finally adjudicated at trial.

After full implementation of the Oklahoma Teacher and Leader Effectiveness Evaluation System (TLE) as set forth in Section 6-101.10 of this title, a principal who has received a rating of "ineffective" as measured pursuant to the TLE as set forth in Section 6-101.16 of this title for two (2) consecutive school years, shall not be reemployed by the school district, subject to the due process procedures of this section.

REFERENCE: 70 O.S. §6-101.13

**NOTICE OF HEARING
REDUCTION-IN-FORCE**

(Date)

(Name)
(Address)

RE: Notice of Hearing on Recommendation for Nonreemployment Due to Reduction-in-Force

Dear _____:

This is to notify you that on the _____ day of _____, _____, at _____ p.m., the Cashion Board of Education will hold a hearing at _____ (address), at which time the board will consider and determine whether to accept my recommendation that your position be eliminated due to a reduction-in-force. This reduction-in-force will take effect on _____.

The cause or causes and the underlying facts for the recommendation are as follows: _____

_____.

Also enclosed with this letter is a copy of my recommendation, which sets out the cause or causes and underlying facts on which the recommendation is based.

You have the right to appear before the board at the hearing and present your position and witnesses and other evidence as to why a reduction-in-force is not necessary, why your specific teaching position should not be eliminated, and why your teaching contract for the _____ - _____ school year should be renewed. You will be given an adequate opportunity to present your side of the matter to the board of education.

If you have any questions concerning the procedures to be followed at the hearing, please feel free to contact me.

Very truly yours,

Superintendent of Schools
Enclosure

**(TO BE PERSONALLY DELIVERED TO INDIVIDUAL AND TO BE MAILED BY CERTIFIED MAIL,
RETURN RECEIPT REQUESTED, ADDRESSEE ONLY.)**

**NOTICE OF NONREEMPLOYMENT
REDUCTION-IN-FORCE**

(Date)

(Name of Employee)
(Address of Employee)

RE: Notice that Nonreemployment (Dismissal) Due to Reduction-in-Force has been Approved by the Board of Education

Dear _____:

On the ____ day of _____, _____, the Cashion Board of Education voted to eliminate your employment position and to not renew your contract for the ____-____ school year because of a reduction-in-force.

The basis for the board's decision is: _____

_____.

The decision of the board of education is final and nonappealable.

If the board decides to reinstate your specific position within the next school year, you will be notified and may be eligible to be reemployed.

Very truly yours,

Superintendent of Schools

**(TO BE PERSONALLY DELIVERED TO INDIVIDUAL AND TO BE MAILED BY CERTIFIED MAIL,
RETURN RECEIPT REQUESTED, ADDRESSEE ONLY.)**

LETTER TO THE BOARD OF EDUCATION

To Cashion Board of Education:

Superintendent's Recommendation

The Cashion Public School's enrollment on the accreditation report for the school year ____ - ____ was _____. This year's (____ - ____) enrollment on the accreditation report is _____ students. This is a loss of _____ students. Because of this drastic decline in enrollment from the previous year, it is my recommendation that a reduction-in-force at Cashion School District is imperative.

Also, projected state aid for the ____ - ____ school year will be adjusted after the first nine weeks of the ____ - ____ school year based on that year's current enrollment numbers. The present enrollment (____ - ____) for Cashion Public Schools has dropped to _____.

I therefore recommend that the following staff be reduced for the ____ - ____ school year:

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Ms./Mr. _____ { _____ position _____ }

Sincerely,

Superintendent of Schools

**SAMPLE AGENDA FOR BOARD MEETING
REDUCTION-IN-FORCE**

1. Call to Order
2. Roll Call
3. Order of Procedure for Reduction-in-force Hearing for (position being reduced)
 - A. Opening statement by superintendent
 - B. Opening statement by (position being reduced)
 - C. Presentation of superintendent's evidence followed by cross-examination of witnesses by (position being reduced)
 - D. Questions by board members
 - E. Redirect, recross, or additional questions by board members
 - F. Presentation of (position being reduced's) evidence.
 - G. Cross-examination of (position being reduced's) witnesses by superintendent
 - H. Questions by board members
 - I. Redirect, recross, or additional questions by board members
 - J. Presentation of rebuttal and surrebuttal evidence as necessary
 - K. Closing argument by superintendent
 - L. Closing argument by (position being reduced)
4. Proposed executive session to discuss possible implementation of reduction-in-force and to deliberate possible findings of fact. 25 O.S. 307 (b)(1)
5. Vote to go or not to go into executive session
6. Vote to reconvene in open session
7. Executive session minutes compliance announcement
8. Vote to adopt or not to adopt proposed findings of fact concerning superintendent's recommendation to reduce (position being reduced)
9. Vote to determine whether or not a financial basis exists for a reduction-in-force

SAMPLE AGENDA FOR BOARD MEETING, REDUCTION-IN-FORCE (Cont.)

10. Vote to determine whether or not (position being reduced) position should be eliminated pursuant to the adopted findings of fact
11. Vote to renew or not renew (position being reduced) for _____ - _____ school year
12. Adjournment

REDUCTION-IN-FORCE CERTIFIED PERSONNEL

It is the policy of the Cashion Board of Education that, in the event it becomes necessary to reduce the professional staff of this school district, reduction-in-force at any level may be based on any of the following conditions:

Decrease in revenue,
Decrease in student enrollment,
Changes in educational programs or curriculum,
Cancellation of programs, or
Any other circumstances determined by the board.

Definitions

Career teacher means a teacher who:

- a. is employed by a school district prior to the 2017-2018 school year and has completed three (3) or more consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, or
- b. for teachers employed for the first time by a school district under a written continuing or temporary teaching contract during the 2017-2018 school year and thereafter.

(1) has completed three (3) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract and has achieved a district evaluation rating of "superior" as measured pursuant to the TLE as set forth in 70 O.S. § 6-101.16 of this act for at least two (2) of the three (3) school years,

(2) has completed four (4) consecutive complete school years as a teacher in one school district under a written continuing or temporary teaching contract, has averaged a district evaluation rating of at least "effective" as measured pursuant to the TLE for the four-year period, and has received a rating of at least "effective" for the last two (2) years of the four-year period, or

(3) has completed four (4) or more consecutive complete school years in one school district under a written continuing or temporary teaching contract and has not met the requirements of subparagraph "a" or "b" of this paragraph, only if the principal of the school at which the teacher is employed submits a petition to the superintendent of the school district requesting that the teacher be granted career status, the superintendent agrees with the petition, and the school district board of education approves the petition. The principal shall specify in the petition the underlying facts supporting the granting of career status to the teacher;

Probationary teacher means a teacher who:

- a. for teachers employed by a school district prior to the 2017-2018 school year and has completed fewer than three (3) consecutive complete school years as a teacher in one school district under a written teaching contract, or
- b. for teachers employed for the first time by a school district under a written teaching contract during the 2017-2018 school year and thereafter.

REDUCTION-IN-FORCE, CERTIFIED PERSONNEL (Cont.)

In the event any of the above conditions occur, every effort will be made to accomplish the necessary reduction by attrition, voluntary resignation, or voluntary retirement. Reduction-in-force will be made according to the following procedures:

1. The position will be the determining factor in a reduction, not the teacher occupying the position.
2. The primary basis used in determining the retention or reassignment of affected teachers when a school district implements a reduction-in-force plan shall be the ratings of the teachers as measured pursuant to the TLE as set forth in 70 O.S. § 6-101.16. The order of termination, for affected teachers, will be as follows:
 - A. A probationary teacher in an eliminated position will be terminated first
 - B. A career teacher in an eliminated position will be placed in a retained position in which the teacher is, at the time of the presentation of the recommendation to reduce force, certified by standard certification, provided the position is occupied by a probationary teacher.
 - C. If a career teacher is qualified for standard certification in a position held by a probationary or licensed teacher but does not have such a certificate, then such career teacher must have evidence of eligibility for such certification on file in a personnel file in the office of the superintendent at the time of the presentation of the recommendation to reduce force.
 - D. If there is more than one career teacher assigned to the position that is subject to being eliminated, the following criteria, in this order, will be used to determine which of the career teachers will be retained:
 1. Certification in a retained teaching position that is open. A career teacher with standard certification for the retained position will be retained over a probationary teacher.
 2. Seniority in continuous, full-time, contracted, certified employment in the district. (Approved medical leave shall not result in a break in service.)
 3. If certification and seniority are the same according to the above criteria, the determining factors in order of importance are:
 - a. Years of teaching experience in the retained position in the local school district.
 - b. Academic degree status:

A teacher with a doctor's degree will be retained over a teacher with a master's or a bachelor's degree; a teacher with a master's will be retained over a teacher with a bachelor's degree.
 - E. If there is more than one probationary teacher in the position being reduced, the criteria listed in D, 1 through 3, will be used in determining which probationary teacher or licensed teacher will be retained.

Optional

Personnel whose employment is terminated under the provisions of this policy shall be given priority for reemployment to fill subsequent vacancies in positions for which they have standard certification. Such

REDUCTION-IN-FORCE, CERTIFIED PERSONNEL (Cont.)

reemployment shall be in reverse order of termination according to the provisions of this policy. Priority for reemployment shall extend through _____ (date) *(not to exceed one year)*.

Any person terminated under the provisions of this policy who wishes to be considered for future vacancies must make formal application for a teaching position and must notify the superintendent by certified mail, restricted delivery, within ten (10) days following final board action on the termination, of the teacher's desire to remain an active applicant for a teaching position.

Legal Reference: 70 O.S. § 6-101.31

REDUCTION-IN-FORCE SUPPORT PERSONNEL

The Cashion Board of Education believes that every reasonable effort should be made to avoid a reduction in force at any level. However, if it should become necessary to reduce the number of full-time support employees due to lack of funds or lack of work in a particular area, the position or program will be the determining factor and not the individuals who occupy the position or serve the program.

An employee is considered to be a full-time employee if the number of hours worked is the number of hours customarily worked in that position and if that position is designated as a full-time position by the board.

A reduction in force may occur for lack of funds, lack of work because of a decline in enrollment, consolidation of programs or positions, elimination of positions, or other circumstances as determined by the board.

If termination of employment should become necessary, notices of such terminations will be made as set forth in the policy governing suspension, demotion, or termination of support employees found elsewhere in this manual.

Any necessary terminations shall begin by dismissing temporary, seasonal, or part-time employees within the job category affected. These employees shall be terminated at the discretion of the board or the board's designee. Job categories are listed alphabetically as follows:

- a. Assistants for handicapped students
- b. Bus drivers
- c. Classroom assistants
- d. Food service
- e. Maintenance/custodial
- f. Media/library assistants
- g. Office personnel/assistants

If normal attrition and the release of temporary and part-time employees do not sufficiently reduce the support staff, the following items will be considered in the reduction process in the order listed:

1. Job qualification by training and years of experience
2. In the event that two or more employees in the affected category are equal in the above factor, termination shall be made on the basis of seniority within each general job category.

Supervisors and directors shall serve at the pleasure of the board and shall not be subject to the prescribed seniority order for reductions in force. Personnel whose positions are eliminated in one category may be considered for a position in another category.

Seniority shall be defined as the total length of service as a support employee within this district. Employees who are terminated and subsequently reinstated shall retain cumulative seniority for all periods worked except for the period of termination.

Demotions in position shall follow the same procedure as terminations.

REDUCTION-IN-FORCE, SUPPORT PERSONNEL (Cont.)

An employee who takes a voluntary demotion or a voluntary reduction in assigned time in lieu of termination shall be returned to a higher position or a position with more hours as vacancies become available, if the employee chooses to return.

WRITTEN ADMONISHMENT TEACHER

It is the policy of the Cashion Board of Education that if a principal or the superintendent, acting through the principal, admonishes a teacher for any reason which may lead to the dismissal or nonrenewal of the teacher, the matter shall be brought to the attention of the teacher in writing. A copy of the admonishment shall be provided to the superintendent.

The principal shall make a reasonable effort to assist the teacher in correcting the cause of potential dismissal or nonrenewal. The principal shall develop and provide to the teacher recommendations and suggestions for corrective action. The teacher shall be allowed a reasonable time, not to exceed two months, for improvement. If the teacher does not correct the cause for the admonishment within the specified time, the principal shall recommend the dismissal or nonrenewal of the teacher to the superintendent.

A teacher shall not be prohibited or disciplined for:

1. Disclosing public information to correct what the teacher reasonably believes evidences violation of the Constitution, or law, or a rule promulgated pursuant to law;
2. Reporting a violation of the Oklahoma Constitution, or state or federal law. Reporting would be limited to providing a spoken or written account to a supervising teachers, administrator, school board member, representative from the State Department of Education, law enforcement official, district attorney and/or parent or legal guardian of a student directly impacted by the actions; or
3. Taking any of the above actions without giving prior notice to the teacher's supervisor or anyone else in the teacher's chain of command.

"Reporting" means providing a spoken or written account to a supervising teacher, administrator, school board member, representative from the State Department of Education, law enforcement official, district attorney, and/or parent or legal guardian of a student directly impacted by the actions.

The school district may discipline any teacher who violates students' or parents' rights to confidentiality and protection under the Family Educational Rights and Privacy Act (FERPA).

REFERENCE: 70 O.S. §6-101.24
70 O.S. §6-101.6b

QUALIFICATIONS TEACHERS

The Cashion Board of Education shall employ teachers on a professional basis without regard to age, race, color, sex, or national origin.

Every teacher employed in this school system must possess a valid license or certificate and shall execute a written contract with the board of education.

Applications shall be considered by the principal and the superintendent. Selected applicants shall be interviewed by the administration and a recommendation shall be made to the board of education who shall make the final employment determination.

School districts receiving Title I funds must ensure that teachers hired in a program supported by such funds are "highly qualified." All teachers within this school district are required to be "highly qualified." The No Child Left Behind Act defines "highly qualified" as an elementary or secondary school teacher who has obtained full state certification and has not had certification requirements waived on an emergency, temporary, or provisional basis.

Elementary teachers who are new to the profession must hold at least a bachelor's degree and have demonstrated, by passing a rigorous state test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary curriculum. Middle and secondary school teachers, new to the profession, will be deemed to be highly qualified if the individual teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the individual teaches by passing a rigorous state academic subject test in each such academic subject; or has successfully completed a grade degree with coursework that is equivalent to an undergraduate major, or advanced certification or credentialing for each academic subject that the individual teaches.

Veteran regular teachers currently employed by the district will be identified as highly qualified if they:

1. Hold at least a bachelor's degree; and
2. Have met the applicable standard for a teacher who is new to the profession, which includes an option for a test; or
3. Demonstrate competence in all the academic subjects in which the teachers teach, based upon a high objective uniform state standard of evaluation.

Special education teachers who are not teaching core academic classes are not required to meet the definition of a highly qualified teacher. However, special education teachers who are teaching core academic subjects exclusively to students who are being assessed against alternative achievement standards, must meet the highly qualified requirements for elementary school teachers and for instruction above the elementary level and have subject-matter knowledge appropriate to the level of instruction being provided.

QUALIFICATIONS, TEACHERS (Cont.)

Additional qualifications and terms of employment for teachers may be found in the standard teacher contract. Specific duties may be found in the teacher job description found elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: 70 O.S. §6-101.20, et seq.
P. L. 107-110, No Child Left Behind Act of 2001
Individuals with Disabilities Education Improvement Act of 2004

*THIS POLICY REQUIRED BY THE
NO CHILD LEFT BEHIND ACT.*

PRINCIPALS

The school principalship is a key position in educational leadership. The principal reports directly to the superintendent of schools, who delegates authority to the principal. The primary function of the principal is to provide leadership that will encourage the staff, the community, and the students to work together toward an excellent school program.

The responsibilities of the school principal can be subdivided into four general categories:

1. Improving the educational program by providing:
 - A. A reasonable climate of efficiency, cooperation, service and stimulation so that the school program can operate effectively.
 - B. Leadership and cooperation in evaluating the effectiveness of the total school program.
2. Selecting and developing personnel by:
 - A. Actively participating in staff selection or dismissal where necessary.
 - B. Working with the staff in the development and administration of sound personnel policies.
 - C. Helping the staff with their professional and personal problems.
 - D. Providing for the orientation of new staff members and for the maximum growth of both inexperienced and experienced staff members.
3. Working with the community by:
 - A. Knowing the community.
 - B. Taking an active part in the growth and improvement of the community and encouraging the staff to do likewise.
 - C. Facilitating community participation in the life of the school.
 - D. Providing for interpretation of the school to the community.
4. Managing the school by:
 - A. Developing an internal staff organization with clear lines of authority and responsibility.
 - B. Working with the staff to determine what supplies and facilities are needed and working with the superintendent and his staff to obtain these supplies and facilities.
 - C. Planning with the staff for efficient use and maintenance of existing supplies and facilities.

PRINCIPALS (Cont.)

Major specified powers and duties include:

1. Carry out policies and directives of the board of education with immediate responsibility to the superintendent.
2. Supervise, direct, and evaluate the work of assigned professional personnel, the general instructional program and classroom management, and assume responsibility for the proper assignment of duties and the placement of teachers.
3. Exercise general supervision over the school grounds, buildings, and equipment in order that a good and safe environment may be maintained.
4. Direct the work of the building custodians.
5. Conduct fire drills to conform to requirements.
6. Administer within the schools the approved policies of the board of education.
7. Keep accurately all student records and transfer them within the system as necessary.
8. Direct all child accounting for the school.
9. Cooperate with directors, coordinators, and appointed superintendent staff members in improving instructions and meeting shared responsibilities.
10. Maintain desirable school--home and school--community relationships.
11. Prepare and transmit to the superintendent records and reports as may be required by the superintendent or the State Board of Education.
12. Suspend students for flagrant violation of school regulations. (Written notice of the action should be sent to the superintendent's office.)
13. Make recommendations for personnel dismissal which, when approved by the superintendent, shall be acted upon by the board.
14. Direct and supervise all extracurricular activities within the school.
15. Assume responsibility for the approval of all requisitions for the student activity funds. With regard to student activity funds, the principal shall bring to the attention of the board any requests for transfer of funds between and among the individual accounts within the Student Activity fund.

PRINCIPALS (Cont.)

16. Approve all social affairs given in the name of the school or under its auspices.
17. Coordinate the activities of the principal's school with other schools within the system.
18. Maintain office hours satisfactory to the superintendent.
19. Prepare a written report in the event of a serious accident or disaster, a case of vandalism, break-in, or unusual damage to buildings and equipment, giving a brief statement of the circumstances and listing equipment and supplies damaged or stolen. Copies of this report are to be sent to the superintendent's office and the business office.
20. Investigate all complaints affecting the principal's school, referring to the superintendent those cases which cannot be adjusted satisfactorily and redress, whenever possible, legitimate grievances.
21. Perform other duties as may be directed by the superintendent.

QUALIFICATIONS PRINCIPALS

It is the policy of the Cashion Board of Education that persons employed as principals in this school district shall have completed, or be in pursuit of, a Master's degree with emphasis on administration, and that all such persons shall have not less than three years of teaching experience at the level to which they are assigned.

Principals of schools within this public school system are employed to act as administrators in the senior high schools, grades 7 through 12, and the elementary schools, grades K through 6.

The reemployment of principals shall be based on an annual evaluation by the superintendent or designee and will be considered by the board members prior to the regular February board of education meeting each year. The superintendent is directed to inform affected principals of any decisions made by the board.

Principals shall assume administrative responsibility and instructional leadership - under the supervision of the superintendent - for discipline and for the planning, operation, supervision, and evaluation of the educational program of the schools to which they are assigned. Principals shall prepare and submit such reports as the superintendent may require for the purpose of reporting to the board, the community, and the State Department of Education.

A description of the duties and responsibilities of school principals may be found in the appropriate job description located elsewhere in this manual. Nothing in this policy manual shall be construed as limiting or expanding the terms of the employment contract.

REFERENCE: 70 O.S. §6-101.10, et seq.
70 O.S. §6-108

NOTE: Beginning July 1, 1993, teaching principals shall be required to hold administrative certificates.

**SCHOOL BUS DRIVERS
(REGULATION)**

In accordance with the policy of the board of education, this regulation shall govern the operation of school buses in the Cashion Public School system. Bus drivers shall:

1. Be eighteen years of age or older.
2. Possess an Oklahoma Commercial Driver License (CDL), A, B or C, authorizing the operation of a school bus and an Oklahoma bus driving certificate.
3. Be required to complete a satisfactory physical examination upon the offer of employment and must obtain an annual physical examination. Such examination will include drug testing as set forth in policy DCC. A copy of the results of the annual physical examination shall be maintained by the superintendent.
4. Submit to drug and alcohol testing as required by state and federal law. (See policies DCC and DCCB.)
5. Operate on their designated routes approved by the transportation division of the State Department of Education.
6. Complete their bus routes each morning when reasonably safe and proper to do so.
7. Report individuals illegally passing their schools buses. The approved form (see CN-E) will be completed and submitted to the law enforcement authority of the municipality where the alleged violation occurred and to the district's director of transportation.
8. Make other appropriate reports as required by state law and/or district administrators.

Bus drivers will be employed by the board of education upon the recommendation of the superintendent. Bus drivers are hereby notified that they shall not write, read, or send text messages while operating a school bus or multi-passenger vehicle owned and approved to operate by the State Department of Education or any school district within Oklahoma. Any person who violates this provision of law, upon conviction, shall be guilty of a misdemeanor punishable by a fine of Five Hundred Dollars (\$500). Please note that this fine is for the individual and not the school district. As a result, if any school employee is charged and convicted of the offense, that individual becomes personally responsible for the fine and will not be reimbursed by the school district for the expense.

**REFERENCE: 47 O.S. §11-705
47 O.S. § 11-901c
70 O.S. §9-107**

SCHOOL BUS DRIVERS

It is the policy of the Cashion Board of Education that all bus drivers and assistants successfully complete the state school bus driver's training school. Bus drivers must continue the route assigned at the beginning of the school year, but may request a route change during the summer months. All bus drivers are expected to drive in such a manner as to provide safe and efficient transportation for the students of this district. They shall obey all traffic laws, maintain student discipline on the bus, make routine checks on the bus before operating, and perform other duties associated with the safe operation of school buses. Bus drivers will make required reports concerning drivers who illegally pass their buses. All bus drivers shall be under the supervisory authority of the transportation director.

The superintendent is directed to establish a regulation that shall govern school bus drivers.

REFERENCE: 47 O.S. §11-705
70 O.S. §9-107 and §9-118

CAFETERIA MANAGER

The cafeteria manager is the supervisory person for the school lunch program only. The manager is directly responsible to the director of food services, building principal, and to the superintendent of schools for the efficient operation of the child nutrition program. The complete cooperation of school personnel and students is expected in the operation of this program.

The manager shall ensure that food products, or any other items, are not purchased by school employees from any of the wholesale supplier of the school.

The manager shall exhibit professional attitudes and conduct at all times.

The cafeteria manager at each school site will be responsible for ensuring assigned food service employees are properly monitoring control measures and critical control points at the required frequency and are maintaining required records.

The manager is also responsible for monitoring the overall performance of standard operating procedures. Monitoring will be a constant consideration. However, the manager will use the food safety checklist to formally monitor food service staff at least once per week.

The manager will be responsible for developing predetermined corrective actions for the most common deviations from control measures including critical control points and standard operating procedures (SOPs). The manager will review and update corrective actions at least annually. Corrective actions for all SOPs will be outlined in the written SOPs. Corrective actions taken while handling and preparing food, as well as any actions taken while performing SOPs, will be documented.

REFERENCE: Section 111 of the Child Nutrition and WIC Reauthorization, P.L. 108-265

CUSTODIAL AND MAINTENANCE STAFF DUTIES

The regular upkeep, daily cleaning, minor repairs, etc., are important phases of a successful school. Custodians and maintenance personnel will be employed and assigned in a manner that best fulfills these needs.

Employment/Assignment

All custodians and maintenance personnel will be employed and assigned by the superintendent after consultation with the respective building principal.

The first 60 days of employment will be considered as a probationary period for all custodians and maintenance personnel. This period, or any part of it, will be used to determine whether or not the person employed can and will perform satisfactorily. The employment of a person not performing satisfactorily will not be continued beyond this probationary period. However, the person may be released after such period if the work performed becomes unsatisfactory or for other just causes.

Custodians and maintenance personnel may be reassigned or have their work schedules revised or reduced as the needs of the district demand. The superintendent will make the final decision concerning all such changes.

Supervision

The building principal shall be responsible for the supervision of the custodian(s) and maintenance personnel assigned to the respective building(s) during the months the principal is on duty. The superintendent or the maintenance director will outline the programs and supervise custodians and maintenance personnel during the summer months.

Teachers or other school employees desiring custodial services or reporting unsatisfactory conditions that require attention should advise the building principal rather than the custodian or maintenance personnel except in emergencies.

Teachers are expected to aid the custodians by keeping their rooms clean, waste paper off the floors, books properly stored and arranged, classroom doors closed and lights off when not in use, etc. Also, teachers are expected to close and lock their windows after the last period of the day. Nevertheless, custodians will clean the rooms and check the windows, lights, and heat during their work schedule. The custodian should call to the attention of the principal continued ignorance of the expected assistance of the teachers.

Hours of Employment

1. Time schedules for custodians and maintenance personnel will be established by the superintendent or the maintenance director.
2. All custodians and maintenance personnel are expected to report promptly for duty and remain throughout the time for which they are paid. They shall utilize their time in the performance of their duties.
3. Authorized breaks shall be restricted to two 15-minute periods during any eight-hour workday with 30 minutes off for lunch and/or dinner. The lunch/dinner time will not be paid. Break times for days of less than eight hours shall be limited to one 10-minute break for each four-hour work period or any fraction thereof. The remainder of the work period shall be spent in the performance of the required duties.

CUSTODIAL AND MAINTENANCE STAFF, DUTIES (Cont.)

4. Custodian and maintenance personnel are not to be absent during the hours of employment without the knowledge and consent of the principal, superintendent and/or director.
5. Custodians or maintenance personnel may or may not be required to work during days the schools are not in session. This will be the decision of the superintendent.

Duties

Custodians and maintenance personnel are expected to perform all duties necessary to keep their buildings and grounds clean, sanitary, and in good repair. The respective building principal, superintendent, or maintenance director will prepare a list of duties and time schedules for each of the buildings.

Included in the normal duties of custodians and maintenance personnel are the following:

1. Daily sweeping of all hallways and classrooms, including teachers' lounges;
2. Mopping of all classrooms and hallways at least twice per week, including teachers' lounges;
3. Sweeping and mopping all bathrooms daily, including teachers' restrooms;
4. Cleaning and disinfecting all commodes, urinals, and lavatories daily;
5. Washing bathroom partitions at least twice per week;
6. Keeping toilet tissue and paper towel dispensers filled;
7. Cleaning and dusting all offices;
8. Keeping the grass mowed and the grounds clean of debris around the buildings;
9. Cleaning (washing) all windows, doors, walls, etc., as needed;
10. Performing minor maintenance items around the building(s).
11. Performing any other duties assigned by the building principal or the superintendent and/or the maintenance director. Other duties will be assigned only as time permits or in the case of emergencies.

All custodians and maintenance personnel shall be assigned to maintenance duties during the summer months except during the necessary time required to clean the other buildings.

General

1. Custodians and maintenance personnel should be neat and clean when fulfilling their duties.

CUSTODIAL AND MAINTENANCE STAFF, DUTIES (Cont.)

2. Custodians and maintenance personnel are expected to report all incidents of vandalism, theft, etc., to their building principals or to the superintendent.
3. Custodians and maintenance personnel are expected to take their concerns, complaints, suggestions, etc., directly to the building principal or to the superintendent.
4. All purchasing or ordering of custodial and maintenance supplies will be done through the superintendent's office.
5. Custodial and maintenance supplies and equipment are for school purposes only. Supplies are not to be used for personal or private use. No equipment will be loaned without the knowledge and consent of the principal or superintendent.
6. All custodians and maintenance personnel will be evaluated by their principals and/or the maintenance director. An evaluation conference will be held at least once each semester to advise the custodians and maintenance personnel of expected changes in duties and assignments.

Sick Leave

Custodians and maintenance personnel will be under the same sick leave policy and emergency leave policy as other noncertified personnel. (See policy DEC-R2 and policy DEC-R4.)

Vacations/Holidays

Custodians and maintenance personnel will be provided with paid vacations and holidays as per the following:

1. All 12-month employees will be granted an annual two-week vacation after their first year of employment with the Cashion Schools.
2. All vacations will be scheduled through the superintendent's office. Vacation schedules will generally be restricted to the summer months and/or at times that best meet the needs of the schools and the employees.
3. Custodians and maintenance personnel employed for a time of less than one year, but more than six months, may be allowed a vacation based on a fractional day (5/6) for each month of employment.
4. Vacation pay will be based upon the number of daily hours of regular employment. (In other words, vacation pay will not be for more hours than the employee is paid during regular employment.)
5. Any custodian or maintenance personnel employed on less than a full 12-month basis will not be entitled to paid vacations.
6. Twelve-month custodial and maintenance personnel will receive six paid holidays per year: New Year's Day; Memorial Day; July 4th; Labor Day, if school is dismissed; Thanksgiving Day; and Christmas Day. Any other days missed during the nonschool days must be by arrangement with the principal or superintendent and will not be paid.

CUSTODIAL AND MAINTENANCE STAFF, DUTIES (Cont.)Payroll

Custodial and maintenance personnel are paid on a monthly basis. Payday will be on or about the last working day of each month. The monthly payroll will be computed for the exact time worked after the last pay period ended.

Resignations

Custodians and/or maintenance personnel are obligated to give the school district a minimum of two weeks notification, whenever practical, when they plan to resign their jobs. Such notification will be given in writing to the principal or the superintendent and a separation report will be completed. In cases where two weeks notification is not practical, the employee should provide an explanation to the superintendent and complete the required separation report.

Terminations

The district normally will not discharge or terminate an employee prior to a conference, advisement, or a warning about deficiencies or faults and an opportunity for the employee to correct them is given. There are, however, certain violations that may result in immediate termination. Reasons for termination include:

1. Inefficiency in the performance of duties without attempt to improve.
2. Willful neglect of duty (excessive tardiness, lack of effort in getting the job done, too many breaks, etc.).
3. Willfully or negligently damaging school property.
4. Refusal to obey or comply with an order or directive from a principal, immediate supervisor, or the superintendent.
5. Insubordination to a serious degree.
6. Stealing or willful misuse of school equipment or supplies.
7. Abuse of sick leave.
8. Improper reporting of time worked or other falsification of time worked.
9. Reporting to work under the influence of, or using alcohol or nonprescribed or noncontrolled drugs during working hours.
10. Illness or health problems that severely interfere with job performance.
11. Failure to follow board policies.
12. Any other good and just cause.

Immediate termination may result from violations of items 4, 5, 6, or 9.

DIRECTOR OF FEDERAL PROGRAMS

When the Cashion school systems does not employ a federal programs director, the superintendent shall assume the responsibility for these duties. The superintendent has the authority to delegate this responsibility to a qualified administrative assistant.

The superintendent or administrative assistant will report semi-annually to the school board on all federal programs and keep the administration advised of pending charges in the various programs.

Administrative Responsibility

1. Complete applications for existing programs.
2. Complete applications for programs not in existence.
3. Disseminate information to the public.
4. Complete final reports. This includes maintaining time distribution and management records for those employees who are paid with federal funds.
5. Order and mark supplies and materials with date of purchase for Title I, ESEA; Title IVB Library Equipment, Guidance, Counseling, and Testing; Johnson O'Malley; and Title IVC, Innovative and Support Programs.
6. Develop goals and guidelines for the school system to comply with HEW Title IX regulations.
7. Select parent committee to serve on individual federal programs.
8. Organize meetings and keep all interested parties informed and serve as chairperson for all groups.

Special Education - P.L. 89-313 ESEA Handicapped, VI-B Handicapped

1. Homebound program;
2. Title programs that apply to special education;
3. Special education - out of district transportation reporting;
4. Special education report on class membership;
5. Special education claims for other districts' students.

SUBSTITUTE TEACHERS

The Cashion Board of Education realizes that teachers may occasionally be absent from the classroom and recognizes the need for qualified substitute teachers. In recognizing that need, the board has decided that noncertified substitute teachers or substitute teachers with a lapsed or expired teaching certificate shall be paid at the rate of \$60.00 per teaching day. Certified substitute teachers shall be paid \$65.00 per day.

Substitute teachers are to be approved by the superintendent. All substitutes will be employed by the school system and paid by the school system.

No noncertified, non-degreed substitute teacher shall be employed for a total period of time in excess of 135 days per school year and may not be employed for the same assignment for more than 100 days during a school year.

No substitute teacher with a lapsed or expired certificate or who has a bachelors level college degree shall be employed for a total period of time in excess of 145 days per school year and may not be employed for the same assignment for more than 100 days during a school year.

Substitute teachers who do not hold a valid certificate and who are employed to teach special education for physically handicapped students or mentally retarded students are not subject to these restrictions if no certified teachers are available to teach such students and the students would be denied instruction in special education if the substitute teacher were not employed. The district will provide in-service training for a substitute teacher employed to teach special education for more than 15 consecutive days or 30 total days in the same assignment.

A certified substitute teacher may be employed on a monthly or annual basis in accordance with the terms of a written employment contract in the same manner and under the same conditions as regular teachers. Such substitute teachers shall receive the same compensation as regular teachers, at the same salary level, and will be employed pursuant to a temporary employment contract.

REFERENCE: 70 O.S. §6-105
Atty. Gen. Op. No. 80-112 (June 16, 1980)

Legal Note: The change in number of days within paragraphs 3 and 4 is effective November 1, 2019.

SCHOOL HOURS

The school year shall consist of not less than one thousand eighty (1,080) hours of classroom instruction. Not more than thirty (30) of these hours shall be used for professional meetings. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than six (6) hours per semester, for a total of twelve (12) hours per school year.

REFERENCE: 70 O.S. §1-109

SCHOOL DISTRICT SCREENING PROTOCOL

In an effort to prevent the spread of communicable diseases, especially during a pandemic or public health crisis, the district may implement the following protocol to control and restrict access to school property, activities and events:

The district encourages parents, legal guardians, and all school employees to self-screen at home. If a student or employee has a temperature of 100 degrees Fahrenheit or higher, the student or employee should remain at home until the individual has been free of fever for twenty-four (24) hours.

*OPTIONAL: The district may screen any individual who enters a school facility which screening process may include taking temperatures, asking health-related questions, and isolating those that have symptoms of a communicable disease. *if you select this option HIPPA issues may become applicable.*

The district will adhere to guidelines set by local, state and federal health and safety guidelines when feasible.

REFERENCE: 70 O.S. § 5-117
63 O.S. § 1-507

LAY PERSONNEL POLICY

Lay personnel (coaches, sponsors, etc.) are volunteers or compensated individuals that are neither professional nor clerical in nature.

Cashion Public Schools recognizes that it has a responsibility to mentor adults who, through enrollment in post-secondary educational programs, want to work with students in PK - 12 extracurricular activities. Additionally, Cashion Public Schools recognizes that programs overseen by certified personnel may require support beyond the means of the district. Lay personnel may be utilized to satisfy this need.

Lay personnel may be used by a coaching staff or extracurricular sponsor if the lay person completes/meets the following criteria:

- 1) Completion of a Care and Treatment of Athletic Injury class
- 2) All Requirements of the OSSAA
- 3) Background Check
- 4) Completion of a theory of coaching class for respective sport (or equivalent of)
- 5) Approval by Head Coach, A.D., Principal, Superintendent and Board of Education
- 6) Lay Coaches will remain on a temporary contract
- 7) Lay Coaches will not take the place of certified personnel
- 8) If position is an extra position the stipend must be paid from the respective sports activity account

**SCHOOL LIBRARY MEDIA CENTER
SELECTION OF MATERIALS
(REGULATION)**

The responsibility for the selection of library media center materials rests with the Cashion Board of Education. Authority for the selection of proper materials shall be delegated to the library media center staff. Materials shall be selected in accordance with the principles established by the School Library Bill of Rights as approved by the American Association of School Librarians. Final selection will be made by the media specialist subject to approval by the board. Suggestions from the administration, the faculty, and from the students are encouraged.

The superintendent shall prepare regulations that support this policy.

The board of education and the media staff of the Cashion Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

BILL OF RIGHTS FOR LIBRARY MEDIA CENTER PROGRAMS

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the student served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

Responsibility for Selection

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library media center are selected primarily by the librarian with input from the Review Committee.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**Review Committee

Library Media Specialist
Principal
Counselor
Classroom Teacher

This committee must be approved by the superintendent.

Types of Material for Purchase

1. Instructional materials are chosen because they are of interest and have learning value for the student in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.
2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our time: international, national, and local. Books and materials of sound factual authority are not removed or banned from library media center shelves because of partisan or doctrinal disapproval.
3. Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand, and prices.
4. Multiple items of outstanding quality and much in demand media are purchased as needed.
5. Nonfiction subjects that are topics of criticism are carefully considered before selection. Among these are:
 - A. Religion -- Factual unbiased material that represents all major religions may be included in the library media center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.
 - B. Ideologies -- The library media center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public of ideologies or philosophies that are of current or continuing interest.
 - C. Science -- Medical and scientific knowledge suitable to the development stage of the student should be made available without any biased selection of facts.

Criteria for Selection

1. Selections are made for, and in accordance with, the different maturity levels of the students.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**

3. Interests, needs, abilities of the students, and correlation of materials with the curriculum are dominating factors in the selection of materials.

Criteria for Evaluation

1. The author or producer should be qualified as a subject specialist.
2. Concepts, content, and vocabulary should be appropriate for the potential user.
3. Facts presented should be accurate and up-to-date.
4. Information should be logically arranged.
5. Subject matter should hold the attention of the student.
6. Format of the material should be attractive and durable.
7. Illustrations should be pertinent and well executed.
8. Each medium should meet a real or potential need.
9. Evaluation from standard selection aids should be given consideration.

Selection Tools

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

Booklist
Bulletin of the Center for Children's Books
Children's Catalog
The Elementary School Library Collection
Hornbook
Oklahoma Department of Libraries Book
School Library Journal
Junior High & Senior High School Catalog
Fiction Catalog

When possible, audiovisual materials shall be previewed before purchase or ordered with return privilege guaranteed.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**Gift Books and Materials

1. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of a donor's purchasing new books or materials as library media center gifts is discouraged. It is preferable that donors make monetary gifts for the purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.
2. Gift books and other materials, once accepted by the Cashion Public Schools, become the property of the Cashion Public Schools.

Procedures for Reconsideration of Materials

It is recommended that a student or the student's parent should have this right to reject the use of library media center materials which seem incompatible with the student's values or beliefs. It is further recommended that classroom assignments involving library media center materials provide for alternative choices. This procedure is consistent with the National Council of Teachers of English Statement on Students' Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children. Books and other materials shall not be removed or banned solely because of partisan or doctrinal disapproval.

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objections in writing on forms provided through the principal's office.

Completed forms are to be returned to the principal.

An informal conference with the principal will be held.

If unable to satisfy the complainant, refer the complaint to the Review Committee.

Material is not to be withdrawn without referring to the Review Committee, which determines whether the material should be withdrawn.

Material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals.

The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the library media specialist and the principal.

**SCHOOL LIBRARY MEDIA CENTER, SELECTION
OF MATERIALS, REGULATION (Cont.)**

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent.

Final decision rests with the board of education.

Weeding and Discarding

Worn or missing standard items will be replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

Definition of Critical Terms

Selection -- the act or process of selecting materials.

Instructional Materials -- materials that fill a need related to the curriculum or contribute to the development and enrichment of the student.

Evaluation -- to examine and judge the quality of materials.

Inquiry -- an information request, usually informal, that seeks to determine the rationale behind the presence of a particular item in a collection.

Expression of Concern -- an inquiry that has judgmental overtones. The inquirer has already made a value judgment on the material in question.

Complaint -- an oral charge against the presence and/or appropriateness of the material in question.

Challenge -- a formal written complaint filed with the library media center questioning the presence and/or appropriateness of specific material.

Attack -- a publicly worded statement questioning the value of the material, presented to the media and/or others outside the library media center organization, in order to gain public support for further action.

Censorship -- the removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library media center directors, etc.).

USE OF SCHOOL LIBRARY MEDIA CENTER (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of the school library media center and materials.

1. Borrowed books are due two weeks from the date they are checked out.
2. Students may check out a maximum of two books from the library media center at one time. Permission may be obtained from the librarian to borrow additional books if needed for reference or a special project.
3. Books may be borrowed for two additional weeks unless someone is on a "request list" for the book.
4. Students with overdue books will not be allowed to check out additional materials. Notice of overdue books shall be posted and passed to classroom teachers.
5. Borrowers will be charged replacement costs for all books or materials that are lost or destroyed.
6. Encyclopedias and other reference books or materials may not be removed from school premises. A photocopy of a specific article may be obtained from the librarian.
7. Magazines, newspapers, and other periodicals may not be removed from the library media center and must be returned to the proper rack, shelf, or table.
8. Students will not be admitted to the library media center while classes are in session without a hall pass signed by their teacher.
9. Quiet and orderly conduct in the library media center will be enforced by the library media center staff.
10. Audiovisual equipment and materials may be checked out by teachers only. Teachers may request equipment for student use.
11. The use of library media center equipment and materials shall be pre-arranged with the librarian including any after school hour uses.
12. Students and their parents/guardians shall be informed that it is a misdemeanor under Oklahoma law to remove or attempt to remove any library media center material from the premises of a library media center facility without authority; or to mutilate, destroy, alter or otherwise damage, in whole or in part, any library media center materials, or to fail to return any library media center materials which have been lent to said person by the library media center facility, within seven days after demand has been made for the return of the library media center materials.

USE OF SCHOOL LIBRARY MEDIA CENTER, REGULATION (Cont.)

13. The librarian or any person on the library media center staff will not disclose or permit the revealing of any records or materials which disclose which of its documents or other materials have been loaned to or is being used by any student or group except such information may be disclosed to (a) persons acting within the scope of their duties within the school district, (b) persons authorized to inspect such records, in writing, by the student or group, or (c) by order of court.

**REFERENCE: 21 O.S. §1739
65 O.S. §1-105**

SCHOOL LIBRARY MEDIA CENTER

It is the policy of the Cashion Board of Education that efforts be made to staff and maintain a school library media center adequate for the needs of students and teachers.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.

INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the school district's computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me. I understand I have no expectation of privacy with regard to my use of the school district's technology.

User's Name (print clearly) _____ Home Phone: _____

User's Signature: _____ Date: _____

Address: _____

Status: Student _____ Staff _____ Patron _____ I am 18 or older _____ I am under 18 _____

If I am signing this policy when I am under 18, I understand that when I turn 18, I will have to sign another policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the school district's Acceptable Use and Internet Safety Policy for the student's access to the school district's computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child's or ward's responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child's or ward's use of his or her access to such networks and/or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child's or ward's use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district's computer network and the Internet.

Parent or Guardian (please print): _____ Home Phone: _____

Signature: _____ Date: _____

Address: _____

This agreement is valid for the _____ school year only.

INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Cashion Public Schools district is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("policy") of the school district and the Data Acquisition Site that provides Internet access to the school district. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

Term of the Permitted Use

A student or staff member who submits to the school, as directed, a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

Acceptable Uses

1. **Educational Purposes Only.** The school district is providing access to its computer networks and the Internet for educational purposes *only*. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)**

2. **Unacceptable Uses of Network.** Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:
- A. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.
 - B. Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "Trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
 - C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
 - D. Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.
3. **Netiquette.** All users must abide by rules of network etiquette, which include the following:
- A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
 - B. Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
 - C. Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
 - D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)**

4. **Cyber Bullying** - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:
- Sending mean or threatening messages via email, IM (instant messaging), or text messages.
 - Spreading rumors about others through email, IM, or text messages.
 - Creating a Web site or MySpace (or other social-networking) account that targets another student or other person(s).
 - Sharing fake or embarrassing photos or videos of someone with others via a cellphone or the Web.
 - Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Cashion Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Oklahoma and/or federal law.

Internet Safety

1. **General Warning; Individual Responsibility of Parents and Users.** All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.
2. **Personal Safety.** Be safe. In using the computer network and Internet, the user should not reveal personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone "met" on the computer network or Internet without a parent's permission (if the user is under 18). Regardless of the user's age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.
3. **"Hacking" and Other Illegal Activities.** It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
4. **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)**

supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

5. **Active Restriction Measures.** The school, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using internet filtering software for our technology protection measure () to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h](7)), as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

6. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Privacy

Network and Internet access is provided as a tool for the user’s education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

Failure To Follow Policy

The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student’s enrollment or the staff member’s employment in the school district. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)**Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, the Data Acquisition Site that provides the computer and Internet access opportunity to the school district and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

Updates

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

REFERENCE: 21 O.S. §1040.75, §1040.76**Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554)****Communications Act of 1934, as amended (47 U.S.C. 254[h], [i])****Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)**

THIS POLICY REQUIRED BY LAW.

WEB PAGES

The school district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned. All web pages must comply with district web page guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site

The district's web site provides a resource for obtaining information about the district and for informing patrons about classroom activities and board policies. Information concerning the time, date, place, and agenda for the district's board meetings will also be posted on the district's web site. Requests for publication of information on the district web site should be directed to the district [webmaster]. District administrators (transportation supervisor, food service director, business manager, etc.) may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

State law requires specific items be included on the school district's website as follows:

1. The time, date, place, and agenda of all regularly scheduled meetings of the board of education;
2. When reasonably possible, the date, time, place and agenda of any special or emergency meetings of the board of education;
3. The names of members of the board of education;
4. At least thirty (30) days after the approval for a vote on a bond or other evidence of indebtedness to be issued by the school district, the following information shall be published in accordance with law:
 - a. A description of the project or assets that will be acquired, improved or repaired with the proceeds from the issuance of the bonds;
 - b. A description of any unpaid or unfinished bond approved by the voters preceding the date of the vote on the bonds to be issued; and
 - c. A detailed description of the use of the previous bond proceeds. If the bond proceeds were utilized to acquire or improve real property, the description shall include a physical address using a street number or some other method by which the location of the property can be identified.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district.

Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's web site that are primarily academic, educational, and research oriented.

Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

WEB PAGES (Con't)

Student web pages may be removed at the end of the school year unless special arrangements are made.

Clubs and Organizations

Web pages published by clubs and organizations may provide information about extracurricular and other school-authorized activities, as well as general information relating to the district.

Others

The district may allow other organizations, e.g., parent-teacher groups, booster clubs, etc., to publish web pages.

REFERENCE: 74 O.S. § 464

The Bond Transparency Act of 2017 which is not to be codified in the Oklahoma Statutes
Family Educational Rights and Privacy Act, Sec. 438, 20 U.S. Sec. 1232g (1988)
Copyrights, Title 17, as amended, United States Code

**CASHION PUBLIC SCHOOLS
STUDENT ACTIVITIES
FIELD TRIPS/ACTIVITY TRIPS**

Educational field trips shall be planned and conducted in accordance with the following guidelines:

1. The teacher/sponsor shall review the educational value of the field trip with the principal and receive the principal's approval prior to making arrangements for the field trip/activity.
2. The principal must receive Field Trip/Activity request, transportation request, substitute request, and calendar request prior to granting approval. Arrangements for buses and bus drivers should be made at least one week prior to the trip.
3. A parental permission slip is required for each student participating in the trip including walking excursions. Forms are available in the principal's office. The teacher will provide the parents with information concerning the purpose and destination of the trip, transportation, eating arrangements, date and time of departure, and estimated time of return.
4. If the sponsor of an activity trip is the driver of the bus, there may be other adult chaperones. The need for additional chaperones will be determined by the building principal. Teachers/sponsors are responsible for informing accompanying adults of their duties and responsibilities.
5. The teacher/sponsor should review acceptable standards of conduct as outlined in the student handbook with the students in advance of the trip. The teacher has primary responsibility for the conduct of the student. Students who cannot be self-controlled or teacher-controlled may be excluded from trips.
6. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip/activity.
7. Students' safety will be a primary concern with first aid kits required on all field trips/activities.
8. Attendance at each stop and periodically during the field trip/activity will be recorded to assure the constant awareness of each student's whereabouts, needs, and participation.
9. Should an emergency occur the teacher/sponsor is responsible for notifying the principal as soon as possible.
10. Walking trips must be made under the personal supervision of the teacher. Employee vehicles may be used for field trips/activities in the Oklahoma City area if approved by the building principal. Such practice should be authorized in only the most unusual of circumstances.
11. The use of private vehicles should be discouraged in favor of district transportation. Students shall never be allowed to transport themselves to field trips/activities.
12. Students will not be permitted to leave the field trip/activity group during the trip unless prior written arrangements are made by parents and approved by the principal.
13. If students return to the school from a field trip/activity after school hours, the teacher/sponsor should make provisions for their safe departure home, taking into account the age of the student and the hour.

STUDENT ACTIVITIES FIELD TRIPS/ACTIVITY TRIP (Cont.)

The decision as to whether overnight travel will be involved will be made by the superintendent or a designee. If a trip requires overnight travel, rooming assignments will be made in advance by the superintendent or a designee. When making rooming assignments, the superintendent will ensure that an appropriate number of adults will be involved in the activity trip to provide adequate supervision of students. Sponsors will be expected to do random inspections to ascertain whether students are in assigned locations.

COPYRIGHTED MATERIALS CHECKLISTSTEACH Act Checklist

- ☐ 1. The district is an accredited nonprofit educational institution or governmental body.
- ☐ 2. The district has an institutional policy that addresses the use of copyrighted materials and promotes compliance with U.S. copyright law.
- ☐ 3. The district provides educational materials/resources to faculty, students, and staff that accurately describe copyright rights and responsibilities.
- ☐ 4. The work is not a digital educational work produced or marketed primarily for performance/display as part of mediated instructional activities transmitted via digital networks.
- ☐ 5. The work is not a textbook, coursepack, electronic reserves, or similar material typically purchased individually by the students for independent review outside the classroom or class session.
- ☐ 6. The work is lawfully made and acquired. Would a reasonable evaluation indicate the origin of the work to be questionable?
- ☐ 7. The work is an integral part of the class session. The materials are specifically for students enrolled in the course.
- ☐ 8. The work is part of systematic mediated instructional activities, provided at the instructor's direction during the relevant lesson.
- ☐ 9. The work is directly related and of material assistance to the teaching content and is a part of the regular offerings of the district.
- ☐ 10. The work is (check one):
 - ☐ Nondramatic literary work (may use all)
 - ☐ Nondramatic musical (may use all)
 - ☐ Reasonable and limited portion of any other work (dramatic literary, musical, or audiovisual works) *or*
 - ☐ Display of any work in an amount similar to typical displays in face-to-face teaching in a live classroom setting
- ☐ 11. The transmission of the work is limited, as technically feasible, to the students enrolled in the course.
- ☐ 12. Reasonable downstream controls have been instituted.
 - ☐ Reasonable measures been implemented to prevent retention of the works for longer than the class session.
 - ☐ Reasonable measures have been implemented to prevent unauthorized dissemination in accessible form by the recipients.
- ☐ 13. Materials will be stored on a secure server and transmitted only as permitted by the TEACH Act.

COPYRIGHTED MATERIALS CHECKLISTS (Cont.)

- ☐ 14. Copies of the work will not be made other than the one needed to make the transmission.
15. For conversions of analog to digital
- ☐ No digital version is available to the educational institution.
- ☐ The digital version available is technologically protected to prevent TEACH uses.
 Yes: Conversion of analog to digital permitted
 No: Conversion of analog to digital not permitted
- ☐ 16. There is a warning notice present on the work notifying students that the work may be protected by copyright.

Permissions Guide

1. Does the proposed use require permission from the copyright holder?
- A. Is the work subject to copyright?
- ☐ Is it an original work of authorship?
- ☐ Is it fixed in a tangible medium of expression?
- ☐ Is it **not** an “idea, procedure, process, system, method of operation, concept, principle, or discovery, regardless of the form in which it is described, explained, illustrated, or embodied” in a copyrighted work?
- ☐ Is it **not** a work produced by a U.S. government employee in the scope of employment?
- ☐ Is it **not** a work the author has expressly made available for unrestricted copying, distribution, etc., effectively dedicated to the public domain?
- ☐ Has the copyright expired?
- B. Is there a legal basis for use without permission?
- ☐ Is it fair use? To enhance the fair use argument, especially for coursepacks and web-based teaching materials, (1) use excerpts that are short and qualitatively insubstantial; (2) limit access to students enrolled in the course; (3) end access after the course; (4) do not use the material repeatedly for a course; (5) include the copyright notice and appropriate attributions; (6) obtain permission if easy to do so (cost and timing perspective).
- ☐ Is it a performance and/or display of a work in a face-to-face teaching setting?
- ☐ Is it a transmission of a performance and/or display of limited works to a classroom setting for teaching purposes?

COPYRIGHTED MATERIALS CHECKLISTS (Cont.)

2. Obtaining permission to use copyrighted works:

- ☐ Identify the copyright holder (best to confirm by phone or e-mail before seeking permission).
- ☐ Send written request for permission to use.
 - Allow several weeks lead time.
 - Can the district pay a licensing fee/royalty?
- ☐ If license fee is too much or there is no response, be prepared to use a limited amount that qualifies for fair use, or use alternative materials.
- ☐ Obtain legal review/contract review for any license agreements other than the district's permissions form.

PERMISSION RELEASE FOR COPYRIGHTED MATERIALS

Date _____

Firm _____

Address _____

School _____

Address _____

Telephone _____

Person making request _____

To Whom It May Concern:

We would like to request permission to copy the following copyrighted materials:

Number of copies to be made _____

Copy medium _____

Use of copies _____

Thank you for your cooperation.

Sincerely,

PRODUCER'S REPLY

Permission is hereby: _____ granted. _____ denied.

Details: (include fees, limitations, etc.)

Signature _____

Title _____

Date _____

USING COPYRIGHTED MATERIAL (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of copyrighted material by employees of this school district.

Employees are urged to follow these guidelines and to instruct students in the importance of observing copyright provisions.

Television/Video and Audio

1. Off-air recordings of broadcast programs available to the general public without charge may be used **once** to meet instructional objectives in a classroom and repeated **once** for reinforcement during a 10-day period following the broadcast.

If you are seeking written permission from the copyright owner to keep and use the program in teaching/-learning activities, the recording may be retained an additional 35 days. If permission is not granted, the tape **must** be erased. Schools may not build library collections of off-air recordings without permission of copyright owners.
2. Programs recorded from pay television channels (HBO, Cinemax, Disney, etc.) do not qualify under "fair use" guidelines and may **not** be recorded or used in the classroom.
3. Teachers must file formal requests for off-air taping as principals and library media specialists may not make such requests on their behalf.
4. Off-air recordings of broadcast programs may be taped only once for or by a teacher, regardless of the number of rebroadcasts in the same or succeeding years.
5. Off-air recordings must meet the tests of spontaneity:
 - A. The copying is at the instance and inspiration of the individual teacher, and
 - B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
6. A videotape marked "For Home Use Only" may be used in school only in a regular instructional situation by a classroom teacher in a face-to-face setting to meet an instructional objective. It may **not** be used for entertainment, filler, or any other purpose without prior permission of the copyright owner. Face-to-face teaching exemptions apply if **all** of the following requirements are met:
 - A. Performance must be given by an instructor or student;
 - B. Performance must take place at a non-profit educational institution;
 - C. Performance must be part of a regular instructional activity limited to when instructor and students are in a face-to-face situation;

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

- D. Performance takes place in a classroom or in a similar place devoted to instruction;
- E. Performance must utilize a lawfully-made copy.
- 7. Audio and video tapes on preview must **not** be copied and must be returned or purchased after a reasonable evaluation period.
- 8. Audio and video tapes may not be borrowed from other school districts and used in the classroom.
- 9. It is not legal to make a “shelf” or archival copy of any audio/visual material or duplicate any material on another format without written permission from the copyright owner.

Computer Software

- 1. All software purchased by the district for classroom, lab, media center, and office use remains the property of the district and may be used only in school-sponsored programs and activities. No employee or student may make a personal copy of any district-owned software.
- 2. Illegal copies of copyrighted software programs may **not** be made or used on school equipment.
- 3. Legal copies of copyrighted software programs must observe software licensing agreements of copyright holders and must be obtained and made by the Cashion Public Schools' authorized representative(s).
- 4. One archival, or backup, copy of copyrighted software purchased by or donated to the office may be made, unless an applicable licensing agreement prohibits copying for any purpose.
- 5. Multiple loading of software is prohibited unless written permission has been obtained or unless the software is advertised as multi-load.
- 6. Use of software on a networked computer system is prohibited unless written permission is obtained or unless the networked version is used. Instructional software must be approved by the district software curriculum committee and administrative software must be approved by the director of data processing.
- 7. Installation of public domain software is **prohibited** on any district computer.
- 8. Computer software developed by Cashion Public Schools employees and students on equipment owned by the district and/or during the school day is the sole property of the district. Distribution of such software by the individual without written permission of the district is strictly prohibited.
- 9. Software on preview must not be copied and must be returned or purchased after a reasonable evaluation period.
- 10. The superintendent or designee may sign district duplication rights agreements or licenses for software for schools within the district.

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

11. Employees of the district shall not encourage or allow any student to surreptitiously or illegally duplicate computer software or access any database or electronic bulletin board.
12. The data processing department is solely responsible for the duplication of all computer software licensed for district-wide use.
13. The legal, ethical, and practical problems caused by software piracy will be taught in all schools in the district.
14. A teacher or student may download to the printer bibliographic citations or full text of a document identified during a search of DIALOG, Wilsonline, etc., as the terms of the school's contract with the vendors specify. It is assumed that the user will require no more than 20-30 citations, will be using a legitimate password or subscription for invoice purposes, and has local approval to order, receive, and provide payment for a full-text document or citations.
15. Without the express consent of a database vendor, a teacher or student may not keep archival copies of downloaded works or make commercially available the downloaded material.

Print/Graphics

No charge shall be made to the student beyond the actual cost of the photocopying.

1. Prohibited copying
 - A. The reproduction of copyrighted, **consumable** materials such as workbooks, exercises, activity sheets, standardized tests and test booklets, answer sheets, and other such materials is specifically prohibited by the copyright law. Once the ditto ink is depleted from a purchased ditto master, no further copies are to be made.
 - B. Copying shall not
 1. Substitute for the purchase of books, publishers' updates or reprints, or periodicals;
 2. Be directed by higher authority.
 - C. Copyrighted comic strip or cartoon characters may not be reproduced or altered for use on bulletin boards, hallways, cafeteria walls, publications, or school uniform/clothing.
 - D. Copying of the same item may not be repeated from term to term (school semester or school year).
2. Permissible copying
 - A. A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparation to teach a class:
 1. A chapter from a book;

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

2. An article from a periodical or newspaper;
 3. A short story, short essay, or short poem;
 4. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
- B. One transparency for classroom instruction may be made from **consumable** materials such as workbooks, exercises, activity sheets, and other such materials.
- C. Multiple copies of **nonconsumable** materials for classroom use or discussion may be made by or for the teacher giving the course, provided that
1. The copying meets the tests of brevity, spontaneity, and cumulative effect as defined below;
 2. Each copy includes a notice of copyright; and
 3. No more than one copy per pupil in a course is made.

Definitions

1. Brevity
 - A. Poetry: (1) a complete poem of less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words. (Copying may be expanded to permit completion of a stanza.)
 - B. Prose: (1) either a complete article, story, or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Copying may be expanded to permit completion of an unfinished paragraph.)
 - C. Illustration: one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
 - D. "Special" works (picture books and certain works in poetry and prose that combine language with illustrations and which are less than 2,500 words in their entirety): such "special" works may not be reproduced in their entirety; however, two of the published pages of such a special work may be reproduced.
2. Spontaneity
 - A. The copying is at the request and inspiration of the individual teacher, and
 - B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

3. Cumulative Effect

- A. The copying of the material is for only one course in the school in which the copies are made.
- B. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)
- C. No more than nine instances of such multiple copying shall be made for one course during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)

Facsimile Sharing of Prints and Graphics

- 1. Copyrighted material may be faxed to any person making a legal request.
- 2. After making a copy of a work and then faxing that copy, it must be destroyed. This complies with the regulation that only one copy of the original work may be in existence.
- 3. Any faxed material received can be used as resource/research sharing, but not as resource building. No additional copies of the received material may be made.
- 4. Received faxed material may not substitute for purchasing books or subscriptions.

Music/Theatre

Royalties must be paid, as specified by the publisher, for the public performance of copyrighted plays or music.

- 1. Permissible copying
 - A. Sheet music or plays may be copied only if a purchase order for the materials has been issued but the materials have not yet been received. Once the purchase materials are received, all other copies must be destroyed.
 - B. For academic purpose other than performance, **multiple copies** of excerpts of works may be made provided that
 - 1. Excerpts are not a performable unit (a section, movement, or aria) or more than 10% of the whole work;
 - 2. No more than one copy per pupil in the class is made; and
 - 3. The copyright notice appears on the printed copy.

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

- C. For academic purposes other than performance, a **single copy** of an entire performable unit (a section, movement, or aria) may be made for the teacher for scholarly research or in preparation to teach a class provided that
 - 1. The work is confirmed by the copyright holder to be out of print;
 - 2. The work is unavailable except in a larger work; and
 - 3. The copyright notice appears on the printed copy.
- D. Printed copies that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added, if none exist.
- E. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teachers.
- F. A single copy of a sound recording (tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the **music itself** and **not to any copyright that may exist in the sound recording.**)
- G. Copyrighted music recordings may be used as background for a media presentation only if the presentation is required for instructional purposes, and not for entertainment.
- 2. Prohibited copying
 - A. Copyrighted music recordings may not be reproduced from album to tape.
 - B. Music or plays may not be recorded from a broadcast.
 - C. Copying for the purpose of performance may not be done.

Internet

- 1. The rights of the owner of copyrighted material on the Internet are exactly the same as the rights for the owner of traditional materials.
- 2. The rights of the copyright holder include:
 - A. The sole right to make copies;
 - B. The sole right to distribute copies;

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

- C. The sole right to produce derivative copies;
 - D. The sole right to perform or display a work publicly.
3. All the criteria for “fair use” apply to works on the Internet just as they apply to other materials.

Digital Transmission (Distance Education)

The Technology, Education, and Copyright Harmonization Act of 2001 (the TEACH Act) provides that it is not copyright infringement for teachers and students in an accredited, nonprofit educational institution to transmit performances and displays of copyrighted works as part of a course if certain conditions are met. If these conditions are not or cannot be met, use of the material will have to qualify as a fair use or permission from the copyright holder(s) must be obtained.

1. Teachers who want to incorporate works into digital transmission for instructional purposes must:
 - A. Avoid the use of commercial works that are sold or licensed for purposes of digital distance education.
 - B. Avoid the use of pirated works, or works where the teacher may otherwise have reason to know the copy was not lawfully made.
 - C. Generally limit the use of works to an amount and duration comparable to what would be displayed or performed in a live physical classroom setting.
 - D. **Supervise** the digital performance or display, make it an integral part of a class session, and make it part of a **systematic mediated instructional activity**. In other words, teachers should interactively use the copyrighted work as part of a class assignment in the distance education course. It should be made by, at the direction of, or under the supervision of the instructor; and directly related and of material assistance to the teaching content. It should not be an entertainment add-on or passive background/optional reading.
 - E. Use software tools provided by the district to limit access to the works to students enrolled in the course, to prevent downstream copying by those students, and to prevent the students from retaining the works for longer than a class session. The performance or display must be for, and technologically limited to, the students enrolled in the class.
 - F. Notify the students that the works may be subject to copyright protection and that they may not violate the legal rights of the copyright holder(s). A sample notice might read:

The materials on this course Web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

USING COPYRIGHTED MATERIAL, REGULATION (Cont.)

2. The TEACH Act permits the transmission of the following:
- A. Performances of **all** of a nondramatic literary or musical work. Nondramatic literary works, as defined in the Act, exclude audiovisual works; thus, examples of permitted performances in which entire works may be displayed and performed might include a poetry or short story reading. Nondramatic musical works would include all music other than opera, music videos (because they are audiovisual), and musicals.
 - B. **Reasonable and limited portions** of any other performance. This would include all audiovisual works such as films and videos of all types, and any dramatic musical works excluded above.
 - C. Displays of any work in **amounts comparable to typical face-to-face displays**. This would include still images of all kinds.

Excluded from coverage are the use of works primarily produced or marketed for in-class use in the digital distance education market; works the instructor knows or has reason to believe were not lawfully made or acquired; and textbooks, coursepacks, and other materials typically purchased by students individually.

4. Conversion from Analog to Digital

The TEACH Act specifically authorizes the digitization of print or other works in analog format under the following conditions:

- A. Only the amounts authorized to be performed or displayed may be digitized; and
- B. There is no digital version available to the district; or
- C. The digital version that is available to the district is technologically protected in a manner that prevents its use for authorized purposes.
- D. Such copies are retained only by the district and used only for the activities authorized by copyright law.

Permission for Use

Employees are encouraged to seek written permission for use of copyrighted materials which have instructional value but which cannot be purchased because of lack of funds or availability. A request for permission should include:

- Specific description of the item to be copied (title, author, edition, page numbers, frames, excerpts, etc.);
- Type of duplication and number of copies;
- Plans for usage and distribution of copies and the frequency of use.

USING COPYRIGHTED MATERIAL

It is the intent of the Cashion Public Schools to adhere to the provisions of the copyright law (Title 17 of the U.S. Code) as they affect the district and its employees. While the law identifies some "fair use" provisions, it also defines specific restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can result in criminal prosecution. It is the position of Cashion Public Schools that copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted materials may not be made or used on district equipment.

Congress has identified four criteria to be balanced in considering questions of "fair use:"

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon potential market for or value of the copyrighted work.

In an effort to discourage violation of the copyright law and to prevent such illegal activities:

1. All employees will be advised of this policy; and
2. Employees who willfully disregard the district's copyright position are in violation of board policy; they do so at their own risk and assume all liability responsibility. The legal and/or insurance protection of the district will not be extended to anyone who violates the fair use standards of this policy.

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS COMPLAINT FORM

TO: _____,

This must be submitted in writing either in person or via email.

On the ____ day of _____, 20____, _____(Name of Employee) violated 70 O.S. § 24-157(B) by requiring or making a part of a course taught by the school district the following discriminatory principle:

- (1) One race or sex is inherently superior to another race or sex,
- (2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
- (5) An individual's moral character is necessarily determined by his or her race or sex,
- (6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
- (8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

Please circle the item above that was violated. An explanation of the alleged violation, how the above item was violated, and relevant information to enable the district to investigate the alleged discriminatory conduct includes, but is not limited to:

[illegible]

PROHIBITION OF RACE AND SEX DISCRIMINATION, Con't

The district may interview the following individuals:

I, _____, attest that the information that I have provided above is correct and accurate.

Complainant

NOTE: **This form is optional the district is certainly free to require a different document in its place.**

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles:

- (1) One race or sex is inherently superior to another race or sex,
- (2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
- (5) An individual's moral character is necessarily determined by his or her race or sex,
- (6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
- (8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

A "course" shall include any forum where instruction or activities tied to the instruction are provided, including training, seminars, professional development, lectures, sessions, coaching, tutoring, or any other class.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- (A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- (B) Identify the dates the alleged discriminatory act occurred;
- (C) Explain the alleged violation and/or discriminatory conduct and how enumerated items 1-8 above have been violated;
- (D) Include relevant information that would enable a public school to investigate the alleged violation; and
- (E) Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses.

The district hereby designates building principals as the employee responsible for receiving complaints. Complaints may be provided via telephone at 405-433-2741 and via email to any building principal. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within ninety (90) days of receipt of a claim. Within thirty (30) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION, Con't

No individual shall be retaliated against for (1) filing a complaint; or (2) the purpose of interfering with any right or privilege secured by federal civil rights laws and regulations. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE: **70 O.S. § 24-158**
 State Accreditation Standard 210:10-1-23

**A policy on this issue is required by the
Standards of Accreditation for Oklahoma Schools
Effective July of 2021**

CHAPTER I COMPARABILITY

In order to ensure equivalence among schools, the following is the policy of the Cashion Board of Education. When an elementary class reaches the size of 25 students, it is divided and a second teacher is hired to teach the additional class. Each elementary classroom has a self-contained library. The Junior-Senior High School students have access to the school library. The school librarian is assessable to any teacher or classroom. Elementary classes may visit the school library by appointment with the librarian.

A school counselor is available to all students, kindergarten through twelfth grades.

Classroom aides work throughout the grade school and a half day in the computer lab.

There are two principals, the Elementary/Junior High principal for grades K-9 and the High School principal for grades 10-12.

Special Education classes and related services are provided for all students birth to 18, or 21 if fewer than 12 years of school has been provided.

BASIC INSTRUCTIONAL PROGRAM

The Cashion Board of Education will provide reasonable educational opportunities to enable all children to succeed, both personally and as citizens.

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of all school-aged children and provide opportunities for individual children to develop specific talents and interests.

The board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The board will appoint a committee composed of administrators, teachers, and parents to annually evaluate the curriculum to determine whether each child in the school system is receiving basic skill instructions.

The committee shall have access to all materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal information. Members of the committee may visit with other staff members, students, former graduates, parents, and business people in the community for input into their evaluation.

The committee chairperson shall prepare a written report of the findings of the committee to the superintendent prior to the first day of February each year. This report should list the strengths and recommendations for each basic skill area.

The superintendent shall present the report to the board of education at a regular or special meeting. The board will consider each recommendation made by the committee. Any changes in methods of instruction, scheduling, or curriculum changes will be left entirely up to the superintendent and the board of education.

This committee shall be appointed to serve for a one-year term. However, individual members may be appointed to succeed themselves if the board so desires.

At all levels, provisions will be made for a wide range of individual differences through use of a variety of materials, adjustment in studies, and modified courses.

In all instances, the curriculum will meet the educational requirements established by state law.

The goals of the evaluation committee will be to permit and assist every child to acquire the following:

1. An understanding of himself and of his worth as an individual and a member of society.
2. A mastery of the basic skills in the use of the language arts -- listening, speaking, writing, reading, spelling, and grammar.
3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically, and solving problems.

BASIC INSTRUCTIONAL PROGRAM (Cont.)

4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.
5. The desire and the ability to express himself creatively in one or more of the fine and creative arts and to appreciate the aesthetic expressions found in the art of others.
6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation, and the world.
7. An understanding of career roles and how to relate learning experiences to real life.

REFERENCE: 70 O.S. §11-103

DIPLOMAS FOR VETERANS

In order to recognize and pay tribute to veterans who left high school prior to graduation to serve in World War II, in the Korean War, or in the Vietnam War, the Cashion Board of Education will grant a diploma of graduation to any veteran who meets the requirements as listed below. Such diplomas will be presented in conjunction with appropriate Veterans Day programs.

To be eligible to receive a high school diploma, a veteran shall:

1. Have been honorably discharged from the Armed Forces of the United States of America;
2. Have served on active duty or have been discharged with a service-connected disability between the dates of September 16, 1940, and December 31, 1946, or between the dates of June 27, 1950, and January 31, 1955, or between the dates of May 13, 1961, and April 29, 1975; and
3. Be a resident of the State of Oklahoma.

Additional rules may be imposed by the State Department of Education after consulting with the Department of Veterans Affairs.

REFERENCE: 70 O.S. §24-153

SEX EDUCATION

It is the policy of the Cashion Board of Education that all curriculum and materials, including supplementary materials which will be used to teach or will be used for or in connection with a sex education class or program which is designed for the exclusive purpose of discussing sexual behavior or attitudes, or any test, survey or questionnaire whose primary purpose is to elicit responses on sexual behavior or attitudes, shall be available through the superintendent or designee for inspection by the parents or guardians of the students who will be involved with the class, program, test, survey, or questionnaire.

Such curriculum, material, class, program, test, survey, or questionnaire shall include information about consent and shall have as one of its primary purposes the teaching of or informing students about the practice of abstinence.

The term "consent" means the affirmative, unambiguous and voluntary agreement to engage in a specific sexual activity during a sexual encounter which can be revoked at any time. Consent cannot be:

1. Given by an individual who:
 - a. is asleep or is mentally or physically incapacitated either through the effect of drugs or alcohol or for any other reason, or
 - b. is under duress, threat, coercion or force; or
2. Inferred under circumstances in which consent is not clear including, but not limited to:
 - a. the absence of an individual saying "no" or "stop", or
 - b. the existence of a prior or current relationship or sexual activity.

The superintendent or designee shall provide prior written notification to the parents or guardians of the students of their right to inspect the curriculum and material and of their obligation to notify the school in writing if they do not want their child to participate in the class, program, test, survey, or questionnaire.

No student will be required to participate in a sex education class or program that discusses sexual behavior or attitudes if a parent or guardian of the student objects in writing. If the type of program referred to is a part of or is taught during a credit course, a student may be required to enroll in the course but shall not be required to receive instruction in or participate in the program if a parent or guardian objects in writing.

The superintendent or designee shall approve all curriculum and materials which will be used for the purpose of discussing sexual behavior or attitudes and any test, survey or questionnaire used to elicit responses on sexual behavior or attitudes prior to the use of such materials.

Teachers involved in the class, program, test or survey shall submit curriculum, materials, tests, or surveys to the superintendent or designee for approval before they are used in the classroom or school.

REFERENCE: 70 O.S. §11-105.1
21 O.S. § 113

PHYSICAL EDUCATION

Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. The district is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

Oklahoma Kids Fitness Challenge Act

This district will implement the physical activity program for public school students in the fifth grade as established by the State Board of Education. Fitness challenges adopted by the Presidents Council on Physical Fitness and Sports will be incorporated into the program and may include the following activities:

PHYSICAL EDUCATION (Cont.)

1. Twenty-five sit-ups in two minutes a minimum of three times per week every week during the school year; or
2. Walk a minimum of twenty-five miles per week every week during the school year.
3. Participation in “Walk Across Oklahoma.”

REFERENCE: 70 O.S. §1-107
70 O.S. §11-103, §11-103.9
70 O.S. §1210.199
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

*THIS POLICY REQUIRED BY
PUBLIC LAW 108-265, SECTION 204.*

SPEECH THERAPY GUIDELINES

INTRODUCTION

These placement criteria are guidelines to use for serving speech impaired students in the Kingfisher County Schools. These criteria are based on studies, norms, and the experience of Kingfisher County Public Schools Speech-Language Pathologists.

It must be remembered that actual determination of eligibility for the program is always left to the consensus of the eligibility team consisting of the speech pathologist, classroom teacher, parent, and administrator.

SCREENING

Screening shall be done to determine if actual testing for articulation and/or language problems should be considered.

1. All kindergarten students who have not previously been screened by the Kingfisher County Guidance Center.
2. All first grade children.
3. All new students.

TESTING

1. Articulation
 - A. Appropriate articulation instruments will be administered to determine the number of error sounds, severity of errors, and whether errors are developmental in nature.
 - B. Students exhibiting developmental articulation problems may be monitored by the speech pathologist in lieu of enrollment in speech management.
2. Language Development
 - A. Appropriate language instruments will be administered by the Speech/Language Pathologist.
 - B. Prior to language testing, the Slosson Intelligence Test will be administered to each child to establish a mental age, if no other current testing is available within the district.

PLACEMENT

1. Articulation Therapy
 - A. Students who consistently omit, distort, and/or substitute phonemes or single word sounds.
 - B. Students with physical motor impairments of the articulators will be remediated only to the point that the physical discord prevents further articulation development. After the student has reached this plateau of his greatest possible success, it is recommended that the student be returned to the regular classroom.
 - C. Students who display reverse swallowing patterns (tongue thru) concurrent with an articulation disorder may be enrolled for articulation management. If necessary for success in articulation, efforts may be made to

SPEECH THERAPY GUIDELINES (Cont.)

remediate the swallow. However, the correction of a deviant swallow without an accompanying articulation disorder is not considered within the realm of the public school speech Pathologist. Such students should not be enrolled in management.

2. Language Development

- A. Language evaluation of children 0 to 5 will be done by the Kingfisher County Guidance Center.
- B. Criteria for placement in ages 5 through 8 M. A. will be 2 years below the chronological age.
- C. Placement for ages 8 through 12 is M. A. 1 ½ years below chronological age.
- D. Placement for 12 through 21 is M. A. One year below the chronological age.
- E. Students below age seven who exhibit certain errors of syntax may be developing their language skills within normal development age levels. These students should not be enrolled in language management.
- F. Similarly, students with low overall mental abilities cannot be expected to exceed their mental age with their linguistic abilities. Therefore, students enrolled in an appropriate EMH (Educable Mentally Handicapped) or TMH (Trainable Mentally Handicapped) program, whose language and vocabulary development is commensurate with their mental ages (not chronological ages) are considered to be developing at an appropriate level for their abilities. These scores may be obtained from existing records in the child's confidential folder or through the administration of the Slosson. Their language and vocabulary development could be expected to continue to grow along with overall mental abilities in the EMH or TMH classroom.
- G. Certain students with normal well developed syntactic skills and normal hearing display low vocabularies. These students may display low vocabulary as a function of environment, intelligence, or personal motivation. Students who fit into this category may be appropriately served in the regular classroom to build their vocabularies. The Speech-Language Pathologist may serve as a resource person or may help parent and teachers work with these students.

3. Placement of Students exhibiting dysfluencies, vocal abnormality dialectical or bilingual differences.

- A. Students who display abnormal dysfluency will be referred to the Kingfisher County Guidance Center.
- B. Students may be enrolled in voice management for alteration of abusive vocal behavior which may in turn affect voice quality. However, vocal abnormalities (hoarse, harsh, or breathy voice) are due to physical impairments of varying degrees, severity and medical implication. In some of these cases, the speech pathologist can prevent further physical problems by alerting behavior. In all cases of abnormal vocal quality, a medical examination can be obtained through the Voice Disorders Clinic at John W. Keys Speech and Hearing Clinic.
- C. Dialectical and bilingual differences do not necessarily constitute an articulation or language disorder. The Speech/Language Pathologist will act as a resource person unless a specific disorder can be determined.

SPEECH THERAPY GUIDELINES (Cont.)**REVIEW OF PLACEMENT****1. Articulation**

- A. Release from therapy will be contingent upon fulfillment of IEP statements.
- B. The student who reached the level of carryover shall continue at the determination of the speech pathologist, in speech management for one school year. At that time the student shall be released from therapy.
- C. A review of placement will also be considered if the student's motivation is not sufficient. Alternative placement will be considered.

2. Language Development

Appropriate testing will be conducted and determinations made as to compliance with IEP goals.

3. Preschool Students

Regular attendance is required for the student to remain in the program.

DEVELOPMENTAL NORMS FOR ARTICULATION

PHONEME	AGE
m	3
n	
p	
b	
h	
w	4
k	
g	
f	
y	
ng	5
d	
t	
v	
l	7
sh	
ch	
s	
z	

SPEECH THERAPY GUIDELINES (Cont.)

r
j
th-
l blends
s blends
r blends
zh
hw

8

*Norms developed by Kingfisher County Speech/Language Pathologist (January 1984).

RESPONSIBILITIES FOR GIFTED PLACEMENT

<u>What is to be done</u>	<u>Person Responsible</u>	<u>Timeline</u>
Administration of group tests		
Administration of individual tests		
List all students scoring at or above the 97th percentile rank on standardized tests		
Collect pertinent data		
Notify parents if child is not placed in gifted program		
Process parent's request for additional evaluation		
Hand out parental permission form		
Maintain files containing forms		
Implement appropriate program		

APPLICATION FOR GIFTED PROGRAM

Criteria for Qualification:

1. Student must have a composite score in the top 3% according to nationally standardized tests.
2. School performance will reflect student's participation. For example, attendance, classroom performance, attitude, teacher recommendation.

TO BE COMPLETED BY PARENT:

Date _____

Date of Birth _____ Age _____

Home Phone _____
Student's Name: Last, First, MiddleWork Phone _____
Parent's Name

Address _____ Town _____ Zip Code _____

Grade Level _____

Has this child attended a Gifted Program? _____
Where? _____Has this child been accelerated in any grade? _____
If so, where? __________
Parent's/Guardian's Signature

GIFTED CHILD EDUCATIONAL PROGRAM

The Cashion Board of Education recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.307 of Title 70.

Therefore, it is the policy of the board of education to cooperate fully with the State Department of Education in identifying gifted and talented children and in developing appropriate educational programs.

Children in this district will be considered for placement in the program in accordance with scores on standardized achievement and intelligence tests, records, and recommendations of teachers and parents.

Children identified as gifted and talented will be offered gifted and talented educational programs directly through the facilities of this district.

Student participation in extracurricular activities shall be dependent upon the maintenance of minimum academic standards established by the board, the student's individual ability in the extracurricular activity, and such other factors as may be determined by the administration.

The superintendent is directed to develop and implement regulations that support this policy.

REFERENCE: 70 O.S. §1210.307, et seq.
70 O.S. §5-135

REVOCATION FOR CONSENT FOR SPECIAL EDUCATION SERVICES

The purpose of this notice is to provide the parent/adult student with information to make an informed decision when considering the written withdrawal of consent for special education services and provide information regarding the implications of this decision. The school considered the continuation of special education services but rejected that option because the parent/adult student revoked consent for special education.

There are many rights and protections offered to special education students that are not available to students in regular education. Special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a student with a disability. Eligibility for special education is determined on the basis of evaluations which assess the need for specialized instruction designed to benefit in a public school setting. [A copy of the Procedural Safeguards for Children with Disabilities and their Parents under the Individuals with Disabilities Education Act 2004 can be obtained in the school districts central office or from the Department of Special Education/Federal Programs.]

I understand that in withdrawing my consent for myself/my student to continue to receive special education carries with it the following implications listed below: **(Place your initials next to each statement to acknowledge that you understand the content of this Notice).**

_____ I/My student will be dismissed from special education and will no longer receive any special education or related services.

_____ I/My student will no longer be considered to have a disability under the Individuals with Disabilities Education Act (IDEA) and will only receive services from regular education.

_____ I understand that I/my student may be ineligible for accommodations under a Section 504 Plan.

_____ I/My student will be educated in all regular education classes and will not have the benefit of special education accommodations, modifications, specialized instruction, or related services. All instruction will be provided on grade level and I/my student will be held to the same accountability standards as any other non-disabled student.

_____ I/My student's educational progress will meet the same standards applicable to regular education students. This will include, but is not limited to any federal, state, or District tests, assessments, and criteria for regular education students.

_____ I understand that I/my student must meet grade promotion standards.

_____ I/My student will be required to meet all graduation requirements in order to receive a high school diploma

_____ I/My student will be expected to follow all school policies concerning student conduct, and will be subject to the same expectations and discipline consequences of regular education students. If, after dismissal from special education, the District proposes to discipline me/my student in a manner that involves removal to a disciplinary alternative education program or suspension and I decide to seek an evaluation to determine eligibility for special education, the District will be deemed to have no knowledge of my/my student's suspected disability and may implement the discipline pending a new evaluation to determine eligibility.

_____ I/My student have/has already received special education and related services; the District is not required to amend my/my student's education records to remove any references to the receipt of special education and related services because of the revocation of consent.

_____ I understand that the provision of any instructional and related services not completed as stated in any previous Individualized Education Program (IEP) report shall cease on the date of the signature of this document and will not be provided by the District. This includes any compensatory services, request for Independent Education Evaluations (IEE), any services agreed to as part of any resolution session agreements or settlement agreements, and any services ordered by an impartial hearing officer as a result of any due process hearing that may have been filed.

_____ I understand that any future consideration for services in special education will require initiation of the referral process and evaluation of my/my student's current performance levels.

_____ I understand that my revocation of parental consent releases the District from liability for providing a Free Appropriate Public Education (FAPE) under IDEA to myself/my student from the time I revoke consent for special education and related services until the time, if any, that I/my student am/is evaluated and deemed eligible, once again, for special education and related services.

If you have questions regarding this Notice or need to obtain assistance in understanding special education issues, you may contact the School District, Department of Special Education/Federal Programs.

Your signature below indicates that you understand the contents of this Prior Written Notice: Revocation of Consent for _____ School District Special Education Services and that you understand the statements above and are withdrawing your consent for the provision of special education and related services. Additionally, you fully understand the consequence of your withdrawal of consent and are in agreement with the termination of special education services effective as of the date that you sign this document.

Dated this _____ day of _____, 20_____.

Parent (or Student if Student is 18)

File this form in student's confidential IEP folder. Send a copy to the District Special Education Department. Document in the IEP folder that parents or adult student has received a copy.

**REFERENCE: Individuals With Disabilities Education Act, 20 USC §1400, et seq.
34 CFR §300.503, 300.9 & 300.300**

SPECIAL EDUCATION SERVICES FOR CHILDREN ENROLLED IN PRIVATE SCHOOL

The school district shall provide special education services for district resident children enrolled in private schools located within the school district in accordance with state and federal law requirements. To ensure timely and meaningful consultation, the superintendent or designee shall consult with private school officials to design and develop educational programs and services. Consultation shall include:

- A. How the children's needs will be identified;
- B. What services will be offered;
- C. How, where and by whom the services will be provided;
- D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
- E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that are allocated under federal law for the services;
- F. The method and sources of data that are utilized to determine the number of children from low-income families in participating school attendance areas who attend private schools;
- G. How and when the school will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
- H. How, if the school and the private school officials disagree on the provision of services through a contract, the school will provide in writing to the private school officials an analysis of the reasons why a contractor was not utilized;
- I. Whether the school will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
- J. Whether to provide equitable services to eligible private school children:
 - a. By creating a pool or pools of funds with all of the funds allocated by federal law based upon all the children from low-income families in a participating school attendance area who attend private schools; or
 - b. By using a proportion of funds allocated under federal law based upon the number of children from low-income families in the school district's participating school attendance area who attend private schools.
- K. When, including the approximate time of day, services will be provided; and
- L. Whether to consolidate and use funds provided under federal law in coordination with eligible funds available for services to private school children under applicable programs defined in federal law to provide services to eligible private school children participating in programs.

If the school district disagrees with the private school regarding an issue addressed above, the school district shall provide in writing to private school officials the reasons why the school district disagrees. The school district will maintain written documentation which includes a written affirmation signed by private school officials that consultation has occurred. The written affirmation shall also include an option for private school officials to provide that the private school officials do not believe that timely and meaningful consultation has occurred and that the program design is not equitable with regard to private school students.

LEGAL REFERENCE: **ESSA Section 1117**

EXTENDED SCHOOL YEAR PROGRAM STANDARDS (REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall govern the standards for the Extended School Year (ESY) program. The school district will strictly follow the requirements as set forth in *Policies and Procedures for Special Education in Oklahoma* and the technical assistance document *Extended School Year (ESY) Services for Children and Youth With Disabilities*.

Individuals over the age of twenty-one and under the age of twenty-six years, who are legal residents of this school district, may be entitled to receive educational privileges and opportunities in order to complete a secondary education program when they have been unable to complete the twelfth grade due to physical disability or military service. Legal residents of this school district nineteen years of age or older, who are not enrolled in a high school program and have not completed the twelfth grade, may attend adult high school completion programs if such programs are established by the school district and approved by the Oklahoma State Department of Education (SDE).

This school district is responsible for providing Free Appropriate Public Education (FAPE) for children ages 3 through 21 years when it is determined by the individualized education program (IEP) team that the services are needed to receive FAPE.

Extended school year (ESY) services are defined as special education and related services provided by this school district to children with disabilities beyond the regular instructional year as a necessary part of FAPE. The type, amount, or duration of ESY services may not be unilaterally limited, but must be determined on an individual basis by the IEP team. The time period during which ESY may be offered may not be restricted, but will be determined on an individual basis by each student's IEP team.

A handicapped student will be eligible for ESY services when it is determined that in the absence of such services the student will regress to such a marked degree that the student will be unable to recoup the loss within a reasonable time. Many factors will be considered in evaluating a student's need for an ESY program. Some of these factors are:

1. **Nature of the Handicapping Condition:** Certain children, by the nature of their handicap, may be predisposed to severe regression and limited recoupment. Such handicapping conditions include autism, severe emotional disturbance, severe or profound mental retardation, degenerative impairments with mental involvement, and severe multiple handicaps. However, ESY services will not be limited based upon particular categories of disabilities.
2. **Severity of Handicapping Condition:** Children more severely handicapped are most likely to need services.
3. **Availability of Home Stimulus During Summer Months:** In many instances it is feasible for a parent to monitor and implement a child's program during the summer break. When such a non-school program can be implemented by the student's parents and/or peers, it may provide a child the dual benefit of a vacation break from school without severe regression.
4. **Other Factors:** Other factors to be considered in determining the need for ESY include, but are not limited to: the degree of the child's disability; the parents' ability to provide education in the home; the child's rate of progress; the child's need for interaction with nondisabled peers and vocational training; and whether the requested services are an integral part of a program for children with similar disabilities.

EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

The following factors **must** be considered by the Individual Education Program (IEP) team in determining need for ESY programming:

- Degree of impairment;
- Degree of regression;
- Recovery time from this regression;
- Ability of parents to provide educational structure at home;
- Child's rate of progress;
- Child's behavioral problems;
- Child's physical problems;
- Availability of alternative resources;
- Ability of the child to interact with children and youth who are not disabled;
- Area(s) in curriculum that need continuous attention;
- Child's vocational needs;
- Whether the requested service is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition; and
- Other relevant factors as determined by the IEP team.

Determination of the need for ESY services must be made on an individual basis and addressed appropriately on the IEP.

ESY services may also be appropriate for some children who have received SoonerStart services. To determine need for ESY services, the Individualized Family Service Plan (IFSP) and IEP teams (including family members) will meet and consider all pertinent information including background information, current evaluations, and information provided by SoonerStart. IEP team participants will include:

- an administrator or administrative representative;
- the child's regular education teacher;
- a special education teacher qualified to provide special education in the area of the suspected disability;
- the child's parent(s);
- the child, as appropriate;
- other individuals at the discretion of the parent(s) or this district; and
- a member of the multidisciplinary evaluation team or a representative of the district or some other person who is knowledgeable about the evaluation procedures and the results.

ESY Review Procedures

The IEP review may occur at any time the team member(s) considers appropriate. However, a review must occur on or before the anniversary date of the IEP (i.e., at least once a year). The review requires participation of team members as described under Team Participants in this section. Any team member, including a parent, may initiate a review of placement when revision of the IEP is needed. The IEP should reflect the specific amount and type of special education and related services provided to a child at all times.

EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

The educational progress and appropriateness of the placement for each eligible child shall be reviewed on at least an annual basis. The review of the IEP shall be accomplished with reference to the schedules and procedures for evaluation of the goals and objectives specified in the IEP. The IEP team continues to provide: ongoing review of the effectiveness and appropriateness of the child's special education and related services; need for changes in type, frequency, or duration of services; and whether the child's placement continues to be the least restrictive environment or needs to be changed.

A review of placement meeting should occur following reevaluation or consideration of new information concerning the educational program of the child. The purpose of this meeting would be to review the present placement, services and any necessary change in services in relation to the new information.

Extended School Year (ESY) services are provided to children with disabilities who meet requirements of this ESY policy. ESY services must be determined and documented through the IEP. Special education and related services shall be provided beyond the regular instructional year as a necessary part of a free appropriate public education, for individual children determined eligible for ESY. Such determinations shall be made on an individual basis.

All special education students will be considered for an ESY program and screened upon request of a parent or other member of the IEP team. However, because of their propensity toward severe regression and slow recoupment, multi-handicapped and trainable mentally handicapped students will automatically be screened, each year, for the need of ESY.

Data and Evaluation Information to Determine ESY Needs

The IEP team must determine a child's need for ESY services by collecting, reviewing, and analyzing existing information and pertinent data, including, but not limited to, the child's disability, educational history, and present levels of performance/educational functioning and needs. Examples of data and information could involve a review of the following:

Criterion-referenced and standardized tests, including pretest and posttest data of a student's progress;

Functional assessments used in natural environments (e.g., home, community, work, school);

Analysis of data collected on a regular basis;

Evaluations and progress records for related services;

Parent, student, and/or service provider information;

Attendance records;

Behavior and disciplinary records;

EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS (Cont.)

Health/medical information;

Interviews with teachers and parents, students; and

Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

Screening Process

1. All special education students will be considered for an ESY program at their annual IEP team meeting and provision will be made on the IEP at that time if the team determines that an ESY program is necessary. Likewise, notation will be made on the IEP if a determination has been made that the student does not need or desire an ESY program.
2. In February, all multi-handicapped and trainable mentally handicapped students will be screened by their teachers and therapists using forms provided by the district.
3. February screening of students with other handicaps will be conducted upon special request by a parent, teacher, or other service provider.
4. All screening forms must be returned prior to the end of the second week in March.
5. The district will compile a list of those students requiring additional consideration and analyze possible service needs.
6. For those students identified as in need of ESY, the district will prepare recommendations as to the nature, duration, and frequency of services needed to assure that significant regression will not occur to such a degree that recoupment cannot be accomplished within a reasonable period of time.
7. At either the spring IEP review or a specially convened IEP team meeting, the team shall be advised of the referral for ESY and the recommendation, if any, that the student be placed in an ESY program for the summer. The advantages and disadvantages of such a program shall be explained to the parent as well as the basis for the referral and recommendation.

If the parent rejects the ESY, such should be recorded on the IEP. If the parent accepts the recommendation for an ESY, the IEP team should complete an amendment to the IEP with regard to services to be provided.

ESY services may be necessary for a free appropriate public education; therefore, procedural safeguards include the right to request a due process hearing. Parents or guardians may request a hearing to challenge the identification, evaluation, or educational placement. Mediation must be available as an option whenever a hearing is requested. However, parents and schools may use mediation to resolve a dispute regarding ESY without a request for a due process hearing.

EXTENDED SCHOOL YEAR SERVICES

In recognition that some children need educational services in excess of the 180 days provided during the traditional school year, the Cashion Public Schools has developed an extended school year program in order to provide students with a free, appropriate, public education. Whether a student is entitled to extended year services will be determined on a case-by-case basis. Once a student is deemed to require additional educational services, the student's IEP team will determine what areas of the curriculum will be included in each individual student's extended school year program. This program and its attendant procedures do not supersede or preempt the prerogative of the individualized education planning team. The intent is to assure thorough review and careful consideration of the individual needs of our student population who will benefit from extended school year services.

REFERENCE: 70 O.S. §13-101
300.320 IDEA Regulations

TITLE I PARENT INVOLVEMENT (REGULATION)

In order to achieve the level of Title I parent involvement desired by the board of education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

- volunteering;
- parent education;
- home support for child's education;
- parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

1. Parents

It is the responsibility of the parent to:

- actively communicate with school staff;
- be aware of rules and regulations of the school;
- take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
- utilize opportunities for participation in school activities.

2. Staff

It is the responsibility of the staff to:

- develop and implement a school plan for parent involvement;
- promote and encourage parent involvement activities;
- effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
- send information to parents of Title I children in a format, and to the extent practicable, in a language the parents can understand.

3. Community

Community members who volunteer in the schools have the responsibility to:

- be aware of rules and regulations of the school;

TITLE I PARENT INVOLVEMENT, REGULATION (Cont.)

utilize opportunities for participation in school activities.

4. Administration

It is the responsibility of the administration to:

- facilitate and implement the Title I Parent Involvement policy and plan;
- provide training and space for parent involvement activities;
- provide resources to support successful parent involvement practices;
- provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;
- send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

TITLE I PARENT INVOLVEMENT

The Cashion Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least three (3) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children’s progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss their children’s progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a “School-Parent Compact” outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

TITLE I PARENT INVOLVEMENT (Cont.)

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P. L. 103-382, Improving America's Schools Act
P. L. 107-110, No Child Left Behind Act of 2001

NOTE: Districts with more than one school participating in a title I program may wish to consider the establishment of a district-wide parent advisory council.

***THIS POLICY REQUIRED BY THE
NO CHILD LEFT BEHIND ACT.***

PARENT PARTICIPATION IN THE SCHOOL DISTRICT

The board of education, in consultation with parents, teachers, and administrators, has developed and adopted this policy to promote and encourage the involvement of parents and guardians of children within the school district.

1. Parent participation in the schools is encouraged to improve parent and teacher cooperation in such areas as homework, attendance and discipline. At the beginning of each school year each teacher shall provide parents with contact information so that a parent has the opportunity to contact the teacher or administration to address concerns related to homework, attendance and discipline.
2. Parents may request additional information from the administration to learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.
3. Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion. Parents are hereby informed that the withdrawal of a child from any state mandated courses could prevent their child from being eligible to receive a high school diploma.
4. If the school district offers any sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes or pursuant to any rules adopted by the State Board of Education, parents may opt their child out of sex education instruction if the child's parent provides written objection to the child's participation in the sex education curricula.
5. Parents are hereby notified and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes;
6. Parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, as well as extracurricular clubs and activities that have been approved by the school. A list of school clubs that have been approved by the board of education is available from the administration upon request.

Parent Participation (Con't)

7. Specific parent rights and responsibilities provided under the laws of this state, include the following:

- a. the right to opt out of a sex education curriculum if one is provided by the school district.
- b. open enrollment rights.
- c. the right to opt out of assignments.
- d. the right to be exempt from the immunization laws of the state pursuant to Section 1210.192 of Title 70 of the Oklahoma Statutes,
- e. the promotion requirements prescribed in Section 1210.508E of Title 70 of the Oklahoma Statutes,
- f. the minimum course of study and competency requirements for graduation from high school prescribed in Section 11-103.6 of Title 70 of the Oklahoma Statutes,
- g. the right to opt out of instruction on the acquired immune deficiency syndrome pursuant to Section 11-103.3 of Title 70 of the Oklahoma Statutes,
- h. the right to review test results,
- i. the right to participate in gifted programs pursuant to Sections 1210.301 through 1210.308 of Title 70 of the Oklahoma Statutes,
- j. the right to inspect instructional materials used in connection with any research or experimentation program or project pursuant to Section 11-106 of Title 70 of the Oklahoma Statutes,
- k. the right to receive a school report card,
- l. the attendance requirements prescribed in Section 10-106 of Title 70 of the Oklahoma Statutes,
- m. the right to public review of courses of study and textbooks,

Parent Participation (Con't)

- n. the right to be excused from school attendance for religious purposes,
- o. policies related to parental involvement pursuant to this section,
- p. the right to participate in parent-teacher associations and organizations that are sanctioned by the board of education of a school district, and
- q. the right to opt out of any data collection instrument at the district level that would capture data for inclusion in the state longitudinal student data system except what is necessary and essential for establishing a student's public school record.

Parents may submit a written request for information during regular business hours to either the school principal at the school site or the superintendent at the office of the school district. Within ten (10) days of receiving the request for information, the school principal or superintendent, shall deliver the requested information to the parent or provide a written explanation of the reasons for the denial of the requested information. If the request is denied or the parent does not receive the requested information within fifteen (15) days after submitting the request, the parent may submit a written request for the information to the board of education. The board of education shall formally consider the request at the next scheduled public meeting if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the board of education shall formally consider the request at the next subsequent meeting of the board of education.

**LIMITED ENGLISH PROFICIENT PROGRAMS
PARENT NOTIFICATION FORMS**

Dear Parent/Guardian:

Your child, _____, has been identified as needing help to learn English. We have placed him/her in a _____ (name of program) to help improve his/her English skills. He/she has been identified as a "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because: _____.

Specifically, your child has the following levels of English Language skills: _____.

We determined those levels in the following ways: _____.

The status of your child's academic achievement is: _____.

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.

(If applicable: The district offers another program of English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to listen and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, or if you would like to change your child's program, we would like you to speak with _____. All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

Building Principal

(Attach other pages as appropriate.)

LIMITED ENGLISH PROFICIENT PROGRAMS, PARENT NOTIFICATION FORMS (Cont.)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5, 6, and 7 should be included only if the district offers more than one LEP program. Question 8 should be included only if the student has an Individualized Education Program (IEP).

Q1. What is my child's _____ (insert name of program) designed to do?

A1. This program is designed to help him/her learn English by _____ (describe). It will meet your child's educational strengths and needs by _____ (describe). It will help your child to be promoted and reach graduation by _____ (describe).

Q2. What results can I expect from my child in this program?

A2. By the time your child finishes this program, we expect that he/she will be able to do the following: _____ [describe exit requirements, including "Go from this program into a regular classroom at the following rate: (describe rate)." and for secondary school students, "Graduate from high school at the following rate: (describe rate)."]

Q3. What methods will this program use to help my child improve his/her English language skills?

A3. Your child's program will use the following methods of instruction: _____ (describe).

Q4. Does the district offer other programs for English learners different from my child's?

A4. Either "No, we do not." or "Yes, we also offer a (name of other program offered)."

Q5. How is this other program different from my child's program?

Q5. The (name of other program) is different from your child's program in:
Content: _____ (describe)
Instructional Goals: _____ (describe)
Use of English: _____ (describe)
Native Language Instruction: _____ (describe)

Q6. Why was my child placed in this program and not a different program?

Q6. We have placed your child in this specific program because _____ (explain).

**LIMITED ENGLISH PROFICIENT PROGRAMS, PARENT
NOTIFICATION FORMS (Cont.)**

Q7. Can I have my child placed in the other program? How?

Q7. Choose one: (Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program.) or (Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program if it is available in your child's school, or offered in a different school in the district.) If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.

Q8. My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

Q8. To meet your child's IEP objectives, this English Language instruction program will: _____ (describe).

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;

or
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency;

or
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

and
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Tutorial Programs

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.

LIMITED ENGLISH PROFICIENCY INSTRUCTION (Cont.)

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. (See also policy EK.) Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
 - A. Their child's level of English proficiency and how such a level was assessed.
 - B. The status of their child's academic achievement.
 - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
 - D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
 - E. Exit requirements for the program.
 - F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCE: ESSA Sections 3111-3116

THIS POLICY REQUIRED BY ESSA

ALTERNATIVE EDUCATION

This school district shall provide an alternative education program that conforms to the requirements of state law and rules applicable to alternative education. The program shall:

1. Allow class sizes and student/teacher ratios conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each student in the program that will allow the student to participate in graduation exercises for the school district after meeting all of the graduation requirements of the school district.
12. Offer life skills instruction;
13. Provide opportunity for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve middle school, junior high school, and secondary school students in grades seven through twelve who are most at risk of not completing a high school education for a reason other than as identified in 70 O.S. §13-10, and;
17. Allow all students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

ALTERNATIVE EDUCATION (Cont.)

The alternative education program shall be operational and serving students by September 1, of each school year.

Any equipment or material purchased by the school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by the district during the hours the alternative education program is in operation. The equipment or materials may be used for other purposes during hours when the alternative education program is not in operation.

If a program will serve fewer than ten (10) students, the alternative education program shall be offered by the district through an interlocal cooperative in which the district participates, unless the program has been granted a waiver from this requirement by the State Department of Education.

REFERENCE: 70 O.S. §1210.568
70 O.S. §1210.569

NOTE: Beginning with the first semester of the 2020-2021 school year, the State Board of Education shall implement a statewide system of alternative education. The statewide system shall include alternative education programs implemented pursuant to 70 O.S. § 1210.568. Additional changes will be made to the above prior to the beginning of the 2020-2021 school year.

CASHION HIGH SCHOOL CONCURRENT ENROLLMENT CONTRACT

Student's Name _____ **Grade** _____ **Date** _____

By signing below, I agree to the following requirements of Cashion High School for concurrent enrollment at area colleges/universities:

1. One high school period is equivalent to one three (3) hour college class.
2. College classes must be worth at least three (3) hours of course credit. Classes must be at least freshman level (1000) courses. Zero-level courses are not allowed.
3. Concurrently enrolled students may take a maximum of nine (9) college hours in one college semester.
4. Concurrently enrolled students may take a maximum of eighteen (18) college hours in one academic year (beginning in the summer semester and ending in the spring semester).
5. Because of local scheduling constraints, students are encouraged to attend both the Fall and Spring semesters of college.
6. High school juniors must have a minimum ACT score of 23 or SAT score of 1060 or 3.5 GPA to concurrently enroll.
7. High school seniors must have a minimum ACT score of 20 or SAT score of 940 or 3.0 GPA and rank in the top 50% of the senior class to concurrently enroll.
8. After qualifying for admission, students must have a 19 ACT subject area score to enroll in a college course in the corresponding subject area, i.e., College Algebra -19 in Mathematics, American History -19 in Reading, Humanities - 19 in Reading, Biology - 19 in Science, etc.
9. Students must maintain a 2.0 or above college GPA (on a 4.0 scale) to enroll in subsequent semesters.
10. College courses may be used to satisfy minimum high school graduation requirements. Students taking college classes to meet the English IV requirement must take Composition I and Composition II.
(**CAUTION:** If you fail or do not complete a required course taken at the university, you may put your high school graduation or scholarship possibilities in jeopardy.)
11. Students taking courses at a college/university in lieu of EOI (End of Instruction) tested subjects (i.e., U.S. History) may not receive the same instruction or preparation for the EOI exams as students who take the course at Cashion High School. This may affect how well a student performs on the required EOI exam. Students are still required to take the corresponding subject EOI exams and must pass 4 out of 7 EOI exams to meet graduation requirements.
12. Students must provide the high school counselor with a copy of the college/university class schedule by the end of the first week of the CHS school semester. If a college/university schedule is not submitted, the student's CHS schedule will be changed to reflect a full schedule of classes at CHS.
13. It is the student's responsibility to submit grades to the CHS counselor's office for his/her college/university concurrent classes as soon as the grades are received. If grades are not received, a zero (0) will be recorded on the CHS transcript.

CASHION HIGH SCHOOL CONCURRENT ENROLLMENT CONTRACT (Cont.)

14. Concurrently enrolled students will receive a grade on their CHS transcript first semester for fall concurrent classes and second semester for spring concurrent enrollment classes.
15. If deemed necessary by the school counselor, concurrently enrolled students may have a travel period built into the CHS schedule in order to accommodate differences in class schedule times between CHS and the college/university. There will be no credit given for this travel time.
16. Concurrently enrolled students are expected to conduct themselves in a proper manner when attending a concurrent class.
17. Seniors are eligible for a tuition fee waiver for up to six (6) hours of tuition for the summer, fall and spring semesters. Seniors will be responsible for the cost of fees and books. Juniors will be responsible for the full cost of tuition, fees, and books.
18. If a student completes the necessary withdraw procedure with the college/university and notifies the high school counselor of the drop from the course within the first ten days of the start of the respective college's current semester, the student will be placed in a current CHS class with the opportunity to receive full course credit. If a student withdraws after the first ten days of the respective college's current semester, stops attending, or otherwise fails the college class, a letter grade of "F" will be placed on his/her transcript and if the class is being taken for dual credit, the "F" will be computed into the student's overall GPA. Also, the student will be placed in a CHS class for "No Credit."
19. All grades earned through concurrent enrollment will be recorded on the student's transcript. If the course is being taken for dual credit (course satisfies a high school graduation requirement and is for college credit), the grade earned will be figured into the student's overall high school GPA. If the course is being taken for elective credit (not needed for high school graduation requirement), the grades earned will be recorded on the transcript but not figured into the GPA. Final transcripts will not be released to a senior until all concurrent grades are submitted and recorded on the transcript.

Student Signature_____
Date_____
Parent Signature_____
Date_____
Counselor Signature_____
Date

CONCURRENT ENROLLMENT STUDENT

The Cashion Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible.

Therefore, all senior students who wish to attend college courses may request appearance at a regularly scheduled board of education meeting to present their request. Parents or guardian may be requested to be present.

Prior to appearance at the board of education meeting, the student must complete the necessary scheduling of courses required for graduation from high school and must meet the requirements set forth in the regulation which accompanies this policy.

The superintendent will designate a staff member who will make personal contact with every junior and their parents or guardians, individually or in groups, during the fall semester to present materials and to explain the concurrent enrollment program.

The superintendent will post notices in at least two places conspicuous to students calling attention to the concurrent enrollment program and naming the contact person.

The superintendent is directed to prepare a regulation implementing this policy.

REFERENCE: 70 O.S. §628.13
Department of Education, Administrator's Handbook

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Cashion Board of Education. The proposed course(s) may be evaluated by the State Department of Education. The district may provide a virtual instruction or distance learning program on dates to be determined by the Superintendent. This power shall be provided by the board of education so that the students of the district may be allowed to continue instruction in the event of a school closure for an emergency. Such dates shall be provided to parents and students on the school website with as much advance notice as possible under the circumstances. Students and staff will be expected to participate and attendance shall be taken in accordance with district attendance policies and procedures for students and employees. The school district will provide resources to ensure that all student have access to virtual or distance learning programs. All instruction will be provided in compliance with Oklahoma's Academic Standards. Grades will be assigned which will reflect the progress of the student with regard to assignments and/or tests provided.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be

viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.

ONLINE INSTRUCTION (Cont.)

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.
5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in ~~all~~ require state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/ course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

ONLINE INSTRUCTION (Cont.)

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.

**READING DEFICIENCY
PARENT NOTIFICATION**

Date: _____

Dear Parent:

Please be informed that your child, _____, has been identified as having a substantial deficiency in reading. While the results of the criterion-referenced test are the initial determinant, it is not the sole determiner of promotion and that portfolio reviews and assessments are available. Currently, your child is receiving the following reading instruction services:

_____.

The following services are proposed supplemental instruction services and supports that will be provided to your child in an effort to remediate the identified area of reading deficiency:

_____.

The school district recommends the following strategies for you to utilize in helping your child succeed in reading proficiency:

_____.

Oklahoma law provides that no student may be assigned to a grade level solely on age or other factors that constitute social promotion. Please be advised that your child will not be promoted to fourth grade if the reading deficiency is not remediated by the end of the third grade. Your child may be promoted if “good cause” exists. Oklahoma law identifies “good cause” exemptions for promotion as the following:

- (1) Limited-English-proficient students who have had less than two years of instruction in an English language learner program;
- (2) Students with disabilities whose individualized education plans, consistent with state law, indicates that participation in the statewide criterion-referenced tests are not appropriate;
- (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- (4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
- (5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade; and
- (6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years.

READING DEFICIENCY, PARENT NOTIFICATION (Cont.)

If your child is retained, our school district does allow for a midyear promotion in the fourth grade. Such promotion will be considered if your child can demonstrate that he/she is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and the school principal.

If you have any questions, please feel free to contact me as soon as possible.

Sincerely,

Principal

GRADING

In accordance with the policy of the board of education the following grading system will be used for all subjects, including special education:

_____ - _____	=	A
_____ - _____	=	B
_____ - _____	=	C
_____ - _____	=	D
_____ - Below	=	F

A grade mark of 'I' is an incomplete and will be changed when the course is completed within the time limit set by the teacher.

Teachers who find that an excessive number of students are earning A's and B's may wish to examine and modify their methods of grading. Teachers who find that an excessive number of students are earning D's and F's may wish to examine and modify their methods of grading.

Grading System

Nine Weeks:

Daily work - weekly tests -----	_____ %
Nine Weeks test -----	_____ %

Semester:

Two nine week grades -----	_____ %
Semester -----	_____ %
Optional project -----	_____ %

Exemption Policy

Students who fulfill the following attendance requirements and earn the following grade point average may be exempt from the semester tests:

Grade Average	Maximum Allowable Absences
A (_____ - _____)	3
B (_____ - _____)	2
C (_____ - _____)	1

In considering days missed, all absences, excused and unexcused will be counted except absences because of school-sponsored activities. An exempted student has the option to take the semester tests. However, the grade mark earned on the test will be included in the overall grade average.

STUDENT RETENTION (REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of 60% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

1. Any first-grade, second-grade, or third-grade student who demonstrates end of year proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.
2. If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting the grade level targets on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a student reading portfolio and shall provide notice to the parent of the deficiency.
3. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered as required by law, has not accumulated evidence of third-grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade.
4. The minimum criteria for grade-level performance of third grade students pursuant to the Reading Sufficiency Act shall be that students are able to read and comprehend grade level text. To determine the promotion and retention of third grader students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the scores for reading foundations/processes and vocabulary portions of the statewide third-grade assessment and administered pursuant to Oklahoma law. The performance levels established by the Commission for Educational Quality and Accountability shall ensure that students meeting the performance-level criteria are performing at grade level on the reading foundations and vocabulary portions of the statewide third grade assessment.
5. Beginning with the 2017-2018 school years, a student not eligible for automatic promotion as provided for under paragraph 3 of this subsection and who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:
 - (1) the parent(s) and/or guardian(s) of the student,
 - (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

STUDENT RETENTION (Cont.)

(3) a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and

(4) a certified reading specialist if one is available.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the school district superintendent and the principal and the superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion," the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after the fifth grade which shall have the goal of ensuring that the student is on track to be college and career ready

6. Students who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment and who are not subject to a good cause exemption as provided in subsection K of this section, and who do not qualify for promotion or "probationary promotion" shall be retained in the third grade and provided intensive instructional services and supports.

6.7. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law.

A third-grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

(1) English language learner students who have had less than two years of instruction in an English language learner program;

(2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

(4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

(5) Students with disabilities who participate in the statewide assessments and who have an individualized education plan that reflects that the student has received intensive remediation for reading and has made adequate progress in reading pursuant to the student's individualized education program; and

STUDENT RETENTION (Cont.)

(6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade.

(7). Students who have been granted an exemption for medical emergencies by the State Department of Education.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;
2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and
3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §1210.508C

**MIDYEAR PROMOTION
FOURTH-GRADE**

A student retained in third grade in accordance with the Reading Sufficiency Act may be eligible for a midyear promotion to fourth grade. The midyear promotion of a retained student will be considered if the student can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score at the proficient level on the third-grade statewide criterion-referenced test, or upon demonstrating proficiency in reading at the third-grade level through a screening instrument administered in accordance with law, and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and the school principal.

REFERENCE: 70 O.S. §1210.508C

PROMOTION AND RETENTION

The Cashion Board of Education believes the primary goal of the educational process is to educate. The board also believes that since each child develops physically, mentally, emotionally, and socially at an individual rate, not all children will complete twelve grade levels of work at the same rate. Therefore, for some children, more than twelve years of public education are necessary to achieve the minimal standards of an appropriate education.

Students in special education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Program as created by their IEP team.

Grade level placement in the elementary and in the junior high school will be based upon the child's maturity (emotional, social, mental, and physical), chronological age, school attendance, effort, and marks achieved. Standardized test results can be used as one means of judging progress. The grade marks earned by the child throughout the year shall reflect the probable assignment for the coming year. Assignment of grade marks will not be used as a means of discipline or reward under any circumstances.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not receive a passing grade in a course; the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

A grade mark on a report card at the end of the grading period shall not fulfill the teacher's responsibility in reporting a child's progress to the child's parent(s) or guardian. Informal notes and personal conferences are necessary to help the teacher and the parent(s) or guardian understand the child's development and progress. The parent(s) or guardian shall be informed, and a conference scheduled if the parent(s) or guardian desire, when it becomes apparent that a child may need to remain at a grade level.

Upon request of the student, or the student's parent(s) or guardian, a student who has been recommended for retention, is failing a grade, or seeks advancement will be given the opportunity to demonstrate proficiency in the Priority Academic Student Skills (PASS) for the applicable grade level or course. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: semester test, portfolio, criterion-referenced test, thesis, project, product, or performance. (See also policy EIAE.)

Students demonstrating proficiency in a set of competencies at the 60% level shall be advanced to the next level of study in the appropriate curriculum area(s). This decision will take into consideration such factors as social, emotional, physical, and mental growth. The school will confer with parents or guardians in making such promotion/acceleration decisions.

Elementary, middle level, or high school students may demonstrate proficiency in the PASS Outcomes for grades 9-12 high school curriculum areas. Appropriate notation will be placed on the high school transcript. The unit(s) shall count toward meeting the requirements for the high school diploma.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §11-103.6

SEMESTER TEST EXEMPTION POLICY (Grades 9 - 12)

In accordance with the policy of the board of education, the following regulation shall govern exemptions from semester examinations:

1. Students may be exempt from no more than four exams each semester.
2. Students may be exempt from the semester exam in a course only once. Students must take at least one of the semester exams for a year-long course
3. If a course is only a semester long, the exam must be taken. If a student is dropping the course at the end of the semester, the exam must be taken.
4. Semester exams will count 20% of the overall grade rather than 10%.
 - a. If a project is used as a semester exam, it must count **20%**.
 - b. A teacher will only use a project for one semester exam per year per class.
5. To be considered for exemption the following attendance requirements must be met:
 - a. 3 excused absences and an A (90% or higher)
 - b. 2 excused absences and a B (80% to 89%)
 - c. 1 excused absence and a C (70% to 79%)
 - d. NO unexcused absences
 - e. NO Out-of-School Suspensions (OSS) or NO In-School-Interventions (ISI)
 - f. 3 unexcused tardies = 1 unexcused absence

Nine Weeks Test Policy (Grades 7 – 8)

To provide uniformity on the amount the 9 weeks exams count for 7th and 8th graders, the faculty would like to count it 10% each nine weeks.

Grading Policy

It is inferred that teachers are supposed to take 2 grades a week but this is not a written policy. Rather than state “2 grades per week”, it may be more appropriate to require an average of approximately 30 grades or more per semester.

PROFICIENCY BASED PROMOTION TESTING PROCEDURES

Any student legally attending Cashion Public Schools (the District) shall be eligible for Proficiency Based Promotion based upon a score of at 90% on an assessment of the districts choosing that is aligned with Current Oklahoma Academic Standards. Students are eligible for Proficiency Based Promotion in any course offered by the District within the subject areas of: language arts, math, social studies, science, languages, and the arts.

All new or currently enrolled students have an opportunity to request a proficiency assessment for the purpose of evaluating appropriate grade or course placement. New students will have thirty (30) days from the enrollment date to request a proficiency assessment. A request may be initiated by a new student or the student's teacher, parent, or legal guardian.

All students shall be provided with at least two (2) opportunities per school year to obtain course credit through examination in each required curriculum area. A request may be initiated by a student or the student's teacher, parent, or legal guardian.

The following are the steps to be taken when a proficiency assessment is requested:

1. Within ten days of receipt of a request to demonstrate proficiency, the principal will coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The meeting will be to determine the best possible means of assessing the student's proficiency in the selected area(s), when the assessment will start, where the assessment will take place, and to obtain the parent's or guardian's consent to give the proficiency assessment.
2. The principal will request a proficiency assessment from the counselor giving them the date and areas that are to be tested. The counselor will advise the principal when the assessment may be obtained.

PROFICIENCY BASED PROMOTION, TESTING PROCEDURES (Cont.)

3. The principal will go to the counselor's office and pick up the assessment the day before testing. The person actually giving the assessment will receive the test and make all necessary preparations for the assessment. No person other than the principal, the test administrator, and the student may see the assessment either before or after the assessment is given.
4. The assessment will be given following the directions of the publisher.
5. After the assessment is completed, it will be scored by the tester and taken to the principal. The principal will then coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The purpose of the meeting will be to discuss the results of the assessment. After the meeting the score sheet and the test will be placed in students file.
6. Failure to demonstrate proficiency in an assessment shall not be noted on a student's transcript. Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area shall be determined as follows:
 - A. The school will confer with the parent or legal guardian in making decisions regarding student placement or promotion. Such factors as social, emotional, and intellectual needs of the student will be considered.
 - B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to be included in the permanent record of the student.
 - C. If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.
 - D. Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:
 1. Individualized instruction
 2. Correspondence courses
 3. Independent student
 4. Concurrent enrollment
 5. Cross-grade grouping
 6. Cluster grouping
 7. Grade/course skipping
 8. Individualized education programs
 9. Supplemental online courses

PROFICIENCY BASED PROMOTION

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.
 - A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: portfolio, criterion-referenced test, thesis, project, product or performance. Proficiency in all laboratory sciences will require students to perform relevant laboratory techniques.
 - B. Students shall have the opportunity to demonstrate proficiency in the core areas twice each year: once before the beginning of the school term and at the end of the school term as identified in 70 O.S. §11-103.6:
 1. Social Studies
 2. Language Arts
 3. The Arts
 4. Languages
 5. Mathematics
 6. Science
 - C. Students may obtain credit by examination in lieu of Carnegie Units for courses, but subject to compliance with the Oklahoma School Testing Program.
 1. Courses not tested under the Oklahoma School Testing Program.

The school district will make available assessment tools to determine proficiency for credit by examination for courses without corresponding Oklahoma School Testing Program assessments. The assessment tools will be aligned to the school district's curriculum and will accurately measure the student's demonstration of sets of competencies in standards adopted by the State Board of Education.
 2. Courses tested under the Oklahoma School Testing Program.

If a student seeks to "test out" of a course under the Oklahoma School Testing Program, a student must obtain a score of at least "Proficient" on the Oklahoma School Testing Program assessment corresponding to the course.
 - D. Qualifying students are those who are legally enrolled in the local school district.
 - E. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.
 - F. Students will be allowed to take proficiency assessments in multiple subject areas.

PROFICIENCY BASED PROMOTION (Cont.)

- G. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
Failure to demonstrate proficiency will NOT be noted on the student transcript.
- H. Exceptions to standard assessment may be approved for those students with disabling conditions.
- 2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.
 - A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social, emotional, and intellectual needs of the student will be used in the consideration of the promotion/acceleration decision.
 - B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. The statement shall be included in the permanent record of the student.
 - C. Failure to demonstrate proficiency will not be noted on the transcript.
 - D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.
 - E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirement for the high school diploma.
 - F. Units earned through proficiency assessment will be transferable with students among school districts within the state of Oklahoma.
- 3. Proficiency assessment will measure mastery of the priority academic student skills in the same way that curriculum and instruction are focused on the priority academic student skills. In other words, assessment will be aligned with curriculum and instruction.
- 4. Options for accommodating student needs for advancement after demonstrating proficiency may include, but are not limited to, the following:
 - A. Individualized instruction;
 - B. Correspondence courses;
 - C. Independent study;
 - D. Concurrent enrollment;
 - E. Cross-grade grouping;
 - F. Cluster grouping;

PROFICIENCY BASED PROMOTION (Cont.)

G. Grade/course advancement;

H. Individualized education programs.

5. Each year the school district will disseminate materials explaining the opportunities of proficiency based promotion to students and parents in the district. Priority Academic Student Skills and type of assessment or evaluation for each core curriculum area will be made available upon request.

Appropriate notation will be made for elementary, middle level or high school level students satisfactorily completing a 9-12 high school curriculum area. Completion will be noted with a "P" for passing. This unit will count toward meeting the requirements for the high school diploma.

MAKE-UP WORK POLICY

The make-up work policy for excused absences shall be one day to make up work for each day missed up to five days; over five days, arrangements will be decided by the building principal. Teachers have the responsibility to give the student the make-up work assignment on the day of the student's return to class. Mae-up work for unexcused absences will be made up at the discretion of the principals.

**CASHION HIGH SCHOOL GRADUATION,
EARLY GRADUATION, GRADUATION WITH HONORS,
SELECTION OF VALEDICTORIAN & SALUTATORIAN, CLASS RANK**

1. Early Graduation - Beginning with the 2005-2006 school year, Cashion High School students will be given the opportunity to graduate with honors at the end of the first semester that they meet the twenty-four (24) credit graduation requirement of Cashion Public Schools. Credit requirements may consist of regular class work, approved concurrent enrollment, approved correspondence course work, approved virtual course work, and/or proficiency-based promotion.
2. Graduation with Honors & Selection of Valedictorian and Salutatorian
 - A. Honor Graduates will be determined by the achievement of a 3.500 cumulative grade point average (GPA) or higher calculated from the first and second semesters of the freshman, sophomore, and junior years, the first semester of the senior year, and the 3rd nine weeks of the senior year. Students graduating early will be recognized as an Honor Graduate with the achievement of a 3.500 cumulative GPA at the end of their final semester.
 - B. Honor Graduates will be recognized by colored sashes or honor cords at graduation. Additionally, Honor Graduates will be recognized by name at graduation and at the school awards assembly.
 - C. The Valedictorian(s) will earn the honor with the achievement of a 4.000 cumulative GPA or higher calculated from the first and second semesters of the freshman, sophomore, junior, and senior years. Students graduating early will be recognized as a Valedictorian with the achievement of a 4.000 cumulative GPA or higher at the end of their final semester. For the purpose of the graduation program, students with the achievement of a 4.000 cumulative GPA or higher calculated from the first and second semesters of the freshman, sophomore, junior years and the first semester of the senior year will be named Valedictorian. However, the honor is only official after all course work is complete. In the event that no student earns a 4.000 cumulative GPA or higher, the Valedictorian(s) shall be selected from the highest cumulative GPA earned.
 - D. The Salutatorian(s) will earn the honor with the achievement of a cumulative GPA of less than 4.000 but a GPA that is the highest of all remaining graduates after selection of the valedictorian(s). The GPA will be calculated from the first and second semesters of the freshman, sophomore, junior, and senior years. Student(s) graduating early will be recognized as Salutatorian(s) with the achievement of a cumulative GPA of less than 4.000 but a GPA that is the highest of all remaining graduates after selection of the valedictorian(s). For the purpose of the graduation program, students with the achievement of less than a 4.000 cumulative GPA but the highest of all remaining graduates based on the first and second semesters of the freshman, sophomore, junior years and the first semester of the senior year will be named Salutatorian. However, the honor is only official after all course work is complete.
3. Class Rank - Class Rank is determined after all semester grades are final for the senior class. Students who have earned the honor of Valedictorian are ranked one (1). Students who have earned the honor of Salutatorian are ranked two (2). Remaining students are ranked by considering the number of students ranked prior to them. For example, if there are three valedictorians [all rank one (1)] and one salutatorian [rank of two (2)] then the next student would have a rank of five (5). If there are forty (40) students in the class, the last student to be ranked would have a rank of forty (40). Any ties in rank after one (1) and two (2) are treated in the same fashion, i.e., if there is a tie at nine (9), both students are ranked nine (9) and the next student has a rank of eleven (11).

GRADUATION REQUIREMENTS

The Cashion Board of Education recognizes that a 12-year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study. Therefore, it is the policy of the board of education that a minimum of 23 units of credit be earned in the subject areas listed below to be eligible for graduation. All students, in order to graduate from an Oklahoma public school, will be required to complete the “college preparatory/work ready curriculum units or sets of competencies” at the secondary level. A student will be allowed to enroll in the core curriculum in lieu of the requirements of the college preparatory/work ready curriculum upon the written approval of the parent or legal guardian of the student. Current state graduation requirements will be deemed to be the “core curriculum” option. The “college preparatory/work ready curriculum” will include the following:

4 units of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

3 units of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3 units of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

3 units of history and citizenship skills, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;

2 units of the same world or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

1 additional unit selected from the above categories or career and technology education courses, concurrently enrolled course, Advanced Placement courses or International Baccalaureate courses approved for college admission requirements; and

1 unit or set of competencies of fine arts, such as music, art, or drama, or 1 unit or set of competencies of speech.

In order to graduate from the district with a standard diploma, students shall complete the following core curriculum units at the secondary level:

GRADUATION REQUIREMENTS (Cont.)**Language Arts**

4 units or sets of competencies

1 unit of Grammar and Composition
and

3 units which may include

American Literature

English Literature

World Literature

Advanced English Courses

Other English courses with content and/or rigor
equal to or above grammar and composition

Mathematics

3 units or sets of competencies

1 unit of Algebra I¹
and

2 units which may include:

Algebra II

Geometry¹

Trigonometry

Math Analysis or Precalculus

Statistics and/or Probability

Calculus

Computer Science I and II

Intermediate Algebra

Mathematics of Finance

Contextual mathematics courses that enhance
technology preparation whether taught at a
(1) comprehensive high school, or (2)
technology center school when taken in the
tenth, eleventh, or twelfth grade, taught by a
certified teacher, and approved by the State
Board of Education and the district board of
education

Mathematics courses taught at a technology
center school by a teacher certified in the
secondary subject area when taken in the
tenth, eleventh, or twelfth grade upon
approval of the State Board of Education and
the district board of education

Other mathematics courses with content and/or
rigor equal to or above Algebra I

A science, technology, engineering and math
(STEM) block course.

Social Studies

3 units or sets of competencies

1 unit of United States History

½ to 1 unit of United States Government

½ unit of Oklahoma History

½ unit to 1 unit which may include:

World History

Geography

Economics

Anthropology

Other social studies courses with content and/or
rigor equal to or above United States History,
United States Government, and Oklahoma
history

The Arts and Computer Education

1 unit or set of competencies which may include, but
is not limited to, courses in Visual Arts and
General Music and 1 unit or set of
competencies of computer technology,
whether taught at a high school or a
technology center school, including computer
programming, hardware and business
computer applications, such as word
processing, databases, spreadsheets, and
graphics, excluding keyboarding or typing
classes

Science

3 units or sets of competencies of laboratory science
approved for college admission requirements:

1 unit or set of competencies of life science,
meeting the standards for Biology I:

1 unit or set of competencies of physical science,
meeting the standards for Physical Science,
Chemistry or Physics; and

1 unit or set of competencies from the domains of
physical science, life science or earth and
space science such that content and rigor is
above Biology I or Physical Science.

Electives

8 units or sets of competencies

GRADUATION REQUIREMENTS**(Cont.)**

In addition to the curriculum requirements, students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act.

All students are strongly encouraged to complete two units or sets of competencies of ~~foreign~~ world language classes and two units or sets of competencies of physical and health education as part of the core curriculum.

Credit may be given for the above-referenced classes when the courses are taken in the seventh or eighth grades if the teachers are certified or authorized by law to teach the subjects for high school credit and the required course rigor is maintained.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and which provide for the teaching and learning of the appropriate skills and knowledge in

the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting state graduation requirements.

No student will be allowed to receive credit more than once for completion of the same unit or sets of competencies. All of the above-referenced classes may not be offered by the district. However, sufficient courses shall be offered to allow students to meet the graduation requirements during the secondary grade years of the student.

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student. However, all students in grades nine through twelve are required to enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

Students who transfer into this school district from out of state after their junior year of high school shall not be denied, because of differing graduation requirements, the opportunity to be awarded a standard diploma. This applies to students who would be unable to meet the specific graduation requirements listed above without extending the date of graduation. Exception from the graduation requirements will be based on rules established by the State Department of Education. All exceptions and the reasons therefor shall be reported to the State Department of Education on or before July 1 of each year.

(OPTIONAL LANGUAGE)

Early graduation from high school is not offered by this district. Students are expected to complete eight (8) semesters of high school in order to graduate and receive a diploma.

All course credit earned through examination by students in required curriculum areas shall be appropriately noted on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation, credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferrable to or from any other school district within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation count toward meeting the requirements for the high school diploma.

Beginning with the 2015-2016 school year, all students shall be required to receive instruction in cardiopulmonary resuscitation (CPR) and the awareness of the purpose of an automated external defibrillator at least once between

GRADUATION REQUIREMENTS (Cont.)

ninth grade and high school graduation. A school administrator may waive this requirement for an eligible student who has a disability. A student may also be excused from this requirement if a parent or guardian of the student objects in writing.

Students who start ninth grade prior to or during the 2016-2017 school year will be required to complete an assessment in order to graduate with a standard diploma. The assessment required will be one that is required or has been required by the Oklahoma School Testing Program or an alternate assessment as approved by the superintendent. The highest-achieved score on the assessment and any business and industry-recognized endorsements attained will be reflected on the student's transcript.

Beginning with ninth graders in the 2021-2022 school year, in order to graduate from a public high school accredited by the State Board of Education, students shall pass the United States naturalization test. The United States naturalization test shall be provided at least once per school year, beginning as early as eighth grade. Students may retake the exam upon request and as often as desired until earning a passing score. A passing score shall be 60 out of 100 questions. The district shall exempt students with disabilities whose individualized education program (IEP), consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternative Assessment Program (OAAP).

REFERENCE: 70 O.S. § 11-103.2c
70 O.S. § 11-103.6
70 O.S. § 1210.199
70 O.S. § 1210.508

INDIVIDUAL CAREER AND ACADEMIC PLAN

An "Individual Career and Academic Plan (ICAP)" means an individualized plan that is used to help establish personalized academic and career goals, explore postsecondary career opportunities, including, but not limited to, military careers, apprenticeship programs, career and technology programs leading to certification or licensure, educational opportunities, align coursework and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce. The plan shall be developed by the student and the student's parent or legal guardian, in collaboration with their school counselors, school administrators, teachers and other school personnel.

The district shall provide ICAP information to all students in grades 9 through 12. District employees, as designated by the superintendent, shall work with students and their parent or legal guardian in creating an ICAP that will meet the interests and needs of the student as determined by the student and their parent or legal guardian.

Beginning with students entering the ninth grade in the 2019-2020 school year, each student shall be required to complete the process of an ICAP in order to graduate from the school district with a standard diploma. Each year thereafter, students shall annually update their ICAP. The ICAP shall include, but not be limited to:

- a. career- and college-interest surveys,
- b. written postsecondary and workforce goals and information of progress toward these goals,
- c. intentional sequence of courses that reflect progress toward the postsecondary goal,
- d. the student's academic progress, including courses taken, assessment scores, any remediation or credit recovery and any Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements, and
- e. experience in-service learning and/or work environment activities.

ICAPs for students with disabilities, as defined in the Individuals with Disabilities Education Act (IDEA), P.L. No. 105-17, shall consider and work in cooperation with the student's individualized education program (IEP) or Section 504 Plan as defined by the Rehabilitation Act of 1973, P.L. No. 93-112.

Legal Reference: 70 O.S. § 1210.508-4

SCHOOL COUNSELOR

The school counselor is a member of the teaching team. The counselor is concerned for the welfare of the child, instructional goals of the teachers, and communication between home, school, and the community.

Student referrals to the school counselor are made by the principal and teachers. Parents wishing a conference may contact the counselor from 8:00 a.m. to 9:00 a.m. each school day. Students may make arrangements to visit the counselor through their homeroom teachers.

GUIDANCE AND PSYCHOLOGICAL SERVICES

The guidance and psychological services of Cashion Public Schools shall meet state requirements and encompass the following purposes, objectives, and activities:

1. A program for testing students in Cashion Public Schools to identify students with outstanding aptitudes and abilities related to educational and career planning progress will be developed.
2. The services will make available to the students and parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of educational programs and careers.
3. Individual counseling will be provided to help the students and parents develop a better understanding of the students' educational and occupational strengths and weaknesses; to help them relate abilities and aptitudes to educational and career opportunities and requirements; to help them make appropriate educational plans including the choice of courses in the secondary school and the choice of an institution providing training above and beyond the high school; to stimulate a desire in the students to utilize aptitudes in attaining appropriate educational and career goals.
4. Individual cumulative folders will be maintained to provide teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the state and nation.
5. Counseling will be provided to the individual students regarding personal, social, and emotional problems. The counselor will recognize that many cases require professional psychiatric referral and will assist the students and parents in receiving these services.

SUICIDE AWARENESS AND TRAINING

The Cashion Board of Education recognizes that self-destructive behavior and suicide occurs among children and adolescents in our country. Students identified as self-destructive are in need of appropriate help as quickly as possible. The primary obligations of school personnel working with a depressed or suicidal student are support, calling the 911 emergency telephone number, law enforcement, the Department of Human Services, parental contact, and referral. Notification must be made immediately upon determining that a risk of harm exists. To that end, student confidentiality may be waived in life-threatening situations.

The district shall provide district-wide training to all staff on a biennial basis addressing suicide awareness and prevention. The training provided shall utilize curriculum provided by the Department of Mental Health and Substance Abuse Services. The course outline for the curriculum shall be made available to the public online through the school district's website. Beginning with the 2021-2022 school year, the district shall:

1. Provide a suicide preventing training program which includes as a core element evidence-based approaches;
2. Provide the curriculum made available by the Department of Mental Health and Substance Abuse Services; or
3. Provide a suicide prevention training program that is selected by the school district from a list maintained by the Department of Mental Health and Substance Abuse Services to school district staff that addresses suicide awareness and prevention. The training may be combined with any other training program provided by the school district addressing bullying prevention.

With the intent of contributing to the prevention of suicide among students where possible, the board directs that an adolescent suicide awareness program be initiated, including:

1. In-service education--to increase the awareness of all building staff about the seriousness of the problem and possible suicide "warning signs",
2. Establishment of referral/response procedures in each school--to facilitate assisting students identified as possibly suicidal,
3. Infusion into the curriculum of appropriate understandings and information--to help students deal appropriately with feelings, to recognize possible suicide "warning signs" in themselves and others, and to increase awareness of alternatives and resources available for assistance,
4. Parental awareness--to increase understandings of parents about the problem and the resources available, and
5. Procedures in each school for dealing appropriately with tragedies--to ease the impact on students, staff, and community in the event of a student suicide.

District personnel cannot be expected to treat the suicidal adolescent. Rather, they need to recognize that they are in a position to aid in the identification of young people who may be prone to suicide, and to intervene in order to link these young people and their families to treatment programs in the community. In addition, school personnel need to be prepared to relate to suicidal young people following a suicide attempt, and to deal with the intense emotions/reactions of the school community following an actual suicide.

TESTING PROGRAM STUDENT SURVEYS (REGULATION)

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements outlined in policy found elsewhere in this manual. (See GVA-P.) Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without prior parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as ~~those of~~ lawyers, physicians, and or ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. Religious practices, affiliations, or beliefs of the student or the student's parent.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.

TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation,” in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
 - A. College or other postsecondary education recruitment, or military recruitment;
 - B. Book clubs, magazines, and programs providing access to low-cost literary products;
 - C. Curriculum and instructional materials used in schools;
 - D. Tests and assessments;
 - E. Student recognition programs; and
 - F. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Definitions

The term “survey” includes an evaluation.

The term “invasive physical examination” means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)

The term “personal information” means individually identifiable information, include a student’s or parent’s name, address, telephone number, or social security number.

The term “instructional material” means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

These rights transfer from the parent to a student who is eighteen (18) years of age or an emancipated minor.

Parents who believe their rights have been violated may file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington D.C. 20202-8520

*THIS POLICY REQUIRED BY THE
Every Child Succeeds Act of 2016.*

TESTING PROGRAM (REMEDATION REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the skill reinforcement and remediation of students who do not obtain a satisfactory grade under the Oklahoma School Testing Program Act as implemented by this school district in policy EK and subsequent regulations.

Students who do not perform satisfactorily on the tests implemented by this school district under the above referenced policy shall be provided opportunities for remediation.

The regular classroom teacher will be notified of all students making an unsatisfactory score in a specific curriculum area. The teacher will refer to the Criterion Referenced Test (CRT) report regarding specific objectives for which the student scored unsatisfactorily. The teacher will correlate activities within the classroom in relation to the Priority Academic Student Skills (PASS) objectives to assist the student in preparing for future testing.

Students who fail to obtain a satisfactory score will be offered assistance from certified personnel during Expanded Learning Opportunity (ELO) or advisory periods. Students will also be offered the opportunity to work on the computer network integrated learning system (ILS) in basic skill usage on an individual basis at their level of proficiency. Finally, students will be offered assistance through individual subject area review sessions if requested.

A student who is subject to an individualized education plan (IEP) shall be tested only to the extent specified by the student's IEP.

REFERENCE: 70 O.S. §1210.508

TESTING PROGRAM

It is the policy of the Cashion Board of Education to take part in testing programs with the aim of providing information designed to help all students recognize their abilities and to help in planning their school work. A well-rounded testing program has been developed that can be very valuable to each student. The board recognizes that information relative to the personality, environment, home life, parental or family relationships, economic status, religious beliefs, patriotism, sexual behavior or attitudes, or sociological problems of a student is privileged and confidential. Such information shall not be tested for and if revealed shall be discarded.

The following guidelines exist for the participation of children with disabilities in district-wide assessments: Each student's IEP shall address guidelines for participation in district assessments, with appropriate modifications and accommodations. The IEP team may determine that the student is unable to participate in standard district assessments. Such a determination will be noted in the child's IEP.

Annually, on a date to be determined by the superintendent, the district will provide information to the district's students, parents of students, and the public at large about the proper meaning and use of tests administered pursuant to the Oklahoma School Testing Program Act. Additionally, each school site within this district shall notify each student's parents of the school's performance levels in the Oklahoma School Testing Program at the end of each school year.

The superintendent is directed to establish a regulation governing the use of testing programs. Such regulation, when approved by the board, shall be incorporated into this policy and shall be made a part thereof.

REFERENCE: 20 U.S.C. §1232h(a)
70 O.S. §11-107
70 O.S. §1210.507

READING SUFFICIENCY TESTING

Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

Every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. ~~by~~ Any student who is assessed and found not to be reading at the appropriate grade level before the close of each school year shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall align with the subject matter standards adopted by the State Board of Education and shall include provision of the READ Initiative adopted by the school district. A program of reading shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonemic awareness, phonics, spelling, reading fluency, vocabulary, and comprehension;
2. If necessary, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080-hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.

The program will be continued until the student is determined by the results of approved reading assessments to be meeting grade level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade level targets in reading. Each team for a first or second grade student shall be composed of:

- a. The parent(s) or guardian of the student,
- b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
- c. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
- d. A certified reading specialist, if one is available.

Teams for third grade students shall be comprised of:

- a. The parent(s) or guardian of the student,
- b. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
- c. A teacher in reading who teaches in the subsequent grade level, and
- d. A certified reading specialist.

READING SUFFICIENCY ACT, (CON'T)

The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, and parents, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Reading Sufficiency Act.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

GRADUATION POLICY

The Cashion Board of Education recognizes that graduation ceremonies are important events for our students, patrons, guests, and community. Students who have not met state mandates or local school district graduation requirements may not be allowed to participate in the graduation ceremony. In order to participate in the graduation ceremony a student must be in good standing. Students who have not conformed with student discipline policies, those that have been charged, are under investigation, or have been convicted of a crime, and those that have unpaid fines or fees to the school district are not in good standing. To ensure that graduation ceremonies are enjoyable for all participants and spectators, the board enacts the following policies:

1. A student shall be a graduate of this school district and entitled to a High School Diploma whenever that student has successfully completed the minimum number of credits established by the district for graduation, demonstrates mastery of the state academic content standards as required by state law, and completes graduation exercises in accordance with this policy.
2. Students are considered as students of this district until graduation ceremonies have been completed. The graduation process is "completed" when caps and gowns have been turned in to the responsible party after the last graduation program and the student has exited the premises.
3. Students participating in graduation ceremonies will be required to abide by the school's discipline code as outlined in the Student Handbook. In addition, students shall not engage in the following conduct during graduation exercises:
 - A. Throwing caps or other objects in the air; or,
 - B. Engaging in any disruptive activity that substantially interferes with the graduation process or the rights of other individuals.
4. The administration may impose discipline on any student who commits any act referred to in (3) above. It is recommended the administration take necessary steps to impose discipline as soon as is convenient after completion of graduation exercises.

MILITARY RECOGNITION

The legislature of the state of Oklahoma has designated the second Tuesday of April as the Oklahoma National Guard and the 45th Infantry Division Appreciation Day. The school district may consider planning an event to show appreciation for the brave and courageous deeds exhibited by the members of the Oklahoma National Guard and 45th Infantry Division.

The legislature of the state of Oklahoma has also designated the date of November 11 as "Veterans Day" and the week in which November 11 falls is hereby designated "Celebrate Freedom Week" for the public schools of Oklahoma. If the date of November 11 falls on a Saturday or Sunday or if classes are not in regular session, Veterans Day will be observed on the preceding school day. If Veterans Day falls on a Sunday, the following week will be Celebrate Freedom Week.

The Cashion Board of Education shall ensure that on Veterans Day each school in this district will conduct and observe an appropriate program of at least one class period to remember and honor American veterans. If scheduling allows, the schools may choose to have a moment of silence beginning at 11:00 a.m. on November 11 of each year. This activity is intended to serve to educate students about the termination of World War I at 11:00 a.m. on November 11, 1918.

During Celebrate Freedom Week, students in grades three through twelve shall study and recite the following text:

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

Students may be excused from the recitation of the text set forth above if:

1. The parent or guardian of the student submits to the school district a written request that the student be excused;
2. As determined by the school districts, the student has a conscientious objections to the recitation; or
3. The student is the child of representative of a foreign government to whom the United State government extends diplomatic immunity.

REFERENCE: 70 O.S. §24-152

CONSTITUTION

It is the policy of the Cashion Board of Education that the school district will comply with a federal requirement to teach students about the United States Constitution on September 17 ("Constitution Day") of each year. The school district shall utilize rules of the United States Department of Education to ensure that this education is provided.

REFERENCE: Federal Appropriations Bill, signed December 3, 2004

ANIMALS IN SCHOOL

It is the policy of the Cashion Board of Education that students, staff, and/or patrons will not bring animals onto school premises except in connection with an organized and approved school activity, or as otherwise authorized by the appropriate building principal. Written permission must be obtained from the appropriate building principal before animals are brought to school or to any school activity. Service animals will be allowed in accordance with federal law. Members of the public, staff, and students shall not be allowed to bring emotional support animals and therapy animals which do not meet the definition of a service animal on school property. An exception may be made by the superintendent for emotional support animals and therapy animals to be brought onto school premises by the school counselor for the benefit of the student body. The district shall post a sign in a conspicuous location outside the entrance of each school building stating which animals or types of animals are prohibited in accordance with Oklahoma law. The sign posted will indicate that service animals are permitted in accordance with federal law.

Authorized animals must be adequately housed and cared for while on school grounds. Only the teacher, or students designated by the teacher, may handle the animals. If dogs are allowed to be on school grounds by the principal, the dogs must be leashed at all times and not permitted to run at large.

If animals are to be kept on school grounds on days when classes are not in session, arrangements must be made for their care.

If a staff member or student has been bitten by an animal and the skin has been pierced, the incident must be reported immediately to the school office by the student or the supervising adult. The principal will notify public health authorities and cause the animal to be impounded for observation. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

1. Assist individuals who are blind or have severe sight impairments,
2. Alert individuals with hearing impairments to sounds,
3. Pull wheelchairs or carry and pick-up items for individuals with mobility impairments, and
4. Assist individuals with mobility impairments with balance.

The district shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the service animal shall be liable for any damages to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc. If a service animal is not "house broken" the service animal will be denied access to school district property.

If, in the opinion of the Superintendent or designee any service animal is out of control in the school setting or during District transportation, the matter shall be immediately reported to local law enforcement. The parent or guardian of the student having custody and control of the service animal will be required to remove the service animal from District premises immediately.

Legal Authority: **4 O.S. § 801**

MOMENT OF SILENCE

It shall be the policy of this Cashion Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during noninstructional time and does not interfere with the rights of other students.

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held daily and will be announced at the appointed time.

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

REFERENCE: 70 O.S. §11-101.1
70 O.S. §11-101.2

SEXUAL HARASSMENT INCIDENT REPORT FORM

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Alleged Sexual Harassment:

Grade: _____ Class: __________
Grade: _____ Class: _____

Student(s) Affected:

Grade: _____ Class: __________
Grade: _____ Class: _____

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

____ Name Calling

____ Stalking

____ Inappropriate Gesturing

____ Staring/Leering

____ Writing/Graffiti

____ Threatening

____ Taunting/Ridiculing

____ Inappropriate Touching

____ Other _____

____ Spitting

____ Demeaning Comments

____ Stealing

____ Damaging Property

____ Shoving/Pushing

____ Hitting/Kicking

____ Flashing a Weapon

____ Intimidation/Extortion

Describe the incident:

Witnesses Present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____ Video/audio tape _____

Other _____

Staff signature _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken:

**WRITTEN NOTICE TO KNOWN PARTIES
REGARDING ALLEGATIONS OF SEXUAL HARASSMENT**

On the ___ day of _____, 20___, the district received formal notification of an allegation of sexual harassment. The respondent is presumed not responsible for the conduct. Responsibility will be determined at the conclusion of the grievance process. Both parties are entitled to have an advisor and to review and inspect evidence. The district's student discipline policies prohibit making false statements or providing false information in the grievance process. Both parties will be treated equally during the investigation and process to resolve the allegations. The district's grievance procedure is located at policy FB, a copy of which is attached to this correspondence, and includes the following steps:

1. Informal resolution. If the parties' consent, informal resolution procedures may be utilized to resolve the allegation.
2. Notice and Summary of Allegations. (Sufficient details must be included here to allow the respondent to prepare a response).
3. Investigation of Allegations. The school district has designated _____ to act in the role of the investigator. Contact information is as follows: .
4. Interviews. Interviews may be scheduled in accordance with school district policy.
5. Evidence. Both parties will have the right to review all evidence that is directly related to the allegations in the complaint.
6. Report. A written investigation report will be provided to both parties at least ten days prior to a hearing or determination of responsibility.
7. Hearing. The Title IX coordinator will determine on a case by case basis as to whether the hearing will be a live hearing or whether it will be a written hearing.
8. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence or a clear and convincing evidence standard) to determine responsibility and will issue a written determination.
9. Appeals. An appeal may be filed by either party in accordance with district policy.

Records of this allegation will be maintained for a minimum of seven (7) years.

At this time, the respondent may prepare a written response before an initial interview. The interview is tentatively scheduled for _____.and will be held at _____. If you have any questions, please contact me at _____.

Sincerely,

Title IX Coordinator

WRITTEN REPORT

On the ____ day of ____, 20__ an allegation of sexual harassment was provided to the school district. The allegations were as follows (insert allegations in summary format). I conducted an investigation into the allegations as follows (summarize investigation and include evidence).

This document is formal notice to both parties of the evidence.

Sincerely,

Investigator

SEXUAL HARASSMENT OF STUDENTS

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Cashion Board of Education will not tolerate sexual harassment by any of its employees or students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel. Policy DA applies to sexual harassment of employees.

1. Sexual Harassment is defined as conduct on the basis of sex that satisfies one or more of the following:
 - a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct. This is referred to as quid pro quo sexual harassment;
 - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student equal access to the school district's educational program or activity; or
 - c. Sexual assault, dating violence, domestic violence or stalking as defined by federal law.

For the purpose of this policy, examples of sexual harassment include, but are not limited to:

Verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.

Demeaning comments about a girl's ability to excel in a class historically considered a "boy's" subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.

Writing graffiti that names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately. Use of e-mail, the internet, or technology may constitute sexual harassment as much as use of in-person, postal mail, handwritten or other communication.

Any of the aforementioned conduct that effectively deprives a student of equal access to educational opportunities or benefits provided by the school.

2. Specific Prohibitions

A. Administrators and Supervisors

1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.
2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions, as described below.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

3. The "off-duty" conduct of school personnel that has or will have a negative impact on the educational process of the school or constitutes an illegal or inappropriate relationship with a student may subject the employee to disciplinary action which could include termination of employment. Any romantic or sexual affiliation between school personnel and students, including students who have reached the age of majority (18), during school hours will have a negative impact on the educational process and shall constitute a violation of school policy. Such violations may result in suspension of the student and suspension or termination for the employee. Any sexual affiliation between teachers and students under the age of 20 constitutes a crime under Oklahoma law and will most likely result in the suspension of certification by the State of Oklahoma.
3. Notice of this policy and grievance procedure, including how to file or report sexual harassment and how the district will respond shall be provided to applicants for admission and employment, students, parents or legal guardians, and unions or professional organizations holding agreements with the school district.
4. Reporting Allegations of Sexual Harassment
 - A. It is the express policy of the board of education to encourage student victims of sexual harassment to come forward with such claims.
 1. Students who feel that administrators, supervisors, support personnel, teachers, or other students are subjecting them to sexual harassment are encouraged to report these conditions, or have their parents report these conditions, to the appropriate administrator or teacher. If the student's immediate administrator or teacher is the alleged offending person, the report will be made to the next higher level of administration or supervision or to any responsible adult person. The employee to whom the report was made will provide notice of the report to the Title IX coordinator. The Title IX coordinator should then provide the appropriate paperwork to the student or parent/guardian so that the student (complainant) may file a formal complaint with the Title IX coordinator by mail, e-mail or as directed by the Title IX coordinator.
 2. Every attempt will be made to maintain confidentiality; however, absolute confidentiality cannot be guaranteed because of due process concerns that arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
 - B. Upon notice from an employee that a student or parent/guardian has reported possible sexual harassment, the Title IX coordinator will promptly contact the student (alleged victim) to discuss the availability of supportive measures, consider the student's wishes with regard to supportive measures, and explain the process that will be involved with a formal complaint.

SEXUAL HARASSMENT OF STUDENTS (Cont.)**5. Grievance Procedure.**

- A. Equitable Treatment. Both the alleged victim (complainant) and the alleged respondent (respondent) will be treated equitably by the school district.
- B. Objective Evaluation of Evidence. All evidence both inculpatory and exculpatory will be evaluated objectively. Credibility determinations will not be made based upon the party's status as complainant, respondent, or witness.
- C. Conflict of Interest. Any person serving as the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate the process shall not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent.
- D. Presumption. There will be a presumption that the respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
- E. Timeliness. The grievance process will proceed in a timely manner. Any delay in the process for good cause such as law enforcement involvement, absence of a party, witness or advisor, translation, or accommodation needs will be documented, and written notice provided to both parties explaining the reason for the delay.
- F. Possible outcomes. A description or listing of possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility must be provided to both parties.
- G. Standard of Review. The school district will utilize (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility. *** The standard selected by the school district will need to be the same standard that is applied to all formal complaints including those against employees.
- H. Privileged Information. The school district will not require, allow or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

6. Written Notice. Upon receipt of a formal complaint, the school district will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. The written notice must include:

- A. Notice of the grievance process, including any informal resolution process;
- B. Notice of the allegations, including sufficient details to allow the respondent to prepare a response;
- C. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
- D. Notice of the parties' right to have an advisor and to inspect and review evidence. The advisor may but is not required to be an attorney.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

- E. Notice of any provision in the student discipline code that prohibits knowingly making false statements or providing false information in the grievance process.

If in the course of an investigation, the school district obtains additional information about the respondent or complainant that was not included in the original written notice, notice of the additional allegations must be provided in writing to both parties.

7. Investigation of the Allegations. The school district will designate an investigator to conduct a thorough investigation of allegations. Contact information for the investigator will be provided to both the complainant and the respondent.

- A. The burden of proof and of gathering evidence remains on the school district.
- B. An equal opportunity will be provided to both parties to present witnesses and evidence during the investigation.
- C. Neither the complainant or respondent will be prohibited from discussing the allegations or gathering and presenting evidence to the investigator.
- D. Both parties will have the opportunity to have others present during interviews or related proceedings. This may include an advisor who may but is not required to be an attorney.
- E. Written notice of the date, time, participants, purpose and location of any investigate interview, hearing, or other meeting shall be provided to the party who is invited or expected to attend.
- F. Both parties and their advisors, if any, will be provided an opportunity to review all evidence that is directly related to the allegations in the formal complaint. This would include any evidence on which the school district does not intend to rely and any exculpatory or inculpatory evidence from any source. Such evidence must be provided prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response, which the investigator must consider prior to completing the investigation report.
- G. A written investigation report will be provided that summarizes the relevant evidence. This report will be provided to the parties and their advisors, if any, for their review and written response at least ten (10) days before a hearing or determination of responsibility.

8. Hearing. The Title IX coordinator will determine whether a live hearing is necessary on a case-by-case basis if both parties request or consent to such a hearing (the live hearing component is optional for K-12 schools). Regardless of whether a live hearing is held, or a written hearing is conducted, each party will have ten (10) days from the receipt of the investigation report to submit written, relevant questions that the party wants asked of another party or witness. Both parties will be provided with the answers and follow up questions. Federal law determines when questions regarding a complainant's prior sexual behavior or sexual predisposition are considered relevant in a hearing provided by a school district.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

9. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility, and will issue a written determination of responsibility that:

- A. Identifies the allegations that potentially constitute sexual harassment;
- B. Describes the school district's procedural steps taken from the receipt of the complaint to the determination;
- C. Includes findings of fact to support the determination;
- D. Includes conclusions regarding applicants of the discipline code to the facts;
- E. Includes a statement of, and rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the school's educational programs or activities will be provided to the complainant; and
- F. The procedures and permissible basis for appeals.

10. Appeals. Within ten (10) days of a determination of responsibility, dismissal of a complaint or any allegations therein either party may appeal for one of the following reasons:

- A. A procedural error affected the outcome.
- B. New evidence that was not reasonably available at the time of the determination and could affect the outcome;
- C. Conflicts of interest on the part of the Title IX coordinator, investigator or decision maker that affected the outcome.

If an appeal is made, the school district will provide written notice to both parties of the appeal. Both parties will be provided an equal opportunity to submit a written statement in support of or challenging the determination within ten (10) days of the written notice to both parties of the appeal being filed. The appeal will be heard by an appeal decision maker who is not the Title IX coordinator, the investigator or the original decisionmaker. The appeal decisionmaker cannot have a conflict of interest or bias against complainants and respondents generally or the particular complainant and respondent. The appeal decisionmaker will receive training as mandated by law. The decision of the appeal decisionmaker will be final and nonappealable. The written decision of the appeal decisionmaker will be provided within ten (10) days of the deadline for written statements supporting or challenging the initial determination. The written decision will be provided simultaneously to both parties.

10. Recordkeeping. The school district will keep records related to reports of alleged sexual harassment for a minimum of seven (7) years. Records maintained will include investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken including supportive measures. Records will document in each instance that the school district's response was not indifferent and that measures were taken to restore or preserve equal access to educational programs or activities. If the school does not offer supportive measures in response to a report, the records should document why the response was not clearly unreasonable under the known circumstance.

SEXUAL HARASSMENT OF STUDENTS (Cont.)

The district will also post the training materials used to train Title IX coordinators, investigators, and decisionmakers on the district website at: www.cashionps.org. These materials will also be available to the public.

11. Retaliation. The board of education prohibits retaliation by the school district or any employees of the school district against any person for the purpose of interfering with Title IX rights or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations. Complaints of retaliation will be addressed under the district's grievance process.

Charging a person with a discipline violation or code of conduct violation based on a person's knowingly making a materially false statement in bad faith in an investigation is not retaliation.

REFERENCE: Title VII of the Civil Rights Act of 1964**42 U.S.C. §2000e-2****29 C.F.R. §1604.1, et seq.****U.S. Department of Education of Education, OCR, Title IX Regulations Addressing Sexual Harassment.**

ATTENDANCE POLICY (REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

ABSENCES

Excused absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation.

It is the responsibility of the parent to notify the school if a child is to be absent for one of the above reasons. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

The district will not require medical documentation to support personal or family illness that results in an excused absence. However, students will be required to make up any work that has been missed. Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee. The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:
 - a. The student has completed instructional activities for no less than ninety (90%) of the time that services were provided in a virtual or distance learning format. Instructional activities may include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone,

ATTENDANCE POLICY, REGULATION (Cont.)

- b. The student is on pace for on-time completion of the course as required by the school district,
 - c. The student has completed instructional activities within the time that services were provided in a virtual or distance learning format during the academic year;_or
2. They have a medical condition that incapacitates the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.
2. The student will be allowed to make up any work missed while participating.

Absence by Arrangement

These are absences in which the parents deem it necessary that a child miss school for reasons other than those that fall within an excused absence.

1. A student may take up to 10 days of absences by arrangement per semester.
2. A student may make up all work missed without penalty. It is up to the student, on the day of return, to make arrangements to see that the work is made up.
3. In order to take an absence by arrangement, the parent, or guardian, must submit, at least two days prior to the absence, a written request for the student to be absent. If the request is not made as required, the absence will be treated as an unexcused absence.
4. Absences by arrangement will count against a student's exemption from semester tests.

Unexcused Absence

This is any absence that does not fall within one of the above categories. Work may be made up. 70% of the grade will be counted. 10 unexcused absences will result in that student not receiving credit in that class for the semester.

Truancy

A student is considered truant when absent from the classroom without the knowledge of either the school or the parent or if the parent does not compel the student to attend school. The student may be subject to further disciplinary action./

Tardies

1. A student is tardy who is not in the student's seat when the bell to begin the period sounds.
2. A student who is more than 10 minutes late is counted absent for the period.
3. Each 3 tardies will constitute an unexcused absence from that class.

ATTENDANCE POLICY, REGULATION (Cont.)

Any student who exceeds the 10 day limit for unexcused absences may appeal to the board of education for reinstatement of credit. Consideration will be given as to the reason for the absences as well as to the attempts by parents to minimize the absenteeism.

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year exclusive of a significant medical condition, when the total number of days the student is absent is divided by the total number of days the student is enrolled, and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child's medical needs will be considered a significant medical condition.

*** LEGAL REFERENCE:** **38 O.S. §37**
 70 O.S. § 10-105
 70 O.S. § 3-145.8

POWER OF ATTORNEY

1. "I certify that I am the parent or legal custodian of:

(Full name of minor child)

(Date of birth)

(Full name of minor child)

(Date of birth)

(Full name of minor child)

(Date of birth)

2. "I designate _____,
(Full name of Attorney-in-fact)

(Street address, city, state and zip code of Attorney-in-fact)

(Home phone of Attorney-in-fact)

(Work phone of Attorney-in-fact)

as the attorney-in-fact of each minor child named above."

3. _____ "I delegate to the attorney-in-fact all of my power and authority regarding the care, custody and property of each minor child named above, including but not limited to the right to enroll the child in school, inspect and obtain copies of education records and other records concerning the child, the right to attend school activities and other functions concerning the child, and the right to give or withhold any consent or waiver with respect to school activities, medical and dental treatment, and any other activity, function or treatment that may concern the child. This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on or for the child, or the termination of parental rights to the child." or
4. _____ "I delegate to the attorney-in-fact the following specific powers and responsibilities (write in):

This delegation shall not include the power or authority to consent to marriage or adoption of the child, the performance or inducement of an abortion on or for the child, or the termination of parental rights to the child."

POWER OF ATTORNEY (Cont.)

5. "This power of attorney is effective for a period not to exceed one year, beginning _____, 20____, and ending _____, 20____. I reserve the right to revoke this authority at any time."

By: _____
(Parent/Legal Custodian signature)

6. "I hereby accept my designation as attorney-in-fact for

(Minor child(ren)) as specified in this power of attorney."

(Attorney-in-fact signature)

State of _____

County of _____

ACKNOWLEDGEMENT

Before me, the undersigned, a Notary Public, in and for said County and State on this _____ day of _____ 20____, personally appeared _____ (Name of Parent/Legal Custodian) and _____ (Name of Attorney-in-fact), to me known to be the identical persons who executed this instrument and acknowledged to me that each executed the same as his or her free and voluntary act and deed for the uses and purposes set forth in the instrument.

Witness my hand and official seal the day and year above written.

(Signature of notarial officer)

(Seal, if any)

(Title and Rank)

My commission expires: _____

REFERENCE: 10 O.S. § 701

STUDENT RESIDENCY DISPUTE PROCEDURES

The superintendent of schools shall serve as the district residency officer.

If a dispute arises regarding a student's residency, or residency status as “homeless” under the McKinney-Vento Homeless Assurance Act, the parent or guardian may request a review of the ruling by the superintendent. Any question or dispute as to the residence of a student shall be determined by the superintendent pursuant to the following procedures:

1. If the school district initially denies admittance of a student who claims to be a resident of the district, the parent, guardian, or person having care and custody (hereafter parent) of the student shall be informed that a request may be made for a review of the decision of the local residency officer.
2. If, during the course of the school year, a dispute arises as to the residence of a student who is enrolled and attending school, the student shall be allowed to continue attending Cashion Public Schools until these dispute procedures have been exhausted.
3. The parent of the student may request a review by notifying the residency officer in writing within three (3) school days from denial of admittance. Upon receipt of a request for review, the residency officer shall allow the parent to provide additional pertinent information in accordance with the district's criteria and the statutory provisions regarding residency. The information must be submitted with the request for review.
4. Within three (3) school days of the receipt of the request for review, the residency officer must render a decision and notify the parent, in writing, of the decision and the reasoning therefor.
5. In the event the parent disagrees with the decision, the parent shall notify the residency officer within three (3) school days of receipt of the residency officer's decision. The residency officer will submit to the board of education his or her findings and all documents reviewed. The board of education will review the decision and the documents submitted on behalf of the district and the student and render a decision at the next board meeting. The board's decision shall be the final administrative decision.
6. In an effort to place students in school as quickly as possible, timelines shall be followed unless, due to emergency circumstances, both parties agree to an extension of timelines.

Any question as to the place of residence of any child for school purposes shall be decided pursuant to procedures utilized by the State Department of Education.

LEGAL REFERENCE: **42 U.S.C. 11432**

STUDENT RESIDENCY

It is the policy of the Cashion Board of Education that the residence of any child for school purposes shall be the legal residence of the parents, guardian, or person having legal custody within the district as defined in 70 O.S. §1-113 (C). Provided that such parent, legal guardian, person, or institution having legal custody contributes in a major degree to the support of such child. Provided, further, that any child residing in the district who is entirely self-supporting shall be considered a resident of the school district if the child works and attends school in the school district. Questions concerning legal residence of children shall be determined pursuant to procedures utilized by the State Department of Education in accordance with 70 O.S. §1-113.

An adult who does not fall within the categories listed above, who holds legal residence in the district, and who has assumed permanent care and custody of the child may file an affidavit with the school district attesting that custody has been assumed. The affidavit must include the reasons for assuming custody. The residency officer shall consider the facts of each case and shall approve residency only if it is demonstrated that the custody arrangement is permanent and the adult contributes in a major degree to the support of the child.

The superintendent or designee may require the submission of evidence of residency in order to determine whether the student is eligible to attend the public schools or programs without payment of nonresident tuition. Such evidence may include, but is not necessarily limited to, the following:

1. Proof of payment of local personal income tax or ad valorem taxes;
2. Title to residential property in the district, or a valid unexpired lease agreement, or receipts for payment of rent on a district residence in which the applicant actually resides;
3. Proof of provisions of utilities;
4. A valid, unexpired motor vehicle operator's permit or motor vehicle registration;
5. Maintenance of voter registration;
6. Notarized affidavit verifying residency and that the affiant has assumed the permanent care and custody of the student. (The filing of a false affidavit shall be subject to punishment in accordance with 70 O.S. §1-113(A)(1).)

Homeless Students

In accordance with the Federal McKinney Homeless Assistance Act, homeless children shall have access to the same free and appropriate public education as provided to other children. The board shall make reasonable efforts to identify homeless children within the district, encourage their enrollment, and eliminate existing barriers to their education that may exist in district policies or practices. No child or youth shall be discriminated against in this school district because of homelessness.

Children are deemed to be homeless under the following conditions:

1. A child who is lacking a fixed regular and adequate nighttime residence and who has a primary nighttime residence that is a publicly or privately operated shelter designed to provide temporary living accommodations, a

STUDENT RESIDENCY (Cont.)

temporary residence prior to institutionalization, or a place not designed or ordinarily used as a regular sleeping accommodation for human beings.

2. A child who is placed in a transitional or emergency shelter before placement in a foster home or home for neglected children.
3. A child who is temporarily living in a trailer park or camping area due to lack of adequate living accommodations.
4. A child who is living in doubled-up accommodations due to loss of housing or other similar situation.
5. A migratory child who is staying in accommodations not fit for habitation.
6. A child who has run away from home and lives in a runaway shelter, abandoned building, the street, or other inadequate accommodations.
7. A child who is placed in a state institution because s/he has no other place to live.
8. A child who has been abandoned by his/her family and who is staying in a hospital.
9. A child whose parents or guardian will not permit him/her to live at home and who lives on the street, in a shelter, or in other transitional or inadequate accommodation.
10. School-age unwed mothers or expectant mothers who are living in homes for unwed mothers because they have no other available living accommodations.

The district administration shall attempt to remove existing barriers to school attendance by children in foster care and homeless children:

1. Enrollment requirements that may constitute a barrier to the education of a child in foster care or the homeless child or youth ~~shall may be waived at the discretion of the superintendent.~~ If the district is unable to determine the student's grade level due to missing or incomplete records, the district shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.
2. Fees and charges that may present a barrier to the enrollment or transfer of a child in foster care or a homeless child or youth ~~may shall be waived at the discretion of the superintendent.~~
3. Customary transportation policies and regulations ~~may shall be waived at the discretion of the superintendent.~~
4. Official school records policies and regulations ~~may shall be waived at the discretion of the superintendent.~~

STUDENT RESIDENCY (Cont.)

5. The district shall make a reasonable effort to locate immunization records from information available or shall arrange for students to receive immunizations through health agencies and at district expense if no other recourse is available. Immunizations may, however, be waived for homeless youth only in accordance with provisions of board policy on immunizations. (See policy FFAB.)
6. Other barriers to school attendance by a child in foster care or a homeless youth shall be.

The district will provide to each homeless child such school services that are comparable to services offered to other students in the district and that are determined to be in the child's best interest. Such services will include:

1. Public preschool programs;
2. Special education, Title I, and limited English proficiency programs for which they are eligible;
3. Vocational education programs;
4. Gifted and talented programs;
5. Before and after school programs;
6. School meal programs; and
7. Transportation services.

Residency Officer

The school district designates _____ as residency officer. The residency officer may be contacted by calling the school district at _____ or by writing to the residency officer at the following address, or by personally visiting the residency officer at _____.

If this school district denies admittance of a student who claims to be a resident of the district, the parent, guardian, or person having care and custody of the student may request a review of the residency officer's decision. Such request for review shall be in writing and must be received by the residency officer within three school days of the denial of admittance. The request for review shall include any additional pertinent information that may justify the admittance of the child to the school district.

Upon receipt of a written request for review, the residency officer will render a decision and notify the parent of the decision within three school days of the receipt of the request for review.

If the parent disagrees with the findings of the residency officer, the parent will notify the residency officer within three school days of the receipt of the decision. The residency officer will submit his/her findings and all documents reviewed to the board of education.

STUDENT RESIDENCY (Cont.)

The board of education will review the decision and the documents submitted by both the residency officer and the student and render a decision at the next board meeting. The board's decision may be appealed only pursuant to procedures utilized by the State Department of Education.

The Superintendent will designate a Point of Contact (POC) to coordinate activities relating to the District's provision of services to children placed in foster care, including transportation services.

The District will collaborate with Child Welfare Agencies when transportation is required for children placed in foster care to attend the school of origin outside their usual attendance area or the district when in the best interest of the student. Under the supervision of the Superintendent/designee, the District POC will invite appropriate District officials, Child Welfare Agencies, and officials from other districts or agencies to consider how such transportation is to be promptly arranged and funded in a cost effective manner.

DEFINITIONS

"Foster Care" means 24-hour care and supportive services provided to children placed away from their parents, guardians, or person exercising custodial control or supervision and for whom the foster parent has placement care and responsibility.

"School of origin" means the school in which a child is enrolled at the time of placement in foster care.

"Best Interest" means a case -by-case determination of the appropriateness of the current educational setting and the proximity of placement as required by ESEA section 1111(g)(1)(E)(i). Factors be utilized in this determination include, but are certainly not limited to, the following:

1. Safety considerations;
2. Proximity of the resource family home to the child's present school;
3. Age and grade level of the child as it relates to the other best interests factors;
4. Needs of the child, including social adjustment and well-being;
5. Child's performance, continuity of education and engagement in the school the child presently attends;
6. Child's special education programming if the child is classified;
7. Point of time in the school year;
8. Child's permanency goal and likelihood of reunification;
9. Anticipated duration of the placement;
10. Preferences of the child;
11. Preferences of the child's parent(s) or education decision maker(s)
12. The child's attachment to the school, including meaningful relationships with staff and peers;
13. Placement of the child's sibling(s);
14. Influence of the school climate on the child, including safety;
15. Availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
16. History of school transfers and how they have impacted the child;
17. How the length of the commute would impact the child, based on the child's developmental stage;

STUDENT RESIDENCY (Cont.)

18. Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
19. Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

**REFERENCE: 70 O.S. §1-113, §1-114
70 O.S. §18-111**

A POLICY ON THIS TOPIC IS REQUIRED BY LAW.

ELECTRONIC SIGNATURES

The Board recognizes the effective and efficient use of electronic communications to conduct business. Under certain conditions, electronic signatures satisfy the requirements of a written signature when transacting business. Although all electronic signatures are represented digitally, they can take many forms and can be created using many different types of technology. The authenticity and reliability of electronic signatures relating to transactions are dependent on the accompanying processes, supplemental records and the overall context in which records are created, transferred, signed, and stored.

Definitions

Attribution - an electronic signature is attributable to a person if it was the act of the person. The act of the person may be shown in any manner, including a showing of the efficacy of any security procedure applied to determine the person to which the electronic signature was attributable.

Electronic Signature - an electronic sound, symbol, or process attached to or logically associated with a record and executed or adopted by a person with the intent to sign the record.

Electronic Record - any record created, generated, sent, communicated, received or stored by electronic means.

An electronic signature may be used if the law requires a signature unless there is a specific law, regulation, or order that requires records to be signed in nonelectronic form. The issuance and/or acceptance of an electronic signature by the District shall be permitted in accordance with the provisions of this policy and all applicable state and federal laws. Such electronic signature shall have the full force and effect of the manual signature only if the electronic signature satisfies all of the following requirements:

1. The electronic signature identifies the individual signing the document by his/her name and title;
2. The identity of the individual signing with an electronic signature is capable of being validated through the use of an audit trail;
3. The electronic signature and the document to which it is affixed cannot be altered once the electronic signature has been affixed; and
4. The electronic signature conforms to all other provisions of this policy.

Acceptance, Use and Issuance of Electronic Records and Signatures

The District may utilize electronic recordkeeping systems that can receive, store, and reproduce electronic records and signatures relating to transactions in their original form. Such system shall include security procedures whereby the District can:

1. Verify the attribution of a signature to a specific individual;
2. Detect changes or errors in the information contained in a record submitted electronically;
3. Protect and prevent access, alteration, manipulation or use by an unauthorized person; and
4. Provide for nonreproduction through strong and substantial evidence that will make it difficult for the signer to claim that the electronic representation is not valid.

ELECTRONIC SIGNATURES CON'T

The District shall ensure that all electronic signatures are capable of being accurately reproduced for later reference and retained until such time as all legally mandated retention requirements are satisfied.

The District may elect to receive and accept as original, electronic records and signatures so long as the communication, on this face, appears to be authentic, and conforms to all other provisions of this policy.

The District will retain in its records this policy and all statements of exclusive use, until such time as all legally mandated retention requirements are satisfied.

The District will not accept electronic signatures on student records including, but not limited to, absence excuses from parents/guardians, educational trip requests, and certain documents related to the Individuals with Disabilities Education Act.

ENROLLMENT OF STUDENTS WITH FOREIGN CITIZENSHIP

It is the policy of the Cashion Board of Education that a prospective student who is a citizen of a foreign country and who is not a citizen of the United States shall be permitted to enroll in school pursuant to a contract for educational services only if the parent or legal guardian of the prospective student resides within this school district. Custody affidavits will not be honored on foreign students.

Students who are temporarily residing within this school district with permanent residents of the community, under a recognized foreign student exchange program, shall be excluded from the provisions of this policy.

Any foreign student, other than those specified above, shall be enrolled only at the discretion of the superintendent. The superintendent will sign a Form I-20, required by the federal government, only after the following criteria have been met:

1. Full tuition payment will be required. This fee will be calculated on the actual per student expenditure of other students educated in the district for the school year.
2. Tuition must be paid by cashier's check or money order payable to the treasurer of the school district and must be made in advance of enrollment. No refund will be made once the I-20 form has been mailed from the superintendent's office.
3. Verification of skill in the English language sufficient to insure participation in discussion, reading assignments, and understanding class presentations is required. This proficiency will be measured on an accepted reading test selected by the district's administrators.
4. Grade placement will be determined by the district's administrators.
5. The VISA page of the student's passport must be "F-1" classification to be eligible for the I-20.
6. A translated copy of the secondary school transcript must be presented at the school at the time of enrollment.
7. The student must not have reached the age of twenty-one (21) prior to the beginning of the senior year.
8. The name of a person in the school district who will assume responsibility for the student is required.

Students admitted under this policy are subject to all rules and regulations governing other students enrolled in the district's schools.

REFERENCE: 70 O.S. §1-113

EDUCATION OF MIGRATORY CHILDREN

The school district shall provide migratory students with appropriate educational services that address their unique needs in a coordinated and efficient manner. "Migratory child" shall mean a child who is, or whose parents or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding thirty-six (36) months, in order to obtain, or accompany such parent or spouse, in order to obtain temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.

Priority for services shall be provided to those migratory children who:

1. Are failing or are at risk of failing to meet the Oklahoma Academic Standards; and
2. Whose education has been interrupted during the regular school year.

Continuation of services shall be provided by the school district to:

1. A child who ceases to be a migratory child during a school term for the remainder of the school year.
2. A child who is no longer a migratory child may continue to receive services for one (1) additional school year if comparable services are not available through other programs; and
3. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

The school district shall comply with all state and federal requirements in the implementation and expenditure of federal funds designated for the education of migratory children. Migratory children who qualify for special education services shall be provided a free, appropriate education in accordance with federal law.

Legal Reference: **ESSA, Sections 1301-1309.**

**MEDICAL EXEMPTION REVIEW COMMITTEE
PROCESS FOR ELIGIBLE EXEMPTIONS
AND DOCUMENTATION FOR DECISION**

Members of the committee shall adhere to the Family Educational Rights and Privacy Act (FERPA) with regard to the review of confidential student records. The committee will review student absences and make a determination as to which absences may qualify as an absence for a severe medical condition and as a result be exempt from inclusion in the calculation of the chronic absenteeism indicator of the applicable student's school sites. In deciding, the committee will utilize the following definition of severe medical condition:

"A severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma."

If it is determined that a student's absence meets the definition, that absence will be documented via a notation by the building principal in the student's attendance log as being for a severe medical condition.

The district will report all absences determined to be medically exempt to the Oklahoma State Department of Education Office of Accountability.

DOCUMENTATION

On the ____ day of _____, 20____, the Medical Exemption Review Committee met at ____ o'clock to review absences to determine which absences, if any, met the "severe medical condition" exemption for purposes of the school district's chronic absenteeism indicator. The following situations were found to meet the definition:

Student _____.

Severe Medical Condition _____.

Date of Absences _____.

The committee agreed on this decision with a vote of _____.

Committee Chairperson

ATTENDANCE POLICY (REGULATION)

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

In accordance with the policy of the board of education, each student in High School and Junior High School (See FDC-R2 for K-6) is required to attend each class unless an absence is excused, a minimum of 90% of the time in order to receive credit for that class.

ABSENCES

Excused absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation.

It is the responsibility of the parent to notify the school by 9 a.m. if a child is to be absent for one of the above reasons. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a virtual online program approved by the school district, or
2. They have a medical condition that incapacities the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.
2. The student will be allowed to make up any work missed while participating.

ATTENDANCE POLICY, REGULATION (Cont.)Unexcused Absence

This is any absence that does not fall within one of the above categories. Work may be made up. 100% of the grade will be counted. Students that miss 10% of class for the semester will result in that student not receiving credit in that class for the semester.

Truancy

A student is considered truant when absent from the classroom without the knowledge of either the school or the parent or if the parent does not compel the student to attend school.

Tardies

1. A student is tardy who is not in the student's seat when the bell to begin the period sounds.
2. A student who is more than 10 minutes late is counted absent for the period.

Any student who exceeds the 10% a semester limit for unexcused absences may appeal to the board of education for reinstatement of credit. Consideration will be given as to the reason for the absences as well as to the attempts by parents to minimize the absenteeism.

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

* **REFERENCE: 38 O.S. §37**

ATTENDANCE REGULATION (KINDERGARTEN THROUGH FIFTH GRADE)

In accordance with the policy of the board of education, this regulation shall govern attendance and absenteeism in grades Kindergarten through five.

A student absent from class more than 10% during a nine-week period may required, along with the student's parents, to have a conference with the principal.

Students who are absent from class shall be required to make up the work missed. Arrangements for doing make-up work must be made prior to the absence or not later than the day the student returns to class.

When a student is absent, the parent or guardian should call the attendance office before noon the day of the absence if possible. Otherwise, the student must bring a note from the parent/guardian explaining the absence.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a virtual online program approved by the school district, or
2. They have a medical condition that incapacities the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local board of education.

The following are examples of absences:

AVOIDABLE

Vacations
Trips for visits

UNAVOIDABLE

Personal Illness
Medical Appointments

PARENT'S APPLICATION FOR TRANSFER OF STUDENTS

Regular ☐ Emergency ☐ Cancellation ☐

COUNTY OF RECEIVING SCHOOL DISTRICT: _____

Date of Application _____

For the School Year ____ - ____

SENDING SCHOOL DISTRICTRECEIVING SCHOOL DISTRICT

County _____

County _____

District Number _____ Approved ☐District Number _____ Approved ☐District Name _____ Denied ☐District Name _____ Denied ☐

Date _____

Signature of School Superintendent _____

Date _____

Signature of School Superintendent _____

In pursuance to the provisions of the Statutes of the State of Oklahoma and the rules and regulations of the State Board of Education, application is hereby made to permit the following named child/children to transfer from the sending district to the receiving district as indicated above:

FULL NAME (Please Print)	BIRTH DATE	AGE	GRADE

Reason(s) for transfer: _____

If transfer is for special education, a test evaluation (not over 3 years old) must be submitted with transfer application.

Has any child in this family been transferred to this district before? _____ If yes, what year? _____

This applicant verifies that he/she is the parent or guardian of the child/children above named. This applicant hereby acknowledges that he/she and the child/children, if transferred, shall be bound by the rules and regulations of the receiving district and the compulsory school attendance laws of Oklahoma.

Signature of Parent or Guardian _____

Residence Phone _____

Business Phone _____

Street Address _____

City _____

Zip Code _____

Approved ☐Denied ☐

Date _____

Signature of Superintendent of Receiving School District _____

RETURN TO SUPERINTENDENT OF RECEIVING SCHOOL DISTRICT

REMOVAL OF JUVENILE SEX OFFENDER (PROCEDURES)

Upon receipt of notice from the juvenile bureau or the Office of Juvenile Affairs, that a student in the school district was adjudicated of an offense subject to the Oklahoma Juvenile Sex Offender Registration Act, involving another student or siblings of the victim that are attending school in the district, the superintendent shall:

1. Notify the victim and parent or guardian of the victim of their right to request to be separated from the offender at school and during school transportation.
2. If the victim requests to be separated from the offender, the school district shall take all steps allowed by law to separate the victim and/or the victim's siblings from the offender. Steps that may be taken in this school district are as follows:
 - a. Inform the offender that they may seek an Open Transfer to another school district for the subsequent school year. This transfer would be subject to the policy on open transfer for the receiving district.
 - b. Provide the offender with a transfer to another school site within the district.
 - c. Placing the offender in an alternative education program.
3. The offender or the parents of the offender, if the offender is a juvenile, shall be responsible for arranging and paying for transportation and any other cost associated with or required for the offender to attend another school. However, the offender or the parents of the offender shall not be charged for existing modes of transportation that can be used by the offender at no additional cost to the school district.

(If the offender is a special needs student, please contact your school district's special education law attorney to determine what steps, if any, the district may legally take).

REFERENCE: 70 O.S. §24-100.6

STUDENT TRANSFERS

Open Transfers previously granted by the school board will remain in effect unless the board of education takes action to deny a future year's attendance based upon discipline and/ or attendance as addressed within this policy.

The school district will not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude or athletic ability. The school district will begin accepting applications for the next school year starting May 1st 2022. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations. The administration will not approve or deny transfers received for the next school year until after the July 1 capacity data is determined for each grade level and site within the school district.

Transfers that have previously been approved by the school district will remain in effect for future school years unless the district provides notification to the parent or legal guardian that the transfer is not going to be continued for an upcoming school year due to disciplinary action or attendance issues. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student.

A transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a student who transfers may attend the school district to which their sibling transferred as long as the school district has capacity in the grade level and the sibling does not meet a basis for denial as listed below. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;
2. The transferring student has not been disciplined for:
 - a. violation of a school regulation,
 - b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or
 - c. possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act.
3. The transferring student does not have a history of absences. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

TRANSFER POLICY(Cont.)

By the first day of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The number of transfer students for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website. The district shall report to the State Department of Education the number of transfer students for each grade level for each school site which the district has the capacity to accept.

The district has a capacity of **35** in Grade Pre-K at Cashion Elementary School.

The district has a capacity of **55** in Grade Kindergarten at Cashion Elementary School.

The district has a capacity of **57** in Grade 1 at Cashion Elementary School.

The district has a capacity of **37** in Grade 2 at Cashion Elementary School.

The district has a capacity of **45** in Grade 3 at Cashion Elementary School.

The district has a capacity of **50** in Grade 4 at Cashion Elementary School.

The district has a capacity of **44** in Grade 5 at Cashion Middle School.

The district has a capacity of **44** in Grade 6 at Cashion Middle School.

The district has a capacity of **57** in Grade 7 at Cashion Middle School.

The district has a capacity of **46** in Grade 8 at Cashion Middle School.

The district has a capacity of **41** in Grade 9 at Cashion High School.

The district has a capacity of **48** in Grade 10 at Cashion High School.

The district has a capacity of **43** in Grade 11 at Cashion High School.

The district has a capacity of **55** in Grade 12 at Cashion High School.

A student shall be allowed to transfer to a district in which the parent or legal guardian of the student is employed as a teacher as per 70 O.S. § 8-113.

The district will approve or deny the application and notify the parent of the student of the determination in writing within thirty (30) days of receiving an application. The school district shall enroll transfer students in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students in the order in which the district received the application. Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer if:

1. At least one parent of the student has a Department of Defense issued identification card; and
2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If the transfer application is accepted, the district shall notify the parents of the acceptance. The parent shall provide the district with written notification that the student will be enrolling within ten (10) days of notification of acceptance. Failure to notify the school district within ten (10) days of acceptance shall result in the cancellation of the transfer. The district will provide a written notice of the cancellation to the parent of the student immediately upon cancellation. If accepted, a student transfer is granted for the existing school year and may continue to attend in

future years. At the end of the school year, the district may deny continued transfer of the student due to disciplinary reasons or a history of absences. Written notice of the intention to deny continued transfer of the

TRANSFER POLICY(Cont.)

student shall be given to a parent of a student no later than July 15. The parent may appeal the denial of a continued transfer.

If a transfer request is denied by the school district, the district shall provide notification of the denial in writing to the parent by either hand-delivery, by U.S. Mail or electronic mail. The notification shall include:

1. An explanation including but not limited to any citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the district for determining the number of transfer students the school district has the capacity to accept;
3. A copy of 210:10-1-18.1 from the Administrative Code; and
4. The date upon which the appeal will be due.

If a transfer request is denied by the administration, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of denial to the board of education. If notification was hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification is sent by U.S. Mail, the appeal period shall begin three (3) days after the notification is mailed. If notification is sent via electronic mail, the appeal period shall begin the day after the notification is sent. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. The board of education shall accept an otherwise untimely appeal if a parent of a student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within ten (10) days after the parent of the student actually received notice.

The appeal to the board of education shall be submitted to the office of the superintendent. The appeal shall include the following:

1. The name, address and telephone number of the parent of the student and the student for whom the appeal is being taken;
2. The date the district gave notice denying the transfer request;
3. The basis for appealing the decision of the school district; and
4. The name, address and telephone number of the legal representative, if applicable.

Appeal process: During the appeal, the board will review the action of the administration and the appeal paperwork submitted by the parent of the student to make sure that the district policy was followed with regard to the denial of the transfer. The board of education will meet in an executive session to review the educational records of the student. If the policy was not followed, the board of education shall return to open session to vote to overturn the denial and the transfer will be granted. This will be a paper appeal and will include the written documentation utilized by the school district as well as a written response from the parent or legal guardian which explains why the policy was not followed.

TRANSFER POLICY(Cont.)

If the board of education votes to deny an appeal of a request to transfer, the board of education shall instruct the superintendent to provide notification of denial in writing to the parent of the student by either hand-delivery, by U.S. Mail, or by electronic mail. The notification shall include:

1. An explanation, including the legal citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the board of education for determining the number of transfer students the district has capacity to accept;
3. A copy of the State Board of Education's prescribed form for an appeal; and
4. A copy of 210:10-1-18.1 which identifies the Accreditation standard for appealing the denial of a student transfer.

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education. The superintendent shall immediately provide a copy of the appeal to each member of the board of education. Upon receipt of notice of an appeal, but not later than five (5) days prior to the date at which the State Board of Education is scheduled to consider the appeal the board of education may submit a written response to the appeal. Responses should not exceed five (5) pages. If not submitted by the parent, the board of education shall provide a copy of the policy adopted to determine the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The parent and the school district will have an opportunity to appear in person or by authorized representative or by attorney to address the State Board at the meeting.

A student who enrolls in a school district in which the student is not a resident shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance at the receiving school unless the transfer is from a school district which does not offer the grade the student is entitled to pursue as per 70 O.S. § 8-103.2.

REFERENCE: 70 O.S. §1-114
70 O.S. §1-113
70 O.S. §5-117.1
70 O.S. §8-101, et seq.
70 O.S. §24-101, et seq.; §24-102
Family Education Rights and Privacy Act
Atty. Gen. Op. No. 87-134, April 1, 1988
State Accreditation Standards 210:10-1-18 and 210:10-1-18.1

THIS POLICY REQUIRED BY LAW.

ALTERNATIVE TO PUBLIC SCHOOLING

According to Oklahoma Statutes, parents or guardians are held responsible for the education of their children until they have graduated from high school or until their eighteenth birthday. Parents may elect to enroll their students in a private school or they may elect to teach them at home. Both options are provided by law.

Parents choosing either of these two methods of education release the school district of its obligation under the Compulsory Attendance Law to report non-attendance to the proper court officials. To properly document such a withdrawal, school administrators will have the parents or guardians complete and sign the homeschooling or the private schooling withdrawal forms.

HOME-SCHOOLING

It is the belief of the Board of Education that full-time enrollment in the Cashion Public Schools is the best educational opportunity for resident students.

Full-Time Enrollment

Students who have been enrolled in home schooling will be accepted into the Cashion Public Schools upon parental request and evidence of residency. Grade placement and appropriate class schedule will be based on the results of assessment as directed and interpreted by school counselors and principals. Students must meet all graduation requirements to receive a diploma from Cashion Public Schools.

Home-School Enrollment

Any parent may choose to home school his/her child(ren). Upon request, the school will provide the parent the names of textbooks currently used by teachers in the child's classes. The furnishing of textbooks, and any other educational materials or services, will be the sole responsibility of the parent. Only children enrolled full-time in Cashion Public Schools will be allowed to participate in extracurricular activities and any curricular required or elective program offered during the school day.

Enrollment in fee required summer driver education programs for any Home schooled child will be treated as any out-of-district requests for enrollment. All out-of-district requests are accepted on a space available basis and first-come, first-served if space is available.

Use of Public School Library

All public school libraries must meet minimum expenditure requirements based upon student enrollment. Collections must be available to meet the needs of those student enrolled full-time at the elementary and secondary levels. Therefore, the school libraries will be limited for use by only full-time enrolled students.

**STUDENT TRANSFERS FOR
CHILDREN OF TEACHERS**

Children or wards of individuals employed as teachers by the school district shall be allowed to transfer into the school district without regard to other transfer policies. A student who enrolls pursuant to this policy shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance unless the transfer is from a school district which does not offer the grade the student is entitled to pursue. Eligibility requirements are governed by the Oklahoma Secondary School Activities Association.

REFERENCE: 70 O.S. §8-113
70 O.S. §8-103.2

STUDENT TRANSFERS FOR CHILDREN OF ACTIVE DUTY MILITARY MEMBERS

The school district shall allow the transfer of students who are dependent children of a member of the active uniformed military services of the United States on full-time active duty status and for whom Oklahoma is the home of record and students who are the dependent children of a member of the military server on active duty orders and for whom Oklahoma is the home of record. Transfers will be approved if:

- a. At least one parent of the student has a Department of Defense-issued identification card;
- b. At least one parent can provide evidence that he or she will be on active duty status or orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation, or a natural disaster requiring the use of orders for more than thirty (30) consecutive days; and
- c. The student will be residing with a relative of the student who lives in the receiving school district or who will be living in the receiving school district within six (6) months of the filing of the application for transfer.

REFERENCE: 70 O.S. §8-103.1

THIS POLICY REQUIRED BY LAW.

TRANSFERS FOR SPECIAL EDUCATION STUDENTS

If a transfer application is received for a child with disabilities to a school district other than the district of residence of the child pursuant to the Education Open Transfer Act the following provisions shall apply:

1. The school district shall establish availability of the appropriate program, staff, and services prior to approval of the transfer;
2. Prior to the approval of the transfer of a child on an individualized education program (IEP), a joint IEP conference shall be required between the district of residence and the receiving district; and
3. Upon approval of the transfer, the receiving district shall claim the child in the average daily membership for state and for federal funding purposes and shall assume all responsibility for education of the child. For state funding purposes, the State Department of Education shall include the appropriate grade level weight and all category weights to which the pupil is assigned pursuant to the provisions of Section 18-201.1 of this title when calculating State Aid pursuant to the provisions of Section 18-200.1 of this title, regardless of whether the receiving district provides education to the student using traditional in-class means or via online instruction. When applicable, the receiving district may apply to the Oklahoma Special Education Assistance Fund for assistance in meeting any extraordinary costs incurred.

REFERENCE: 70 O.S. §13-103

OPEN TRANSFER POLICY TRANSFERS AND ASSIGNMENTS

It is the policy of the Cashion Board of Education that any application for open transfer will be reviewed by the board of education and considered on a first-come, first-served basis. Applications may be obtained from the superintendent and shall be filed with the office of the superintendent during regular business hours of the school district beginning February 1 and ending no later than May 31 in the school year preceding the school year for which the transfer is desired. Written application for any transfer shall be made by the parent(s) of the student and filed with the superintendent of the district. For purposes of the Education Open Transfer Act, the term "parent" means the parent of the student or person having custody of the student or a competent student having reached the age of majority.

By May 31, the superintendent shall notify the resident school district that a student enrolled in the resident school district has filed an application for transfer.

The board of education shall vote to approve or deny the application for transfer not later than July 15. Transfer applications shall be reviewed by the board of education in executive session in order to protect the confidentiality of student records. However, the vote to approve or to deny the application for transfer shall take place in open session. The district shall not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability. Notwithstanding the provisions of the Education Open Transfer Act, transfers of children with disabilities shall be granted as authorized in Section 13-103 of Title 70 of the Oklahoma Statutes. All transfer applications will be approved or denied subject to the following criteria:

1. Availability of Programs.
2. Staffing Availability.
If accepting the transfer will require the addition of personnel, the transfer application will be denied.
3. Space Limitations.
Transfer requests will be accepted by the school district.
4. Disciplinary Record.
Discipline records of students transferring to this school will be requested as part of the student's records. It shall be within the discretion of the board of education, based upon the student's records, as to whether a transfer will be approved or denied. As a general rule, students with poor discipline or attendance records or those deemed "not in good standing" at their former school will not be approved for transfer to this district.
5. Adjudication as a Juvenile Sex Offender.

On or before September 1, the superintendent shall file a copy of a list of students granted transfer showing the resident school district and grade level of all students granted transfer with the State Board of Education and each resident school district.

On an adequate showing of emergency, the superintendent may make and order a transfer, subject to approval by the State Board of Education. An emergency shall include only:

1. The destruction or partial destruction of a school building;

OPEN TRANSFER POLICY, TRANSFERS AND ASSIGNMENTS (Cont.)

2. The inability to offer the subject a student desires to pursue, if the student becomes a legal resident of a school district after February 1 of the school year immediately prior to the school year for which the student is seeking the transfer;
3. A catastrophic medical problem of a student, which for purposes of this section shall mean an acute or chronic serious illness, disease, disorder, or injury which has a permanently detrimental effect on the body's system or renders the risk unusually hazardous;
4. The total failure of transportation facilities;
5. The concurrence of both the sending and receiving school districts;
6. The unavailability of remote or on-site Internet-based instruction by course title in the district of residence for a student identified as in need of drop-out recovery or alternative education services, provided such student was enrolled at any time in a public school in Oklahoma during the previous three school years; or
7. The unavailability of a specialized deaf education program for a student who is deaf or hearing impaired.
8. When a student has been the victim of harassment, intimidation, and bullying as defined in 70 O.S. § 24-100.3, and the receiving school district has verified that:
 - (i) The student has been the victim of harassment, intimidation, or bullying; and
 - (ii) The sending school district was notified of the incident or incidents prior to the filing of the application for transfer.

A child who has reached the age of four (4) on or before September 1 of the school year, and resides in a district that does not offer an early childhood program may be granted a transfer into the district provided the physical facilities and teaching personnel can accommodate the child. The district may also refuse to accept the nonresident child if the district determines the child is not ready for the district's early childhood education program.

A child whose family relocates from the school district may continue attendance to the end of the current school year provided the student began the school year in the school district.

Students transferring to the district between school years shall be admitted to the next higher grade upon meeting entrance requirements and showing evidence of having completed the preceding grade. Students transferring from private, non-accredited schools shall be tested and placed accordingly.

Any student residing in a school district that does not offer the grade that such child is entitled to pursue shall be entitled to be transferred to any school district inside or outside of the transportation area in which such student resides which offers the grade which he is entitled to pursue. Such transfer shall be automatically approved.

Except for a child in the custody of the Department of Human Services in foster care, no student shall be permitted an open transfer more than once in any school year.

Any brother or sister of such transferred student may apply to attend the same said school system.

OPEN TRANSFER POLICY, TRANSFERS AND ASSIGNMENTS (Cont.)

Any parent, guardian, person, or institution having care and custody of a child who pays ad valorem tax on real property in this district, but does not reside in this district; may, with approval of the board of education, enroll the child in this district and receive a credit on the nonresident tuition fee equal to the amount of the ad valorem tax paid for school district purposes provided the credit shall not exceed the total amount required for the tuition payment.

Any student transfer approved for any reason prior to January 1, 2000, shall continue to be valid and shall not be subject to the Education Open Transfer Act unless the parent having custody chooses otherwise.

Should the board of education determine that cancellation of a previously approved transfer is in the best interest of the district, the resident district and the parents/guardian of the student shall be notified of the cancellation. Such notice shall be made by July 15 prior to the school year for which the cancellation is applicable.

Beginning July 1, 2008, the transfer of a child with disabilities for three consecutive years creates an automatic and permanent transfer to this school district.

REFERENCE: 70 O.S. §1-114
70 O.S. §1-113
70 O.S. §5-117.1
70 O.S. §8-101, et seq.
70 O.S. §24-101, et seq.
Family Education Rights and Privacy Act
Atty. Gen. Op. No. 87-134, April 1, 1988

THIS POLICY REQUIRED BY LAW.

HEALTH: STUDENTS

The Cashion Board of Education believes that the goals of educators should include training that helps our children to grow into productive and responsible adults.

While the general health and physical maintenance of a child is the responsibility of the parent, the board believes that teachers and administrators should encourage students to become aware of the value of a healthy mind and body.

If a teacher or an administrator becomes aware of a health problem involving a student, the parents or legal guardian of the student shall be notified and a conference with the parents be scheduled. If efforts to resolve the problem through consultation with the parents are not successful, the administrator shall consider referring the matter to the Department of Human Services.

Health education shall, whenever possible, be incorporated into the subject matter of all courses of instruction. There shall also be established definite time allocations for the teaching of health education.

Any child who is determined to be afflicted with a contagious disease, as currently defined by the Oklahoma Department of Health shall be prohibited from attending school until a health officer has determined that the child is free of the contagious disease or that the disease is no longer contagious.

The school district will prohibit a child with head lice from attending school until such time as the child no longer has been identified as having head lice.

**REFERENCE: 70 O.S. §5-117, §10-105, §11-103, §1210.194
63 O.S. §1-507**

**MEDICATION:
ADMINISTERING TO STUDENTS
AUTHORIZATION**

Name _____ Grade _____

Teacher _____ School _____

Time to be administered _____ a.m. _____ p.m.

Date from _____ to _____

TO PARENT/GUARDIAN/INDIVIDUAL ASSUMING PERMANENT CARE AND CUSTODY: Is the medication that you wish administered to your child prescription medicine? _____. If so, please provide the name of the medical doctor who prescribed the medication. _____

Is the child's disability or illness such that the medication must be self-administered by the child (asthma, etc.)? _____. If so, the student's medical doctor should include a statement to that effect in the child's prescription. The parent or guardian must provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication.

Prescription medication must be furnished by the parent or guardian with the original label prepared and attached by a pharmacist. The label must reflect the name, strength, and dosage of the medication and whether or not the medication may be self-administered by a minor. Non-prescription medication must be in the original container that must reflect the name and strength of the medication.

This form must be signed by the parent/guardian of the child named herein. The signature of the prescribing physician may be required at the discretion of the medication administrator.

Signature of Parent/Guardian/Individual Assuming
Permanent Care and Custody

Date

Physician's Signature
(required for self-administration of medication)

Date

PARENTAL AUTHORIZATION TO ADMINISTER MEDICINE

TO: _____
(Principal)

(School)

I am the parent with legal custody, the legal guardian, or individual assuming permanent care and custody of _____, a student attending this school. This student requires medication at intervals during the school day.

I hereby give my consent and authorize and request the school principal, or _____ (an employee of the school district designated by the principal, and me) to:

- _____ Administer _____, a non-prescription medication that I am hereby supplying you, in accordance with the written instructions of the child's physician that is attached hereto.
- _____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the directions for the administration of the medicine listed on the label of the vial.
- _____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the written instructions of the physician prescribing the medicine, which is attached hereto.
- _____ Permit the student to retain the medication on the student's person since the medication must be administered at unpredictable intervals throughout the day. A physician's statement that the student is capable of, and has been instructed in the proper method of, self-administration of medication is attached.

I understand that under state law, the board of education, the school district, or the employees of the district shall not be liable to the student or the student's parent or guardian for civil damages for any personal injuries to the student which result from acts or omissions of school employees in administering the medicine I have hereby authorized or from the self-administration of medication by the student.

Dated this _____ day of _____, _____.

(Parent with Legal Custody, Guardian, or Individual Assuming Permanent Care and Custody)

(Address)

WITNESS:

**LOG OF THE ADMINISTRATION OF MEDICINE
FOR THE _____ SCHOOL
SCHOOL YEAR ____ - ____**

DATE MEDICINE ADMINISTERED	NAME OF STUDENT GIVEN MEDICINE	NAME & TITLE OF PERSON WHO ADMINISTERED MEDICINE	NAME OF MEDICINE	DOSAGE & TIME GIVEN

MEDICATIONS GIVEN AT SCHOOL (REGULATION)

Giving medications to students at school requires the utmost care and caution on the part of school staff. The danger of a student receiving an incorrect medication puts the student's health at risk and places the school and employees in legal jeopardy. The board of education has established policies and procedures for the safe administration of medications at school, including the following:

1. The principal designates in writing which school employees may administer medications to students.
2. The school nurse:
 - A. Is responsible for the design, implementation and monitoring of procedures for administering and storing of all medications;
 - B. Communicates between the physician, parent, student, and school personnel concerning medications;
 - C. Is responsible for acquainting school personnel with the purposes of medications, possible side effects, and observable reactions expected;
 - D. Provides an annual in-service for principals, teachers, and those designated to administer medications, describing proper techniques and discussing safety issues. The nurse then provides ongoing monitoring for safe practices during the school year.
3. Designated school employees:
 - A. Are responsible for knowing and following the policy and correct procedures outlined for administering medications at school. The superintendent shall designate the employee(s) responsible for obtaining the Epinephrine injectors at each school site. Prior to the administration of an Epinephrine injector by a school employee, verification shall be made by the school employee that an executed waiver of liability by a parent or guardian is on file with the school district. Whenever a student is believed to be having an anaphylactic reaction, a school employee shall call 911 as soon as possible; and
 - B. Report to the principal and the school nurse any noted discrepancies in the medication orders for the student.

An appeal procedure review committee composed of two district administrators, a local physician, and a school nurse, will be established to address unusual circumstances which may arise but are not covered by the stated guidelines of the district's policy on administering medication at school. The committee will be chaired and convened by the director of health services as specific situations arise.

Information describing the rationale of the district's policy is available for parents to help them understand the need for the policy and these regulations.

MEDICATION: ADMINISTERING TO STUDENTS

It is the policy of the Cashion Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a nonprescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:
 - A. student's name,
 - B. name and strength of medication,
 - C. dosage and directions for administration,
 - D. name of physician or dentist,
 - E. date and name of pharmacy, and
 - F. whether the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- A. purpose of the medication,
 - B. time to be administered,
 - C. whether the medication must be retained by student for self-administration,
 - D. termination date for administering the medication, and
 - E. other appropriate information requested by the principal or the principal's designee.
2. Self-administration of inhaled asthma medication by a student for treatment of asthma, ~~or~~ an anaphylaxis medication used to treat anaphylaxis, and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:
 - A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
 - B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
 - C. Permission for the self-administration of asthma, anaphylaxis medication, or replacement cystic fibrosis enzymes is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.

MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler, anaphylaxis medication, or replacement pancreatic enzyme medication at all times.

E. Definitions:

1. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label, or replacement pancreatic enzymes prescribed by a physician and having an individual label.
2. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.
3. Students shall be permitted to possess and self-apply sunscreen that is regulated by the Food and Drug Administration without the written authorization of a parent, legal guardian, or physician. Students applying sunscreen are prohibited from applying sunscreen during instructional time. Aerosol spray must be applied outside of school buildings and away from other students. Students shall not be allowed to apply sunscreen to other students. Students who do not conform to these rules will be disciplined by the administration in accordance with school discipline policies.
4. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be administered in accordance with label directions or written instructions from the student's physician.

MEDICATION: ADMINISTERING TO STUDENTS (Cont.)

The administrator, or administrator's designee, will:

- A. Inform appropriate school personnel of the medication being administered
- B. Keep an accurate record of the administration of the medication
- C. Keep all medication in a locked cabinet except medication retained by a student per physician's order
- D. Return unused prescription medication to the parent or guardian only

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

This policy statement will be provided to a parent or guardian upon receipt of a request for long-term administration of medication.

REFERENCE: 10 O.S. §170.1
59 O.S. §353.1
70 O.S. §1-116, et seq.

DIABETIC STUDENT INFORMATION SHEET

Please be advised that _____ has diabetes. The parents of the student have provided the school district with written permission to provide this information to all school employees who will be responsible for providing transportation services to the student or may be required to supervise the student.

1. Emergency contact. If an emergency situation occurs, please contact _____ at _____.

2. Potential emergencies that may occur with regard to this student include:

3. This information is confidential medical information. Do not disclose this document or any medical information regarding this student to any person. Disclosure of this information shall result in disciplinary measure which could include termination of employment.

REFERENCE: **70 O.S. §1210.196.6**

DIABETES MEDICAL MANAGEMENT PLAN

This plan was created by the personal health care team of _____. This document sets out the health services that may be needed by the student at school.

The student shall be permitted to attend to the management and care of the diabetes of the student as follows:

1. Performing blood glucose level checks;
2. Administering insulin through the insulin delivery system used by the student;
3. Treating hypoglycemia and hyperglycemia;
4. Possessing on his/her person at any time any supplies or equipment necessary to monitor and care for the diabetes of the student; and
5. Otherwise attending to the management and care of the diabetes of the student in the classroom, in any area of the school or school grounds, or at any school-related activity. A private area will be available for the student to attend to the management and care of the student's diabetes.

The school nurse or a volunteer diabetes care assistant will assist the student with the management of their diabetes care as provided in this plan. The specific person assigned to assist this student is:_____.

In addition to the above, the following shall be included as a part of the student's diabetes management plan:

Agreed this ____ day of _____, 20____.

Parent or Guardian of Student

Principal (or designee)

School Nurse

Physician of Student

REFERENCE: 70 O.S. §1210.196.1, et seq.

MEDICAL MARIJUANA

The district will not regulate or take any adverse action against an employee for holding a medical marijuana license. The school district may take action against an employee who possesses a medical marijuana license if the employee uses or possesses marijuana while at school or during the hours of employment as per 63 O.S. § 424.

Students whose medical condition requires the use of medical marijuana are allowed to access and utilize marijuana in accordance with state law. School personnel are not legally permitted to administer medical marijuana to students. The district will provide a private location for a caregiver to administer medical marijuana to students at school. Oklahoma law limits who may act as a caregiver and any caregiver will have a medical marijuana license designating them to act on behalf of a student. The caregiver is responsible for bringing the medical marijuana to the qualifying student and promptly removing the medical marijuana from the premises after consumption or use.

Upon arriving at school, the caregiver will follow district protocol with regard to check in and departure.

There will be no smoking on school premises of any substance 24/7 in accordance with the state's no smoking act. At no time will marijuana be grown or stored on school premises.

School employees will not under any circumstances

- a. Assist students in obtaining or using medical marijuana;
- b. Store medical marijuana for students;
- c. Take and/or use a student's medical marijuana;
- d. Serve as a student's designated caregiver, unless the student is the child or in the legal custody of the employee.

The district reserves the right to discipline employees or students who fail to adhere to Oklahoma law and/or the requirements of this policy. Such disciplinary action will be addressed in accordance with the student discipline code and/or the standards of conduct for employees. Employees may be subject to termination or nonreemployment.

If a student has specific procedures regarding medical marijuana that are written into the student's Individualized Education Program (IEP) and such procedures are consistent with state and federal law, those provisions will take precedent over this policy.

ADMINISTRATION OF OPIATE ANTAGONISTS

It is the policy of the Cashion Board of Education, in light of the increased opioid addiction crisis nationwide, to authorize medical personnel at school to administer an opioid antagonist to any student or person they in good-faith suspect is having an opioid related drug overdose.

State law defines "medical personnel at schools" to include a certified school nurse or any other nurse employed by or under contract with a school, any licensed practitioner of the healing arts, or any person designated by the school administration to administer an opiate antagonist in the event of a suspected overdose.

The board of education hereby designates any school nurse, public health nurse, licensed practitioner of the healing arts, nurse working under contract with a school district or any person designated by the school administration to administer an opiate antagonist in the event of a suspected overdose is authorized to administer an opiate antagonist when encountering a student or other individual exhibiting signs of an opiate overdose.

The administration of the school district may formally authorize one or more persons employed by the school to receive training offered by the Department of Mental Health and Substance Abuse Services, a law enforcement agency or any other entity in recognizing the signs of an opiate overdose and administering an opiate antagonist. Persons designated to receive this training may include, but are not limited to, the certified and noncertified staff members required to receive annual training in cardiopulmonary resuscitation and the Heimlich maneuver in accordance with statute. If in-person training is not readily available in the area, the person or persons designated under this provision may access opiate antagonist training materials available online through the State Department of Health or another entity. Such training shall include information on how to recognize symptoms of an overdose, instruction in basic resuscitation techniques, instruction on proper administration of an opiate antagonist and the importance of calling 911 for help.

In the absence of the person or persons specifically designated and trained to administer an opiate antagonist under the provisions of this section, the administration of a school may authorize any person to administer an opiate antagonist to a student or other individual exhibiting signs of an overdose.

Any person administering an opiate antagonist to a student or other individual at a school site or school-sponsored event in a manner consistent with addressing opiate overdose shall be covered under the Good Samaritan Act. A school and any of its employees or designees shall be immune from civil liability in relation to the administration of an opiate antagonist in the event of a suspected overdose

The person(s) who has been approved by the administration of the school to administer an opioid antagonist to a student suspected to be undergoing an opioid-related drug overdose, may administer the antagonist, and, as soon as practicable, shall notify first responders of the situation.

The opioid antagonist supplied by the school district shall be approved by the United States Food and Drug Administration.

Each school site shall maintain a supply of opioid antagonists in a secure but unlocked and easily accessible location. The antagonists shall be maintained in quantities and types deemed adequate by the administration, in consultation with local first responders.

The opioid antagonists shall be accessible in the school during regular school hours and during school-sponsored functions that take place on school grounds. The board of education at its discretion, may make opioid antagonists accessible during school-sponsored functions that take place off school grounds and/or on school transportation.

ADMINISTRATION OF OPIATE ANTAGONISTS Con't

Each person approved to administer the opioid antagonist shall be required to receive training on proper administration of the antagonist, to be chosen by the administration and paid for by the school district.

REFERENCE: **68 O.S. 1-2506.1**
 70 O.S. 1210.242

SEIZURE-SAFE SCHOOLS

The district will ensure that any student who is diagnosed with a seizure disorder, will be provided with a seizure action plan that is a written, individualized health plan designed to acknowledge and prepare for the student's health care needs.

When the district has a student enrolled who has a seizure disorder and has a seizure rescue medication or other medication prescribed to treat seizure disorder symptoms which is approved by the Food and Drug Administration the requirements of the Seizure-Safe Schools Act will become applicable to the district. At that time, the district will have at least one employee at each school the child attends who has met the training requirements necessary to:

1. Administer or assist with the self-administration of a seizure rescue medication or medication prescribed to treat seizure disorder symptoms as approved by the United States Food and Drug Administration; and
2. Recognize the signs and symptoms of seizures and the appropriate steps to be taken to respond to these symptoms.

Before a seizure rescue medication can be administered to a student to treat seizure disorder symptoms, the student's parent or legal guardian shall:

1. Provide the school with written authorization to administer the medication at school;
2. Provide a written statement from the student's health care provider that will contain the following information:
 - a. The student's name;
 - b. The name and purpose of the medication;
 - c. The prescribed dose;
 - d. The route of administration;
 - e. The frequency that the medication may be administered; and
 - f. The circumstances under which the medication may be administered.
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact; and
4. Collaborate with school personnel to create a seizure action plan.

Written authorization shall be maintained in the office of the school nurse or school administration and shall be distributed to any school personnel or volunteers responsible for the supervision or care of this student. The written authorization is effective for the school year in which it is granted and may be renewed each following school year.

A school employee may not be subject to any disciplinary proceeding resulting from an action taken in compliance with the Seizure-Safe Schools Act. Any employee acting in accordance with the provisions of this act shall be immune from civil liability unless the actions of the employee rise to a level of reckless or intentional misconduct.

A school nurse shall not be responsible for and shall not be subject to disciplinary action for actions performed by a volunteer.

REFERENCE: 70 O.S. §1210.183

**CONCUSSION AND HEAD INJURY ACKNOWLEDGEMENT
AND INFORMATION SHEET**

In compliance with Oklahoma Statute Section 24-155 of Title 70, this acknowledgement form is to confirm that you have read and understand the Concussion Fact Sheet provided to you by Cashion School District related to potential concussions and head injuries occurring during participation in athletics.

I, _____, as a student-athlete who participates in Cashion School District's athletic programs and I, _____ as the parent/legal guardian, have read the information material provided to us by Cashion School District related to concussions and head injuries occurring during participation in athletic programs and understand the content and warnings.

SIGNATURE OF STUDENT-ATHLETE

DATE

SIGNATURE OF PARENT/LEGAL GUARDIAN

DATE

This form should be completed annually prior to the athlete's first practice and/or competition and be kept on file for one year beyond the date of signature in the principal's office or the office designated by the principal.

CONCUSSION/HEAD INJURY FACT SHEET STUDENT-ATHLETES

WHAT IS A CONCUSSION?

A concussion is a brain injury
Is caused by a bump or blow to the head
Can change the way your brain normally works
Can occur during practice or games in any sport
Can happen even if you have not been knocked out
Can be serious even if you have just been “dinged”

WHAT ARE THE SYMPTOMS OF A CONCUSSION?

Headache or “pressure” in head
Nausea or vomiting
Balance problems or dizziness
Sensitivity to light
Sensitivity to noise
Feeling sluggish, hazy, foggy or groggy
Concentration or memory problems
Confusion
Does not “feel right”

WHAT SHOULD I DO IF I THINK I HAVE A CONCUSSION?

Tell your coaches or parents. Never ignore a bump or blow to the head even if you feel fine. Also, tell your coach if one of your teammates may have a concussion.

Get a medical checkup. A doctor or health care professional can tell you if you have a concussion and when you are OK to return to play.

Give yourself time to get better. If you have had a concussion, your brain needs time to heal. While your brain is still healing, you are much more likely to have a second concussion. Additional concussions can cause damage to your brain. It is important to rest until you get approval from a doctor or health care professional to return to play.

HOW CAN I PREVENT A CONCUSSION?

Follow your coach’s rules for safety and the rules of the sport.

Practice good sportsmanship.

Use the proper equipment, including personal protective equipment (such as helmets, padding, shin guards and eye and mouth guards----IN ORDER FOR EQUIPMENT TO PROTECT YOU, it must be the right equipment for the game, position and activity; it must be worn correctly and used every time you play.)

FOR MORE INFORMATION VISIT:

www.cdc.gov/TraumaticBraininjury/

www.oata.net

www.ossaa.com

www.nfhslearn.com

IT’S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!
CONCUSSION/HEAD INJURY FACT SHEET PARENTS/GUARDIANS

WHAT IS A CONCUSSION?

A concussion is a brain injury. Concussions are caused by a bump or blow to the head. Even a “ding”, “getting your bell rung” or what seems to be a mild bump or blow to the head can be serious. You cannot see a concussion. Signs and symptoms of a concussion can show up right after the injury or may not appear to be noticed until days or weeks after the injury. If your child reports any symptoms of a concussion or if you notice any symptoms yourself, seek medical attention right away.

WHAT ARE THE SYMPTOMS REPORTED BY ATHLETES?

Headache or “pressure” in head
Nausea or vomiting
Balance problems or dizziness
Sensitivity to light
Sensitivity to noise
Feeling sluggish, hazy, foggy or groggy
Concentration or memory problems
Confusion
Does not “feel right”

WHAT ARE THE SIGNS OBSERVED BY PARENTS/GUARDIANS?

Appears dazed or stunned
Is confused about assignment or position
Forgets an instruction
Is unsure of game, score or opponent
Moves clumsily
Answers questions slowly
Loses consciousness (even briefly)
Shows behavior or personality changes
Cannot recall events prior to hit or fall
Cannot recall events after hit or fall

HOW CAN I HELP MY CHILD PREVENT A CONCUSSION?

Ensure they follow their coach’s rules for safety and the rules of the sport.
Make sure they use the proper equipment, including personal protective equipment (such as helmets, padding, shin guards and eye and mouth guards----IN ORDER FOR EQUIPMENT TO PROTECT YOU, it must be the right equipment for the game, position and activity; it must be worn correctly and used every time you play.)
Learn the signs and symptoms of a concussion.

FOR MORE INFORMATION VISIT:

- www.cdc.gov/TraumaticBraininjury/
- www.oata.net
- www.ossaa.com
- www.nfhslearn.com

IT’S BETTER TO MISS ONE GAME THAN THE WHOLE SEASON!

CONCUSSIONS AND HEAD INJURIES

The Cashion Board of Education recognizes that concussions and head injuries are commonly reported injuries in contact sports.

On an annual basis, a concussion and head injury information sheet shall be completed and returned to the school district by the youth athlete and the youth athlete's parent or guardian prior to the youth athlete's participation in practice or competition. The athletic director shall provide written instructions to all coaches to ensure that no youth athletes are allowed to participate in practice or competition prior to the receipt of a concussion and head injury information sheet. Any coach or staff allowing a youth athlete to participate in practice or competition prior to the receipt of a signed concussion and head injury information sheet shall be disciplined and may be terminated from employment in the extra duty assignment.

A youth athlete who is suspected of sustaining a concussion or head injury during a practice or game shall be removed from participation at that time. Any youth athlete removed from participation shall not be allowed to participate until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to participation from that health care provider. "Return to learn" guidelines shall be provided to teachers and relevant school personnel pertaining to athletes returning to the classroom after sustaining a concussion or head injury. "Graduated return to athletic participation" guidelines shall be provided to coaches and staff members pertaining to youth athletes returning to activity after sustaining a head injury or concussion.

The school district shall impose the following minimum penalties for failing to remove an athlete from an activity:

- 1st offense: The coach or staff member will be required to attend additional training.
- 2nd offense: The coach or staff member will be suspended from the sport or activity until an appearance in front of the board of education. The appearance before the board of education may involve a determination as to whether the coach or staff member will continue employment in the extra duty assignment.

Additional free online concussion training programs are available at The Center for Disease Control at <http://www.cdc.gov/HeadsUp/index.html> and at the National Federation of State High School Associations at <http://nfhslearn.com/?courseID=38000>.

Return to learn guidelines are located at:
http://www.cdc.gov/headsup/pdfs/schools/tbi_classroom_tips_for_teachers-a.pdf

Graduated return to participation guidelines are located at:
http://www.cdc.gov/headsup/pdfs/custom/headsupconcussion_fact_sheet_for_schools.pdf

REFERENCE: 70 O.S. §24-155

VISION SCREENING OF STUDENTS

During enrollment, parents or guardians of students who enroll in kindergarten, first, or third grade for the 2007-08 school year and thereafter, shall receive notification of state law via a copy of this policy regarding vision screening.

The parent or guardian of each student enrolled in kindergarten, first, or third grade shall provide certification to school personnel that the student passed a vision screening within the previous twelve months or during the school year. The screening shall be conducted by personnel listed on the statewide registry maintained by the State Health Department.

No student shall be prohibited from attending school for a parent's or guardian's failure to furnish a report of the student's vision screening.

REFERENCE: 70 O.S. § 1210.284

VEHICLE USE AND PARKING STUDENTS

The Cashion Board of Education will permit student use and parking of motor vehicles on the high school campus only. Students driving a motor vehicle to the high school campus may park the vehicle only in the parking lot designated for student parking. Students will not park vehicles in the parking lot(s) designated for staff and visitors. The vehicle will not be used during the school day. In the event of an emergency, permission may be granted for a student's use of a vehicle.

Students are permitted to park on school premises as a matter of privilege, not of right. The school retains authority to conduct routine patrols of student parking lots and inspections of student automobiles when on school property. The interior of student vehicles may be inspected whenever a school authority has a reasonable suspicion that illegal or unauthorized materials may be contained inside. Such patrols and inspections may be conducted without notice, without consent, and without a search warrant.

SUSPECTED CHILD ABUSE REPORT FORM

CHILD'S NAME: _____ DATE OF BIRTH: _____

ADDRESS: _____ SCHOOL: _____

PARENT(S)/LEGAL GUARDIAN: _____

ADDRESS: _____

I hereby acknowledge that I have a statutory duty to report any suspected abuse to DHS. I further understand that merely filing this report does not absolve me of my statutory duty to report this directly to DHS.

A copy of this suspected child abuse or neglect report may be filed with the Department of Human Services, the supervising administrator and the Superintendent of Schools. The supervising administrator will also need to contact the DHS.

Describe the nature and extent of the suspected child abuse or neglect: _____

Describe any evidence of previous suspected child abuse or neglect: _____

Names of persons present during the interview with the child: _____

Name of investigating social worker with the Department of Human Services (if known): _____

Signature of Person Filing Report: _____

Signature of Supervising Administrator: _____

REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the statewide toll free hotline of the Department of Human Services and local law enforcement.. The statewide DHS hotline number is 1-800-522-3511. Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall immediately report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

“Child Abuse and Neglect” shall include, but is not limited to:

1. Child abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;
2. Sexual abuse or sexual exploitation as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes;
3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes;
4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes;
5. Incest as described in Section 885 of Title 21 of the Oklahoma Statutes;
6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes;
7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes;
8. Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021 of Title 21 of the Oklahoma Statutes;
9. Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography, as described in Section 1021.2 of Title 21 of the Oklahoma Statutes;
10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statutes;
11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1040.13a of Title 21 of the Oklahoma Statutes;
12. Offering or offering to secure a minor child for the purposes of prostitution or any other lewd or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes;

Reporting Suspected Child Abuse (Con't)

13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes;

14. Rape or rape by instrumentation, as described in Sections 1111.1 and 1114 of Title 21 of the Oklahoma Statutes; and

15. Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 of Title 21 of the Oklahoma Statutes.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any such person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees. Any person who knowingly and willfully fails to promptly report any incident of child abuse may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report, or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity from any liability with respect to participation in any judicial proceeding resulting from such report.

A school employee with knowledge that a report has been made shall not disclose information identifying the reporting employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the Department.

The school district shall post, in a clearly visible location in a public area of the school that is readily accessible to all students, a sign in English and Spanish that contains the toll-free number operated by the Department of Human Services.

REFERENCE: 10A O.S. § 1-2-101
10A O.S. § 1-2-104
63 O.S. §1-120 (G)
70 O.S. §1210.162
Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)

CUSTODIAL AND NONCUSTODIAL PARENTAL RIGHTS

It is the policy of the Cashion Board of Education that a parent who is awarded legal custody of a child by court action shall file a copy of the court decree awarding such custody with the school. If the custodial parent does not wish the child to be released to the noncustodial parent, an appropriate written instruction should also be filed with the school.

All staff members are instructed to refer any questions to the appropriate building principal or the superintendent.

Absent a court decree to the contrary, both natural parents have the right to view the student's school records; to receive school progress reports; to visit the child briefly at school; and to participate in parent and teacher conferences (not necessarily together in the same conference).

REFERENCE: **43 O.S. § 109.6**
 43 O.S. § 110

GUIDELINES FOR OUTSIDE AGENCY REPRESENTATIVES INTERVIEWING CHILDREN AT THE SCHOOL

The Cashion Board of Education recognizes that the primary function of the Cashion Public Schools is to educate the students in a secure, non-threatening environment. For this purpose, the Board requests that interviewing of students by any outside agency at the school be kept to a minimum. The purpose of this policy is to assist the school representatives in fostering a trusting relationship with the parents of the students. Promoting trust and open communication with the parents is essential to the student's education. The following criteria are established to minimize the disruption to the student, while still protecting the student from any abusive situations arising outside the school setting:

1. The principal/designee will inquire of the agency representative whether it is necessary to interview the student during the school day and on school grounds, and request that the interviewing be done outside of the school day if possible.
2. All outside agency representatives (DHS, Child Welfare, Law Enforcement, etc.) seeking authority to interview a student at school must receive authorization to do so from the building principal, or designee.
3. If a child abuse report is received while the student is in school, the principal/designee will allow agency representatives access to the student. Identification should be requested from the person seeking to interview the student at school from any person unknown to the principal/designee. If the principal/designee is uncomfortable with the person seeking to interview the student, or that person's credentials, or if the principal/designee perceives that conditions or circumstances are not in the student's best interest, access to the student should be denied until further information or clarification can be obtained.
4. It is not required that the parents be notified prior to allowing the agency representative access to the student, however the principal/designee may determine that it is in the best interest of the child to do so. If an agency representative produces a court order to interview the student, the principal/designee must comply without notifying the parent. The court order relieves the school district, its officials and employees, from any legal responsibility.
5. An agency representative may not physically remove a student from the school without a court order or prior notification of the parents.

REFERENCE: 10 O.S. §7102-7106

NOTE: 10 O.S. §7105 states that "[a]ny person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed."

HIGH SCHOOL SENIOR WORK AGREEMENT

The undersigned agree that _____ ("Student") will be released from Cashion High School during the following period:

_____ First Period, or
_____ Seventh Period

each regular school day to accommodate Student's work schedule with the employer named below ("Employer"). While this Agreement is in effect, it is understood and agreed as follows:

1. Student's right to be absent from school to accommodate the Student's work schedule is not a right but a privilege. This Agreement may be terminated at any time at the discretion of the High School Principal or Superintendent. Any decision made by the High School Principal under this Policy may, upon written request, be reviewed by the Superintendent. Any decision by the Superintendent, whether initially or upon written request for review, shall be final and there shall be no right of appeal to the Board of Education.
2. Student has parental permission to leave and be absent from school during the time period designated above. Parent(s) and Student understand, acknowledge and agree that the District will not provide and will not be responsible for providing any type of supervision of Student while Student is absent from School for the time period designated above.
3. Student must at all times be enrolled in a minimum of six (6) periods of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.
4. Student must maintain a passing grade in each of the student's classes.
5. Student shall not be released from school for more than one period (First or Seventh) per school day.
6. Student will not receive any academic credit for any work performed for Employer.
7. District will contact Employer periodically (at least three times per semester) to ensure Student is attending work, arriving on time, and is employed in good standing with Employer.
8. Student, Student's parent(s), and Employer agree to immediately notify the District if Student's employment is terminated.
9. This Agreement is not transferable and a new Agreement must be completed if Student changes Employer.

Student _____

Date _____

Parent _____

Date _____

Employer _____

Date _____

Employer Contact _____

Telephone _____

High School Principal _____

Date _____

WORK POLICY FOR ELIGIBLE HIGH SCHOOL SENIORS

The Board of Education of the Cashion School District recognizes that some high school senior students must work during the school year. Therefore to assist these students, the Board of Education adopts this policy for the purpose of permitting eligible working high school seniors to be absent from school one period per school day. To be eligible for participation under this Policy, the following conditions must be met by the student and permission obtained from the High School Principal or Superintendent:

1. The student must be classified and enrolled in the District as a high school senior at the beginning of the regular school year;
2. Prior to the beginning of the regular school year for which the student will be a high school senior, the student must have earned nineteen (19) credits towards graduation;
3. During the student's senior year, the student must at all times be enrolled in a minimum of six (6) periods of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes;
4. During the student's senior year, the student must maintain a passing grade in each of the student's classes; and
5. The student, the student's parent(s), and the student's employer, must agree to and sign a written agreement prepared by the Superintendent.

Student participation under this Policy is not a right but a privilege, and no academic credit will be granted for any work performed by the student for the student's employer. Participation by an eligible student may be terminated at any time when, in the discretion of the High School Principal or Superintendent, it is deemed appropriate. Any decision as to eligibility or participation under this Policy made by the High School Principal may, upon written request, be reviewed by the Superintendent. Any decision by the Superintendent, whether initially or upon written request for review, shall be final and there shall be no right of appeal to the Board of Education.

REFERENCE: 70 O.S. §1-111

FUND RAISING BY IN-SCHOOL ORGANIZATIONS

The Cashion Board of Education recognizes that from time to time an organization or class within the school system has a need to raise funds to finance certain projects.

Any organization wishing to raise funds should adhere to the following procedure:

1. Submit an estimate for the cost of the project to the superintendent.
2. Submit a list of sources for the fund raising to the superintendent.
3. Obtain approval for the project from the board of education.
4. All funds that are raised should go into the activity fund, except funds raised by a group or organization sanctioned by the board that should remain the property of that group or organization. Only the superintendent or the superintendent's designee can approve expenditures out of the activity fund.
5. Door-to-door solicitation will not be conducted during school hours.
6. All funds must be returned to the school sponsor and deposited in the appropriate activity account on a daily basis.

Raffles

Student groups or organizations and parent-teacher associations affiliated with this school district meeting the qualification requirements of state law are permitted to conduct raffles for the benefit of school-related initiatives within this district subject to the approval process, above. Raffles permit such qualified organizations to raise funds by issuing numbered tickets in conjunction with voluntary contributions to the organization. The board of education shall give approval of the items for raffle prior to approving a raffle as a fund-raiser.

NonSchool Fundraisers

Students, staff, and patrons are prohibited from conducting fundraisers for nonschool activities on school premises.

**REFERENCE: 21 O.S. §1051
70 O.S. §5-122, §5-129, §5-135**

**COMPLIANCE WITH FAMILY EDUCATION
RIGHTS AND PRIVACY ACT OF 1974
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the release of student records to students and members of the student's family, legal custodian, or legal guardian.

DEFINITIONS

For the purpose of this regulation, the school district has used the following definitions of terms:

Student

Any person who attends or has attended a program of instruction sponsored by the board of education of this school district.

Eligible Student

A student or former student who has reached age 18 or is attending a post-secondary school, and who is no longer a dependent of the parent for federal tax purposes.

Parent

Either natural parent of a student unless his or her rights under the Family Education Rights and Privacy Act (FERPA) have been removed by a court order; an adopted parent; a guardian; or an individual acting as a parent or guardian in the absence of the student's parent or guardian.

Education Records

Any item of information or record (in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche, or other medium) maintained by the school district, an employee of the district, or an agent of the district which is directly related to an identifiable student except:

1. A personal record, including informal notes, kept by a school staff member, which meets the following tests:
 - A. It was made as a personal memory aid;
 - B. It is in the sole possession of the individual who made it; or
 - C. Information contained in it has never been revealed or made available to any other person except the maker's temporary substitute;
2. An employment record which is used only in relation to a student's employment by the school district (employment for this purpose does not include activities for which a student receives a grade or credit in a course); or
3. Alumni records that relate to the student after the student no longer attends classes provided by the school district and the records do not relate to the person as a student.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)****Personal Identifier**

Any data or information that makes the subject of a record known. This includes the student's name, the student's parents or other family member's name, the student's address, the student's social security number, a student number, a list of personal characteristics, or any other information that would make the student's identity known.

ANNUAL NOTIFICATION

Within the first three weeks of each school year, the school district will publish a notice to parents and eligible students of their rights under the FERPA and this policy. The district will also send home with each student a bulletin listing these rights and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.

The notice will include the following:

1. The right of a student's parent or eligible student to inspect and review the student's education records;
2. The intent of the school district is to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or, (3) under certain limited circumstances, as permitted by the FERPA;
3. The right of a student's parent or an eligible student to seek to correct parts of the student's education records which he or she believes to be inaccurate, misleading, or in violation of student rights (this right includes the right to a hearing to present evidence that the record should be changed if the district decides not to alter it according to the parent's or eligible student's request and the right to insert in the student's permanent records an explanatory statement giving reasons for disagreeing with the decision);
4. The right of any person to file a complaint with the Department of Education if the school district violates the FERPA; and
5. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.

STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act and this policy:

1. The right to inspect and review the student's education record;

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

All rights and protections given parents under the FERPA and this policy transfer to the student when the student reaches 18 or enrolls in a post-secondary school.

LOCATIONS OF EDUCATION RECORDS

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Elementary School High School	Elementary Principal High School Principal
Cumulative School Records (Former Students)	High School	High School Principal
Health Records	Elementary School High School	Elementary Principal High School Principal
School Transportation Records	Elementary School High School	Elementary Principal High School Principal
Speech Therapy Records	Elementary School High School	Elementary Principal High School Principal
Psychological Records	Elementary School High School	Elementary Principal High School Principal

PROCEDURE TO INSPECT EDUCATION RECORDS

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The parent or eligible student should submit to the student's school principal a written request that identifies, as precisely as possible, the record or records he or she wishes to inspect.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

FEES FOR COPIES OF RECORDS

The school district will not deny parents or eligible students any rights to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part, or in whole, by the record custodian. However, the district reserves the right to charge for copies, such as transcripts, it forwards to potential employers or to colleges and universities for employment or admission purposes. The school district may deny copies of records to third parties (not parents or students) in the following situations:

1. The student has an unpaid financial obligation to the school.
2. There is an unresolved disciplinary action against the student that warrants the denial of copies.

The FERPA requires the school district to provide copies of records:

1. When the refusal to provide copies effectively denies access to the records by a parent or eligible student;
2. At the request of the parent or eligible students when the school district has provided the records to third parties by the prior consent of the parent or eligible student; or
3. At the request of the parent or eligible student when the school district has forwarded the records to another school where the student seeks or intends to enroll.

The fee for copies provided under the FERPA may not include the costs for search and retrieval. The fee will be from no cost to ten cents per page. (Actual copying cost, less hardship factor.)

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience, will be from ten cents to thirty-five cents per page (actual search, retrieval, and copying cost) plus postage, if incurred.

DIRECTORY INFORMATION

The school district proposes to designate the following personally identifiable information contained in a student's education record as "directory information":

1. The student's name;
2. The student's class designation (i.e., first grade, tenth grade, etc.);
3. The student's extracurricular participation;
4. The student's achievement awards or honors;
5. The student's weight and height if a member of an athletic team;
6. The student's photograph.

Within the first three weeks of each school year, the school district will publish the above list, or a revised list, of items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.

After the parent or eligible student has been notified, he or she will have two weeks to advise the school district in writing (a letter to the school superintendent's office) of any or all of the items they refuse to permit the district to designate as directory information about the student.

At the end of the two-week period, each student's record will be appropriately marked by the record custodian to indicate the items the district will designate as directory information about the student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

The school district has created a limited directory information policy and will not fulfill directory information requests for commercial purposes or for marketing purposes.

USE OF STUDENT EDUCATION RECORDS

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The school district will only release information from, or permit access to, a student's education record with a parent's or eligible student's prior written consent except that the school superintendent, or a person designated in writing by the superintendent, may permit disclosure:

1. When a student seeks or intends to enroll in another school district or a post-secondary school (the district will not further notify the parent or eligible student prior to such a transfer of records; the parent or eligible student has a right to obtain copies of records transferred under this provision);
2. When certain federal and state officials need information in order to audit or enforce legal conditions related to federally supported education programs in the district;
3. The parties who provide or may provide financial aid to a student to:
 - A. Establish the student's eligibility for the aid,
 - B. Determine the amount of financial aid,
 - C. Establish the conditions for the receipt of the financial aid, or
 - D. Enforce the agreement between the provider and the receiver of financial aid;

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

4. When the school district has entered into a written agreement or contract for an organization to conduct studies on the school district's behalf to develop tests, administer student aid, or improve instruction;
5. To accrediting organizations to carry out their accrediting functions;
6. To comply with a judicial order or lawfully issued subpoena (the district will make a reasonable effort to notify the student's parent or the eligible student before making a disclosure under this provision);
7. If the disclosure is an item of directory information, and the student's parent or eligible student has not refused to allow the district to designate that item as directory information for the student; or
8. In response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

The school district will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:

1. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
2. The information is necessary and needed to meet the emergency;
3. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; or
4. Time is an important and limiting factor in dealing with the emergency.

The school district officials may release information from a student's education record if the student's parent or the eligible student gives prior written consent for disclosure. The written consent must include at least:

1. A specification of the records to be released;
2. The reasons for the disclosure;
3. The person, organization, or the class or organizations to whom the disclosure is to be made;
4. The parent's or eligible student's signature; and
5. The date of the consent and, if appropriate, a date when the consent is to be terminated.

The student's parent or the eligible student may obtain a copy of any records disclosed under this provision.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

The school district will not release information contained in a student's education records, except directory information, to any third parties except its own officials, unless those parties agree that the information will not be redisclosed without the parent's or eligible student's prior written consent.

**RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE
FROM EDUCATION RECORDS**

The school district will maintain an accurate record of all requests for it to disclose information from, or to permit access to, a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, the student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student, or to federal, state, and local officials for the purpose of auditing or enforcing federally supported educational programs.

The record will include at least:

1. The name of the person or agency that made the request;
2. The interest the person or agency had in the information;
3. The date the person or agency made the request; and
4. Whether the request was granted and, if it was, the date access was permitted or the disclosure was made.

The district will maintain this record as long as it maintains the student's education record.

The record will not include:

1. Requests for access or access granted to the parent of the student or to an eligible student;
2. Request for access granted to officials of the school district who have a legitimate educational interest in the student;
3. Requests for, or disclosures of, information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or if the disclosure is authorized by such prior consent;
4. Requests for, or disclosure of, directory information designated for that student; or for
5. Requests for, or disclosure of, information contained in the student's education record if the request is in response to an ex parte order of the Attorney General of the United States or his/her designee in connection with the investigation or prosecution of terrorism crimes.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)****PROCEDURES TO SEEK TO CORRECT EDUCATION RECORDS**

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for change at several levels in the procedure.

First Level Decision

When a parent of a student or an eligible student finds an item in the student's education record that he or she believes is inaccurate, misleading, or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the record custodian cannot change the record to the requester's satisfaction, or if the record does not appear to be obviously incorrect, the record custodian will:

1. Provide the requester a copy of the questioned record at no cost;
2. Ask the requester to initiate a written request for the change; and
3. Follow the procedure for a second level decision.

Second Level Decision

The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:

1. Is inaccurate and why;
2. Is misleading and why; and/or
3. Violates student rights and why.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)**

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that the change has been made. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the record custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of the findings in the matter. The record custodian will transmit this summary and a copy of the written request to the school superintendent.

Third Level Decision

The school superintendent will review the material provided by the record custodian and, if necessary, discuss the matter with other officials such as the school attorney, or the school board (in executive session). The superintendent will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it takes longer, the superintendent will notify the requester, in writing, of the reasons for the delay and a date when the decision will be made.

If the superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as at the second level.

If the superintendent decides the record is correct, he or she will prepare a letter to the requester, which will include:

1. The school district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent, or an official he or she designates, to discuss acceptable hearing officers, convenient times, and a satisfactory site for the hearing (the district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes); and
4. Advise that the request may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

**COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY
ACT OF 1974, REGULATION (Cont.)****Fourth Level Decision**

After the requester has submitted (orally, or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect as shown in the requester's written request for a change in the record (second level).

Within a week after the hearing, the hearing officer will submit to the school superintendent a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The school superintendent will prepare the district's decision within two weeks of the hearing. The decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent may overrule the hearing officer if the superintendent believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the district will not change the record, the superintendent will prepare a written notice to the requester that will include:
 - A. The school district's decision that the record is correct and will not be changed;
 - B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
 - C. Advice to the requester that he or she may place in the student's education record an explanatory statement which gives the reasons he or she disagrees with the school district's decision and/or the reasons he or she believes the record is incorrect.

STUDENT RECORDS

It is the policy of the Cashion Board of Education that the principal of each school will be the legal custodian of all student records for that school.

Students and parents will have access to their school records. The school will notify parents and adult students annually of the following:

1. The type of records kept;
2. The procedure for inspecting and copying these records;
3. The right for interpretation;
4. The right to challenge data thought to be erroneous, the procedures for correcting or expunging erroneous data or inserting a rebuttal statement;
5. The right to lodge a complaint with the U.S. Department of Education if mandates are not adequately implemented.

The educational records or school records include all materials directly related to a student that a school maintains. Records and notes maintained by a teacher, administrator, school physician, or school psychologist for his or her own use, and which are not available to others are exempted from this definition.

The school will require a prior written consent before information other than directory information may be divulged to third parties. An exception to this rule exists for school district employees who have legitimate interests in viewing the records, as well as officials in other schools in which the student seeks to enroll. A school district in which a student is enrolled or is in the process of enrolling in may request the student's education records from any district in which the student was formerly enrolled to ascertain safety issues with incoming students and ensure full disclosure. The records, including the student's disciplinary records, will be forwarded to the requesting district within three (3) business days. Disciplinary records shall include but not be limited to all information that relates to a student assaulting, carrying weapons, possessing illegal drugs, including alcohol, and any incident that poses a potential dangerous threat to students or school personnel.

When schools transfer records to new educational institutions, the schools must notify parents of the transfer, and of their right to review and contest the material. An exemption exists for material under court order. Parents must be notified of such order prior to release.

The district will release individual student records from the current or previous school year to a school district where the student was previously enrolled if the release of such records is for the purposes of evaluating educational programs and school effectiveness.

The district may disclose personally identifiable information to third parties, without prior written consent, in order to conduct studies, audits, and evaluations of the educational programs of the school district. In such case, the district will take reasonable steps to ensure that all authorized representatives of the third party are FERPA compliant with the information provided for the purposes of the study, audit, or evaluation of the educational program.

STUDENT RECORDS (Cont.)

The superintendent is directed to establish procedures to ensure compliance with the Family Educational and Privacy Act and other applicable acts and regulations.

REFERENCE: 34 CFR 99.1
18 USC §§2331 and 2332(g)(5)(B)
20 USC 1232
P. L. 107-110, No Child Left Behind Act of 2001
51 O.S. §24A.16
70 O.S. §6-115
70 O.S. §24.101.4
70 O.S. §24-114

**PERMISSION FOR THE TRANSFER AND/OR RELEASE OF
CONFIDENTIAL STUDENT INFORMATION**

I, _____, the parent or legal guardian(s) of _____, a student at
(Name) (Name)
_____, _____ Public Schools, request that the following part of the
(School)
above student's records

_____ be made available to _____ for the purpose of
(Name)

Date: _____

Signature of Parent

_____ Please send me a copy of the records released at the following address:

Name _____
Address _____
City, State, Zip _____

_____ Please send a copy to the above student at the following address:

Name _____
Address _____
City, State, Zip _____

Enclosed is \$_____ for reproduction and mailing.

TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

It is the policy of the Cashion Board of Education to adhere strictly to Oklahoma and Federal law concerning the transfer and release of confidential information including student records.

For the purposes of this policy, "confidential information" means any information regarding a child receiving services supported in whole or in part by state or federal funds, a family member of such child, or other persons residing in the home of such child, and which is required by state or federal law or regulation to be maintained in a confidential manner.

The school district will transfer and release confidential information in accordance with this policy to:

- (1) The Department of Human Services,
- (2) The Department of Mental Health and Substance Abuse Services,
- (3) The State Department of Health,
- (4) The State Department of Education,
- (5) The State Department of Career and Technology Education,
- (6) The Oklahoma Commission on Children and Youth,
- (7) The J.D. McCarty Center for Handicapped Children,
- (8) The Department of Corrections,
- (9) Private agencies receiving public funds pursuant to a grant or contract with one of the agencies listed in (1) through (8) and providing institutional, community residential or community-based services as defined by Title 10, Section 7001-1.3 of the Oklahoma Statutes, to children and family,
- (10) Persons and agencies subject to the rules promulgated by the agencies listed in (1) through (8),
- (11) Statutorily-constituted juvenile bureaus, and
- (12) Other school districts upon their request and in compliance with state law.

Unless otherwise permitted by state or federal law or regulation, confidential information will only be released to the above-described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by state or federal law to execute such consent, if the subject of the confidential information is a child or (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or her behalf, if the subject of the confidential information is an adult. A copy of the school district's informed consent form may be found at FLE-E.

TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION (Cont.)

The school district will follow the rules promulgated by the State Department of Education for authorizing access to and the transfer or release of confidential information for the purpose of gathering statistical information or conducting studies or research otherwise authorized by law.

The school district shall charge \$.10 per page for all copies made pursuant to this policy plus the actual cost of mailing the copies.

REFERENCE: 10 O.S. §620.1, et seq.
10 O.S. §7001-1.3
70 O.S. §24-101.4

THIS POLICY REQUIRED BY LAW.

INFORMATION COORDINATOR

The school district has designated a representative to coordinate requests for information from the Oklahoma State Bureau of Investigations when the release of such information has been authorized by a parent, legal guardian of the student, or by court order. Information regarding past and present students in the district may be released to law enforcement officers subject to court order or by parental consent.

Such information includes but is not limited to:

1. Student's name, address, telephone listing, and date and place of birth;
2. Parent or lawful custodian's name, address, and telephone listing;
3. Major field of study and grade level classification (example: elementary, 7th grade, sophomore);
4. Student's participation in officially recognized activities and sports;
5. Weight and height of members of athletic teams;
6. Dates of attendance, dates of enrollment, withdrawal, re-entry;
7. Diplomas, certificates, awards, and honors received;
8. Most recent previous educational agency or institution attended by the student;

REFERENCE: 70 O.S. §10-103.2
34 CFR 99.1
20 USC 1232

THIS POLICY REQUIRED BY LAW.

**STUDENT ACTIVITIES
SCHOLASTIC ELIGIBILITY**

It is the policy of the Cashion Board of Education that only those students who are fully eligible scholastically will be permitted to represent the school in any capacity. Teachers will submit eligibility lists to the office each Friday. If a student is failing in more than one core subject, the student may not participate in any school activity during the following week. The board declares its intent to rigorously adhere to the eligibility rules of the Oklahoma Secondary School Activities Association. The superintendent is directed to establish a regulation governing eligibility. Such regulation, when approved by the board, shall be incorporated into this policy and become a part thereof.

NOTE: *In compliance with the Family Education Rights and Privacy Act, under no circumstances should student eligibility or ineligibility lists be publicly posted in any manner.*

EXTRACURRICULAR ACTIVITIES PARTICIPATION REQUIREMENTS (REGULATION)

In accordance with the policy of the board of education, these regulations (FMA-R1, FMA-R2, and FMA-R3) shall govern extracurricular activities in the public schools:

An extracurricular activity is defined as any activity sponsored by the school and at the convenience of the school that causes students to be absent from curricular class periods.

The following are considered extracurricular activities:

1. Student government and its related activities and organization.
2. Musical festivals or contests, speech contests, debates, dramatics contests.
3. Organized activities that are part of interscholastic athletics.
4. Organized activities that are part of intramural athletics.
5. All types of interscholastic competition.
6. Special interest clubs.

In an effort to provide a reasonably safe and educationally sound extracurricular activities program, the following guidelines shall be observed:

1. Only drivers currently licensed to operate a school bus shall operate a school bus on any school sponsored activity.
2. There must be an approved sponsor, in addition to the bus driver if the bus driver is not the sponsor for each extracurricular activity that requires school furnished transportation.
3. All activities must be scheduled through the principal's office and a calendar request submitted to the appropriate principal's office. The calendar request must reflect the time and place of the activity.
4. Students may not ride in private vehicles to or from any extracurricular activity without prior written consent of request from the student's parent or guardian and consent of the activity's sponsor.
5. Student's participating in any extracurricular activities shall not drive to an event.
6. Participants in extracurricular activities/athletics will be required to provide proof of insurance. This information will be reflected on the emergency card completed by students at the beginning of each school year. The school does not assume any responsibility for injuries.
7. All extracurricular activities shall operate within the rules and guidelines of the Oklahoma State Department of Education and the Oklahoma Secondary School Activities Association (OSSAA).

EXTRACURRICULAR ACTIVITIES PARTICIPATION REQUIREMENTS

(REGULATION) (Cont.)

8. Students participating in athletic activities shall have an annual physical conducted by a certified medical doctor.

While all students are encouraged to participate in extracurricular activities, the following requirements must be met:

1. The student shall follow district and OSSAA guidelines regarding grades.
2. The student must meet the school's attendance policy.
3. The student must be in good standing within the rules of the activity.

EXTRACURRICULAR ACTIVITIES PARTICIPATION REQUIREMENTS (REGULATION)

Absences

1. All students who are members of school activity groups, including 4-H are limited to ten (10) absences per year per class period. Any deviation from the ten (10) days absence rule shall not exceed five (5) days.
2. It is the responsibility of the student to plan and be responsible for these absences. The student should check with sponsors at the beginning of the school year to aid in selection of events that the student may wish to attend.
3. The principal will keep or cause to be kept a record of those days or class periods missed due to school activities. These records will be open for inspection by the student, parent or guardian of the student, sponsors, and other teachers daily to aid the student in planning absences throughout the year.
4. Any absence over the maximum of ten (10) without the written permission of the Internal Activities Review Committee shall be counted as an unexcused absence in accordance with local board policy.

Sponsor/Teacher Responsibilities

1. It is the responsibility of the sponsor/teacher to prepare a list of activities that the student may attend during the school year and advise students of this list. These activities should be prepared and given to the principal at the beginning (or as soon as possible) of the school year for submission to the local board of education. The local board of education will decide which contests are to be considered state and national levels of participation. These contests shall be included in the approved board minutes.
2. The sponsor/teacher should help the student select only those activities that will be of benefit to the student and/or the school.
3. Sponsor/teacher should check activity absentee list regularly in order to help students plan for future absences.
4. Sponsor/teacher should strive not to be absent from any class period more than ten times due to attendance at activities.

Criteria for Earning the Right to Represent the School in Activities or Contests Beyond Ten Days

1. Athletics - Guidelines as set forth by Oklahoma Secondary School Activities Association for participation beyond district competition.
2. Fine Arts (Vocal, Instrumental, Speech, Drama & Debate) Guidelines as set forth by Oklahoma Secondary School Activities Association for participation beyond district competition.
3. Vocational and 4-H:
 - A. Stock Shows - In qualifying to attend state and national shows, the student must meet the following criteria:

**EXTRACURRICULAR ACTIVITIES, PARTICIPATION REQUIREMENTS,
REGULATION (Cont.)**

1. Own animal to be shown no less than 60 days prior to competition.
2. Must show in local or county show to qualify for district.
3. Animal must have approximate weight below according to species for state show (Oklahoma City/spring or Tulsa/fall).
 - a. Swine: 200 - 290 pounds
 - b. Sheep: 100 – 170 pounds
 - c. Cattle: 1,000 – 1,500 pounds
 - d. Goats: 70 – 110 pounds.
4. Student must score 85% on his/her Supervised Agricultural Experience (SAE)

Absences due to attendance at state or national stock shows that do not meet the above criteria are chargeable to the ten (10) activity absences.

B. Speech Contests – In qualifying to attend state and national shows, the student must meet the following criteria:

1. Contestant must have participated in ten (10) speech workouts before contest and be selected as a member of the public speaking team.
2. Participant must place in the top two (2) in the professional improvement speech contest before being eligible to compete at district contest and top two (2) at the district contest in order to qualify for state contest.
3. To qualify for state speech contests during state fairs, a student must have placed in the top two (2) in a speech contest of a county level or better the previous year. If a first year student wishes to participate in a state fair contest, the student must challenge other members of local chapters and it will be the responsibility of the local chapter to establish a chapter run-off with qualified judges determining who shall represent the local chapter in state fair contests.

C. Judging Contests – In qualifying to attend state and national shows, the student must meet the following criteria:

1. Students must participate in at least five (5) chapter judging workouts before contest and be selected as a team member.
2. Student must have participated in a minimum of two (2) contests that did not require school time before participation in a contest that requires school time (summer field-days, Saturday contest, etc.).
3. Team winning state contest will represent Oklahoma in national contest.

**EXTRACURRICULAR ACTIVITIES, PARTICIPATION REQUIREMENTS,
REGULATION (Cont.)**

- D. State and National Conventions and Conferences – Students eligible to attend shall be officers or elected delegates as specified by chapter regulations.
1. Agricultural Education
 - a. State FFA Convention – must be in the top 15 in points earned to attend (points are accumulated through activities from the start of school through the State FFA Interscholastic Meet in April)
 - b. National FFA Convention – must be in the top 10 in points earned to attend (Points are accumulated through activities from November 1 through the Booster Club Bash in October)
 2. Business Professional of America (BPA)
 - a. BPA State Leadership Conference – must pre-qualify by placing in the top ten (10) of an online test
 - b. BPA National Leadership Conference – must place in the top four (4) at the BPA State Leadership Conference in the student's competitive area
 3. Family, Career and Community Leaders of America (FCCLA)
 - a. State Competition – any member placing first and advancing from first place at the district and/or regional level of competition
 - b. State Convention – members that meet the point requirement of ???
 - c. National Cluster Meeting – members competing in Star events or officers
 - d. National FCCLA Convention – members that place first and advance to the national level of competition or state officers that are needed to participate in the National Convention

**EXTRACURRICULAR ACTIVITIES
INTERNAL ACTIVITY REVIEW COMMITTEE**

1. The board of education has established an Internal Activity Review Committee composed of the following persons:
 - A. Principal of the building in which the student is enrolled
 - B. Counselor of the building in which the student is enrolled
 - C. Regular classroom teacher (Core subject and not a sponsor/coach of activity the student is requesting permission to attend)
2. The committee shall be responsible for reviewing and recommending any deviations of the activity policy.
3. In order for a student to request an exception to the ten (10) day limit through the Internal Activities Review Committee, the student must meet the following criteria:
 - A. Previous semester grade point average of 3.00 with no failing grades at the last progress reporting period.
 - B. Must be in compliance with the school's attendance policy.
 - C. Principal and/or administration believe that the absence(s) will benefit the student and/or the school.
 - D. Request in writing for a review must be made one (1) month in advance of absence by student and/or sponsor.
4. Appeal of decision of Internal Activity Review Committee following initial hearing:
 - A. A signed written complaint must first be filed with the local board of education. The complaint must include a list of the names of the students, dates, and classes missed which exceed policy statement.
 - B. The Internal Activity Review Committee will submit a statement of justification for its decision.
 - C. The local board of education shall have the final authority in deciding if the student's deviation from the ten (10) day/class period rule shall be approved.

EXTRACURRICULAR ACTIVITIES

The Cashion Board of Education believes that extracurricular activities are those activities that primarily involve students in other than classroom situations.

The board believes that participation in such activities should be available only to those students who are performing acceptable work in all other school-related areas.

Therefore, the superintendent is directed to establish a regulation, subject to approval of the board, governing participation in extracurricular activities.

EXTRACURRICULAR ACTIVITIES STUDENT PARTICIPATION

It is the belief and policy of the Board of Education of Cashion Public Schools that all students shall have the right to participate in all activities they choose and are eligible to try out for at Cashion Public School. No student will be prevented or discouraged from trying out or participating in any organization or team that represents the Cashion School system because a sponsor or coach will not allow them the opportunity or discourages them from attempting or remaining in an activity.

One of the main things about Cashion Public School should be that all students will have the right to attempt and participate in any organization or athletic team at Cashion. Because of the number of students at Cashion it is imperative that we share our students in any and all activities and athletic teams. No student shall be punished or reprimanded because they participate in another activity, organization, or athletic team of Cashion School. The one thing Cashion School will stand for is that every student will be given a chance to be or not be successful in any organization or athletic team they wish to participate in at Cashion Schools.

The following will be the guidelines when students who are in more than one activity have scheduled conflicts.

Conflicts over schedules practice shall be handled by the principal when scheduled.

Competition shall take precedence over practice.

State Qualifying contests will take precedence over regular scheduled competition.

When two competitions or like activities are scheduled at the same time, it will be the student's choice of which activity they participate in and sponsors or coaches will not penalize the student for his/her choice. The only reason we have any activities or competitions is because of the students.

Any sponsor, Instructor, or Coach who in any way violates the above policy will be in a position for immediate dismissal from their sponsorship or coaching duties and any extra duty pay due them.

Sponsor, Coach or Instructor Signature

EMERGENCY ACTION PLAN

**THIS PLAN IS POSTED ON THE SCHOOL WEBSITE AND AT EACH FACILITY
THIS TEMPLATE SHOULD BE CUSTOMIZED INTO A SEPARATE PLAN FOR EACH
FACILITY/ACTIVITY**

Activity: _____ School Year: _____

1. _____ shall be designated as the medical administrator. This individual is a current school employee and shall have a charged cell phone present and available for use at all times. The cell phone number of the medical administrator is _____.
 - a. The medical administrator shall be assisted by _____(name and cell phone number) and _____(name and cell phone number).
 - b. A map of the facility and directions to the facility are attached to this document.
 - c. The medical administrator shall maintain a binder which contains emergency contact information for all students who are participating in the practice, event or activity. This binder should be readily available at the facility.
2. First Aid shall be provided immediately by those school personnel in the vicinity of the injury. The medical administrator shall be notified as soon as possible as to the location of the injured party. First Aid shall be continuously provided until Emergency Medical Services Personnel arrive and assist the injured party.
 - a. Medical equipment is readily available in the _____ room of facility. The medical equipment available includes, but is not limited to: (insert listing of basic medical equipment that is located on site at the facility).
 - b. The nearest automated external defibrillator is located at _____. (if one is not available replace this with "An automated external defibrillator is not available on site").
3. Emergency Medical Services shall be contacted by calling _____.
 - a. Will inform dispatcher of:
 - i. The nature of the injury and the age of the injured party.
 - ii. The location of the injured party and directions to the site.
 - iii. Shall not hang up until advised to do so by the dispatcher.
4. Emergency Medical Services Ambulance Entrance:
(include location where ambulance should park/drive for this particular activity. Include locations for field if this is a sport, stands if this is a fan, and parking lot if an issue occurs in an area near a parking lot. So multiple directions can be included/inserted in this portion).
5. The medical administrator, or their designee, shall meet the EMS and will be responsible for contacting school employees to ensure that access will be available for the ambulance. The medical administrator or their designee shall lead the ambulance to the injured party's location.

6. The medical administrator shall be responsible for designating an individual to ride with a minor student should the parent or legal guardian not be present at the time the injury occurs. This individual shall cooperate with all requirements and directives given by Emergency Management Services personnel and shall not interfere with treatment provided to the injured party.
7. The medical administrator shall be responsible for notifying the injured party's emergency contact.
8. After the injured party's emergency contact has been notified, the medical administrator shall notify the school district administration and/or superintendent of the incident.
9. The medical administrator shall prepare a written summary of the events and circumstances. A review of the incident shall occur which identifies areas wherein improvement or modification to this Emergency Medical Plan may need to occur.

Important Contact Numbers: Insert a listing of the contact information for those who will be assisting with the event or activity. This will need to be different for each facility and should reflect the coaches or sponsors of the activities/events involved.

This template can be utilized to create multiple emergency plans that customized for each sport, activity group or event.

EVALUATION OF EMERGENCY ACTION PLAN

On the ____ day of _____, 20__ an incident occurred as follows:

As the medical administrator for this event, I have visited with each school employee as well as emergency medical services to determine what could have been done differently. We believe that the district's emergency action plan should be modified or amended to include:

Dated this ____ day of _____, 20_____.

Medical Administrator

**EXTRACURRICULAR ACTIVITIES
EMERGENCY MEDICAL SERVICES**

The Cashion Board of Education and (insert name of local emergency medical services provider that serves the area the school district is located within) have developed and prepared a plan for the provision of emergency medical services at athletic events or activities held at school district facilities. The plan shall be reviewed and updated annually as appropriate. The plan shall be on file in the central office of the school district and with the emergency medical provider.

1. Maps and directions with appropriate contact information for emergency management services;
2. An assigned medical administrator who is a current school employee such as a coach, administrator or athletic director;
3. Defined responsibilities and designated personnel on-site which includes medical and school officials; and
4. A listing of medical equipment available and the location of the nearest automated external defibrillator if one is available.

The Emergency Action Plan will be posted in each facility and distributed to all school officials involved in athletic practices, events or activities held at school district facilities. Prior to each athletic event or activity where there are athletes participating from visiting schools, the Emergency Action Plan is required to be digitally transmitted to the visiting school administrator or coach or it may be posted on the school district's website.

The plan is to be reviewed, updated, and rehearsed annually with school officials and local emergency medical service providers and should be on file with the school district and with emergency management officials. The Emergency Management Plan will need to be updated to reflect any potential significant changes that would affect implementation of the plan.

LEGAL REFERENCE: 70 O.S. § 27-104

STUDENT CLUBS AND ORGANIZATIONS SPONSORS

The Cashion Board of Education believes that certain extracurricular and social activities can enhance the learning environment of our schools. The board of education shall annually notify parents or guardians of students about clubs and organizations sponsored by or under the direct control and supervision of the school district. The annual notification shall be placed in the student handbook and by posting information on the school district's Internet website. The annual notification shall include, but is not limited to, the following information about each club or organization:

1. Name;
2. Mission or purpose; and
3. Name of the faculty advisor, if known.

Parents or guardians of students will notify the school administration that they are withholding permission for their child(ren) to join or participate in one or more clubs or organizations. Parents or guardians shall be responsible for preventing their child from participating in a club or organization in which permission is withheld. Parents or guardians are also responsible for retrieving their child(ren) from attendance at a club or organization in which participation is withheld.

If clubs or organizations are created or formed after the annual notification is distributed, the school district shall send additional notification to the parents or guardians containing the above-listed information regarding the additional clubs or organizations by way of a message added to the school district's website.

LEGAL REFERENCE: 70 O.S. § 24-105

A POLICY ON THIS ISSUE IS REQUIRED BY LAW

CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION

PREAMBLE

We, the student council representatives of Cashion Jr. and Sr. High School set forth as our goals to establish and promote school pride and spirit, to work for a better understanding between students and administration, to work for unity between students, to create a sense of responsibility for our school and to provide a situation for students to learn leadership skills so that they will become effective citizens in our society.

ARTICLE I - Name

This organization from this day forward shall be called the Cashion Jr.-Sr. High School Student Council. It shall also be referred as STUCO.

ARTICLE II - Membership

The membership of the C.H.S. STUCO will be made up of representatives from grades 7 through 12. Each class will be represented by their class president and one other elected representative.

ARTICLE III - Government

Section I -

The legislative powers of the student body will be vested in one body to be known as STUCO.

Section II -

Section II -

Clause I - The STUCO president will also be the Student Body President. He/she will be chosen from among the junior and senior representatives and shall be elected by the student body.

Clause II - All other STUCO officers shall be elected by the members of STUCO. All candidates for officers in STUCO shall have attended C.H.S. for at least 2/3 of the current school year.

Clause III - Each of the elected members of STUCO will have one vote on all issues, with the exception of the president who will vote in the absence of another member or in case of a tie vote.

Clause IV - Issues which are submitted to STUCO for consideration must have a 2/3 majority vote to be approved.

Section III -

Clause I - The president will be the official head of STUCO. It will be his/her duty to preside at all meeting of the council and to appoint the standing and special committees needed to perform the business of the council. The president will also preside at all school assemblies assigned to him/her by the Jr.-Sr. High School principal.

CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION (Cont.)

Clause II - The vice-president will fulfill the duties and exercise the authority of the president in his/her absence and will assist the president in all of his/her duties or any officers who need assistance.

Clause III - The secretary will keep and have available a complete and accurate record of meetings of STUCO.

Clause IV - The treasurer of STUCO will fulfill the duties and exercise the authority of the president in the absence of the president/vice-president. He/she will keep an accurate and complete record of all receipts and disbursements of funds for which STUCO is responsible.

Clause V - The STUCO reporter shall report any activities to the school newspaper and town newspaper.

Clause VI - The STUCO sponsor will be chosen by the principal and superintendent.

Section IV -

Clause I - The time for the election of student council officers will be set by the STUCO sponsor.

Clause II - The principal will set the time for a general assembly of the student body at which time the candidates for president will be given an opportunity to address the students.

Clause III - There shall be one week of campaigning under the direction and supervision of the STUCO sponsor and the principal after which the election shall take place. Voting shall be by secret ballot in a designated area.

Clause IV - The president must receive a majority of all votes cast. In the case of no majority, a run-off election will be held between the candidates receiving the two highest numbers of votes.

Section V -

Clause I - The vice-president will assume the office of the president upon his/her removal from school, resignation, impeachment, or grade disqualification.

Clause II - STUCO will elect a new vice-president from among the STUCO representatives. Any other office vacancies will be filled in the same manner.

Clause III - STUCO council vacancies will be filled by the elected class officers in the following order of descendance: Vice-President – 1st, Secretary - 2nd, Treasurer - 3rd.

ARTICLE IV - ELIGIBILITY**Section I -**

Clause I - All students, 7th through 12th grades, enrolled in Cashion Public School will be eligible to vote in the election of the president.

Clause II - Candidates running for office must be enrolled in Cashion High School for one year prior to their registration for office.

CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION (Cont.)**Section II -**

Clause I - Only the members of the student body who meet the established requirements will be eligible for offices in STUCO.

Section III -

Clause I - Candidates running for president of STUCO must notify the sponsor two weeks prior to the election date.

Clause II - Members must maintain a "C" (2 point grade average) or better overall in their current classes. A three week probationary period will be allowed to let them bring their grades up to the 2 point average. No STUCO privileges are lost during this three week period.

Clause III - A person running for an office must be enrolled at Cashion School for the entire day, (7 hours), with the exception of some seniors and juniors who must have at least 5 hours credit at either home, school, career tech, or college courses.

ARTICLE V - Impeachment**Section I-**

Clause I - The power of impeachment of a STUCO officer or class representative will be vested in a five person committee composed of the principal, superintendent, STUCO sponsor, and two STUCO members elected by the council at the time of impeachment.

Clause II - It is the responsibility of the STUCO sponsor to inform the officer of the committee's decision.

Section II -

Clause I - A representative or officer will be dropped for three unexcused absences and his alternate appointed to his/her position on the council.

ARTICLE VI - Sponsor's Responsibility**Section I-**

The STUCO sponsor shall have power over all articles and sections of this constitution and its by-laws. He/she will present any or all resolutions to the faculty for discussion and approval.

ARTICLE VII - Amendments**Section I -**

Amendments to this constitution will be made and approved if a majority of 3/4 of the ballots cast by the membership of the STUCO favors the amendment. Amendments must also be approved by the school administration.

CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION (Cont.)**ARTICLE VIII - Ratification****Section I -**

This constitution will be submitted to the administration of Cashion Public School for approval.

Section II -

The constitution will be in effect upon approval by the board of education, superintendent, principal, and a majority of the STUCO.

ARTICLE IX - Executive Committee**Section I -**

The STUCO will meet on a date set by the president and approved by the STUCO sponsor. The president and STUCO sponsor will meet prior to each regular meeting for the purpose of planning an agenda for the following council meeting.

Section II -

All STUCO officers will cooperate with their administrators, school board members, and teachers in any matter concerning the welfare of the Cashion School student body.

BY-LAWS OF THE STUDENT COUNCIL OF CASHION JR. & SR. HIGH SCHOOL

1. Fifty percent plus one (50% + 1) of the STUCCO membership shall constitute as a quorum in order to vote on matters before the council.
2. The order of business at all regular meetings shall be:
 - A. Call to order
 - B. Moment of silent meditation
 - C. Roll call
 - D. Minutes of previous meeting
 - E. Reports from officers
 - F. Old business
 - G. Committee reports
 - H. New business
 - I. Announcements
 - J. Adjournment
3. Student council members shall report on student council activities at each class and organizational meeting.
4. All elections held by the student council shall be by secret ballot.

CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION (Cont.)

5. Before council funds may be expended, a 2/3 majority vote of the student council is required. All funds shall be handled by the school treasurer.
6. The principal of Cashion Jr. – Sr. High School shall have the right to veto an action taken by the student council.
7. The student council may be represented at school board meetings with the approval of the administration.

FAIRS, SHOWS AND CONTESTS (REGULATIONS)

The following regulations shall apply to all students participating in the vocational agriculture programs of this school district:

1. Students must be eligible scholastically before competing in fairs, shows, and contests.
2. Students must keep displays or exhibits in a neat and attractive appearance at all times.
3. Students should be courteous to visitors and show officials at all times during shows.
4. FFA members should go to local instructors for all requests.
5. Students should wear proper dress at all times when representing the school at activities.
6. All show exhibitors must follow the rules printed in show catalogs or exhibitor cards will not be signed by instructors.
7. Students are expected to be prompt and on time for all activities.
8. When in doubt, students should ask those in charge.
9. Students should be good losers as well as good winners.
10. Students should report to officials in charge any articles found or lost.
11. Students should report to the instructor any unusual activities.
12. Students should make arrangements for money to finance trips before leaving.
13. There will be no gambling allowed on any school-sponsored trips.
14. Only those students participating are allowed to go on trips.
15. Students are not allowed to invite additional guests without the consent of instructors.
16. Students must be under the direct supervision of their advisor or be assigned to another sponsor at shows and contests.
17. Vet bills are the students' responsibility, not the school's. If an animal must be taken to the vet, arrangements for payment are the responsibility of the student or the student's parents.
18. Blood tests for hogs will be done in the following manner: The vet will come to _____ and, with the student's assistance, will bleed the hog. Payment will be made that day. Blood tests will not be charged to the school.

FAIRS, SHOWS AND CONTESTS, REGULATIONS (Cont.)

19. The advisors will be responsible for doctoring sick animals at home as well as the shows. The date and cost of the medicine will be recorded. Payment will be due in full at the end of the show season.
20. Hog feed, bedding for all species, and show supplies will be taken to the shows by the instructors. If a student wishes to use the items provided, a log will be kept of what is used and that amount will be billed to the exhibitor at the end of the show season.
21. Jackpot shows will be allowed. However, they are not 4-H or FFA sponsored. For advisors to attend, more than one student must participate. When attending jackpot shows, they should be on weekends and students should not leave school before 3:10 p.m. on Fridays.
22. In order to show at the Oklahoma City Spring Livestock Show, Oklahoma City State Fair, and Tulsa State Fair, the student must be in official dress, which is the 4-H or FFA jacket and white shirt.

VOCATIONAL AGRICULTURE PROGRAMS

A vocational agriculture program shall be sponsored by the Cashion public schools under the following guidelines:

Student Expenses

The owner of vocational agriculture or 4-H animals must pay for all feed, medication, and vet tests required for the animal. The school district will pay for all show dressing supplies for cattle and hogs and for feed required for hogs only at these shows. Show expenses will be paid for by FFA and 4-H students.

Student Conduct

Vocational agriculture students must adhere to the code of ethics for FFA members in addition to abiding by the school discipline policies.

Grading System

1.	Daily work -----	25
	Grade will be determined by the following: Attitude, interest, cooperation, initiative, participation and shop safety	
2.	Tests -----	20
3.	FFA Participation -----	20
4.	Supervised Occupational Experience Program -----	20
	Grade will be determined by student's ability to apply approved practices and keep complete and accurate records.	
5.	Attendance -----	15
	Total	100

Stock Shows

The vocational agriculture instructor will have full charge of 4-H students who are entered in stock shows while they are participating in these shows.

If a student is ineligible to show his/her animal due to grades, etc., the student may not enter the show nor will the animal be transported in the FFA vehicle.

Use of school personnel, school vehicles or trailers, or expenses for same, will not be paid for by the district for jackpot shows.

Additional regulations concerning fairs, shows, and contests are contained in FMH-R.

HAZING

It is the policy of this school district that no student or employee of the district shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the board of education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the board of education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the board of education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

The superintendent shall develop procedures providing for:

1. All alleged incidents of hazing or violence observed by faculty or staff must be reported to the building principal;
2. Prompt investigation of allegations of hazing;
3. The expeditious correction of the conditions causing such hazing;
4. Establishment of adequate measures to provide confidentiality in the complaint process;
5. Initiation of appropriate corrective actions;
6. Identification and enactment of methods to prevent reoccurrence of the hazing; and
7. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

This policy is not intended to deprive school district authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

HAZING (Cont.)

REPRISAL:

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged threatening behavior or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a preceding of hearing relating to such threatening behavior or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or hazing.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O.S. §1190

THIS POLICY REQUIRED BY LAW.

HARASSMENT/BULLYING INCIDENT REPORT FORM

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Bullying/Harassment:

Grade: _____ Class: __________
Grade: _____ Class: _____

Student(s) Affected:

Grade: _____ Class: __________
Grade: _____ Class: _____

Type of Harassment Alleged:

Racial _____ Sexual _____ Religious _____ Other _____

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

☐ Name Calling☐ Stalking☐ Inappropriate Gesturing☐ Staring/Leering☐ Writing/Graffiti☐ Threatening☐ Taunting/Ridiculing☐ Inappropriate Touching☐ Other _____☐ Spitting☐ Demeaning Comments☐ Stealing☐ Damaging Property☐ Shoving/Pushing☐ Hitting/Kicking☐ Flashing a Weapon☐ Intimidation/Extortion

Describe the incident:

Witnesses Present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____ Video/audio tape _____

Other _____

Staff signature _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken:

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (INVESTIGATION PROCEDURES)

The following procedures will be used by any person for the filing, processing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

Definitions

1. "Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

"Electronic communication" means the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless communication device, or a computer.

"Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

Procedures

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior, is as follows:

1. The matter should immediately be reported to the building principal. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible should be provided to the building principal in written form to allow for a thorough investigation of the matter.
2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.
3. If, during the course of the investigation, it appears that a crime may have been committed, the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.
4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student. The building principal shall make a determination as to whether the conduct is actually occurring. If it is determined that an act of bullying has occurred, a referral will be made to a delinquency prevention and diversion program administered by the Office of Juvenile Affairs.
5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care substance abuse or other counseling options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully,

INVESTIGATION PROCEDURES (Cont.)

victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

6. Upon completion of an investigation, timely notification shall be provided to the parents or guardians of a victim of documented and verified bullying. This information should be provided within 10 days of the conclusion of the investigation.
7. Upon completion of an investigation, timely notification shall be provided to the perpetrator of the documented and verified bullying. This information should be provided within 10 days of the conclusion of the investigation.

Reports may be made anonymously. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports shall be made immediately to the building principal by any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying.

The Superintendent shall be responsible for enforcing this policy. The building principal should notify the superintendent within twenty-four (24) hours of any report of bullying. Upon completion of an investigation, the building principal should notify the superintendent of the findings of the investigation. Documentation should also be provided to the superintendent to establish that timely notification was provided to the parents of the victim and the parents of the perpetrator.

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

The Cashion Public Schools' student conduct code prohibits bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.
2. Substantially disrupts school operations by interfering with the district's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and is just as disruptive of the district's efforts to prepare students for productive lives in the community as they become adults.
3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the district's primary and substantial interest in operating schools that foster and promote academic achievement.
4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.
5. Substantially interferes with the district's mission to advance the social skills and social and emotional well-being of students. Targets of intimidation, harassment, and bullying are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.
6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.
7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

Bullying often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of bullying. This results in a reluctance or resistance to attend school.

Definition of Terms

1. Statutory definition of harassment, intimidation, and bullying:

70 O.S. §24-100.3(c) of the School Safety and Bullying Prevention Act defines the terms "bullying," as including, but not limited to a pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication, directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student that a reasonable person should recognize will:

- A. Harm another student;
- B. Damage another student's property;
- C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or
- D. Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

2. The "Reasonable Person" Standard

In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly sensitive to efforts by a bully to humiliate, embarrass, or lower the self esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts

Bullying, for purposes of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

**PROHIBITING HARASSMENT, INTIMIDATION AND
BULLYING, REGULATION (Cont.)**

- A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.
- B. Emotional Bullying includes the intentional infliction of harm to another's self-esteem, including, but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing and frightening statement, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.
- C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors, or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.
- D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment – also prohibited by Cashion Public Schools.

Procedures Applicable to the Understanding of and Prevention of Bullying of Students**1. Student and Staff Education and Training**

All staff will be provided with a copy of the district's policy on prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request. Cashion Public Schools is committed to providing appropriate

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)

and relevant training to staff regarding identification of behavior constituting ~~harassment, intimidation, and~~ bullying of students and the prevention and management of such conduct.

Students, like staff members, shall participate in an annual education program that sets out expectations for student behavior and emphasizes an understanding of bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

B. Cashion Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with or adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding: identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem-solving teams that include counselors and/or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. (See also policy BDFC.)

Student Reporting

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the building principal. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the building principal.

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION (Cont.)Parental Responsibilities

Parents/guardians will be informed in writing of the district's program to stop bullying. An administrative response to bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and
5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal

**PROHIBITING HARASSMENT, INTIMIDATION AND
BULLYING, REGULATION (Cont.)**

from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

The above consequences will be imposed for any person who commits an act of bullying as well as any person found to have falsely accused another as a means of retaliation, reprisal, or as a means of bullying. Strategies will be created to provide counseling or referral to appropriate services, including guidance, academic intervention, and other protection for students, both targets and perpetrators, and family members affected by bullying, as necessary.

Publication of Policy

Annual written notice of this policy will be provided to parents, guardians, staff, volunteers, and students with age-appropriate language for students. Notice of the policy will be posted at various locations within each school site, including but not limited to, cafeterias, school bulletin boards, and administrative offices. The policy will be posted on the school district's website at www.cashionps.org and at each school site that has an Internet website. The policy will be included in all student and staff handbooks.

BULLYING

It is the policy of this school district that bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Bullying of students by electronic communication is prohibited whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school. The school district is not required to provide educational services in the regular school setting to any student who has been removed from a public school or private school in Oklahoma or another state by administrative or judicial process for an act of using electronic communication with the intent to terrify, intimidate or harass, or threaten to inflict injury or physical harm to faculty or students.

As used in the School Safety and Bullying Prevention Act, "bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Such behavior is specifically prohibited.

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency or to a delinquency prevention and diversion program administrated by the office of Juvenile Affairs
13. Suspension
14. Performing Campus-site services for the school district
15. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

HARASSMENT (Cont.)

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one's grades, achievements, etc.;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact.

The superintendent shall develop procedures providing for:

1. Prompt investigation of allegations of harassment;
2. The expeditious correction of the conditions causing such harassment;
3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

A copy of this policy will be furnished to each student and teacher in this school district.

**REFERENCE: 21 O.S. §850.0
70 O.S. §24-100.2**

THIS POLICY REQUIRED BY LAW.

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES

It is the policy of the Cashion Board of Education that any administrator, teacher, or counselor who has reasonable suspicion that a student may be under the influence of, or has in his or her possession, alcoholic beverages - including the legally nonintoxicating beverage commonly referred to as 3.2 beer (low-point beer) - or a controlled dangerous substance as defined by law shall immediately notify the principal of such suspicions. The principal shall immediately notify the superintendent of schools and a parent or legal guardian of said student's possession of a controlled or counterfeit substance or suspected abuse thereof.

Any search, seizure, or subsequent disciplinary action shall be subject to applicable school policies, regulations, state laws, or student handbook rules.

Every administrator, teacher, or counselor employed by the board of education who has reason to believe that a student is under the influence of, or has possession of, alcoholic beverages (including 3.2 beer) or a controlled dangerous substance and who reports such information to appropriate school officials shall not be subject to civil liability unless such referral was made in bad faith or with malicious purpose.

This policy shall be distributed to each classroom teacher. Receipt shall be acknowledged in a form to be determined by the superintendent.

REFERENCE: 70 O.S. §24-138
63 O.S. §2-101, et seq.
70 O.S. §24-102
37 O.S. §163.2

NOTE: A copy of this policy must be filed with the State Superintendent of Public Instruction in accordance with 70 O.S. §24-138. While the cited statute requires only that school districts develop a written policy requiring only *teachers* to report students under the influence of certain substances, the State Department of Education has interpreted the civil liability exemption statute (70 O.S. §24-132) as requiring school administrators, teachers, or counselors to make such reports. Therefore, a school district's policy may be written to require reporting by administrators, teachers, and counselors.

THIS POLICY REQUIRED BY LAW.

DRUG-FREE SCHOOLS

It is the policy of the Cashion Board of Education that in recognition of the clear danger resulting from illicit drug and alcohol abuse and in good faith effort to promote the health, safety, and well being of students, employees, and the community, the board has implemented a developmentally based drug and alcohol education and prevention program for grades Kindergarten through twelve (K-12).

Students are hereby notified that the use, possession, or distribution of illicit drugs and alcohol is wrong and harmful. Therefore, standards of conduct that are applicable to all schools in this district, prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities.

Disciplinary sanctions will be imposed on students who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state, and federal laws, up to and including probation and suspension, as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation and reentry programs will be made available through the school office.

The standards of conduct and the disciplinary sanctions imposed by this policy will be part of the required notification to parents and students that will include the following:

"The Drug Free Schools and Communities Act Amendments, P.L. 101-226 requires that State, as well as local educational agencies, must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees." (Federal Regulations can be examined through the school office.)

Parent/Guardian signature certifies receipt of a Student Handbook of Guidelines and Policies for Students and Parents that includes district policy relating to adoption and implementation of a drug prevention program for students.

**REFERENCE: Public Law 101-226
70 O.S. §1210.221, et seq.**

STUDENT EXTRACURRICULAR ACTIVITIES CONTRACTStatement of Purpose and Intent

Participation in school-sponsored extracurricular activities at the Cashion school district is a privilege and not a right. Such privilege is governed by the district policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities (policy FNCFD). Alcohol and illegal drug use of any kind is incompatible with participation in extracurricular activities on behalf of the Cashion Public Schools. Students who participate in these activities are respected by the student body and are expected to hold themselves as good examples of conduct, sportsmanship, and training. Accordingly, student participants in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible examples of conduct, which includes avoiding the use or possession of alcohol or illegal drugs.

Participation in Extracurricular Activities

For the safety, health, and well-being of the students of the Cashion Public Schools district, the district has adopted the attached policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities (policy FNCFD) and this Student Extracurricular Activities Contract, which shall be read, signed, and dated by the student participant, parent or custodial guardian, and coach/sponsor before such participant shall be eligible to practice or participate in any extracurricular activity. No student shall be allowed to practice or participate in any extracurricular activity unless the student has returned the properly signed Student Extracurricular Activities Contract.

Student's Last Name _____ First Name _____ Middle Initial _____

I understand, after having read the policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities and this Student Extracurricular Activity Contract, that, out of care for my safety and health, the Cashion school district enforces the rules applying to the consumption or possession of alcohol and/or illegal drugs. As a member of a Cashion Public Schools organization, I realize that the personal decisions that I make daily in regard to the consumption or possession of alcohol and/or illegal drugs may affect my health and well-being as well as the possible endangerment of those around me and reflect upon any organization with which I am associated. If I choose to violate school policy regarding the use or possession of alcohol and/or illegal drugs any time during the school year, I understand, upon determination of that violation, I will be subject to the restriction of my participation as outlined in the policy.

Signature of Student _____ Date _____

We have read and understand the policy on Student Possession or Use of Alcohol and Illegal Drugs and Participation in Extracurricular Activities and this Student Extracurricular Activities Contract. We desire that the student named above participate in the extracurricular activity programs of the Cashion Public Schools and we hereby agree to abide by all provisions of the policy.

Signature of Parent or Custodial Guardian _____ Date _____

STUDENT EXTRACURRICULAR ACTIVITIES CONTRACT (Cont.)

PLEASE OBTAIN THE SIGNATURES OF ALL COACHES/SPONSORS FOR EXTRACURRICULAR ACTIVITIES, TEAMS, OR ORGANIZATIONS IN WHICH THE STUDENT IS INVOLVED:

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

Signature of Sponsor or Coach

Activity/Team/Organization

STUDENT DRUG TESTING PROGRAM EXTRACURRICULAR ACTIVITIES

The Cashion Board of Education, in an effort to protect the health and safety of its students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the Cashion Public School District, has adopted the following policy for drug testing of students participating in extracurricular activities.

Purpose and Intent

It is the desire of the board of education, administration, and staff that every student in the Cashion Public School District refrain from using or possessing illegal drugs. The administration and board of education realize that their power to restrict the possession or use of illegal drugs is limited. The sanctions of this policy relate solely to limiting the opportunity of any student determined to be in violation of this policy to participate in extracurricular activities. This policy is intended to complement all other policies, rules, and regulations of the Cashion Public School District regarding possession or use of illegal drugs.

Participation in school-sponsored extracurricular activities such as interscholastic athletics at the Cashion Public School District is a privilege. Students who participate in extracurricular activities are respected by the student body and are expected to hold themselves as good examples of conduct, sportsmanship, and training. Accordingly, students in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible examples of conduct, which includes avoiding the use or possession of illegal drugs. Additionally, this school district is contracted to follow the rules and regulations of the OSSAA whose rules specifically state: A student under a discipline plan or whose conduct or character outside the school is such as to reflect discredit upon the school shall be ineligible until reinstated.

The purposes of this policy are to prevent illegal drug use, to educate students as to the serious physical, mental, and emotional harm caused by illegal drug use; to alert students with possible substance abuse problems to the potential harms of illegal drug use; to help students avoid drugs; to help students get off drugs; to prevent injury, illness, and harm as a result of illegal drug use; and to strive within this school district for an environment free of illegal drug use and abuse. This policy is not intended to be disciplinary or punitive in nature. The sanctions of this policy relate solely to limiting the opportunity of any student found to be in violation of the policy to participate in any extracurricular activities. There will be no academic sanction for violation of this policy.

Illegal drug use of any kind is incompatible with participation in any extracurricular activities on behalf of the school district. For the safety, health, and well-being of the students of the district, this policy has been adopted for use by all participant students in grades 7-12.

Definitions

1. **Student athlete** or **athlete** means a member of the middle school or high school district-sponsored interscholastic sports team. This includes athletes and cheerleaders.
2. **Extracurricular** means those activities that take place outside the regular course of study in school and **participants** are those students involved in those activities.
3. **Drug use test** means a scientifically substantiated method to test for the presence of illegal or performance-enhancing drug or the metabolites thereof in a person's urine.

STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES (Cont.)

4. **Random tests** are given weekly to participants from the pool.
5. **Random selection basis** means a mechanism for selecting students for drug testing that:
 - A. Results in an equal probability that any student from a group of students subject to the selection mechanism will be selected, and
 - B. Does not give the school district discretion to waive the selection of any student athlete or extracurricular activities participant selected under the mechanism.
6. **Follow up tests** can be weekly, at random, or any time a student who has tested positive may be under suspicion of being under the influence.
7. **Illegal drugs** means any substance that an individual may not sell, possess, use, distribute, or purchase under either federal or state law. Illegal drugs include, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substance Act, all prescription drugs obtained without authorization, and all prescribed and over-the-counter drugs being used for an abusive purpose.
8. **Performance-enhancing drugs** include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed, or other athletic ability. The term “performance-enhancing drugs” does not include dietary or nutritional supplements such as vitamins, minerals, and proteins that can be lawfully purchased in over-the-counter transactions.
9. **Positive**, when referring to a drug use test administered under this policy, means a toxicological test result which is considered to demonstrate the presence of an illegal or a performance-enhancing drug or the metabolites thereof using the standards customarily established by the testing laboratory administering the drug use test.
10. **Reasonable suspicion** means a suspicion based on specific personal observations concerning the appearance, speech, or behavior of a student athlete or extracurricular participant, and reasonable inferences drawn from those observations in the light of experience. Information provided by a reliable source, if based on personal knowledge, shall constitute reasonable suspicion. In the context of performance-enhancing drugs, reasonable suspicion specifically includes unusual increases in size, strength, weight, or other athletic abilities.
11. **Self-referral** is when a participant believes he/she will test positive for illegal or performance enhancing drugs, prior to submission for a drug test under this policy, so notifies the principal, athletic director, coach, or sponsor of such belief.

Procedures

A physical examination signed by a parent/guardian is required before a student may participate on a school district athletic team. A urine screen to detect the presence of illegal or performance-enhancing drugs which could have a harmful effect on the prospective athlete's health and athletic performance will be included as part of that physical examination.

**STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR
ACTIVITIES (Cont.)**

Student participants in extracurricular activities shall be provided with a copy of this policy and an extracurricular activities student drug testing program consent form that must be read, signed, and dated by the student, parent or custodial guardian, and coach/sponsor before a participant student shall be eligible to practice in any extracurricular activity. The consent shall provide a urine sample (a) at the beginning of each school year or when the student enrolls in an extracurricular activity; (b) as chosen by the random selection basis; and (c) at any time requested based on reasonable suspicion to be tested for illegal or performance-enhancing drugs. No student shall be allowed to practice or participate in any extracurricular activity unless the student has returned the properly signed consent form.

All extracurricular activities participants shall be required to provide a urine sample for drug use testing for illegal drugs and/or performance enhancing drugs. Extracurricular participants who move into the district after the school year begins will have to undergo a drug test before they will be eligible for participation.

Drug use testing for extracurricular participants will also be chosen on a weekly selection basis from a list of all extracurricular participants in off-season or in-season activities. The school district will determine a weekly number of students' names to be drawn at random to provide a urine sample for drug use testing for illegal or performance-enhancing drugs.

In addition to the drug test required above, any extracurricular participant may be required to submit to a drug use test for illegal drugs or performance-enhancing drugs or the metabolites thereof at any time upon reasonable suspicion by the athletic director, principal, sponsor, or coach of the student.

The school district will determine any necessary fees to be collected from students who are drug tested and when those fees will be collected. The cost of subsequent tests will be borne by the school district or appropriate activity fund.

Any drug use test required by the school district under the terms of this policy will be administered by or at the direction of a professional laboratory chosen by the school district that uses scientifically validated toxicological methods. The professional laboratory shall be required to have detailed, written specifications to assure chain of custody of the specimens, proper laboratory control, and scientific testing.

All aspects of the drug use testing program, including the taking of specimens, will be conducted to safeguard the personal and privacy rights of students to a maximum degree possible. The test specimen shall be obtained in a manner designed to minimize intrusiveness of the procedure. In particular, the specimen must be collected in a restroom or other private facility with an enclosed stall or stalls. The athletic director/sponsor shall designate a coach or other school employee of the same sex as the student to accompany the student to a restroom or other private facility. The monitor shall not observe the student while the specimen is being produced, but the monitor shall be present outside the stall to listen for the normal sounds of urination in order to guard against tampered specimens and to ensure an accurate chain of custody. The monitor shall verify the normal warmth and appearance of the specimen. If at any time during the testing procedure the monitor has reason to believe or suspect that a student is tampering with the specimen, the monitor may stop the procedure and inform the athletic director/sponsor who will then determine if a new sample should be obtained. The monitor shall give each student a form on which the student may list any medications he/she has taken or is taking or any other legitimate reasons for having been in contact with illegal drugs or performance-enhancing drugs in the preceding 30 days. The parent or legal guardian shall be able to confirm the medication list submitted by their child during the 24 hours following any drug test. The medication list shall be submitted to the lab in a sealed and confidential envelope.

**STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR
ACTIVITIES (Cont.)**

If the initial drug use test is positive, the initial test result will be subject to confirmation by a second and different test of the same specimen. The second test will use the gas chromatography/mass spectrometry technique. A specimen shall not be reported positive unless the second test utilizing the gas chromatography/mass spectrometry procedure is positive for the presence of an illegal drug or the metabolites thereof. The unused portion of a specimen that tested positive shall be preserved by the laboratory for a period of six months or to the end of the school year, whichever is shorter. Student records will be retained until the end of the school year.

Confidentiality

If the drug use test for any student has a positive result, the laboratory will contact the athletic director or designee with the results. Procedures for maintaining confidentiality will be practiced. The athletic director or designee will contact the principal, the student, the head coach/sponsor, and the parent or custodial guardian of the student and schedule a conference. At the conference, the student will be given the opportunity to submit additional information to the athletic director or to the lab. The school district will rely on the opinion of the laboratory that performed the test in determining whether the positive test result was produced by other than consumption of an illegal drug or performance-enhancing drug. Under no circumstance will results from a drug test under this policy be turned over to any law enforcement officer or agency.

Appeal

A student who has been determined by the athletic director or designee to be in violation of this policy shall have the right to appeal the decision to the superintendent or the superintendent's designee(s). Such appeal must be lodged within five business days of notice of the initial report of the offense as stated in this policy, during which time the student will remain eligible to participate in any extracurricular activities. The superintendent or designee(s) shall then determine whether the original finding was justified. There is no further appeal right from the superintendent's decision and the decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the superintendent, which shall be final and nonappealable.

Consequences

1. **First positive test.** The student will be suspended from participation in all extracurricular activities for one week. The student and parent/guardian must attend counseling two times during the suspension period and one follow-up session. Counseling will consist of a session with the Cashion Public Schools counselor and a session with a counseling service provided by the school. Follow-up sessions may be with one or both counselors.
2. **Second positive retest.** The student will be suspended from participation in any extracurricular activity for the remainder of the semester.
3. **Third positive retest.** The student will be suspended from participation in any extracurricular activity for 180 school days.

**STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR
ACTIVITIES (Cont.)**

4. **Self Referral.** A student who self-refers to the athletic director, principal, coach, or sponsor before being notified to submit to a drug test will be allowed to remain active in all extracurricular activities. However, the student will be considered to have committed his/her first offense under this policy, and will be required to retest as would a student who has tested positive.
5. **Refusal to submit to a drug test.** If a participant student refuses to submit to a drug test under this policy, such student shall not be eligible to participate in any extracurricular activity, including all meetings, practices, performances, and competition for 180 school days, upon completion of which, the participating student shall again be subject to this policy.

The cost per test is subject to change and will be determined by the board of education on an annual basis.

WEAPONS

It is the policy of the Cashion Board of Education that possession of dangerous instruments or weapons on school property, at school-sponsored functions, or while in any school bus or vehicle used by the school for transportation of students or teachers is forbidden. Dangerous instruments or weapons include, but are not limited to, firearms (guns), fire-works, explosives, knives, razors, clubs, chains, or other instruments used for assault or injury. No one may use any article as a weapon to threaten or injure another person. Students found to be in violation of this policy will be suspended and the police will be notified.

Adults in possession of a valid concealed handgun license issued pursuant to the provisions of the Oklahoma Self-Defense Act shall be authorized to carry the handgun into or upon technology center school property so long as the weapon is carried or stored as required by law and is NOT removed from the vehicle while on technology center school property without the prior written consent of the technology center school administrator.

A handgun may be carried in a motor vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act onto property set aside by a public or private elementary or secondary school for the use or parking of any vehicle; provided, however, said handgun shall be stored and hidden from view in a locked motor vehicle when the motor vehicle is left unattended on school property.

REFERENCE: 21 O.S. § 1277 and §1280.1

NOTE: "School property" means any publicly or privately owned property held for purposes of elementary, secondary, or vocational-technical education, and shall not include property owned by public school districts or private educational entities where such property is leased or rented to an individual or corporation and used for purposes other than educational.

For the purposes of participating in any Oklahoma Department of Wildlife certified hunter training education course, the superintendent may authorize firearms or other weapons to be brought onto school property and used in such training course.

A gun, knife, bayonet or other weapon in the possession of a member of a veterans group, the national guard, active military, the Reserve Officers' Training Corp (ROTC) or Junior ROTC, in order to participate in a ceremony, assembly or educational program approved by the principal or chief administrator of a school district where the ceremony, assembly or educational program is being held; provided, however, that the gun or other weapon that uses projectiles is not loaded and is inoperable at all times while on school property.

21 O.S. §1280.1 provides that any person violating this statute, upon conviction, will be guilty of a misdemeanor punishable by a fine not to exceed two hundred fifty (\$250) dollars.

WEAPONS-FREE SCHOOLS

It is the policy of this school district to comply fully with the Gun-Free Schools Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including school transportation or school-sponsored transportation may be removed from school for one full calendar year or longer.

The superintendent or designee may modify the provisions of this policy on a case-by-case basis. However, any substantial modification must be reported to the board of education at its next meeting.

Firearms are defined in Title 18 of the United States Code, Section 921, as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device including any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to the above.

Such firearm or weapon will be confiscated and released only to a law enforcement authority.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272, below:

"...any pistol, revolver, shotgun or rifle whether loaded or unloaded, or any dagger, bowie knife, dirk knife, switchblade knife, spring-type knife, sword cane, knife having a blade which opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed."

Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment. In addition, exceptions will be made for a gun, knife, bayonet or other weapon in the possession of a member of a veterans group, the national guard, active military, the Reserve Officers' Training Corp (ROTC) or Junior ROTC, in order to participate in a ceremony, assembly or educational program approved by the principal or chief administrator of a school district where the ceremony, assembly or educational program is being held; provided, however, that the gun or other weapon that uses projectiles is not loaded and is inoperable at all times while on school property.

A handgun may be carried in a motor vehicle pursuant to a valid handgun license authorized by the Oklahoma Self-Defense Act onto property set aside by a public or private elementary or secondary school for the use or parking of any vehicle; provided, however, said handgun shall be stored and hidden from view in a locked motor vehicle when the motor vehicle is left unattended on school property

Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term

WEAPONS-FREE SCHOOLS (Cont.)

less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be determined on a case-by-case basis.

Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system. Any firearms found on the premises shall be reported to law enforcement and will immediately be turned over to local law enforcement as per state law requirements.

REFERENCE: 18 U.S.C. §921
21 O.S. §1271.1, §1280.1
70 O.S. § 24-132.1

NOTE : The district is required to include, in each application to the State Department of Education for assistance under the Elementary and Secondary Education Act of 1965, a description of the circumstances surrounding any expulsions imposed under this policy, including the name of the school; the number of students expelled from the school, and the type of weapons concerned.

THIS POLICY REQUIRED BY LAW.

SEARCH OF STUDENTS (REGULATION)

In accordance with the policy of the board of education, searches of students shall be conducted under the following circumstances:

The superintendent, principal, teacher, or security personnel of this school (authorized personnel) may detain and search any student or students on the premises of the public schools, or while attending, or while in transit to, any event or function sponsored or authorized by the school only under the following conditions:

1. When any authorized person has reasonable suspicion that the student may have on the student's person or property alcohol, dangerous weapons, unauthorized electronic paging devices, controlled dangerous substances as defined by law, stolen property if the property in question is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or any other items which have been or may reasonably be disruptive of school operations or in violation of student discipline rules.
2. School lockers and school desks are the property of the school, not the student. Students have no expectation of privacy concerning lockers, desks, or other school property. The users of lockers, desks, and other storage areas or compartments have no reasonable expectation of privacy from school employees as to the contents of those areas. Lockers, desks, and other storage areas or compartments may be subjected to searches at any time with or without reasonable suspicion. Students are not to use any school area or property to contain any item that should not be at school. Students shall not exchange lockers or desks or use any lockers or desks other than those assigned to them by the principal.
3. Authorized personnel may search a student, within the limits of state and federal law (or this policy), whenever the student consents to such a search. However, consent obtained through threats or coercion is not considered to be freely and voluntarily given.
4. Authorized personnel conducting a search shall have authority to detain the student or students and to preserve any contraband seized.
5. Any searches of students as outlined herein will be conducted by an authorized person who is the same sex as the person being searched and shall be witnessed by at least one other authorized person who is of the same sex as the person being searched.
6. Strip searches are forbidden. No clothing except cold weather outer garments will be removed before or during a search.
7. Items that may be seized during a lawful search - in addition to those mentioned in paragraph 1 above - shall include, but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited. For example: prescription or nonprescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or other school personnel, shall be seized, identified as to ownership if possible, and held for release to proper authority.

SEARCH OF STUDENTS, REGULATION (Cont.)

8. Any student found to be in possession of dangerous weapons, controlled dangerous substances, or other unlawful or prohibited items may be suspended by the superintendent for a period not to exceed the current school semester and the succeeding semester. Such suspension may be in addition to any civil or criminal liability.

REFERENCE: 70 O.S. §24-102
70 O.S. §24-101.3

SEARCH OF STUDENTS

The Cashion Board of Education believes that all students should be free from unreasonable search and seizure by school officials. However, it shall be the policy of the board that the superintendent, principal, teacher, and security personnel shall have the authority to search a student and a student's property when there is reasonable suspicion for such searches. The superintendent is instructed to establish a regulation for board approval that supports this policy.

REFERENCE: 70 O.S. §24-102

ACKNOWLEDGMENT CONCERNING USE OF STUDENT LOCKERS

I acknowledge and understand that:

Student lockers are the property of the school system.

Student lockers remain at all times under the control of the school system.

I am expected to assume full responsibility for my school locker.

The school system retains the right to inspect student lockers for any reason at any time without notice, without student consent, and without a search warrant.

STUDENT

DATE

LOCKER NUMBER

**RESPONSIBILITY FOR SCHOOL PROPERTY:
LOCKERS
(REGULATIONS)**

In accordance with the policy of the board of education, lockers are loaned to students during the school year but remain the property of the school and may be inspected periodically to insure that they are being properly cared for and that contents are in no way harmful to the owners, other students, or to the school building. If, at the end of the school year, the locker has not been maintained in good condition, a maintenance fee will be assessed. These rules should be followed:

1. All lockers should be cleaned out weekly.
2. Under no circumstances should a student tamper with another student's locker.
3. Students should remain quiet while at lockers and refrain from banging locker door or closing it by kicking it shut.
4. Students are not permitted to change locker partners unless special permission is given by the principal.

**RESPONSIBILITY FOR SCHOOL PROPERTY:
LOCKERS**

It is the policy of this district that school lockers will be assigned to students on the first day of school or as soon as possible thereafter.

They are to be kept locked at all times. They are to be kept clean and never defaced in any manner. This applies to the inside as well as the outside. Locker mates are not changed without the principal's permission.

Any locker malfunction should be reported to the office. Students are cautioned not to keep money or other valuables in their lockers.

Students have no expectation of privacy concerning lockers, desks, or other school property. All student lockers, desks, and other school property are subject to periodic inspection. When such inspections are announced, each student shall open his or her locker and remain present during the inspection.

The superintendent will develop, or cause to be developed, rules and regulations for the issuance, use, and maintenance of the lockers.

REFERENCE: 70 O.S. §24-102

WIRELESS TELECOMMUNICATION DEVICES

It is the policy of the Cashion Board of Education that a student may possess a wireless telecommunications device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon prior written consent of both the student's parent or guardian, and the superintendent or the superintendent's designee.

Upon reasonable suspicion, the superintendent, principal, teacher, or security personnel shall have the authority to detain and search, or authorize the search of, any student or property in the possession of the student for unauthorized wireless telecommunication devices.

Students found to be using any electronic communications device for any illegal purpose, violation of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Students violating this rule will be disallowed from carrying any personal communication device following the incident unless a bona fide health emergency exists.

Students found to be in possession of a wireless telecommunications device in violation of the rules shall be subject to disciplinary action under the student discipline policy, including confiscation of the device pending parent/guardian conference, detention, or suspension. Where appropriate, police authorities may be contacted.

REFERENCE: 70 O.S. §24-101.1, et seq.
70 O.S. §24-102

THIS POLICY REQUIRED BY LAW.

**PARENT PERMISSION/AGREEMENT FORM
ELECTRONIC READING DEVICES**

Name of Student: _____ Date of Birth: _____

Street Address: _____ Home Phone: _____

City, State, Zip: _____ School Year: _____

Electronic Reading Device

Name/Description: _____

STUDENT ELECTRONIC READING DEVICE USE AGREEMENT:

Electronic reading devices, e.g. *Kindle* and *Nook*, etc. may be brought to school and used only with written parental permission and may only be used to read while at school.

Your signature below indicates your understanding of these rules and agreement to abide by them.

Note: Your signature below indicates your understanding and agreement that all electronic reading devices such as *Kindle* and *Nook* are brought to the school to be used for the sole purpose of reading devices.

Any student discovered to be using the device for any other activity will have the device taken away. The parent will need to retrieve the device from the adult who confiscated it from the student. In addition, the student may be disciplined for misuse of the device. Electronic reading devices are to be used exactly as a reading device would be used while at school, or at any function related to the school district.

The school district is **NOT** responsible for lost, misplaced, stolen, broken electronic reading devices brought to school, nor for any unauthorized use of such devices.

The school district is not responsible for any inappropriate use of electronic reading devices by students while at school.

Signature signifies agreement and compliance: I give my permission for my child in to have an electronic reading device, and we agree to abide by the school's rules for such device. We understand that our child will be solely responsible for the safety and security of the device. We will discuss appropriate care of the electronic reading device with our child.

Signature of Parent/Guardian:

Date:

ELECTRONIC READING DEVICES

It is the policy of the Board of Education that a student may/may not possess an electronic reading device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon prior written consent of both the student's parent or guardian, and the superintendent or the superintendent's designee.

Students found to be using any electronic reading device for any purpose other than reading, shall be subject to disciplinary action under the student discipline policy, including confiscation of the device pending parent/guardian conference, detention, or suspension. Examples of an electronic r4eading devices are iPad, e-Reader, Nook, Kindle, etc.

CONTROL AND DISCIPLINE POLICY

The board of education believes that the school's primary goal is to educate, not discipline. However, when the behavior of an individual student interferes with the rights of others, corrective action may be necessary for the benefit of the individual as well as the school. A student who has been suspended for a violent offense directed towards a teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

Oklahoma Law, Title 70, Section 6-114, provides teachers with the same rights as parents to control and discipline school children in accordance with local school policies. The following schedule of infractions is provided as an aid to teachers in exercising control and discipline of students. The schedule is not intended to include all possible infractions. Therefore, behavior that is not included in the following schedule may warrant appropriate disciplinary measures. The following schedule shall not be used in determining discipline for any child on an IEP or Section 504 plan until such time as the student's IEP team has determined that the infraction is in no way a manifestation of that student's disability.

<u>Infractions</u>	<u>Minimum Action <</u>		<u>> Maximum Action</u>
1. Unexcused tardiness	---- Refer to Attendance Policy ----		
2. Disruption of class or assembly	School Conference	Parent Conference	Suspension
3. Lunchroom misconduct	School Conference	Parent Conference	Suspension
4. Bus/playground misconduct	---- Refer to Bus Conduct Policy ----		
5. Negligence in completing classwork	School Conference	Parent Conference	Suspension
6. Cutting class	---- Refer to Attendance Policy ----		
7. Leaving school without permission	---- Refer to Leaving School Grounds (Closed Campus) Policy ----		
8. Truancy	---- Refer to Attendance Policy ----		
9. Tobacco on school grounds	School Conference	Parent Conference	Suspension ¹
10. Drugs or Alcohol possession	Parent Conference		Suspension ^{1, 2}
11. Gambling	School Conference	Parent Conference	Suspension
12. Theft	Parent Conference		Suspension ^{1, 2}
13. Assault-physical or verbal	Parent Conference		Suspension ^{1, 2}
14. Fighting	Parent Conference		Suspension
15. Destruction of property, vandalism	Parent Conference		Suspension ^{1, 2}
16. Threats/Harassment	School Conference	Parent Conference	Suspension ²
17. Extortion	School Conference		Suspension ^{1, 2}
18. Refusal to obey school officials	School Conference	Parent Conference	Suspension
19. Possession of weapons or other items with the potential to cause harm			Suspension ²

¹. May require counseling and rehabilitative efforts before reinstated in school programs

². May require notification of legal authorities

Other possible corrective actions include warning students that continued infraction may result in more severe consequences, removing students from class, before or after school detention, alternative placements, financial restitution, if necessary, and referral to social agencies, if appropriate. The administration may impose punishment that would prevent a student from participation in and attendance at extracurricular activities. In addition, student discipline consequences may include an inability to participate in the graduation ceremony, prom, prom activities, school dances, and/or a class trip.

Suspension alternatives may include in-house suspension or out-of-school suspension. Refer to the Suspension Policy (see policy FOD) for requirements for short-term suspensions (1-10 days) and long term suspensions (11 or more days).

**STUDENT DISCIPLINE
THREATENING BEHAVIOR
(REGULATION)**

Threatening behavior is defined as an activity that portrays that another person, persons, or property may or will be harmed. As used in the School Bullying Prevention Act, "harassment, intimidation, and bullying" means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, and bullying include, but are not limited to, a gesture or a written, verbal, or physical act. Such behavior is specifically prohibited by board policy.

Any student exhibiting threatening behavior either verbally, in written form, or by gesture toward another student or school personnel or others while under school supervision shall be subject to the following:

1. The student will be referred immediately to a site administrator or his/her designee for intervention.
2. The administrator will gather and evaluate incident information and either (a) document the incident and place the student on a five-day probationary period, or (b) implement the following intervention procedure:
 - A. The student will be subject to an immediate suspension from school for a minimum of three days.
 - B. The student's parent(s)/guardian may be notified.
 - C. The Cashion Police Department shall be notified.
 - D. A mandatory conference will be held with the parent(s)/guardian, student, school officials, and others as deemed necessary. ("Others" may include, but not be limited to, the following: police, Multi-County Youth Services, Office of Juvenile Affairs, Department of Human Services, and Child Welfare.) The conference shall take place as soon as possible.
 - E. The student must attend mandatory counseling with an appropriate counseling agency as determined by the school. The counseling agency will make recommendations to the school concerning the student's re-entry to school.
 - F. A conference shall be held with the site school counselor, an administrator, and the student prior to the student's re-entry to school. If it is determined that the student may not return to school, further counseling and/or alternative placement will be implemented. The student will be re-evaluated at a later date as determined by the school.

Any student who has been previously disciplined for threatening behavior is subject to alternative placement or suspension if the offense is repeated. The alternative placement or suspension shall not exceed the remainder of the current semester and the succeeding semester.

The above shall not apply for any child on an IEP or Section 504 plan until such time as the student's IEP team has determined that the infraction is in no way a manifestation of that student's disability.

STUDENT DISCIPLINE, THREATENING BEHAVIOR, REGULATION (Cont.)

A site administrator shall file a report on any student disciplined under this policy and send the report to the superintendent.

REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged threatening behavior or violence or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a preceding of hearing relating to such threatening behavior or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal or threatening behavior.

REFERENCE: 70 O.S. §24-100.2

STUDENT DISCIPLINE

The Cashion Board of Education believes that the school's primary goal is to educate, not to discipline. However, education includes establishing norms of social behavior and assisting students in understanding and attaining those norms. Occasionally, corrective actions are necessary for the benefit of the individual and the school. The teacher in a public school has the same rights as a parent or guardian to control and discipline a child while the child is in attendance, in transit to or from the school, or participating in any authorized school function. Further, it is the policy of the district that students may be disciplined for any misconduct related to the programs or activities of the district. No teacher or administrator will administer formal discipline to his or her own child on behalf of the school except in cases of disruption in the classroom or common areas. Disciplinary matters concerning children of school employees will be handled by the appropriate principal or the superintendent or the superintendent's designee. The superintendent's child will be disciplined by someone other than the superintendent.

Each student shall be treated in a fair and equitable manner. Disciplinary action will be based on a careful assessment of the circumstances surrounding each infraction. The following are some examples of these circumstances:

- The seriousness of the offense;
- The effect of the offense on other students;
- Whether the offense is physically or mentally injurious to other people;
- Whether the incident is isolated or habitual behavior;
- The manifestation of a disability;
- Any other circumstances which may be appropriately considered.

Standards of behavior for all members of society are generally a matter of common sense. The following examples of behavior are not acceptable in society generally, and in a school environment particularly. The involvement of a student in the kind of behavior listed below will generally require remedial or corrective action. These examples are not intended to be exhaustive and the exclusion or omission of unacceptable behavior is not an endorsement or acceptance of such behavior. When, in the judgment of a teacher or administrator, a student is involved or has been involved in unacceptable behavior, appropriate remedial or corrective action will be taken.

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Cutting class
4. Leaving school without permission
5. Refusing detention/late room
6. Smoking
7. Truancy
8. Possessing or using alcoholic beverages or other mood-altering chemicals
9. Stealing
10. Forgery, fraud, or embezzlement
11. Assault, physical and/or verbal
12. Fighting
13. Possession of weapons or other items with the potential to cause harm
14. Distributing obscene literature
15. Destroying/defacing school property

STUDENT DISCIPLINE (Cont.)

16. Racial discrimination including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another student, an employee, or a visitor
17. Sexual Harassment
18. Gang related activity or action
19. Cheating

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

Parents, guardians, and students enrolled in this school district shall be notified at the beginning of each school year that this policy is in effect. A copy of this policy will be made available upon request to parents or guardians at any time during the school year.

Parents, guardians, and students residing in this school district are also advised by means of this policy statement and by the student handbook that students in this district shall have no reasonable expectation of privacy rights towards school officials, in school lockers, desks, or other school property. School personnel shall have access to school lockers, desks, and other school property at any time and no reason shall be necessary for such search. Student property may be searched with reasonable suspicion.

Teachers, parents, guardians, and students are invited and encouraged to participate in the formulation of disciplinary policies, rules, and regulations by suggesting to administrators appropriate means of discipline for specific infractions.

STUDENT DISCIPLINE (Cont.)

REFERENCE: 10 O.S. §7115
70 O.S. §6-114
70 O.S. §24-101.3

THIS POLICY REQUIRED BY LAW.

CORPORAL PUNISHMENT

It is the policy of the Cashion Board of Education to administer corporal punishment only as a last resort after other reasonable corrective measures have been used without success. However, under no circumstances shall any child in DHS custody be administered corporal punishment. School district personnel are prohibited from using corporal punishment on students identified with the most significant cognitive disabilities according to criteria established by the State Department of Education unless the punishment is addressed in the student's individualized education program (IEP).

At the beginning of the school year, parents and legal guardians will be provided the opportunity to request the nonadministration of corporal punishment to their children. If a request for the nonadministration of corporal punishment has not been signed, the administration shall notify a parent or legal guardian that corporal punishment is being planned. At that time, the parent or legal guardian may request that corporal punishment not be administered.

Corporal punishment must be administered only in the presence of another professional, certificated staff member, preferably an administrator. Careful documentation of each occasion shall be made by the teacher or the administrator or both. Such documentation will identify the student and set forth the behavior necessitating the punishment; the person who administered the punishment; and the name of witnesses.

Under no circumstances shall other students or non-certificated personnel observe the administration of corporal punishment. The student shall be carefully advised of the nature of the rule infraction for which the punishment is being administered.

If a parent or legal guardian has requested that corporal punishment not be administered to the student, alternative discipline will be considered and may include suspension from school.

REFERENCE: 10 O.S. §7115
70 O.S. §6-113.1
70 O.S. §6-114
70 O.S. §13-116

**NOTICE OF SUSPENSION
(FOR UNDER 10 SCHOOL DAYS)**

(Parent or Guardian)
(Address)

Dear (Parent or Guardian):

Your child, (Name), has been suspended from (name of) School for (number of) days for the following misconduct and/or violation of district or school rules or regulations:

(Describe)

Your child has had the charges of misconduct explained to him/her and has been given the opportunity to disagree with the charges and the suspension. It has been determined that your child committed the act(s) in question and should be suspended.

Your child may return to school on (date). Make-up work (will or will not) be given for this time.¹ While suspended, your child may not come on any school campus except with you for the purpose of discussing conduct. If you have any questions, please call.

Sincerely yours,

Principal
(or Superintendent)

¹ If the student is suspended more than five days, the district is required to provide an educational plan for core curriculum classes.

**NOTICE OF PROPOSED SUSPENSION
FOR MORE THAN TEN SCHOOL DAYS**

Hand Delivered or
Certified Mail
Return Receipt Requested

(Date)

(Parent or Guardian)
(Address)

Re: Proposed Suspension of
(name) from
(name of) School

Dear (Parent or Guardian):

I regret to inform you that your child, (name), has been temporarily suspended from school pending a hearing to be conducted before me in the principal's office. From the investigation, it was determined that your child was involved in the following misconduct and/or violation of district or school rules or regulations:

(Describe)

The proposed length of suspension is (time).

(THE FOLLOWING LANGUAGE IS OPTIONAL. REVIEW EXISTING POLICY AND INSERT APPROPRIATE LANGUAGE.)

Your child is entitled to a hearing to determine if he/she violated the rules in the manner stated above and whether he/she should be suspended for more than ten school days, not to extend beyond the current and the next succeeding school term. If you desire a hearing, please notify the principal's office at (phone) within five (5) days; that is, by (date). If you request a hearing, it will be scheduled as soon as practicable at a mutually convenient time. Your child will remain on temporary suspension until the hearing is held. If you do not request a hearing within five days, you will waive the right to a hearing, and the principal will enter an order suspending your child for more than ten school days if he/she deems it appropriate.

Please be advised that at a hearing your child may be represented by you, another adult, or an attorney and may seek to refute any allegations of misconduct. If he/she is represented by someone other than yourself, please advise the principal prior to the hearing.

At a hearing you and your child may present any witnesses or documentary evidence in an effort to refute the charges of misconduct and on the issue of a proper punishment, if it is determined that the misconduct occurred.

If you request a hearing, the school's administration will provide you with a list of the witnesses who will testify on behalf of the administration, together with a short description of their testimony. Documents may also be used at the hearing. If so, a copy of the documents will be provided to you prior to the hearing.

**NOTICE OF PROPOSED SUSPENSION FOR MORE THAN TEN
SCHOOL DAYS (Cont.)**

A COPY OF THE SCHOOL DISTRICT POLICIES REGARDING DISCIPLINE PROCEDURES IS ATTACHED TO THIS LETTER. PLEASE REVIEW THESE POLICIES. If you have any questions regarding the reasons for the proposed suspension or anything connected with the hearing, please call me.

Respectfully,

Superintendent

ELEMENTARY SCHOOL SUSPENSION NOTICE

DATE: _____

SUBJECT: Suspension

TO: The parents of _____ (Name of Student)

Your child has been suspended from Cashion Elementary School for _____ days. He/she cannot return to school until _____ (date).

On the day he/she returns, he/she will report to the principal's office at 8:00 a.m. accompanied by parent/guardian.

Following is a brief description of the incident that resulted in the suspension.

I have informed your child of his/her right to appeal this decision to the Superintendent of Schools if he/she feels that this action is incorrect.

Principal_____
Assistant PrincipalCopy received by _____
Student's Signature_____
Parent's Signature

MIDDLE SCHOOL/HIGH SCHOOL SUSPENSION NOTICE

DATE: _____

SUBJECT: Suspension

TO: The parents of _____ (Name of Student)

Your child has been suspended from Cashion Middle School/High School for _____ days. He/she cannot return to regular classes until _____ (date).

Following is a brief description of the incident that resulted in the suspension.

I have informed your child of his/her right to appeal this decision to the Superintendent of Schools if he/she feels that this action is incorrect.

PrincipalCopy received by _____
Student's Signature

NOTICE OF HEARING ON A SUSPENSION

TO: _____

DATE _____

SUBJECT: _____

Please be advised that, pursuant to your request as received by the administration office, a hearing before the Cashion Board of Education has been set for _____ at _____, the _____ day of _____, in the board conference room, at which time evidence will be heard and a final determination rendered as to the action taken by the administration of this school.

Your child is charged with violating the following school regulation: _____

_____,
Oklahoma School Laws, Section _____.

Those witnesses who will testify on behalf of the administration are: _____

_____.

You and/or your child may have legal counsel present at the hearing.

Chairman, Board of Education

**OUT-OF-SCHOOL SUSPENSION
EDUCATION PLAN**

STUDENT NAME: _____

PARENT/GUARDIAN NAME: _____

ADDRESS: _____

GRADE: _____ SCHOOL: _____

DESCRIBE IN DETAIL THE OFFENSE THAT THE SCHOOL ALLEGES WAS COMMITTED BY THE STUDENT:

WHICH OF THE FOLLOWING DESCRIBES THE OFFENSE:

- _____ Violation of a school regulation
- _____ Immorality
- _____ Adjudication of a nonviolent offense as defined by 57 O.S. §571
- _____ Possession of an intoxicating beverage or low-point beer
- _____ Possession of a wireless communication device
- _____ Possession of missing or stolen property suspected to have been taken from a student, a school employee, or the school during school activities

IS THE PROPOSED SUSPENSION FOR LESS THAN SIX (6) DAYS? Yes _____ No _____
(If so, the district is not required to provide an education plan)

WHAT IS THE LENGTH OF THE PROPOSED SUSPENSION? _____
(The suspension cannot be for longer than the remainder of the current semester and the next succeeding semester.)

OUT-OF-SCHOOL SUSPENSION, EDUCATION PLAN (Cont.)

WHAT ALTERNATIVE IN-SCHOOL PLACEMENT OPTIONS WERE CONSIDERED?

_____ Alternative education setting

_____ Reassignment to another classroom

_____ In-school Detention

_____ Other (describe): _____

WHY DID THE SCHOOL OR THE DISTRICT ADMINISTRATION DETERMINE THAT THESE ALTERNATIVE IN-SCHOOL PLACEMENT OPTIONS WERE NOT APPROPRIATE FOR THE STUDENT?

HAS THE STUDENT APPEALED THE DECISION? YES _____ NO _____
IF SO, HAS A FINAL DETERMINATION BEEN MADE AS TO THE STUDENT'S SUSPENSION?

STUDENT'S CORE SUBJECTS:

TEACHER:

1. _____
2. _____
3. _____
4. _____
5. _____

HOW WILL THE STUDENT'S ASSIGNMENTS BE PROVIDED TO THE PARENT?

OUT-OF-SCHOOL SUSPENSION, EDUCATION PLAN (Cont.)

HOW OFTEN WILL THE STUDENT BE PROVIDED HOMEWORK TO COMPLETE?

HOW OFTEN WILL THE STUDENT BE EXPECTED TO RETURN HOMEWORK ASSIGNMENTS?

HOW WILL THE PARENT RETURN THE STUDENT'S HOMEWORK ASSIGNMENTS TO THE SCHOOL?

HOW WILL THE STUDENT BE GIVEN CREDIT FOR WORK THAT IS SATISFACTORILY COMPLETED?

IS THE STUDENT ON AN I.E.P.? If so, are the services provided in the education plan under IDEA being met in this education plan? If not, what additional services will need to be provided to meet the I.E.P.?

IN WHAT EXTRACURRICULAR ACTIVITIES IS THE STUDENT INVOLVED?

DOES THE DISTRICT PLAN TO ALLOW THE STUDENT TO PARTICIPATE IN ANY OF THE ABOVE LISTED ACTIVITIES? YES _____ NO _____ If so, are there any restrictions on the activities and what are they?

OUT-OF-SCHOOL SUSPENSION, EDUCATION PLAN (Cont.)

WHAT STEPS HAS THE SCHOOL TAKEN IN THIS EDUCATION PLAN TO PROVIDE FOR THE EVENTUAL REINTEGRATION OF THE STUDENT INTO THE SCHOOL?

THE PARENT(S) OR LEGAL GUARDIAN(S) HAS BEEN NOTIFIED OF THE RESPONSIBILITY TO PROVIDE A SUPERVISED, STRUCTURED ENVIRONMENT IN WHICH THE PARENT OR GUARDIAN MUST PLACE THE STUDENT AND BEAR RESPONSIBILITY FOR MONITORING THE STUDENT'S EDUCATIONAL PROGRESS UNTIL THE STUDENT IS READMITTED INTO SCHOOL AND HAS BEEN PROVIDED A COPY OF THIS EDUCATION PLAN AS FOLLOWS:

1. By hand-delivering a copy of this plan to the parent/guardian on the ____ day of _____, ____.

Signature of person delivering the education plan to the parent or legal guardian.

2. By certified mail, return receipt requested, on the ____ day of _____, ____.

3. By other means (identify): _____

Principal or Superintendent

Date

Student

Date

Parent or Legal Guardian

Date

**NOTICE OF PRELIMINARY INFORMAL CONFERENCE
ON A PROPOSED SUSPENSION**

(date)

Mr. and Mrs. _____

Address _____

Dear Mr. and Mrs. _____:

Please be advised that your child _____, has been charged with a violation of school regulations, to wit:

That _____, while a student in _____ school, did on _____ (date), perform an act which has been deemed to be an assault upon a teacher, and did cause injury to said teacher.

No action has been taken thus far. You are advised that an informal conference has been scheduled for _____ (date and time) in the principal's office at _____ school, at which time you and your child are requested to be present in an effort to resolve the matter.

Sincerely,

(name and title)
(school)

(enclose a copy of student rules with letter)
(send letter by certified mail)

CHECKLIST/TIMELINE FOR STUDENT DISCIPLINE AND STUDENT SUSPENSION POLICIES

1. Date of misconduct: _____
2. Consideration of alternatives to suspension: _____
(date and time)

Alternatives to suspension considered and applied

- | | | |
|--|-----|----|
| A. Is in-school detention appropriate? | YES | NO |
| B. Is reassignment to another classroom appropriate? | YES | NO |
| C. Is placement in the alternative school appropriate? | YES | NO |
| Other alternatives considered/applied (briefly describe) | YES | NO |

D. _____

E. _____

3. If applicable, date and time suspension imposed: _____
4. Date and time parent/guardian contacted: _____
Method of contact: _____
5. Date and time student released to parent/guardian: _____

Long-term or short-term suspension

- | | | |
|---|-----|----|
| A. Copy of educational plan attached. | YES | NO |
| B. Home-based school work assignment setting. | YES | NO |
| C. Other appropriate setting. | YES | NO |
| D. Person responsible for supervision. | YES | NO |
| E. Copy of notice of evidentiary hearing. | YES | NO |
| F. Date and time of evidentiary hearing: _____ | | |
| G. Was decision of administration at evidentiary hearing given orally? | YES | NO |
| H. Date written decision was mailed or given to parent/guardian with copy to student: _____ | | |

**CHECKLIST/TIMELINE FOR STUDENT DISCIPLINE
AND STUDENT SUSPENSION POLICIES (Cont.)**

I. Notice of right to appeal given to parent/guardian or student over 18 years of age. YES NO

A written statement of appeal for a review of the decision by the superintendent must be received by the principal or superintendent within two school days of the evidentiary hearing. Failure to present a written notification to the principal or superintendent within this two-school-day time period shall be a waiver of the student's right to a review by the superintendent.

J. If agreed to by all parties, imposition of punishment began _____.

K. If not agreed to by all parties, date file sent to superintendent: _____

L. If applicable, date appeal notice received: _____

Is it within two days of the evidentiary hearing? YES NO

M. Superintendent review decision. YES NO

N. Date of written notification of superintendent to parent/guardian/student: _____

O. Date appeal to board received: _____

Is it within two school days? YES NO

P. Decision of the board: _____

Q. Date of written notification by board of education: _____

SUSPENSION CONTRACT

We the undersigned agree to assist _____ in adhering to the terms outlined in this contract.

Student

1. Adhere to all conditions as outlined in this agreement.
2. Complete and return to the appropriate teachers all assignments sent home while suspended from school. This shall be accomplished the day that you return to school following the suspension.
3. Upon returning to school you will have ____ days to complete any additional assignments, exams, or other requirements missed during your absence.
4. Upon returning to school you will participate in a post-suspension conference prior to being re-admitted.

Parent/Guardian

1. Adhere to all conditions as outlined in this agreement.
2. Confine student to his/her home under strict supervision. If the student cannot be confined at home, I agree to confine him/her at _____ in order for him/her to be supervised at all times.
3. Report to school officials between the hours of __:__ a.m. __:__ p.m. and discuss the student's activities and progress.
4. Do not allow student to watch television, listen to stereo/radio, and/or participate in other forms of entertainment.
5. Do not allow student to receive visitors or talk with others over the phone.
6. Insure that student completes and returns all class assignments.
7. Agree to participate in post-suspension conference with your child and school officials.
8. Secure all of the student's daily assignments from the designated school official.

School Official

1. Provide assistance to both parent/guardian and student in order to assure that both parties adhere to the contents of this contract.
2. Participate in the post-suspension conference.
3. Daily discuss with parent/guardian the student's progress during the suspension period.
4. Secure all daily assignments.

Student_____
Date_____
Parent/Guardian_____
Date_____
School Official_____
Date

SUSPENSION OF STUDENTS (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the suspension of students from school.

The authority to suspend a student from a school in the school district is delegated to the respective building principals.

1. Any student may be suspended for:
 - Violations of policy or regulations
 - Possession of an intoxicating beverage, low-point beer (37 O.S. §163.2) (See policy FNCE)
 - Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
 - Possession of a dangerous weapon or a controlled dangerous substance while or within two thousand (2,000) feet of public school property, or at a school event (Uniform Controlled Dangerous Substances Act) (See policies FNCE and FNCGA)
 - Possession of a firearm may result in out-of-school suspension of not less than one year (See policy FNCGA)
 - Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers, or officials, or damages property
 - Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the school district superintendent on a case-by-case basis.
2. A full suspension shall not extend beyond the present semester and the succeeding semester except for violations of the Gun-Free Schools Act which provides suspensions for up to one calendar year or longer. (See policy FNCGA.)
3. Except under circumstances that require the immediate removal of a student or students, the parent(s) or legal guardian(s) shall be informed before a student is released from school.
4. Any student who has been adjudicated as a delinquent and has been removed from a public or private school in this state or any other state for such act, will not be enrolled in a regular class room setting in the district but may be provided an alternative education solution until such time as that student no longer poses a threat to self, other students, or faculty.
5. Students suspended out-of-school who are on an individualized education plan pursuant to IDEA, P.L. No. 101-476, shall be provided the education and related services in accordance with the student's IEP.
6. A student who has been suspended for a violent offense that is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

SUSPENSION OF STUDENTS, REGULATION (Cont.)Procedural Steps to Suspension

Before a student is suspended from school, the principal of that school shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspensions. Such placements can include an alternative school setting, reassignment to another classroom, or in-school detention. If such alternate placement is rejected, written justification must be placed in the student's permanent record.

1. Probation. A student may be placed on probation with or without additional disciplinary action. If probation is elected by the principal as a suitable alternative to suspension, both the student and the parent(s) shall be notified of the probation and the reasons therefor.
2. In-school placement. In-school placement is an alternative to out-of-school suspension. In-school placement will be imposed by the student's principal, and the student will be placed in a supervised, structured environment. This placement will not be considered suspension and may include an alternative school setting, reassignment to another classroom, or in-school detention. Both the student and the parent(s) shall be notified of the placement, the reasons therefor, and the right to appeal the placement to the suspension appeals committee.
3. Out-of-school suspension.
 - A. Both the student and the parent(s) shall be notified of the suspension, the grounds therefor, and the right to appeal the suspension to the board of education. A student suspended out-of-school will be placed in a supervised, structured environment in either a home-based school work assignment setting or another appropriate setting.
 - B. If a student is suspended out-of-school for five (5) days or less, the district may provide an education plan. If a student is suspended for more than five (5) days and is found guilty of acts as described above, the school administration shall provide the student with an education plan designed for the eventual reintegration of the student into school which provides for the core units in which the student is enrolled. The minimum core units shall consist of English, mathematics, science, social studies, and art. The plan shall set out the procedure for education and shall address academic credit for work satisfactorily completed. A copy of the plan shall be provided to the student's parents or guardian, and the parents or guardian shall be responsible for the provision of a supervised, structured environment in which the parent or guardian shall place the student and bear responsibility for monitoring the student's educational progress until the student is readmitted to school.

Appellate ProceduresSuspension Appeals Committee

A suspension appeals committee is hereby established which will consist of 3 (three) administrators or teachers or a combination thereof. The members of the committee shall be appointed by the superintendent and may include the superintendent. However, any member of the committee who initiated a suspension in a case shall be excused from the committee during any appeal of that particular case.

SUSPENSION OF STUDENTS, REGULATION (Cont.)Appellate Procedures

1. Any student who has been suspended for ten (10) days or less under the steps listed above, or the student's parent(s), may appeal the suspension to the suspension appeals committee. The following procedures shall govern the appellate process:
 - A. The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.
 - B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the suspension appeals committee. The suspension appeals committee shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.
 - C. During the hearing of the appeal before the suspension appeals committee, the student or the student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.
 - D. The suspension appeals committee shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The suspension appeals committee may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five (5) days of the decision.
 - E. Decisions of the suspension appeals committee may be appealed to the board of education. The decision of the board of education shall be final.
2. Any student who has been suspended for greater than ten (10) days under the steps listed above, or the student's parent(s), may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision to the board of education. The following procedures shall govern the appellate process:
 - A. The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.
 - B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the board of education. The board of education may conduct the hearing or may appoint a hearing officer to conduct the hearing. The board of education or hearing officer shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.

SUSPENSION OF STUDENTS, REGULATION (Cont.)

- C. During the hearing of the appeal before the board of education or hearing officer, the student or the student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.
- D. The board of education or hearing officer shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The board of education or hearing officer may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five (5) days of the decision. The decision of the board of education or hearing officer shall be final.

NOTE: **70 O.S. §24-101.3 (E) states that a student who has been suspended from a public or private school in the state of Oklahoma or another state for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students shall not be entitled to enroll in a public school of this state, and no public school shall be required to enroll such student, until the terms of the suspension have been met or the time of suspension has expired.**

THIS POLICY REQUIRED BY LAW.

SUSPENSION OF STUDENTS

It is the policy of the Board of Education that the superintendent or designee may suspend a student for:

- Violations of policy or regulations
- Possession of an intoxicating beverage, low-point beer (See policy FNCE)
- Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
- Possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event (Uniform Controlled Dangerous Substances Act) (See policies FNCE and FNCGA)
- Possession of a firearm shall result in out-of-school suspension of not less than one year (See policy FNCGA)
- Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers, or officials or damages property
- Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the school district superintendent on a case-by-case basis.

Before a student is suspended out-of-school, the principal shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. A student suspended out-of-school shall be placed in a supervised, structured environment in either a home-based school work assignment setting or another appropriate setting in accordance with a plan prescribed by the school administration that provides education in accordance with the supporting regulations. Parents or guardians will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school. Students suspended from school shall be ineligible to participate in extracurricular activities. Additionally, any student serving suspension during the time of graduation activities shall not be allowed to participate in or attend ceremonies or programs honoring graduates.

No school board member, administrator, or teacher may be held civilly liable for any action taken in good faith, which is authorized by law under the provisions of this policy.

The superintendent is directed to establish regulations, subject to board approval, which support this policy. Such regulations shall include provisions for appeal of suspension to a suspension appeals committee and/or the board of education. The superintendent may delegate authority for suspensions of students to building principals.

REFERENCE: 10 O.S. §7005-1.2
10 O.S. §7303-5.3
10 O.S. §7307-1.2
37 O.S. §163.2
70 O.S. §24-101.3, §24-102, §24-103, et seq.

THIS POLICY REQUIRED BY LAW.

**CASHION SCHOOL DISTRICT
DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES**

1. Definitions

For purposes of this policy, the following definitions apply:

- (a) "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c).
- (b) "Illegal drug" means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- (c) "Serious bodily injury" means bodily injury that involves:
 - (1) a substantial risk of death;
 - (2) extreme physical pain;
 - (3) protracted and obvious disfigurement; or
 - (4) protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- (d) "Weapon" means a dangerous weapon as defined by 18 U.S.C. § 930(g)(2), specifically, a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 inches in length.
- (e) "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes.

2. Case-By-Case Determination

District personnel must consider any unique circumstances on a case-by-case basis when determining whether a change of placement is appropriate for a child with a disability who violates the District's code of student conduct.

3. Short-Term Disciplinary Removal

District personnel may remove a child with a disability who violates the District's code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those additional removals do not constitute a change of placement.

A change of placement occurs if:

DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES (Cont.)

- (a) the removal is for more than ten (10) consecutive school days; or
- (b) the child has been subjected to a series of removals that constitute a pattern. Under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, school personnel determine whether a pattern exists by considering the following factors:

Under the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, school personnel determine whether a pattern exists by considering the following factors:

- (a) the series of removals total more than ten (10) school days in a school year;
- (b) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- (c) such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

[However, in an effort to promote uniformity in the decision-making process, the Board of Education has determined that it is in the District's best interest that it not require school personnel to weigh these factors to determine the existence of a pattern in each instance. Instead, when the student's short-term removals exceed ten (10) school days over the course of the school year, the District will follow the process identified in this policy for implementing a long-term removal.]

4. Educational Services During a Short-Term Disciplinary Removal

The District will provide a child with a disability the same level of services it provides children without disabilities during removals for ten (10) school days or less during the school year.

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if a subsequent removal is imposed for not more than ten (10) consecutive school days and is not a change of placement, District personnel, in consultation with the child's special education teacher, will determine the extent to which services are needed, so as to enable the child to continue to appropriately progress in the general curriculum, although in another setting, and to appropriately advance toward meeting the goals set out in the child's IEP.

5. Notification

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the District's code of student conduct, District personnel will notify the child's parents of the decision and provide the parents a copy of the District's *Parents Rights in Special Education: Notice of Procedural Safeguards* form.

6. Special Circumstances

DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES (Cont.)

District personnel may also remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- (a) carries or possesses a weapon at school, on school premises, or to or at a school function;
- (b) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school, on school premises or at a school function; or
- (c) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

7. Making a Manifestation Determination

Except for removals that will be for not more than ten (10) consecutive school days and will not constitute a change of placement, within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of the District's code of student conduct, the District, the parent and relevant members of the child's IEP team (as determined by the parent and the District), will review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

- (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (b) if the conduct in question was the direct result of the District's failure to implement the IEP.

The conduct will be determined to be a manifestation of the child's disability if the District, the parent and relevant members of the child's IEP team determine that a condition in either (a) or (b) of this paragraph was met.

If the District, the parent and relevant members of the child's IEP team determine that the conduct in question was the direct result of the District's failure to implement the IEP, the District will take immediate steps to remedy those deficiencies.

8. Determination that Behavior Is a Manifestation

If the District, the parent and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the IEP team will either-

- (a) conduct a functional behavioral assessment, unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- (b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES (Cont.)

Except as provided in section 6 of this policy, the IEP team will return the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

9. Determination that Behavior Is Not a Manifestation

If the behavior that gave rise to the violation of the District's code of student conduct is determined not to be a manifestation of the child's disability, then District personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.

10. Educational Services During a Long-Term Disciplinary Removal

During a long-term disciplinary removal, a child with a disability will --

- (a) continue to receive educational services so as to enable the child to continue to appropriately progress in the general education curriculum, although in another setting, and to appropriately advance toward achieving the goals set out in the child's IEP; and
- (b) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The child's IEP team will determine appropriate services and the location in which services will be provided. These services may be provided in an interim alternative educational setting determined by the IEP team.

11. Appeal to Hearing Officer

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this policy, or the District, if District personnel believe that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by filing a due process hearing complaint seeking an expedited hearing. In making the determination, the hearing officer may -

- (a) return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the applicable provisions of the IDEA or that the child's behavior was a manifestation of the child's disability; or
- (b) order a change of placement of the child to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These procedures may be repeated, if the District believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES (Cont.)

When an appeal has been requested by either the parent or the District, the child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period set for the placement, whichever occurs first, unless the parent and the District agree otherwise.

The District may also seek a court order to remove a child with a disability from school or change the child's current educational placement if District personnel believe that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

12. Providing Records to Disciplinary Decision Maker

If the District initiates disciplinary procedures that would constitute a change of placement for a child with a disability, District personnel will ensure that the child's special education and disciplinary records are provided for consideration to the school personnel making the final determination regarding the disciplinary action.

**STUDENTS:
FEES, FINES, AND CHARGES
(REGULATION)**

In accordance with the policy of the board of education, the following areas will require payment of a fee, fine, or charge by the student:

1. Membership dues in student organizations or clubs and admission fees or charges for attending extracurricular activities when membership or attendance is voluntary.
2. Security deposits for the return of material, supplies, or equipment.
3. Items of personal use such as student publications, class rings, annuals, and graduation announcements.
4. Any authorized student health or accident benefit plan.
5. A reasonable fee, not to exceed the actual annual maintenance cost for the use of musical instruments and uniforms owned or rented by the district.
6. Items of personal apparel that become the property of the student and which are used in extracurricular activities.
7. Parking fees and fees for identification cards if applicable.
8. Fines assessed for lost, damaged, or overdue library books.
9. Other fees, fines, or charges specifically permitted or required by law.

Payments to schools for lost or damaged instructional materials will be deposited in the school activity fund as a line item account and will be used to purchase replacement materials as necessary.

Students who are financially unable to make payment for lost or damaged instructional materials will be allowed to arrange to work off their debts in a program approved by the superintendent or his designee.

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the school district.

Students in the 12th grade who have not fulfilled these obligations also will be denied a cap and gown and the privilege of participating in the graduation ceremonies of the class.

**STUDENTS:
FEES, FINES, AND CHARGES**

It is the goal of the Cashion Board of Education to provide a free, appropriate, public education to all the children of this district. However, there are certain areas in which the payment of fees, fines, or charges may be required. The superintendent is directed to establish a regulation designating such areas and setting forth methods of payment.

**PARTICIPATION FEES FOR SCHOOL ACTIVITIES
REQUEST FOR WAIVER**

High school students, parents, or guardians wishing to apply for waiver of the student activities fee shall submit this form to the high school athletic director.

(PLEASE PRINT OR TYPE)

Student's Name: _____ Grade Level: _____

Address: _____ Telephone: _____

Parent/Guardian Name: _____

I/we hereby request that my/our child, named above, be excused from the requirement for payment of the high school student activities fee. I/we understand that determination of eligibility for waiver of the student activities fee rests with the high school athletic director and that I/we may be required to produce evidence of family income level as determined by the athletic director to support this request. I/we understand that if I/we should disagree with the decision of the athletic director that an appeal may be made to the superintendent within ten (10) business days of the date of the decision made by the athletic director and that the decision of the superintendent shall be final.

Signature of Parent(s)/Guardian(s)
(Students having reached the age of majority may sign on their own behalf.)

Date of Review: _____

Approval Granted (____) Approval Denied (____)

Date of Notice to Applicant: _____

Signature of Athletic Director: _____

If approved, date student activities card issued: _____

**PARTICIPATION FEES FOR SCHOOL ACTIVITIES
(REGULATIONS)**

The following rules shall apply to the student activities fee ("the fee"):

1. The fee established by the board of education at its July meeting must be paid, or a waiver of the fee approved, before any high school student may begin participation in any of the activities covered by board policy. Upon receipt of the fee, the athletic director will issue a student activities card. Students will be required to produce the card upon request by any administrator or faculty member. Student activities cards are non-transferable. There shall be a replacement fee of \$5.00 for any lost or unusable card.
2. The fee is non-refundable.
3. A student enrolling in the high school for the first time on or after the beginning of the second semester of the school year may be allowed to pay 50% of the student activities fee, but in no case will the fee be otherwise pro-rated or reduced unless approved for waiver as described in board policy or these regulations.
4. Students who are approved for, or eligible to be approved for, free or reduced price meals may seek a waiver to the payment of the fee by submitting a request to the high school athletic director on a form provided by the district. Upon receipt of the request, the athletic director will contact the administrator in charge of finance for review and verification of eligibility for a waiver. Students approved for a waiver of the fee shall receive the same student activities card as any other student.
5. Persons seeking, but denied, waiver of the fee may appeal the athletic director's decision to the superintendent of schools within ten (10) business days of the athletic director's decision. The superintendent's decision will be final and there shall be no further right of appeal.

PARTICIPATION FEES FOR SCHOOL ACTIVITIES

The Cashion Board of Education may establish a student activities fee for high school student participation in any school-sponsored athletic teams, drama/performing arts, school-sponsored clubs, and any other activity conducted outside of normal classroom or course requirements, such as participation in co-curricular, nonrequired, field trips or excursions.

The student activities fee shall be established by the board in July and may be reviewed prior to the second semester. The student activities fee shall be paid before participation is allowed.

Upon application to the high school athletic director, students approved, or eligible to be approved, to receive free or reduced price meals under current federal laws and regulations may be excused from payment of the student activities fee.

EQUAL ACCESS (STUDENT ORGANIZATIONS)

The Cashion Board of Education is aware that the Equal Access Act (Title VIII of Public Law 98-377) requires that school districts grant equal access to student groups who wish to meet for religious, political, or philosophical purposes, if the school allows other types of non-curriculum-related student groups to meet. The superintendent will establish whatever procedures are necessary to ensure equal access to student groups in this district and will approve student groups use of facilities to conduct meetings provided that:

The meeting will take place during open forum. Open forum is defined as non-instructional time during lunch hour, after school or as determined by the building principal.

The meeting is voluntary and student initiated. The superintendent and appropriate principal will be assured that only students are promoting such activities and that the students are participating of their own volition. Only students enrolled in the particular school may request meetings at the school.

School authorities or district employees do not promote, lead, or participate in such meetings. The superintendent or appropriate principal may assign personnel to supervise the meetings. Such supervision will not constitute sponsorship by the district of such meetings.

The presence of school authorities or district employees or district personnel at student religious meeting is nonparticipatory in nature. Any presence of school authorities will be for the purpose of observation only.

The meeting will not in any way interfere with the conduct of regular instructional activities of the schools. The school may deny facilities to students if such activities or meetings interfere, or are likely to interfere, with the instructional program.

REFERENCE: 20 USC §7905

OPEN RECORDS ACT (REGULATION)

In accordance with the policy of the board of education to recognize and facilitate the public's right of access to and review of the district's public records, the following regulations shall apply:

Public access to district records shall be provided in accordance with applicable federal and state laws and regulations. The district shall implement the following procedures to provide prompt and reasonable access to its records in a manner that protects the integrity and organization of its records and prevents excessive disruptions of its essential functions.

1. Records specifically exempted by law from public inspection and copying are also exempted from this policy, including but not limited to:
 - A. Records which relate to internal personnel investigations including examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation.
 - B. Records where disclosure would constitute a clearly unwarranted invasion of personal privacy such as employee evaluations, payroll deductions, employment applications submitted by persons not hired by the public body, and transcripts from institutions of higher education maintained in the personnel files of certified public employees (may disclose degree obtained and curriculum on the transcripts of certified public employees).
 - C. Records of what transpired during meetings of the district's board of education lawfully closed to the public, such as executive sessions authorized under the Oklahoma Open Meeting Act. The following information may be kept confidential:
 1. Investigative evidence of a plan or scheme to commit an act of terrorism;
 2. Assessments of the vulnerability of government facilities or public improvements to an act of terrorism and work papers directly related to preparing the assessment of vulnerability;
 3. Plans for deterrence or prevention of or protection from an act of terrorism;
 4. Plans for response or remediation after an act of terrorism;
 5. Information technology of a public body or public official but only if the information specifically identifies:
 - a. Design or functional schematics that demonstrate the relationship or connections between devices or systems;
 - b. System configuration information;
 - c. Security monitoring and response equipment placement and configuration;
 - d. Specific location or placement of systems, components, or devices;

OPEN RECORDS ACT, REGULATION (Cont.)

- e. System identification numbers, names, or connecting circuits;
 - f. Business continuity and disaster planning, or response plans; or
 - g. Investigation information directly related to security penetrations or denial of services; or
6. Investigation evidence of an act of terrorism that has already been committed.

The term "terrorism" means any act encompassed by the definitions set forth in Section 1268.1 of Title 21 of the Oklahoma Statutes.

- D. The home address or social security number of any employee or former employee.
2. Requests for the inspection and copying of district records will be accommodated by district personnel designated to release district records for inspection and copying as soon as it is determined the requested records are not exempt from inspection and copying. Such determination may require the consideration of the superintendent and/or the district's attorney. Records shall only be available during the regular business hours of the district's administration building.
3. The superintendent shall charge a fee to recover the reasonable direct costs of copying district records. The superintendent shall also charge a fee for the direct costs of searching for district records sought for solely commercial purposes or for searches which cause excessive disruption to the district's essential functions. Search fees shall not be charged for records sought in the public interest, including, but not limited to releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the district are honestly, faithfully, and competently performing their duties as public servants. Fees for copies shall be paid in advance before the copies are made. A deposit may be required for search fees. The fee schedule for searching for and copying of district records shall be as follows:

Copies: 8 1/2" x 11" - \$.25 per copy
8 1/2" x 14" - \$.25 per copy

Search fee: \$25.00 per hour

The referenced fees shall be posted at the principal office of the school district and with the county clerk.

4. The following records shall be kept confidential by the district:
- A. Individual student records;
 - B. Teacher lesson plans, tests, and other teaching material; and
 - C. Personal communications concerning individual students;

OPEN RECORDS ACT, REGULATION (Cont.)

- D. Personnel records which relate to internal personnel investigations including examination and selection material for employment, hiring, appointment, promotion, demotion, discipline, or resignation; or
 - E. Personnel records whose disclosure would constitute a clearly unwarranted invasion of personal privacy such as employee evaluations, payroll deductions, or employment applications submitted by persons not hired by the public body.
5. An employee of the district shall have a right of access to the employee's own personnel file.

REFERENCE: 51 O.S. §24A.5
51 O.S. §24A.27

CROSS-REFERENCE: Policy BEC, Executive Sessions

OPEN RECORDS ACT

It is the policy of the Cashion Board of Education to recognize and facilitate the public's right of access to and review of public records. The district is not required to release information contained in its education records except in conformity with the provisions of the Open Records Act, Title 51, Oklahoma Statutes, Section 24 A.1. and only to the extent that said act does not violate federal law. (See GBA-R.)

The superintendent's secretary shall be the district's custodian of public records and shall be responsible for the preservation and care of those public records. At least one person shall be available at all times to release records during the regular business hours of the school district. Additionally, the superintendent may establish reasonable rules of procedure by which public records may be inspected.

The superintendent shall charge a fee to recover the reasonable direct costs of copying district records. The superintendent shall also charge a fee for the direct costs of searching for district records sought for solely commercial purposes or for searches that cause excessive disruption to the district's essential functions. In no case shall a search fee be charged for records sought in the public interest including, but not limited to, releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the district are honestly, faithfully, and competently performing their duties as public servants. Fees for copies shall be paid in advance before the copies are made. A deposit may be required for search fees. The fee schedule for searching for and copying of district records shall be as follows:

Copies:	Research:
8 1/2" X 11" or	\$25.00 per hour
8 1/2" x 14"	
11" x 17" ledger	\$.25 per copy
Certified copy	\$.50 per copy
	\$1.00 per page

All confidential student records as defined by state and federal law shall remain confidential and accessible only to authorized personnel. The district may make requested records available on the Internet to comply with the obligation of providing prompt, reasonable access to records.

REFERENCE: 51 O.S. §24 A.1, et seq.

NOTE: If regular business hours are not maintained, the school district is required by law to post and maintain a written notice at the main office of the school district and with the county clerk, which notice shall include the following: (1) the hours records are available for inspecting, copying, and reproduction; (2) the name, address, and telephone number of the individual in charge of the records; and (3) detailed procedures for obtaining access to the records at least two days of the week, excluding Sunday.

NEWS MEDIA RELATIONS

The Cashion Board of Education recognizes its responsibility to provide accurate information concerning the school district to the community and seeks to establish a good working relationship with the news media.

Therefore, it is the policy of the board of education to cause any information that is to be released to the media to be carefully monitored. Such monitoring is intended to insure accuracy and to prevent any potential liability for the unauthorized disclosure of confidential information. The school district will comply fully with the Freedom of Information Act and Open Records Act.

Any issue that appears to be sensitive or which may involve confidential information shall be cleared through the superintendent or the superintendent's designee. It may, in the superintendent's discretion, be necessary to submit issues that could lead to community disruption to the board of education.

The welfare of our students and the community is important and information that could cause embarrassment to either should be carefully screened prior to release.

NEWS RELEASES

All communication with the news media for the purpose of seeking or arranging news coverage, providing official statement from the school district, or responding to requests from the news media shall be forwarded to the office of the superintendent.

PUBLIC COMPLAINTS

The Cashion Board of Education welcomes comments and suggestions for improvement from the patrons whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the board has confidence in its professional staff and desires to support their actions in order that they are free from unnecessary, spiteful, or negative criticism and complaint. Therefore, whenever a complaint is made directly to the board as a whole or to a board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual board members have no authority to resolve complaints, other than by formal board action, administrators are expected to follow up on all complaint referrals and to advise the board members of the nature of the complaint and the action(s) taken. The board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the board members.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it will be the policy of the board that anonymous complaints shall not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the board and anonymous telephone complaints will not be brought to the board by any individual board member, administrator, or other district employee. Further, the administration will not act on any anonymous complaint.

Complaints for which specific resolution procedures are provided shall be directed through those channels. This includes complaints about personnel, complaints about instructional materials, etc.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the superintendent of schools.

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the board of education. No appeal will be heard by the board and no charges or accusations against an employee will be investigated or acted upon unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the board through the superintendent.

In addition to the above, the board will request written reports be provided to the board prior to the meeting from the following:

1. The person against whom the complaint is made,
2. The principal of the school involved,
3. The superintendent, and
4. The complainant.

Generally, all parties involved will be asked to attend the board meeting for the purposes of presenting any additional facts, making further explanations, and clarifying the issues.

PUBLIC COMPLAINTS (Cont.)

The board will not consider or act upon complaints that have not been explored at the appropriate administrative level or complaints for which specific resolution procedures have been established that do not include board review. If the board decides to hear the complaint, the board shall make a decision that shall be sent to all interested parties. The board's decision is final.

**GRIEVANCE PROCEDURE:
PARENT-TEACHER**

The Cashion Board of Education realizes that parents may have a grievance they wish to discuss with the district. However, it is also recognized that there must be an orderly procedure for hearing and resolving grievance issues.

If the grievance is directed toward a teacher, the parent shall be requested to make an appointment to visit with the teacher in an effort to resolve the grievance.

If the grievance is not resolved following a parent/teacher conference, the parent will be requested to discuss the problem with the principal.

If the grievance is not resolved following the principal/parent conference, the parent shall be requested to schedule an appointment with the superintendent.

If the grievance remains unresolved following the above conferences, the parent may appeal the grievance to the board of education. Parental grievances shall not be heard in executive session. The board's action shall be a final determination of the grievance.

REFERENCE: Atty. Gen. Op. No. 82-209

**PUBLIC RELATIONS
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern some of the activities of office staff toward the public.

All incoming mail and other communications shall be answered or otherwise acted upon within twenty-four hours of receipt. Copies shall be made of all outgoing correspondence. Such copies shall be filed for future reference.

Telephones will be answered promptly and courteously. Personal, long-distance telephone calls will not be charged to a school telephone.

PUBLIC RELATIONS

The Cashion Board of Education believes that public relations is a vital area in the operation of our school district. The board believes that it is important to acquaint the public with the purposes and goals of the school district and the means of achieving our purposes and goals.

Therefore, the board accepts its responsibility and wishes to emphasize the responsibility of the superintendent, the principal, the faculty, and all other employees toward maintaining good public relations within the community.

**SCHOOL VISITORS
(GRIEVANCE/APEALS PROCESS)**

Any person who has been removed from this institution or from a school activity or event whether held on or off the premises shall be given written notice of the procedures for requesting a hearing and filing a grievance or appeal with the board of education by their receipt of a copy of this policy.

Filing a Grievance or Appeal

Within five (5) working days of being directed to leave premises, the individual ("complainant") may request a hearing before the board of education regarding their removal from school premises. The request shall be submitted in writing to the superintendent. Such request shall be mailed certified mail, return receipt requested. If the complainant fails to request a hearing within five (5) working days of being directed to leave the premises, the right to a hearing shall be deemed to be waived.

Upon receipt of the complainant's request for a hearing, the administration shall prepare a written summary of the reason(s) why the individual was directed to leave school premises. The written summary may include the date, time, place, witness statements, and reasoning behind the administrator's decision to direct the individual to leave school premises. The written summary prepared by the administration shall be mailed to the complainant no later than ten (10) days prior to the date set for hearing before the board of education.

Hearing

The hearing shall be conducted by the board of education as follows:

1. The administration shall present each of the board members with a copy of the written summary provided to the complainant;
2. The complainant shall present each of the board members with a copy of a written response to the administration's paperwork;
3. Members of the board of education shall be afforded the opportunity to ask questions related to the summary and response;
4. The board of education shall vote to accept, amend, or reject the recommendation of the administration with regard to the directive to complainant¹.

The decision of the board of education shall be final and unappealable.

THIS POLICY REQUIRED BY LAW.

¹ Agenda language will need to reflect the individual's name.

SCHOOL VISITORS

It is the policy of the Cashion Board of Education that all visitors to any school facility obtain a visitor's pass at the building principal's office. Parents are requested not to send or allow siblings to visit students in the classroom.

Staff members are not normally expected to have personal visitors during the school day.

Agents or other persons shall not visit teachers during school hours for the purpose of selling books or other articles without written consent from the superintendent.

The superintendent or principal of any school shall have the authority to order any person¹ out of the school building and off the school property when it appears that the presence of such person is a threat to the peaceful conduct of school business, school activities, and/or school classes. This authority shall extend to the removal of any individual attending an official school activity or field trip where students are present, including an activity or field trip not on school property, when the superintendent or principal determines that a threat to the peaceful conduct of students exists. Any person who refuses to leave the school building or grounds after being ordered to do so by the superintendent or principal, shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than \$500.00 or by imprisonment in the county jail for not more than 90 days, or by both such fine and imprisonment.

Any person who is requested to leave the premises shall be unable to return to the premises without the written permission of the administration for a period of six months. A grievance or an appeal may be filed by the individual as per district policy GJ-P.

REFERENCE: 70 O.S. §24-131
21 O.S. §§ 1375, 1376

THIS POLICY REQUIRED BY LAW.

¹ Does not include students, officers, or employees of the district.

**NOTIFICATION TO PARENTS
RELEASE OF CERTAIN INFORMATION
“NO CHILD LEFT BEHIND ACT”**

Date: _____

Dear Parent/Guardian:

Pursuant to the federal “No Child Left Behind Act,” P. L. 107-110 (Title IX, Sec. 9528), the Cashion Public Schools must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses, and telephone numbers of high school students.

The district must also notify parents/guardians of their right and the right of their child to request that the district not release such information without prior written consent.

Parents/guardians wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign the form below and return it to the building principal by _____ (date).

**Reservation of Consent for the Release of Certain Student
Information Under the “No Child Left Behind Act”**

Please do not release the name, address, and telephone number of _____
(Name of Student)
to military recruiters and institutions of higher learning.

Print Name of Student

School

Grade

Parent's/Guardian's Signature

Date

**STUDENT RECRUITMENT
ACCESS TO STUDENTS AND DIRECTORY INFORMATION**

The following policy provides two options. The board is required to select ONE of these options as district procedures for military recruiter access to students and directory information. Please delete the option not selected.

The Cashion Public School District may disclose any of the items listed as directory information without prior written consent, unless notified in writing to the contrary. The parent, legal guardian of the student, or the student age 18 or over may also provide written notification to the school administration requesting directory information not be released to military service recruiters. (See policy FLD for listing of directory information items.)

Subject to the provisions of state and federal laws, this district shall provide the same directory information and on-campus recruiting opportunities to representatives of the armed forces of the United States of America and state armed services as are offered to nonmilitary recruiters, recruiters for commercial concerns, and recruiters representing institutions of higher education.

The school administrator may make the determination of when the recruitment meetings are to take place and reserves the right to deny such meeting where the holding of such meeting will materially and substantially interfere with the proper and orderly operation of the school. Organizations wishing to recruit at the high school must make arrangements with the principal or designee who will determine the schedule for the recruitment meeting. Scheduled visits by recruiters will be made known to the student body. On-campus follow-up meetings with individual students will be permitted only upon the request of the student(s) and with the approval of the building principal or designee.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the board of education by filing a written request with the superintendent of schools.

STUDENT RECRUITMENT, ACCESS TO STUDENTS AND DIRECTORY INFORMATION (Cont.)

(ADD TO OPTION SELECTED)

This district will notify parents of the types of student directory information released. The notice will include:

1. An explanation of the parent's right to request that information not be disclosed without prior written consent;
2. Notice that the school routinely discloses names, addresses, and telephone numbers to military recruiters upon request, subject to a parent's request not to disclose such information without written consent; and
3. Notification on how the parent may opt out of the public, nonconsensual disclosure of directory information and the method and timeline within which to do so.

The notice will be provided to parents on an annual basis.

**REFERENCE: 10 U.S.C. §503 as amended by The National Defense Authorization Act for Fiscal Year 2002
(P.L. 107-107)
20 U.S.C. §7908**

NOTE: Cited provisions of federal law apply to all LEAs receiving ESEA funds. A district's failure to comply with ESEA regulations may result in loss of funds.

A POLICY ON THIS TOPIC IS REQUIRED BY FEDERAL LAW

SPECTATOR CODE OF CONDUCT ATHLETICS PROGRAM

The following code of conduct for spectators should serve as a model for sports fans at all school-sponsored athletic events:

BELIEVING THAT sportsmanship is a by-product of a spirit of tolerance and good will and the centering of attention on the good qualities involved, and

BELIEVING THAT my conduct is an important part of the school's athletic program,

I PLEDGE to act in accordance with these principles.

As an athletic spectator, I will:

1. Exemplify the highest moral character, behavior, and leadership so as to be a worthy example.
2. Maintain and prohibit poise, self-discipline during and after the contest.
3. Conduct myself in such a manner that attention is not drawn to me, but to the participants playing the game.
4. Regulate my actions at all times so that I will be a credit to the team I support, knowing the school gets the praise or blame for my conduct since I represent the school the same as does the athletes.
5. Support all reasonable moves to improve good sportsmanship.
6. Treat a visiting team and spectators as guests, being courteous and fair.
7. Avoid actions that will offend the individual athlete.
8. Accept the judgment of the coach.
9. Honor the rights of the visitors in a manner in which I would like to be treated.
10. Respect the property of the school.
11. Display good sportsmanship by being modest in victory and gracious in defeat.
12. Pay respect to both teams as they enter for competition.
13. Appreciate the good plays by both teams.
14. Show sympathy for an injured player.
15. Regard the officials as guests and treat them as such.
16. Direct my energy to encouraging my team rather than booing the officials.
17. Believe that officials are fair and accept their decisions as final.

SPECTATOR CODE OF CONDUCTATHLETICS PROGRAM (Cont.)

18. Learn the rules of the game in order to be a more intelligent fan.
19. Consider it a privilege and a duty to encourage everyone to live up to the spirit of the rules of fair play and sportsmanship.
20. Realize that privileges are invariably associated with great responsibilities and that spectators have great responsibility.
21. Realize that obscene cheers, littering throwing of objects, and verbal indignities directed toward athletes, spectators, or officials have no place in school athletics.

When a spectator is ejected from an athletic event for the first time in an academic year, the spectator may not return to any competitions until a continuing education course regarding the spectator's role in athletics is completed. District officials will assist the spectator in locating an appropriate course, usually an online activity, to meet this requirement. Oklahoma Secondary School Activity Association (OSSAA) and National Federation of State High School Associations (NFHS) are organizations that may provide this material. There may be a cost to the spectator for the course. Proof of completion shall be submitted to district administration before readmission to events. When a spectator is ejected from an athletic event for a second time in an academic year, the spectator may not return to any competitions for the remainder of the year.

USE OF SCHOOL PROPERTY

The Cashion Board of Education believes that the first priority in the use of its school property is the education of children in the district. However, local citizens are encouraged to use the property for other reasonable general public use including religious, political, literary, community, cultural, scientific, mechanical, agricultural, or parental involvement purposes. The school district shall allow use of school buildings and facilities to youth groups listed in Title 36 of the United States Code as a patriotic society in accordance with the rules and requirements set forth in the school district's regulation on use of school facilities.

The school district will make school property available for public recreation before or after normal school hours, on weekends, or during school vacations. Specific property that will be open includes: (list property that will be open). The school district will not provide supervision during these hours and any use should be carefully monitored by parents or legal guardians.

The school district will/will not provide emergency shelter for patrons during weather emergencies. Animals will/will not be permitted in the school district's tornado shelter.

If the school renders emergency care, aid, shelter, or other assistance during a national disaster or catastrophic event, the school district shall not be liable for damages resulting from the rendering of the emergency care, aid, shelter or other assistance unless the damage was caused by the gross negligence or willful or wanton misconduct of the individual or entity rendering the emergency care, aid, shelter or assistance.

The board shall exercise its authority to fix and collect rentals, rates, and charges for the occupancy or use of school property in such amounts and in such manner as may be determined.

The superintendent is directed to establish rules and regulations in support of this policy. The rules and regulations will require evidence of appropriate liability insurance coverage. The school district will not permit the use of school property or equipment by any person or organization that does not furnish evidence of sufficient insurance coverage.

If the district has provided classroom space or other school facilities for a federally sponsored Head Start program and is planning to make a material change in the arrangement, the superintendent will give notice to the director of the Head Start program at least seven (7) days prior to a school board hearing on the matter.

REFERENCE: 20 USC §7905
70 O.S. §§5-129.3 and 5-130
11 O.S. §33-103

NOTE: Senate Concurrent Resolution 60 of 1994 recommends that school districts make school transportation equipment available to community-based organizations in transporting elderly persons.

FACILITY USAGE APPLICATION

Date of Application: _____ Facility Requested: _____

Date of Facility Use: _____ Ages and Number of Users: _____

Requested hours facility will be used including set-up and break-down time required: _____

Requesting Organization: _____

_____ Cashion Affiliated Non-Profit Group _____ Cashion Affiliated For-Profit _____ Other

Responsible Person: _____ Address: _____

City: _____ Zip: _____ Home #: _____ Cell or Work #: _____

Fully explain anticipated types of facility usage and activities: _____

Admission Charge: _____

Specify any special needs or consideration (including tables and chairs): _____

AGREEMENT: The user agrees to assume liability for al damages, thefts, and rental fees that occur during the hours of use. The user assumes full responsibility for the care and use of the facility and content, and agrees not to hold the school district liable for damage or injuries suffered during time of use. The user agrees to indemnify and save harmless the school district, board of education and staff from and against any and all claims and demands whether for injuries to persons or loss of life or damage to property occurring within the school facilities and arising out of the use and occupancy of said facilities. No smoking or alcoholic beverages will be permitted in facilities.

Applicant Signature: _____ Title: _____

Print Name: _____ Date: _____

FACILITY USAGE APPLICATION (Cont.)Office Use:

Facility Assigned: _____

Facility Date/Time Assigned: _____

____ Liability Insurance Form

____ Incorporation Documentation

Food Service Staff Required: _____ Yes _____ No _____ Rate/Hr.

Maintenance Staff Required: _____ Yes _____ No _____ Rate/Hr.

Security Staff Required: _____ Yes _____ No _____ Rate/Hr.

Designated Employee Required _____ Yes _____ No _____ Rate/Hr.

Facility Rate: \$ _____ Per _____

Key # Assigned: _____

Total Fees Received for Rental including Key Deposit: _____

Application and Fees Received by: _____
Name DateFacility use approved by: _____
Signature/Title Date

Key Returned to: _____
Signature/Title Date

Key # Returned: _____ Key Deposit Returned/Mailed: _____

**CASHION SCHOOL DISTRICT POLICY
AND PROCEDURES ON USE OF SCHOOL FACILITIES**

[Note to User of Form: An Option Must Be Chosen At Pg. 5 Under Athletic Activities]

I. Policy

The School District will permit use of school facilities by educational, political, literary, cultural, religious, scientific, civic or recreational community organizations provided that:

- 1) The intended use of the facility by the organization meets certain established criteria;
and
- 2) When required, a previously established fee is paid by the organization.

Providing every student with the best education possible is the primary function and responsibility of the Board. Therefore, school-related functions will be given priority when it is necessary to use school facilities. However, the Board is also vitally interested in helping out-of-school activities which support and supplement the efforts of this School District.

School facilities are often useful in carrying on the activities of various non-school organizations. Since many constructive educational activities take place outside the classroom, the administration should do as much as possible to encourage and aid the commendable efforts of many parents and citizens who work with youth to attain objectives which are similar to the goals of this School District.

II. Procedures for Use of School Facilities

Application

All organizations must make application in writing on a provided application form to the superintendent's office at least ten (10) days prior to the date of the meeting requested.

If the organization's request is one with regularly occurring dates, approval may be given for the entire schedule. Should a conflict develop with a school activity, the School District reserves the right to cancel the permission granted or to require a change to a mutually satisfactory date and time.

Although application by a minor is not acceptable, this does not prohibit the use of school premises by them, provided the application is made by a competent adult who will supervise and be responsible for the group.

Permitted Use

Permission for use of school facilities belonging to this School District may be granted to educational, political, literary, cultural, religious, scientific, civic or recreational organizations for purposes and programs which:

- 1) Are beneficial to the youth of the School District and to the programs of the School District; and
- 2) Do not result in an increased monetary burden on the citizens of the School District.

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)Priority Use

The superintendent or his/her designee is to determine whether the proposed use of the building will conflict with scheduled school programs and is to monitor the building for signs of misuse or abuse.

Prohibited Use

School facilities will not be used for:

- 1) Meetings which promote subversive teachings and doctrines contrary to the spirit of American institutions;
- 2) Activities tending to cause unrest in the community or which reflect upon or promote discrimination against citizens of the United States because of race, color, national origin, disability, religion, gender, age or sexual orientation;
- 3) Any activity that may be destructive or injurious to the buildings, grounds or equipment; or
- 4) Any purpose in conflict with school objectives.

Payment in Advance

All payments for the use of school facilities must be received at the office of the superintendent at least 72 hours in advance of the meeting time.

Responsibility of Applicant

The applicant and his/her organization will be held responsible for the proper use of the building, for payment for the use of school facilities, for the conduct of persons attending the meeting, and will see to it that activities are confined to the areas requested and to the hours agreed upon in the application. The applicant will indemnify the School District for any theft, loss or damage to school property over and above normal wear which might be expected from his/her use thereof, and will make prompt payment for such theft, loss or damage. An indemnity bond or a deposit may be required if circumstances warrant. It is required that users of school facilities will see that the activities are conducted at all times under competent adult supervision. The superintendent or his/her designee will be the judge of unwarranted damages to the school property.

All rooms or areas will be left in as good condition as they were found, except the usual accumulation resulting from normal building use. No applicant may sublet any part of the building area named in the application request. All applications for repetitious use of the school facilities will be renewed at the beginning of each school year and are subject to review by the superintendent.

Users of school property must assume responsibility for the safety and protection of the audience, workmen and participants to the extent required by law. **The superintendent has the right to require minimum limits of public liability and property damage insurance for all groups using any school facility, and to require that there be evidence presented to the superintendent in the form of a certificate of insurance, showing Independent School District No. 89 of Kingfisher County, Oklahoma, as an additional named insured.**

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)**Time Limits**

The superintendent of schools shall approve times for all meetings on school property.

Cancellations

Requests for cancellation of the use of school facilities must be received at least 24 hours in advance of the meeting time. Failure to do so will obligate the applicant and his/her organization to pay for all custodial and such other expenses as are incurred in opening the building for his/her use.

Cancellation of permission may be ordered whenever such action is deemed in the best interest of the School District. However, such cancellations will not be made except when unforeseen emergencies arise, and then with as much advance notice as possible. Permission may be canceled by the superintendent if conduct or infraction of regulations warrant.

Holidays

As a general rule school properties will not be available for use by outside organizations on school or national holidays. Should one or more meetings approved as a series of meetings fall on such days, such meeting dates will be automatically canceled for these days only. The superintendent may, in his/her best judgment, authorize limited exceptions to this rule for good cause shown.

Non-School Days

School facilities will be available on non-school days, such as weekends and summer months, provided proper application is made and approved by the superintendent and provided such use is not a conflict with use of the facilities by school organizations or students.

Charges

Charges made for use of school facilities are not rentals as that term is generally used, but are based on the cost of operating expenses that would not otherwise have been incurred, such as utilities, supplies, maintenance of facilities, custodial and cafeteria services, as well as clerical services necessary to process each application. Such reimbursement charges are subject to change as the superintendent may deem necessary. With prior permission of the board of education, a fee in excess of operating expenses may be charged to a facilities user if such user is using school property as a part of a profit-making operation. Such fee will be set by the board of education after recommendation of the superintendent.

Building Use Without Charge

School organizations such as student organizations, school employee groups and educational organizations, such as the OEA, school board organizations, etc., are granted building use without charge as long as such use does not conflict with regular school sessions.

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)

No fee will be assessed against school-affiliated and youth-serving organizations for their regularly scheduled meetings, including but not limited to:

- 1) Parent-Teacher Association, booster clubs, band parents--monthly meetings (afternoon or night);
- 2) Cub Scouts--monthly pack and committee meetings (night);
- 3) Girl Scouts--weekly afternoon meetings and one monthly night meeting; and
- 4) Camp Fire Girls--weekly afternoon meetings and one monthly night meeting.

Other groups may present information to the Superintendent so that he/she can establish whether they are school-affiliated and youth-serving organizations for whom fees will be waived for periodic meetings. If there should be additional meetings of the above-mentioned or other school-affiliated and youth-serving organizations, they will be charged for custodial services and/or cafeteria employee services as required, according to the regular fee as determined by the superintendent.

Organizations which qualify for use of meeting space without charge on weekdays will be charged regular rates for meetings held on Saturdays and Sundays, for weekday meetings which extend beyond 11:00 p.m., for use of recreational facilities such as gymnasiums and for all fund-raising activity meetings.

Custodial Care

A school custodian is assigned for continuous duty during the time the group will be using the school facility. The custodian will return to open the building prior to the time set for the meeting, arrange the requested facilities and serve as the official representative of the School District. No one except the qualified custodian will be allowed to operate or adjust equipment in the building. Upon conclusion of the meeting the custodian will clean, properly arrange the facilities and carefully inspect the premises before locking the building. For situations in which the meeting does not materialize and has not been previously canceled, the custodian will remain on duty for one hour after the requested starting time of the meeting and, if no word is received within that period indicating a later starting time, he/she will lock the building.

Custodians are instructed not to open any areas other than those required in the application. Additional space may be arranged by filing an additional application. Emergency needs may be requested by telephone.

Police Guards

Uniformed officers must be on duty when so directed by the superintendent.

Alcohol, Drugs, Tobacco and Dangerous Weapons

The use or possession of alcoholic beverages, low-point beer or controlled substances (drugs) will not be permitted on school property. Organizations using school property for any purpose are expected to comply with district policy concerning the use of tobacco. Dangerous weapons, including but not limited to firearms, are prohibited on school property.

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)**Athletic Activities**

Permission for athletic activities involving the use of school facilities may be granted if the majority of the group is composed of Cashion students and/or patrons. Such groups may not use the apparatus and other special athletic equipment belonging to the school. [Practice sessions will be allowed provided such sessions do not involve the presence of spectators.]

In those instances where team competition is involved, it must be clearly understood that no team sponsored by an organization other than the schools will be identified by name as representing any school in this district.

No activities will take place in the varsity gymnasium.

Apparatus and Equipment

Requests to use public address systems, projection equipment and screens, spotlights, stage sceneries, pianos and so forth will be included in the application. The costs of transparencies, gelatins, special scenery, and special lighting effects are to be paid by the using groups. All such equipment and properties will be operated, moved and controlled only by persons specifically designated by the principal.

As a precaution against fire, no request will be granted for the use of lighted candles or other actual flame equipment in connection with building usage.

Classroom apparatus, such as shop, science, physical education, home-making, music, business education, art laboratory, data processing equipment and athletic equipment which is regularly used for school instruction will not be available for use by non-school groups.

School equipment is not available for use off school premises unless it is beneficial to the district in carrying forward its programs.

Cafeterias

Use of cafeterias will be granted with or without use of kitchen facilities. No organization will have access to the cafeteria kitchen area unless a cafeteria employee is present and in charge, together with such additional paid help from the cafeteria manager's staff as may be required. In planning an event which will use the cafeteria kitchen equipment, the area dietitian, a cafeteria employee, and whatever number of helpers they deem necessary, must all be involved in the planning, operation and supervision of such project. Because of the food supplies and expensive equipment, and because of the rigid requirements of health and sanitation authorities, the use of cafeteria facilities must be under the direct control of the cafeteria department.

The superintendent has the right to require minimum limits of public liability and property damage insurance for all groups using any school facility, and to require that there be evidence presented to the superintendent in the form of a certificate of insurance, showing Independent School District No. 89 of Kingfisher County, Oklahoma, as an additional named insured.

Refreshments will be served only in cafeterias, unless other areas have been approved in writing by the principal.

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)Multipurpose Facility

The Multipurpose Facility will not be available to outside organizations.

Parking Lots

Parking lots are provided with the use of most school buildings. If use of only a parking lot is desired, application will be made as for use of any school facility. Parking areas are not reserved exclusively for groups using school buildings. Playgrounds will not be used for parking.

Use of School Buses

School buses may be used for "summer youth activities" as approved by the State Department of Education whenever such equipment is not available from commercial firms in the area, and whenever such use is beneficial to the youth of the district, provided such youth groups are adequately supervised by adults and provided further that all costs for such operations, including any damages to equipment and usual wear and tear, are defrayed by the using group. Only legally qualified drivers may drive school buses.

Use of Agricultural Equipment and Trailers

Equipment such as welders from the agricultural education will not be available for use by outside organizations. Bumper trailers only may be used with a completed facility usage request and proof of insurance on the vehicle pulling the trailer. Bumper trailers will be designated for use at the start of each school year by the Ag. Department for outside use.

Use of School Grounds and Recreational Facilities

School grounds will be made available to the general public at times when they are not being used for school purposes. The general public has a responsibility not to cause damage to the property or become a nuisance to adjoining property owners and others in the neighborhood.

The Board realizes that each case should be dealt with separately. However, the following regulations will serve as a guide:

1. School playgrounds may be used by organized athletic leagues made of a majority of Cashion students, when not in conflict with school programs, upon approval of application to use such facilities;
2. Approval of such application does not include uses of any building facilities. Application for use of restrooms may be made subject to advance payment of a standard charge;
3. No automobiles, motor scooters, motor bikes or other such licensed vehicles are to be driven on the playgrounds;
4. Baseball and other such sport activities will be permitted as long as there is no damage to neighboring or school property; and
5. No organized athletic leagues will be permitted on school grounds on Sundays.

CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES (Cont.)Church Services

Church services by established religious groups may be scheduled in school facilities on a temporary basis due to emergency situations or to early organizational efforts of such groups to build or expand a church facility. Under no circumstances will such usage be beyond one (1) calendar year from first usage.

Concessions

Concession rights at all school facilities are reserved for this School District. These may be assigned to school organizations upon request or may be contracted by outside vendors.

Interpretation of the Policy and Procedures

The superintendent shall interpret and enforce all provisions of this policy and procedures. The superintendent's interpretation shall be final unless at least two board members direct that the issue be brought to the board of education for review.

FACILITY USAGE FEES:

1. Classroom: \$40
2. Small Gym: \$70.
3. Cafeteria (without kitchen): \$50
4. Auditorium: \$70

All fees are based on a two hour rental agreement. Anything over two hours will have to be negotiated with the superintendent. Fees do not include the cost of additional personnel for cleaning or working in the kitchen area. Personnel needs will be determined by the superintendent, and rate of rate for required personnel will be one and one-half times their regular respective pay rates.

USE OF SCHOOL PROPERTY

The Cashion Board of Education believes that the first priority in the use of its school property is the education of children in the district. However, local citizens are encouraged to use the property for other reasonable general public use including religious, political, literary, community, cultural, scientific, mechanical, agricultural, or parental involvement purposes. The school district shall allow use of school buildings and facilities to youth groups listed in Title 36 of the United States Code as a patriotic society in accordance with the rules and requirements set forth in the school district's regulation on use of school facilities.

The school district will make school property available for public recreation before or after normal school hours, on weekends, or during school vacations. In making the determination as to whether property is available, the superintendent shall review current recommended local, state and federal health and safety guidelines to determine whether the district space that is requested will be able to be utilized. If a group is allowed to use school property, it will be the responsibility of the person who fills out the application for use to ensure that all appropriate steps are taken with regard to health and safety guidelines, including with regard to sanitation and cleaning. Specific property that will be open includes: (list property that will be open). The school district will not provide supervision during these hours and any use should be carefully monitored by parents or legal guardians.

The school district **will/will not** provide emergency shelter for patrons during weather emergencies. Animals will/will not be permitted in the school district's tornado shelter.

If the school renders emergency care, aid, shelter, or other assistance during a national disaster or catastrophic event, the school district shall not be liable for damages resulting from the rendering of the emergency care, aid, shelter or other assistance unless the damage was caused by the gross negligence or willful or wanton misconduct of the individual or entity rendering the emergency care, aid, shelter or assistance.

The board shall exercise its authority to fix and collect rentals, rates, and charges for the occupancy or use of school property in such amounts and in such manner as may be determined.

The superintendent is directed to establish rules and regulations in support of this policy. The rules and regulations will require evidence of appropriate liability insurance coverage. The school district will not permit the use of school property or equipment by any person or organization that does not furnish evidence of sufficient insurance coverage.

If the district has provided classroom space or other school facilities for a federally sponsored Head Start program and is planning to make a material change in the arrangement, the superintendent will give notice to the director of the Head Start program at least seven (7) days prior to a school board hearing on the matter.

REFERENCE: 20 USC §7905
70 O.S. §§5-129.3 and 5-130
11 O.S. §33-103

NOTE: Senate Concurrent Resolution 60 of 1994 recommends that school districts make school transportation equipment available to community-based organizations in transporting elderly persons.

FORM FOR SIGNATURE OF ARRESTING OFFICER

I, _____, a duly sworn peace officer and member of the _____ Department, have demanded that the minor _____ a student in the _____ school be surrendered to me, and pursuant to lawful authority, I have taken said student into my custody and am assuming full responsibility of said student.

Signature of Police Officer_____
Date_____
Badge or Credential Number_____
Time

(TO BE COMPLETED BY SCHOOL PERSONNEL)

Parents notified: _____

Reason for arrest: _____

Signature of administrator _____

1 copy for School Records
1 copy for Parent
1 copy for Police officer

RELEASING STUDENTS TO POLICE

It is the policy of the Cashion Board of Education that students must be released to police officers who have proper arrest authority and a valid arrest warrant. Identification of the arresting officers shall be recorded. The parents or legal guardian shall be notified as soon as possible of the arrest.

School employees may permit law enforcement to interview students who are witnesses and not accused of a crime. School employees do not have the legal authority to require a student who is being investigated for a crime to submit to questioning by police officers. Questioning of students at school by police officers shall be permitted in accordance with the requirements set forth in Oklahoma law. No such law enforcement custodial interrogation shall commence until the youthful offender or child and the parents, guardian, attorney, adult relative, adult caretaker, or legal custodian of the youthful offender or child have been fully advised of the constitutional and legal rights of the youthful offender or child, including the right to be represented by counsel at every stage of the proceedings, and the right to have counsel appointed by the court if the parties are without sufficient financial means; provided, however, that no legal aid or other public or charitable legal service shall make claim for compensation as contemplated herein.

A custodial interrogation of a youthful offender over sixteen (16) years of age shall conform with all the requirements for the interrogation of an adult.

If a student is taken into custody, the arresting officer will be requested to complete a "Form for Signature of Arresting Officer."

LEGAL REFERENCE: 10A O.S. §2-2-301

LAW ENFORCEMENT AND BODY CAMERAS ON SCHOOL PREMISES

A law enforcement agency that operates a body-worn camera program shall adopt a policy for the use of body-worn cameras that must ensure that a body-worn camera is activated only for a law enforcement purpose.

A peace officer may not keep a body-worn camera activated for the entire period of the officer's shift on school premises. The body camera should be activated when peace officer is involved in a criminal investigation on school premises.

Before a law enforcement agency may operate a body-worn camera program, the agency must provide training to peace officers who will wear the body-worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body-worn cameras.

USE OF SCHOOL STORM SHELTER

The _____ Board of Education will make the school owned storm shelter available for public use during times of bad weather.

No pets, of any kind, shall be allowed in the shelter. Patrons bringing animals to the shelter will not be allowed to enter the shelter. Service animals will be allowed into the shelter for those individuals that have a disability protected under the Americans with Disabilities Act that require the use of a service animal for a protected disability.

Patrons are encouraged to be weather wise and not to travel to the storm shelter if imminent danger exists.

BOARD POLICY MANUAL

Master Location Control File

[illegible]

INTRODUCTION POLICY MANUAL

Cashion School District Number 89

Kingfisher County, Oklahoma

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

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

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

Manual Organization

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

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

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

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

How to find Policy

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

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

or

Turn to the cross-reference index, which is an alphabetical index of many terms used in education. Find your topic as in any index, find the code, and use the code to locate the correct page in the manual. The cross-reference lists more than 1800 terms, but no index of useful size could include every possibility. If the term you want is not included, use a synonym or a more general or specific term appropriate to that topic. If you can find the term and code but there is no policy, the school system probably has no written policy for that particular topic. All terms used in the codification system appear in the sectional tables of contents and the cross-reference to accommodate the coding, insertion, and finding of policies that may be adopted later. There is one other possibility. A brief statement related to the policy that you are seeking may be incorporated in a "superior" policy that covers that general area. This "superior" policy will be coded under a more general term. To find it, read up the classification system.

Legal References

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

Cross-References

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

Board Policies

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

Policies are principles adopted by the board to chart a course of action. They tell what is what and may include why and how much. They are broad enough to indicate a line of action to be taken by the administration in meeting a number of day-to-day problems; they need to be narrow enough to give the administration clear guidance.

Regulations are the detailed directions developed by the administration to put the board's policy into practice. They tell how, by whom, where, and when things are to be done. Often the state and federal governments require school boards to make detailed rules. Many regulations are established by law and the Oklahoma State Board of Education. Additionally, the public may demand that the board, not the administration, establish specific rules and procedures in certain sensitive areas. Therefore, for the purposes of this manual, all edicts of the state (even though regulations) are considered to be mandated board policy. Where the board has written regulations required by law or in particularly sensitive areas, and has incorporated them into policy, the entire statement is presented as policy.

This manual contains all the current written policies of the Cashion Board of Education. The need for reducing policies to writing, adopting new policies, and revising old ones is apparent. Further, state law and state school

board regulations may change. Therefore, a policy manual can never be totally complete and current. Policy development is a continuing process. From time to time, new policies will be developed, coded according to the classification system, and issued for insertion in this manual.

Order of Precedence

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

Acknowledgment

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

ADOPTED:

Date _____

**Question Submitted by: The Honorable Don Ross, State Representative,
District 73**

1998 OK AG 45

Decided: 02/25/1999

Oklahoma Attorney General

Cite as: 1998 OK AG 45, ___ __

¶0 This office has received your request for an Attorney General Opinion in which you ask, in effect, the following questions:

- 1. Does either the Oklahoma Open Meeting Act or the First Amendment to the United States Constitution require that public bodies, such as city councils, afford interested citizens an opportunity to present their views on matters being considered during the public body's open meeting?**
- 2. If a governmental entity, such as a city council, affords citizens an opportunity to present their views on matters being considered by that public body at its open meeting, what restriction can the public body place upon citizens who choose to express their views?**

I.

**Oklahoma's Open Meeting Act Does Not Require That
Public Bodies, Such as City Councils, Afford Citizens
a Right to be Heard at Meetings Conducted Under the Act.**

¶1 The Oklahoma Open Meeting Act, [25 O.S. 1991 and Supp.1998, §§ 301](#) - 314 ("the Act"), generally requires that all meetings of public bodies coming under the Act be held at specific times and places "which are convenient to the public" and which "shall be open to the public." [25 O.S. 1991, § 303](#). Such open meetings must be preceded by advance public notice specifying the time and place of each meeting. *Id.*; [25 O.S. Supp.1998, § 311](#). Additionally, the Open Meeting Act requires advance public written notice and posting of an agenda to be considered by the public body at its open meeting. *Id.* In short, the Open Meeting Act generally requires that public bodies, which come under the Act, hold meetings open to the public with advance public notice of the time and place of the meetings and the matters to be considered on the agendas.

¶2 The Oklahoma Open Meeting Act, however, nowhere provides for or guarantees citizens a right to participate in the governmental decisions being made at an open meeting. Rather, the purpose of the Act is to "encourage and facilitate an informed citizenry's understanding of the governmental process and governmental problems." [25 O.S. 1991, § 302](#). The Act is designed to enable citizens to be present and view the workings of government at open meetings, but does not require that citizens become participants at an open meeting or that they have a right to be heard at an open meeting.

II.

**The First Amendment to the United States Constitution
Does Not Grant the Members of the General Public a
Right to be Heard by Public Bodies Making
Public Decisions Before Any Policy is Adopted.**

¶3 The First Amendment to the United States Constitution does not grant members of the general public a right to be heard by public bodies making public policy decisions. As the United States Supreme Court held in *Minnesota Board for Community Colleges v. Knight*, 465 U.S. 271 (1984):

Policymaking organs in our system of government have never operated under a constitutional constraint requiring them to afford every interested member of the public an opportunity to present testimony before any policy is adopted.

Legislatures throughout the Nation, including Congress, frequently enact bills on which no hearings have been held or on which testimony has been received from only a select group. . . . Public officials at all levels of government daily make policy decisions based only on the advice they decide they need and choose to hear. ***To recognize a constitutional right to participate directly in government policy-making would work a revolution in existing government practices.***

465 U.S. at 284 (emphasis added).

¶4 The Supreme Court then went on to conclude that:

Nothing in the First Amendment or in this Court's case law interpreting it suggests that the rights to speak, associate, and petition require government policymakers to listen or respond to individuals' communications on public issues. . . . It is inherent in a republican form of government that ***direct public participation in government policymaking is limited.*** See The Federalist No. 10 (J. Madison). Disagreement with public policy and disapproval of officials' responsiveness, as Justice Holmes suggested in *Bi-Metallic*, supra, is to be registered principally at the polls.

465 U.S. at 285 (emphasis added).

¶5 The holdings of the United States Supreme Court make it clear that the First Amendment rights to speak, associate and petition do not require public bodies to afford citizens an opportunity to express their views on issues being considered by the public bodies.

III.

When Public Bodies Voluntarily Establish Open Forums, They May Impose Reasonable Time, Place and Manner Restrictions.

¶6 While public bodies are under no requirement to provide an open forum for citizens to express their views on issues being considered by the public body, many public bodies nevertheless voluntarily provide such forums. For example, as suggested by the materials attached to your opinion request, a city council within your district has created, as part of its agenda at each city council meeting, a "Public Comment portion of the Council Agenda." The "Public Comment" portion of the agenda appears to be designed to give citizens an opportunity "to raise new issues before the City Council on matters affecting the City." As the guidelines for the "Public Comment" portion of the agenda indicate, it is "not intended to simply provide free access to television or other media." Instructions on the use of this time ask that citizens "[p]lease address your comments to the Councilors, not the media," and "[p]lease do not use Public Comment for political platforms, or religious or commercial commentary. It is not appropriate for speakers to announce meetings or special events." The guidelines also provide that "[s]peakers will be provided up to five minutes to express their issue, although the Chair has the authority to reduce or extend this timeframe."

¶7 As the United States Supreme Court recognized in *Perry Education Association v. Perry Local Educators' Association*, 460 U.S. 37 (1983) the Constitution forbids a state "to enforce certain exclusions from a forum generally open to the public even if it was not required to create the forum in the first place." *Id.* at 45. Recognizing that while the state is not required to indefinitely retain the open character of any facility "as long as it does so it is bound by the same standards as apply in a traditional public forum. ***Reasonable time, place and manner regulations are permissible, and a content-based prohibition must be narrowly drawn to effectuate a compelling state interest.***" *Id.* at 46 (emphasis added).

¶8 The United States Supreme Court's teachings, as illustrated by the above-referenced cases, is that there is no First Amendment right on the part of members of the general public to be heard or address themselves to policymaking entities of the government, and that there is no constitutional right to participate directly in government policy making.

¶9 When, however, a public body creates an open forum, it may only impose reasonable time, place and manner restrictions on expression which are content-neutral. Any content-based prohibition must be narrowly drawn to effectuate a compelling state interest. Whether any particular regulation imposed by a governmental entity providing such a forum is a reasonable time, place and manner restriction, must be decided as a mixed question of fact and law, on a case-by-case basis. Accordingly, it is not possible to issue an Attorney General Opinion addressing such matters. In any event, however, the general First Amendment principles outlined above would apply.

¶10 It is, therefore, the official Opinion of the Attorney General that:

- 1. The Oklahoma Open Meeting Act, [25 O.S. 1991 and Supp.1998, §§ 301](#) - 314, generally requires that public bodies, which come under the Act, hold meetings open to the public with advance public notice of the time and place of the meeting and the matters to be considered on the agenda. The Open Meeting Act does however, not provide for or guarantee citizens the right to participate in the governmental decisions being made at an open meeting, nor a right to express their views on the issues being considered at the meeting.**
- 2. The rights to speak, associate and petition guaranteed by the First Amendment to the United States Constitution do not require that government policymakers listen to or respond to individual communications on public issues, or that interested members of the public be afforded an opportunity to present their views on the matters being considered by the government policymakers.**
- 3. When a public body voluntarily establishes an open forum, it may establish reasonable time, place and manner restrictions. Any content-based restriction must be narrowly drawn to effectuate a compelling governmental interest. Whether any particular time, place or manner restriction is reasonable and permissible is a question of fact, which courts consider on a case-by-case basis.**

W.A. DREW EDMONDSON
ATTORNEY GENERAL OF OKLAHOMA
NEAL LEADER
SENIOR ASSISTANT ATTORNEY GENERAL

**127CASHION PUBLIC SCHOOLS
CASHION SCHOOL DISTRICT NO. 89**

SCHOOL POLICY MANUAL

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DPAA-R	PRINCIPALS
DPAB	SCHOOL BUS DRIVERS
DPAB-R	SCHOOL BUS DRIVERS, REGULATION
DPAIA	CAFETERIA MANAGER
DPANA	CUSTODIAL AND MAINTENANCE STAFF, DUTIES
DPB	SUBSTITUTE TEACHERS
E	<u>INSTRUCTION</u>
EBA	SCHOOL HOURS
EEI-R	LAY PERSONNEL POLICY
EFA	SCHOOL LIBRARY MEDIA CENTER
EFA-R1	SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION
EFA-R2	USE OF SCHOOL LIBRARY MEDIA CENTER, REGULATION
EFBCA	INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY
EFBCA-E	INTERNET ACCESS CONDUCT AGREEMENT
efd	FIELD TRIPS AND EXCURSIONS

EFEA	USING COPYRIGHTED MATERIAL
EFEA-R	USING COPYRIGHTED MATERIAL, REGULATION
EFEA-E1	COPYRIGHTED MATERIALS CHECKLIST
EFEA-E2	PERMISSION RELEASE FOR COPYRIGHTED MATERIALS
EHA	BASIC INSTRUCTIONAL PROGRAM
EHACA	DIPLOMAS FOR VETERANS
EHAK	PHYSICAL EDUCATION
EHB	SPECIAL SERVICES AND PROGRAMS
EHBB	GIFTED CHILD EDUCATIONAL PROGRAM
EHBB-E2	RESPONSIBILITIES FOR GIFTED PLACEMENT
EHBB-E3	APPLICATION FOR GIFTED PROGRAM
EHBCA	EXTENDED SCHOOL YEAR SERVICES
EHBCA-R	EXTENDED SCHOOL YEAR PROGRAM STANDARDS, REGULATIONS
EHBDB	TITLE I PARENT INVOLVEMENT
EHBDB-R	TITLE I PARENT INVOLVEMENT, REGULATION
EHBDBA	PARENT PARTICIPATION IN THE SCHOOL DISTRICT
EHBE	LIMITED ENGLISH PROFICIENCY INSTRUCTION
EHBE-E	LIMITED ENGLISH PROFICIENT PROGRAMS, PARENT NOTIFICATION FORMS
EHDD	CONCURRENT ENROLLMENT, STUDENT
EHDD-E	CASHION HIGH SCHOOL CONCURRENT ENROLLMENT CONTRACT
EHDF	ONLINE INSTRUCTION
EIA	PROMOTION AND RETENTION
EIA-R1	GRADING
EIA-R4	STUDENT RETENTION, REGULATION
EIA-R5	MIDYEAR PROMOTION, FOURTH-GRADE
EIA-E3	READING DEFICIENCY PARENT NOTIFICATION
EIAC-R	SEMESTER TEST EXEMPTION POLICY
EIAE	PROFICIENCY BASED PROMOTION
EIAE-P	PROFICIENCY BASED PROMOTION TESTING PROCEDURES
EIB-R	MAKE-UP WORK POLICY
EIC	CASHION HIGH SCHOOL GRADUATION, EARLY GRADUATION, GRADUATION WITH HONORS, SELECTION OF VALEDICTORIAN & SALUTATORIAN, CLASS RANKI
EIED	GRADUATION REQUIREMENTS
EJ	SCHOOL COUNSELOR
EJA	GUIDANCE AND PSYCHOLOGICAL SERVICES
EK	TESTING PROGRAM
EK-R1	TESTING PROGRAM, STUDENT SURVEYS, REGULATION
EK-R2	TESTING PROGRAM, REMEDIATION REGULATION
EMC	GRADUATION POLICY

EMDA	MILITARY RECOGNITION
EMDC	CONSTITUTION
EMG	ANIMALS IN SCHOOL
EMI	MOMENT OF SILENCE
F	<u>STUDENTS</u>
FD	STUDENT RESIDENCY
FD-P	STUDENT RESIDENCY DISPUTE PROCEDURES
FD-E3	POWER OF ATTORNEY
FDAE	ENROLLMENT OF STUDENTS WITH FOREIGN CITIZENSHIP
FE	OPEN TRANSFER POLICY, TRANSFERS AND ASSIGNMENTS
FE-P	REMOVAL OF JUVENILE SEX OFFENDER, PROCEDURES
FE-E	PARENT'S APPLICATION FOR TRANSFER OF STUDENTS
FEC	ALTERNATIVE TO PUBLIC SCHOOLING
FEG	STUDENT TRANSFERS FOR CHILDREN OF ACTIVE DUTY MILITARY MEMBERS
FFA	HEALTH, STUDENTS
FFACA	MEDICATION: ADMINISTERING TO STUDENTS
FFACA-R	MEDICATIONS GIVEN AT SCHOOL, REGULATION
FFACA-E1	MEDICATION, ADMINISTERING TO STUDENTS, AUTHORIZATION
FFACA-E2	PARENTAL AUTHORIZATION TO ADMINISTER MEDICINE
FFACC	DIABETES MEDICAL MANAGEMENT PLAN
FFACC	DIABETIC STUDENT INFORMATION SHEET
FFAEA	CONCUSSIONS AND HEAD INJURIES
FFAEA-E	CONCUSSION AND HEAD INJURY ACKNOWLEDGEMENT AND INFORMATION SHEET
FFAF	VISION SCREENING OF STUDENTS
FFG	REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT
FFG-E	SUSPECTED CHILD ABUSE REPORT FORM
FFGA	CUSTODIAL AND NONCUSTODIAL PARENTAL RIGHTS
FFGB	GUIDELINES FOR OUTSIDE AGENCY REPRESENTATIVES INTERVIEWING CHILDREN AT THE SCHOOL
FFGB-E	DEPARTMENT OF HUMAN SERVICES AND LAW ENFORCEMENT AGENCIES STUDENT INTERVIEW FORM
FI-E	HIGH SCHOOL SENIOR WORK AGREEMENT
FJ	FUND RAISING BY IN-SCHOOL ORGANIZATIONS
FL	STUDENT RECORDS
FL-R	COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974, REGULATION
FLE	TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION
FLE-E1	PERMISSION FOR THE TRANSFER AND/OR RELEASE OF CONFIDENTIAL STUDENT INFORMATION
FLF	INFORMATION COORDINATOR

FM	STUDENTS ACTIVITIES, SCHOLASTIC ELIGIBILITY
FMA	EXTRACURRICULAR ACTIVITIES
FMA-R1	EXTRACURRICULAR ACTIVITIES, REGULATION
FMA-R2	EXTRACURRICULAR ACTIVITIES, PARTICIPATION REQUIREMENTS, REGULATION
FMA-R3	EXTRACURRICULAR ACTIVITIES, INTERNAL ACTIVITY REVIEW COMMITTEE
MAA	EXTRACURRICULAR ACTIVITIES, STUDENT PARTICIPATION
FMC	STUDENT CLUBS AND ORGANIZATIONS SPONSORS
FMCB	CASHION HIGH SCHOOL STUDENT COUNCIL CONSTITUTION
FMH	VOCATIONAL AGRICULTURE PROGRAMS
FMH-R	FAIRS, SHOWS AND CONTESTS, REGULATIONS
FNCC	HAZING
FNCD	BULLYING
FNCD-R	PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, REGULATION
FNCD-P	PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING, INVESTIGATION PROCEDURES
FNCD-E	HARASSMENT/BULLYING INCIDENT REPORT FORM
FNCE	REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING ALCOHOLIC BEVERAGES OR CONTROLLED DANGEROUS SUBSTANCES
FNCF	DRUG-FREE SCHOOLS
FNCFD	STUDENT DRUG TESTING PROGRAM, EXTRACURRICULAR ACTIVITIES
FNCFD-E	STUDENT EXTRACURRICULAR ACTIVITIES CONTRACT
FNCG	WEAPONS
FNCGA	WEAPONS-FREE SCHOOLS
FNF	SEARCH OF STUDENTS
FNF-R	SEARCH OF STUDENTS, REGULATION
FNFA	RESPONSIBILITY FOR SCHOOL PROPERTY, LOCKERS
FNFA-R	RESPONSIBILITY FOR SCHOOL PROPERTY, LOCKERS, REGULATIONS
FNFA-E	ACKNOWLEDGMENT CONCERNING USE OF STUDENT LOCKERS
FNG	WIRELESS TELECOMMUNICATION DEVICES
FNGA	ELECTRONIC READING DEVICES
FNGA-E	PARENT PERMISSION/AGREEMENT FORM ELECTRONIC READING DEVICES
FO	STUDENT DISCIPLINE
FO-R1	CONTROL AND DISCIPLINE POLICY
FO-R4	STUDENT DISCIPLINE, THREATENING BEHAVIOR, REGULATION
FOD	SUSPENSION OF STUDENTS
FOD-R	SUSPENSION OF STUDENTS, REGULATION
FOD-P	SUSPENSION CONTRACT
FOD-E1	NOTICE OF SUSPENSION (FOR UNDER 10 SCHOOL DAYS)
FOD-E2	NOTICE OF PROPOSED SUSPENSION FOR MORE THAN TEN SCHOOL DAYS
FOD-E3	ELEMENTARY SCHOOL SUSPENSION NOTICE
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FOD-E5	NOTICE OF HEARING ON A SUSPENSION
FOD-E6	OUT-OF-SCHOOL SUSPENSION EDUCATION PLAN
FOD-E7	NOTICE OF PRELIMINARY INFORMAL CONFERENCE ON A PROPOSED SUSPENSION
FOD-E9	CHECKLIST/TIMELINE FOR STUDENT DISCIPLINE AND STUDENT SUSPENSION POLICIES

FODEA	CASHION SCHOOL DISTRICT DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES
FP	STUDENT FEES, FINES, AND CHARGES
FP-R	STUDENT FEES, FINES, AND CHARGES, REGULATION
FPA	PARTICIPATION FEES FOR SCHOOL ACTIVITIES
FPA-R	PARTICIPATION FEES FOR SCHOOL ACTIVITIES, REGULATIONS
FPA-E	PARTICIPATION FEES FOR SCHOOL ACTIVITIES, REQUEST FOR WAIVER
G	<u>COMMUNITY RELATIONS</u>
GAB	EQUAL ACCESS (STUDENT ORGANIZATIONS)
GBA	OPEN RECORDS ACT
GBA-R	OPEN RECORDS ACT, REGULATIONS
GBC	NEWS MEDIA RELATIONS
GBCA	NEWS RELEASES
GF	PUBLIC COMPLAINTS
GFB	GRIEVANCE PROCEDURE, PARENT-TEACHER
GG	PUBLIC RELATIONS
GG-R	PUBLIC RELATIONS, REGULATION
GJ	SCHOOL VISITORS
GJ-P	SCHOOL VISITORS, GRIEVANCE/APPEALS PROCESS
GJBA	STUDENT RECRUITMENT, ACCESS TO STUDENTS AND DIRECTORY INFORMATION
GJBA-E	NOTIFICATION TO PARENTS, RELEASE OF CERTAIN INFORMATION, "NO CHILD LEFT BEHIND ACT"
GJC	SPECTATOR CODE OF CONDUCT, ATHLETICS PROGRAM
GK	USE OF SCHOOL PROPERTY
GK-R1	CASHION SCHOOL DISTRICT POLICY AND PROCEDURES ON USE OF SCHOOL FACILITIES
GK-E1	FACILITY USAGE APPLICATION
GKE	USE OF SCHOOL STORM SHELTER

CASHION BOARD OF EDUCATION

**** CAUTION ****

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