Board of Education Policy Book

Hennessey Public Schools
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Item 101 – Statement of Philosophy

Since public education is a state function, there is a need for a local school board to conduct the business of organizing and maintaining a system at the local level. These policies have been developed to give direction to this endeavor.

The Hennessey Board of Education believes that all legally qualified children should have an opportunity to secure a good public school education. The board shall work toward this goal by providing experiences which will help each individual adjust to and improve his environment under the democratic form of government.

Because excellence is its constant goal, the school should always evaluate itself and should ask, “Can it do better?” Not only does it turn to research for more knowledge but it should encourage in-service education for its teachers. The Board of Education will find it necessary to revise its written policies when the best interests of the school can be served.

It is constantly searching for fresh materials and new techniques that will make learning more effective. It judges its curriculum in the light of new knowledge and changes in society. More than it ever did in the past, it tries to draw upon all disciplines to enrich its curriculum.

In these efforts, the Board of Education solicits the cooperation of the patrons of the district.

Item 102 – Public Relations Practices

Good public relations results in a harmonious working relationship between the school system and its public as they work toward worthwhile goals deemed valuable in the educational process under the jurisdiction of the community school.

The board of education shall grant the superintendent authority to maintain a good public relations program. He, in turn, shall have the cooperation of the entire staff. Every person under the influence of the public school helps to shape the public relations day-by-day. It is a continuous program.

Proper functioning of the school office has a great bearing on public relations:

Good practices include:

1. Courteous treatment of everyone regardless of his mission.
2. Answer telephone promptly.
3. Lend dignity by requiring student helpers to follow the best pattern of behavior and dress.
4. Arrange equipment and content of the office into a neat pattern – good housekeeping.
5. Pay all bills and answer correspondence promptly.
6. Keep a record of and meet appointments promptly.
(7) Keep the public, the staff, and the students well informed.
(8) Carefully edit all news releases.
(9) Refrain from discussing students in the presence of other students.
(10) Retain copies of all correspondence.
(11) Have respect for the opinion of others.

Advertising and commercial announcements will be made in the schools only upon the approval of the principal of the schools. Advertisements may not be posted on the school premises.

Solicitation of funds from students and teachers: No solicitation of funds from students or teachers for any purpose shall be made without the approval of the superintendent and board of education. No teacher may be approached about a contribution in the school building, unless as follows: The following campaigns have been approved subject to the direction of the superintendent: Red Cross, March of Dimes, Boy Scouts, Girl Scouts, and Community Chest, Salvation Army, Muscular Dystrophy, and the American Cancer Society.

Gifts to school: No gifts to any school should be accepted from any person or organization without approval of the superintendent.

Petitions: The right of an American to petition is well established. However, in the interest of the purpose of our schools, any and all petitions, may not be circulated during class time. Prior to petitions being started, it is recommended that the petitioners seek the advice of the building principal or the superintendent of schools.

Coordinating agencies: The board of education directs the superintendent to operate the schools in accordance with the regulations of the State Department of Education, the North Central Association, and the laws of the State of Oklahoma.

Reports to parents: If a pupil is likely to fail at the end of a nine weeks’ period or semester, the teacher should so notify the parent or guardian sometime beforehand. This should be done according to procedures prescribed by the principal.

Social privileges of teachers and administrators: The board of education makes no rules and regulations concerning the conduct of teachers and administrators when not on duty. The board assumes that every teacher’s training is such that he knows what proper conduct is, and will govern himself accordingly. Evaluations can be based on the Code of Ethics for members of the Teaching Profession.

Dress of teachers and administration: The board of education is desirous of a dress standard for teachers that is the equivalent of those in recognized “Professions”. Therefore, teachers should dress in a manner that benefits the teaching profession.

Fund Raising Activities: A list of all fund raising activities for classes and organizations must be presented to the building principal in September except in unforeseen cases. The final list will be approved by the principal and the sponsors. Sincere efforts will be made to keep fund raising activities to a minimum.
Item 103 – Organization of the Board – Five-Member Board

Membership

The board of education is a corporate body and consists of five (5) members, each living in the school district and elected by the voters of the district to serve a term of five (5) years.

Vacancy

Any vacancy occurring during any board member’s term of office shall be filled as follows: Remaining members of the board shall appoint a new member within sixty (60) days. Persons appointed to fill such vacancies in the first half of the term of office for the board position shall serve only until the next succeeding election, at which time the office which they hold shall be placed on the ballot for the balance of the unexpired term. Persons appointed to fill such vacancies after the first half of the term of office for the board position shall serve for the balance of the unexpired term.

Seating

A new board member elected shall be seated at the beginning of the first regular, special or emergency school board meeting after the date of the annual school election and after the member has been certified as elected.

Election

The board shall consist of the following officers: President, Vice-President and Clerk. At the first regular, special or emergency meeting after the annual school board election and certification of election of new members, the board shall organize itself by the election from among its members a president, a vice-president and a clerk. At its discretion, the board may appoint a deputy clerk. The deputy clerk may perform any of the duties and exercise any of the powers of the clerk.

Item 104 – Powers and Responsibilities of the Board of Education

Powers

The general functions of the board of education are the powers delegated to the board by the State Legislature. Included in those powers is the authority to perform all functions necessary to the administration of the school district as specified in the Oklahoma School Code and, additionally, the powers necessarily implied but not delegated by law to another agency or official. Primarily, the board determines policies and makes decisions necessary to implement an effective education program.

These policies and decisions are made according to state and federal laws, State Board regulations, court decisions and negotiated agreements with employee bargaining units.

General functions of the school are the school program, financial control, school plant, community relations and personnel.
Responsibilities

As the elected body responsible for the operation of the school district, the board has the task of carrying out the state’s responsibility for the children’s education in the local district. School laws enumerate the powers and duties of the board. The board has broad authority to establish school policies and may do many things in order to provide an education for the children it serves, even without specific statutory authority, if the power can be fairly implied from statute and is essential to the declared objectives and purposes of the school district.

Staff Relationship

The board shall transact official business with professional staff members and other school employees only through the superintendent.

Item 105 – Authority of the Board of Education

Members of the board of education have the authority of a board only when acting as a member of the board in legal session. The board will not be bound by any statements or action of an individual board member or school employee, except when such statement or action is in pursuance of board policy or specific instruction of the board, as recorded in board minutes.

Decisions approved by a majority of a quorum of the board, acting in a legal meeting of the board, shall be considered legal board decisions. A quorum shall consist of a majority of the board. A vote shall be either “aye,” or “nay.” However, in order for a motion to pass, “aye” votes must be made by a majority of the members present.

Item 106 – Board of Education Officers

President

The president of the board of education shall preside over all meetings of the board, appoint all committees approved by the board and sign all warrants approved to be drawn upon school funds.

Vice-President

The vice-president of the board of education shall perform all duties of the president in the event of his or her absence or disability, including presiding over all regular, special or emergency meetings of the board.

Clerk

The clerk of the board of education shall countersign all warrants drawn upon the treasurer of the district. The clerk, at the direction of the board, may destroy all claims, warrants, contracts, purchase orders, financial records, or documents relating to funds, including activity funds, if they have been on file for a period of seven (7) or more years.

In compliance with state law, the clerk shall administer the Political Subdivisions Ethics Act, with respect to candidates for school district office. The clerk will oversee the filing of all campaign contributions and expenditure reports filed by school board candidates, including the
name of each candidate’s designated agent, and perform such other duties as the board may require and as permitted by law.

If appointed, the deputy clerk shall exercise the same powers as a clerk.

**Item 107 – Board of Education Treasurer**

The board of education shall either use the county treasurer or appoint a local treasurer.

The treasurer, under bond, shall be charged with the responsibility of caring for the funds of the district. The local treasurer, when required by the board of education, shall prepare and submit in writing a report of the condition of the finances of the district and shall produce at any meeting of the board all books and papers pertaining to the office of the treasurer.

The local treasurer shall maintain a separate cash ledger for each fund in the custody of the treasurer. Each collection and disbursement shall be entered in the cash ledger of the applicable fund. Additional ledgers shall be kept to record investments made from each fund. No treasurer shall pay out school district funds in the care of the treasurer except when warrants are signed by the proper district officials. This restriction shall not apply to sinking funds or the investment of school district funds.

**Item 108 – Board of Education Minutes Clerk**

The board of education shall employ a minutes clerk to keep an accurate journal of the proceedings of the board of education and perform such other duties as the board of education or its committees may require. The minutes clerk shall be bonded.

No member of the board, superintendent, principal, instructor or teacher employed by the board shall be qualified to serve as minutes clerk. However the minutes clerk may serve as the encumbrance clerk.

The minutes clerk shall keep complete records of board meetings to include the following:

- a complete record of members present and absent
- all matters considered by the board
- all actions taken by the board, including resolutions and motions in full.

Minutes shall also reflect compliance with Oklahoma Open Meeting Act.

Copies of the minutes of a meeting shall be sent to members of the board before the meeting at which they are to be approved. Corrections of the minutes may be made at the meeting at which they are approved. Permanent minutes shall be signed by the board president and the board clerk.
Item 109 – Board of Education Encumbrance Clerk

The encumbrance clerk of the board of education shall keep the books and documents of the school district and perform such other duties as the board of education or its committees may require. The encumbrance clerk shall be bonded.

No member of the board, superintendent, principal, treasurer, instructor or teacher employed by the board shall be eligible to serve as encumbrance clerk. However, the minutes clerk may serve as encumbrance clerk.

The encumbrance clerk shall not authorize payment of any bill or invoice until satisfactory receipt of the services or merchandise and unless said bill or invoice is properly supported by an itemized invoice clearly describing each item purchased, the quantity of each item, its unit price and its total cost. The bill or invoice shall be filed in the encumbrance clerk’s official records.

Item 110 – Regular and Special Meetings

1. The dates for regular meetings shall be filed prior to December 15th of the last calendar year in the County Clerk office of Kingfisher County, Oklahoma. They will normally be held on the first Monday of each month, unless otherwise stated, at 7:00 p.m. in the Seminar Room of the Auditorium Building. The Board may change the meeting place by agreement of the majority of the whole number elected.

2. Special meetings of the board may be called by the president at any time; and shall be called whenever so requested, in writing, by three (3) members of the Board of Education.

3. Business transacted at any special meetings may be either for a specific purpose or for general purposes, but according to the rules of Oklahoma School Law.

4. Each member shall have one (1) vote, and there shall be no standing committees.

Item 111 – Quorum

1. At all sessions of the board, a majority of the whole number elected shall constitute a quorum to do business.

2. These by-laws and rules may be altered or amended at any regular meeting of the Board of Education by a vote of two-thirds of all members of said Board, provided that one month’s notice of the proposed alteration or amendment has been given in writing at some previous meeting of the Board when opportunity has been given for full discussion.

Item 112 – Rules of Order

1. A quorum being present, the president, or in his absence, the vice-president, shall take the chair, call the meeting to order and proceed to business.

2. Should both the president and the vice-president be absent at the time appointed for the meeting to convene, and should a quorum be present, a president pro tempore shall be
elected to serve for such meeting or until either the president or the vice-president shall appear.

3. The president of the Board shall have the authority to set the order of the agenda.

4. The president as such shall have no casting vote, his right to vote on every question being vested in him by virtue of his membership. The president, as a board member has a right to make and second motions.

5. The president may speak on points of order in preference to other members and shall decide questions of order, subject, however, to an appeal to the Board by any two (2) members.

6. A motion made must be seconded and must then be repeated distinctly by the president or read aloud before it is debated; and every motion shall be reduced to writing, if the president or any member shall so require.

7. Any member who shall have made a motion shall have liberty to withdraw it, with the consent of his second, before any debate has been had thereon, but not after such debate has been had without leave being granted by the Board.

8. The consideration of any question may be postponed to a time fixed or the question may be suppressed altogether by an indefinite postponement.

9. A motion once voted down shall not be renewed at the same meeting without the consent of the number of members required for adoption.

10. When any business is brought regularly before the board, the consideration of the same shall not be interrupted except by motion for adjournment, to lay on the table, for the previous question, for postponement, for commitment, or for amendment.

11. A motion for adjournment shall always be in order and shall be decided without debate except that it cannot be entertained when the Board is voting on another question, or while a member is addressing the Board.

12. No member in the course of debate shall be allowed to indulge in personal reflections.

13. Members may decline to vote on any question that may be submitted to the Board, but in so doing assents to the majority decision.

14. The first person recognized by the president as desiring to speak shall have the right to the floor.

15. The officers of the Board shall also perform such other duties as may from time to time be lawfully required of them either through the adoption of permanent rules or other lawful action of the Board.
**Item 113 – Agenda Preparation and Dissemination**

The agenda for a meeting of the board of education will be prepared by the superintendent, in cooperation with the board president. Patrons, staff members or board members wishing to have an item placed on the agenda must contact the superintendent or the board president no later than 24 hours before the board agenda must be posted. The superintendent, in cooperation with the board president, will determine whether or not to place the item on the board agenda.

The board agenda will be prepared according to state law and posted in a conspicuous place in the school administration building at least 24 hours before the meeting. The posted agenda shall be visible outside during closed hours.

Written notice of the date, time, and place of the meeting will be mailed or delivered to each member of the board and to any newspaper or other media representative that has filed a written request for such notice.

**Item 114 – Notification of Board Meetings**

In compliance with state law, prior to December 15 of each year, the board shall provide the county clerk a list of the time, date, and place of all regular meetings for the coming calendar year. Any change in the date, time or place of a regular meeting will be provided in writing to the county clerk at least ten days prior to the implementation of the change.

All meetings shall be held at specified times and places and shall be preceded by public notice of the meeting in the form of a posted agenda specifying the time and place of the such meeting as well as the subject matter or matters to be considered. Such agenda shall be posted at least twenty-four hours before the meeting (excluding Saturday, Sunday and holidays). Such notice shall be posted in prominent public view at the office of the school district.

Public notice of special meetings shall be given at least forty-eight hours prior to the meetings and shall be given in writing, in person or by telephone to the county clerk and to any press representative that has filed a written request for such notice. Such public notice shall be posted at least 24 hours before the meeting in the same manner as that of a regular meeting.

In the event of an emergency, an emergency meeting may be held without the public notice required for other meetings, but as much advance public notice as is reasonable and possible will be provided in person, by telephone, or by fax.

No item not included on the agenda may be considered by the board at its meeting unless it is new business. “New business,” as defined by law, shall mean any matter not known about or which could not have been reasonably foreseen prior to the time of posting. “New business” is allowed only at regular meetings of the board.

**Item 115 – Executive Sessions of the Board of Education**

In accordance with state law, the board of education may vote to meet in executive session for the following reasons:

1. To discuss the employment, hiring appointment, promotion, demotion, disciplining, or resignation of any salaried employee or volunteer of the school district.
2. To discuss negotiations concerning employees and representatives of employee groups.
3. To discuss the purchase or appraisal of real property.
4. To discuss pending investigations, claims, or actions with the board’s attorney.
5. To hear evidence and discuss expulsion or suspension of a student, upon request by the student, his parent, attorney or legal guardian.
6. To discuss the matters involving a specific handicapped child.
7. To discuss issues which, if disclosed, would violate confidentiality requirements of state or federal law (such as student records).

Also in compliance with state law, the board will convene in executive session only when an executive session is listed on the board’s agenda and the proposal for an executive session will contain sufficient information to advise the public that an executive session will be proposed, what will be discussed, and what action may be taken on the matters discussed. The board may meet in executive session under “New Business” if the item considered appropriately fits under new business and is an appropriate subject for executive session.

The agenda items will state the provision of Section 307 of the law authorizing the executive session (For example, 25 O.S. Section 307 (B)(1)).

Any board vote pertaining to the executive session will be taken in open session.

**Item 116 – Conflicts of Interest**

In order to protect the public trust and maintain confidence in the fairness of Hennessey Public Schools, conflicts of interest or even the appearance of conflict must be avoided. Therefore, it is the policy of the 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 hard-ware, 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 non-renew or terminate employment.

With regard to any Federal funding, the district will disclose in writing any potential conflicts of interest to the Federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policies and procedures.

No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate 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.

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.

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.

Approved: 5/13/2019
Item 117 – Public Participation at School Board Meetings

1. Residents, employees or any official representative of a recognized group of the district may address the board.
2. Delegations who wish to address the board are asked to select a representative as spokesperson.
3. A sign-up sheet is required for all speakers and prepared comments, given to the Board Clerk, are preferred to help in any follow-up activities.
4. The sign-up sheet must be completed by the start of the meeting.
5. Allocation of five minutes is given to each speaker. Total time for all speakers shall not exceed 30 minutes unless the board votes to extend the time.
6. Comments from the public will be heard only during the designated Public Comments section of the agenda. Comments shall be limited to items on the agenda unless a request has been made prior to the posting of the agenda to address an item not anticipated to be on the agenda. Note: if something occurs after the posting of the agenda, which a citizen wishes to comment on, the person shall contact the President of the Board prior to the meeting. If the president deems the item may legitimately be heard under the agenda item for New Business, he may allow the person to speak at that time.
7. During Special Board Meetings, comments from the public must pertain to items on the agenda.
8.Emergency Board Meetings will not include comments from the public.
9. Spontaneous discussions from the floor are discouraged.
10. A person is encouraged to write the Board or Superintendent with general questions, concerns, suggestions or to obtain information about the district at 604 E. Oklahoma, Hennessey, OK 73742.
11. A person may not speak on the following:
   a. collective bargaining issues
   b. an issue in a pending lawsuit when the Board, School District or employees are involved
   c. a pending grievance
   d. an employee complaint filed with the School District and/or outside agency
   e. an employee disciplinary action, suspension or termination
   f. a pupil suspension or appeal which may ultimately reach the Board for final decision

Item 118 – Open Records

The board of education, with a belief that the people are vested with the inherent right to be fully informed about their schools, hereby states its willingness to make records of the board available to the public whenever appropriate and in compliance with the state’s Open Records Act.

The superintendent shall designate at least one person who is authorized to release records of the school district for inspection, copying or mechanical reproduction. At least one such person should be available for such duty during the regular business hours of the school district.

Regulation – Open Records Act Enforcement Guidelines
1. All public body records are open to any person for inspection, copying, or reproduction during regular business hours, except as provided by the Oklahoma Open Records Act.

2. The act does NOT apply to records specifically required by law to be kept confidential, including records of what transpired during meetings lawfully closed to the public (such as board executive sessions).

3. The school district may charge a fee only for reasonable, direct costs of document reproduction or copying. Therefore, (according to the maximum amount listed in the act), 25 cents per page will be charged for document copying, and $1.00 for a certified copy page.

4. However, if the request is solely for a commercial purpose (other than for the news media) or would clearly cause excessive disruption of the public body’s essential function, the body may charge a fee of $10.00 per hour to recover direct costs of document search.

5. No search fee can be charged when release is in the public interest. Public interest includes seeking to determine if officials are honestly and competently performing their duties.

6. A written schedule of the fees will be posted at the office of the superintendent and with the county clerk.

7. The superintendent may waive charges at his or her discretion.

**Item 119 – Resolving School-Related Conflicts**

The board of education believes that the school district can operate most efficiently and can deal most effectively with problems which arise in personal manners if the problems are resolved at the lowest level of administration possible.

Therefore, the board requests that problems which parents or students have with an individual teacher or classroom situation be taken to the individual teacher for resolution. If that resolution is not satisfactory, the parent or guardian of the student should contact the school principal for resolution. If the results of a meeting with the principal are not satisfactory, the problem should be taken to the superintendent. If all of these avenues of conflict resolution have failed to provide a satisfactory resolution of the issue, the parent or guardian should request to be heard by the board of education at a board meeting.

The school counselor may be involved at any level of the problem resolution process if circumstances dictate.

**Item 120 – Media Relations and News Releases**

**Media Relations**

The board of education recognizes the need for the district to be accessible to the media and charges the superintendent with the responsibility for the dissemination of information and informational materials to the news media. The superintendent shall develop procedures by which district employees and others shall channel information directly to the media or to the superintendent or his or her designee for release.
News Releases

The board of education supports the right of the public to know about the programs and services of the district, and will encourage all efforts to disseminate appropriate information about the district, its people and programs. The superintendent or designee shall be responsible for preparing and disseminating frequent news releases about the district and its programs to the news media.

Item 121 – Adoption and Review of Policy

The policies of the board of education will be reviewed annually. Changes, additions, or deletions may be made subsequent to this annual review. However, requests for the board to consider changes in policies may be made at any time. Suggestions should be submitted in writing to the superintendent or the president of the board.

The board believes that the two most important ingredients of a legitimate suggestion for policy change are these:

1. the need (or problem) is well-documented with numbers, dates, and figures
2. the solution suggested is feasible for the school district.

Policy changes may appear on any board agenda. However, final adoption, of any policy change must be postponed for 30 days after original consideration, unless the board votes to declare an emergency for the policy change.

The board of education is aware that board action, in and of itself, may be interpreted as establishment of policy.

Item 122 – Action in the Absence of Policy

In cases where action must be taken involving the operation of the school district and in which no policy has been established by the board of education, the superintendent will have the authority to act, using his or her own best judgment and based on what he or she believes the policy of the board of education would be, if it existed. Such emergency policy decisions will be reported to the president of the board as soon as practical and to the board at its next meeting. The board will determine at that time whether or not a permanent policy should be established.

Item 123 – Management of School Finances

Preparation and Adoption of a Budget

The board of education, with the assistance of its executive officer and staff, shall prepare the budget for the ensuing year. A tentative budget shall be considered and approved or rejected by the board prior to the beginning of the next fiscal year (July 1).

No later than 15 days prior to adoption of a final budget, the board shall include, in its regular board agenda a public hearing for the purpose of taking public comment on financial matters, including past and future expenditures, of the district.
Prior to September 1, a written itemized statement of estimated needs and probably income from all sources is to be published in newspapers and filed with the county excise board.

The final budget will be completed no later than 45 days after the district’s estimate of needs is approved by the county excise board. It shall include functional categories as defined in rules prescribed by the State Board of Education.

No later than July 31 the board shall prepare a statement of actual income and expenditures of the district for the fiscal year that ended on the preceding June 30. A copy of the statement will be posted in the administrative office of the board and the school library within five days of the development of the final statement.

Control and Audit of Funds

The board of education shall exercise control over and be responsible for all funds on hand or hereafter received or collected from any and all sources. The board shall provide for an annual audit of all funds including the general fund, building fund, special funds, and student activity funds.

Responsibility for Fund Accounting

The treasurer of the district shall receive all funds belonging to the school district and report such receipts to the clerk or secretary of the board as directed by the board. All claims and warrants to be paid shall be approved by the board and submitted to the treasurer for payment from these receipts. The treasurer shall promptly pay the approved claims and warrants within the provision of the school budget and appropriations available to pay same.

General Accounts

The treasurer shall keep general accounts showing all of the receipts, appropriations, and expenditures of the district, which shall be available for inspection by members of the board of education or its designated officials at all times.

Item 124 – Investment Policy

Investment Philosophy

This policy shall be based upon a “prudent investor” standard. The Board of Education recognizes that those charged with the investment of public funds act as fiduciaries for the public, and, therefore the Treasurer is directed to exercise the judgment and care that persons of ordinary prudence, discretion, and intelligence exercise in the management of their own affairs as to the permanent non-speculative disposition of their funds, with due consideration of probable income earnings and probable safety of capital. In investing the District’s funds, the Treasurer shall place primary emphasis on safety and liquidity of principal and earnings thereon.

1. **Liquidity**: Available funds will be invested to the fullest extent practicable in interest-bearing investments or accounts, with the investment portfolio remaining sufficiently liquid to meet reasonably anticipated operating requirements.

2. **Diversification**: The investment portfolio will be diversified to avoid one class of investment having a disproportionate impact on the portfolio. Provided this restriction will not apply to securities of the United States Treasury backed by the full faith and credit of the United States Government.
3. **Safety of Principal**: Although investments are made to produce income for the District, investments will be made in a manner that preserves principal and liquidity.

4. **Yield**: The portfolio will be designed to attain maximum yield within each class of investment instrument, consistent with the safety of the funds invested and taking into account investment risk and liquidity needs.

5. **Maturity**: Investments may have maturities extending to 12 months, provided sufficient liquidity is available to meet major outlays, and except that general fund investments may not exceed 3 months.

6. **Quality of the Instrument and Capability of Investment Management**: The Superintendent of Schools shall be responsible for seeing that the Treasurer and any Assistant Treasurer are qualified and capable of managing the investment portfolio and satisfactorily complete any investment education programs required by state law or by the Board of Education.

If, at any given time, there are substantial monies in the custody of the school district treasurer that are not immediately needed to meet obligations. Rather than allow these monies to remain idle, the school district board hereby authorizes the treasurer to prudently invest those funds into one of the following authorized investments:

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 may invest funds in the investment account in other obligations of the United States government, its agencies or instrumentalities;

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

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

4. Savings accounts or savings certificates of savings and loan associations to the extent that such accounts or certificates are fully insured by the Federal Savings and Loan Insurance Corporation. Provided, that the income received from the investments may be placed in the general fund of the governmental subdivision to be used for general governmental operations;

5. Repurchase agreements that have underlying collateral consisting of those items specified in paragraphs 1 and 2 of the subsection 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 debt obligations for which an ad valorem tax may be levied or bond and revenue anticipation notes, money judgments against such county, municipality or school district ordered by a court of record or bonds or bond and revenue anticipation notes issued by a public trust for which such county, municipality or school district is a beneficiary thereof. All collateral pledged to secure public funds shall be valued at no more than market value. The income received from that investment may be placed in the general fund of the governmental subdivision to be used for general governmental operation, the sinking fund, the building fund, or the fund from which the investment was made;

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 investment in those items and those restrictions specified in paragraphs 1 through 6 of this subsection;

8. Warrants, bonds or judgments of the school district; or
9. Qualified pooled investment programs, the investments of which consist of those items specified in paragraphs 1 through 8 of this subsection, 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. The program must competitively select its investment advisors and other professionals. Any pooled investment program used must be approved by the Board of Education.

Safekeeping and Custody

The Treasurer will maintain a list of the financial institutions and pooled investment programs governed by an interlocal cooperative agreement formed pursuant to 70 Okla. Stat. Section 5-117b which are authorized to provide investment services, and will maintain a separate list of financial institutions with collateral pledged in the name of the District.

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

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

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

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

Reporting and Review of Investments

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

1. A list of individual securities held at the end of the reporting period.
2. The purchase and maturity dates of these securities.
3. The name and fund for these securities.
4. The yield rate of these securities.
5. Any collateral pledged by a custodian.

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

Depositing of Interest

Unless otherwise directed by the Board of Education through policy or by special directive, by the Oklahoma Constitution, or by the federal government, income earned from the investment of non-activity funds shall be deposited in the General Fund, and income earned from the investment of activity funds shall be deposited as directed by the Activity Fund Custodian.

Item 125 –Expenditure of District Funds and Procurement Policy

Statement of Position
Hennessey Board of Education recognizes the importance of staff in establishing and implementing appropriate procedures for sound fiscal management. These procedures shall include, but are not limited to, purchasing and delivery of goods and services, accounting, reporting, business, payroll, personnel, payment of vendors and contractors, and all other areas of fiscal management. No member or officer of the board of education shall receive financial benefits from the purchase of goods or services for the district. All purchases shall be made in strict conformity with local requirements as set forth in the State Laws of Oklahoma.

**Compliance with Oklahoma State School Law**

Regulations are intended to be in compliance with Oklahoma school laws and shall be amended from time to time to implement any changes and/or reinterpretations of school law and regulations.

The financial accounting structure of Hennessey School District shall consist of various code classifications as set forth in the Oklahoma Cost Accounting System. The school district accounting system shall be operated on a basis that assures legal compliance by recording and summarizing of financial transactions within funds, each of which is completely independent of any other. Each fund shall account for and continually maintain the identity of its revenues and expenditures. Expenditures from all appropriated funds shall be made by properly issued warrants/checks.

**REGULATION GUIDELINES FOR PURCHASING**

The purpose of this regulation is to establish uniform purchasing and bidding practices throughout the school district. The scope of these regulations shall include the use of any fund controlled by the board of education and shall be followed by all school district employees.

1. **General**
   a. The purchasing, receiving, storing and distribution of necessary supplies, equipment and services for use in the district’s programs and services represent a significant expenditure of District funds. Therefore, purchases shall, when practicable, be made competitively and without prejudice in order to obtain the maximum educational value for every dollar expended.
   b. Purchasing shall be made with consideration given to the following criteria:
      i. Best possible quality;
      ii. Lowest possible cost which meets the specifications required;
      iii. Availability of goods or services;
      iv. Least possible expenditure of time for person requesting; and
      v. Suppliers’ and vendors’ compliance with Board policies and past performance.

2. **Purchasing Authority**
   a. The Board authorizes the Superintendent to approve expenditures for the purchase of supplies, equipment and services from District funds according to the District’s approved budget. The Superintendent is further authorized to delegate purchasing authority to those persons designated in Administrative Regulation specifying the purchasing authority of each such person to whom the authority is delegated. Employees who make purchases without appropriate authority or proper paperwork may be held personally liable for such purchases and may be subject to disciplinary action.
b. All expenditures for purchases approved by the Superintendent or persons designated by the Superintendent must be within unencumbered balances of budgeted appropriations up to ten percent (10%) but not greater than $500 to accommodate slight increases in price or other adjustments. The Board’s approval of a construction project, after meeting all applicable requirements, shall be construed to include approval of all purchases and expenditures necessary to complete the project assuming sufficient funds have been encumbered for such purchases and expenditures.

3. Purchasing Procedures
   a. The administration shall develop, maintain and implement purchasing regulations and procedures consistent with this policy. Such regulations and procedures shall specify when solicitations, bids and quotations are required to be utilized and may require the supplier to provide those affidavits required by law. The District shall have the right to refuse any and all bids or quotations even though the bid or quotation may be the lowest.
   b. Bids or quotations shall not be required for purchases of:
      i. Insurance
      ii. Bonds
      iii. Sureties
      iv. Professional services
      v. Consulting services
      vi. Services of independent contractors
      vii. Testing and evaluation services
      viii. Used vehicles, equipment and fuel for transportation
      ix. Services, supplies and equipment from vendors holding state-wide contracts issued by the Oklahoma Department of Central services
      x. Items provided only by a single vendor
   c. Any regulations and procedures developed and implemented by the administration may provide for the purchase and storage of items in bulk when such purchases will result in the efficient and economical procurement of such items and may provide for the establishment and publication of a list of low-bid items and vendors for commonly-used items of small unit value.
   d. Records – The board shall keep a written record covering all purchases. This record shall include written purchases, encumbrances, orders, a signed copy of the order showing receipt of goods, a copy of the invoice, and a claim showing time of payment.
   e. Purchasing Requisitions – Any employee may request through his/her supervisor to requisition such materials as may be needed. If the supervisor agrees with the request, it is sent to the superintendent for approval and purchase.
   f. Filling Purchase Orders – A material service request form is submitted to the superintendent. Upon receipt of the request, acknowledgment of receipt of the request will be returned to the submitting employee. A purchase order based on the submitted requisition will be mailed or delivered to the vendor, and the district will keep one copy.
   g. Receiving Shipment – Upon receiving shipment, the receiving employee must sign and date the invoice, certifying that all items were delivered.

4. Public Competitive Bidding Act
a. All purchases subject to the Public Competitive Bidding Act of 1974 (61 O.S. Section 101 et seq.) shall be made in accordance with and compliance with the Act’s provisions.

5. **Receipt of Items Purchased and Payments Therefore**  
a. The administration shall develop, implement and maintain procedures and any necessary forms for the verification of delivery, where applicable, and for the payment of vendors, contractors and providers.

6. **E-Rate Procurement**  
a. In selecting service providers for all eligible goods and/or services for which Universal Service Fund (“E-Rate”) support will be requested, the administration shall:
   
i. Make a request for competitive bids for all eligible goods and/or services for which Universal Service Fund support will be requested and comply with applicable state and local procurement processes included in its documented policies and procedures.
   
ii. Wait at least four weeks after the posting date of the FCC Form 470 on the USAC Schools and Libraries website before making commitments with the selected service providers.
   
iii. Consider all bids submitted and select the most cost-effective service offering, with price being the primary factor considered.
   
iv. Keep control of the competitive bidding process by not surrendering control to a service provider who is participating in the bidding process and not including service provider contract information on its FCC Form 470.
   
v. Follow the gift rules outlined in the FCC’s 6th Report and Order.

Reference: 61 O.S. 05-126 (Section 983, School Laws of Oklahoma)

**Inventory**

The superintendent shall be responsible for maintaining an accurate inventory of materials and equipment in the district. Inventories shall include date of purchase and cost.
SECTION 200

**Item 201 – The Superintendent**

The Superintendent of Schools is the chief executive officer of the Board of Education and has charge of the administration of the schools under the direction of the Board of Education. He or she shall hold an administrative certificate recognized by the State Board of Education.

The Superintendent shall be elected by a majority of vote of all members of the Board in the first regular meeting of January of each year, unless he or she has been elected previously. It is the duty of the Board to notify the Superintendent of the decision of the Board immediately after the decision has been made.

The Board of Education will require of the Superintendent of Schools such periodic reports as the Board deems necessary to keep it properly advised.

At the discretion of the Board of Education, a Superintendent hired after July 1, 2006, may be required to reside within the boundaries of the district.

**Item 202 – The Superintendent – Job Description**

1. He/she shall attend the regular and special meetings of the board and advise the board on all school matters, (but will not be allowed to vote.)

2. He/she shall recommend to the board, from time to time, principals, supervisors, and teachers, and other employees of the school system as there is need of such employment during the year, and the board shall elect no school employee not recommended by the superintendent. The board has the authority to ask the superintendent to make more recommendations if they fail to approve the ones he/she has recommended.

3. He/she shall devote himself to the study of public educational trends; keep the board informed on the conditions of the schools of the district; from time to time present recommendations for the determination of policy; shall, once policies have been established, devise ways and means for their operation, and make periodic reports on the success of their operation.

4. He/she shall keep the board of education informed, in writing, as the occasion may warrant, so that competent teachers be employed for teaching the branches required by the School Code and the board of education.

5. He/she shall make plans for the admittance and education of nonresident children who apply for permission to attend the schools of the district; and for the education of resident children who may apply for permission to attend schools in other districts.

6. He/she shall, for the purpose of designating the schools to be attended by the several pupils, subdivided the school district in such manner that all the pupils shall be assigned to and reasonably accommodated in one of the public schools; so that all pupils be given full advantage of the educational opportunities offered by the district; and that such sub-
divisions, classifications and assignments shall, in case of dispute, be finally decided by the board.

7. He/she shall be responsible for the administration of suspensions, excusals, and exclusions of children of compulsory school age on account of any mental, physical, or other urgent reasons in accordance with the approval of the Department of Public Instruction.

8. He/she shall annually prepare a school calendar and submit it to the board of education.

9. He/she shall administer a complete high school course consisting of Kindergarten, a four (4) year elementary school, a four (4) year middle school and a four (4) year senior high school program in conformity with the regulations established by the State Department of Public Instruction.

10. He/she shall be responsible for providing the ways and means for teaching the subjects required by the School Code and such other subjects as may be designed or approved by the State Board of Education.

11. He/she shall be responsible for recommending to the board of education for appointment a sufficient number of teachers for the teaching of any subjects in the program of studies of the State Board of Education.

12. He/she shall be in complete charge of the organization, administration and supervision of all the schools and of all the special departments connected with the school district.

13. He/she shall have the activity account audited each year and a copy of it filed with the clerk of the board of education.

14. Superintendent shall see that fire, tornado, bus evacuation, and lock down drills are conducted as required by law.

15. He/she shall visit personally all the schools of the district as often as practicable; carefully observe the methods of instruction and discipline of all the teachers; suggest improvements; remedy defects in their management; advise as to the best methods of instruction and discipline; and pay special attention to the classification of the pupils, the program of studies, and the apportionment of time allotted to each of the prescribed subjects.

16. He/she shall, as chief executive and administrative officer of the school, be responsible for the efficient operation of the schools, have general direction of the secretarial staff, and shall be responsible for carrying out the technical operations of their work.

17. He/she shall be responsible for the securing of adequate plant facilities; for the standardization of supplies, equipment and other materials used in the school; and for the formulation in cooperation with his associates of standard procedures for purchasing, storing, distributing, and controlling books, supplies, and equipment in all departments of the school.

18. He/she shall, as the chief executive charged with the responsibility of educating the children of the district, be responsible for the preparation of a well coordinated budget,
and shall require the various divisions of the school system to participate in its development.

19. He/she shall make studies of the need for new sites and buildings and for the repair or reconstruction of old buildings. He/she shall keep the board informed of needs and trends and shall make recommendations for the development of the educational program.

20. He/she shall make assign and have the right to transfer all teachers, all other professional employees, and clerks of the educational department of the system.

21. He/she shall have the power to close temporarily any of the public schools in case of emergency.

22. He/she shall be responsible for maintaining satisfactory relations with the public; shall serve the best interests of the children; shall give his/her advice in securing, handling, controlling, and spending of money, and shall establish, maintain, and increase confidence in the school system.

23. He/she may visit schools in other cities to observe developing educational trends and to suggest appropriate means for the advancement of the public schools under his jurisdiction.

24. He/she shall recommend to the board transfer from one budget item to another as conditions may require.

25. In the interest of efficient administration, he/she shall have the power to decide all matters of detail purely ministerial and administrative that may arise, concerning which no specific provision is made in these rules and regulations. All important decisions of the superintendent as herein authorized must be reported by him/her to the board not later than the first regular meeting of the board following such decisions.

26. He/she shall use his influence for stimulating principals and teachers to continue to do creative work; to help them sense their difficulties and problems; to aid them in the progressive development of classroom instruction; to encourage them to contribute their talents to the scientific study and the solution of the instructional problems arising in the schools; and to lend their support to continuous development.

27. He/she shall endeavor to make school work continuous for the child; to create a school environment that safeguards the mental, social and physical well-being of the child; and to encourage good articulation with the other units of the school system.

28. He/she shall perform the functions of giving every possible assistance, encouragement, specialized services, satisfactory working conditions, and stimulating leadership; and shall offer his/her assistance to the principals, and the teachers for the improvement of instruction in the classroom.

29. He/she shall have the power to suspend any pupil from the schools whenever his/her judgment, in the best interest of the school, demand such action. Such suspension is to be reported to the board at its next meeting. He/she shall have the same jurisdiction over the students at school as the parents do at home.
30. The Superintendent shall serve as the purchasing agent for the schools. All purchases made shall be under his/her direction and only with his permission.

31. The Superintendent is authorized to make application and be the authorized district agent for all federal programs of the district.

32. The Superintendent shall perform other duties as deemed advisable for proper administration of the schools and aid requested by the board.

**Item 203 - The Attorney**

The board of education shall appoint an attorney or law firm for legal counsel and services as requested by the board and/or the superintendent. Legal representation shall include representation of the District and its employees, acting within the scope of their employment, in claims or litigation affecting the operation of the school district.

Contact with the district’s attorney should normally be made through the superintendent or the board president. The superintendent may authorize other school employees to contact the school attorney as needed. Board members may contact the school attorney regarding school business with the understanding that the attorney shall, following each contact by a board member inform the remaining members of the opinion, advice or recommendations sought and provided. In instances where the advice sought does not implicate the superintendent’s employment or otherwise result in a conflict of interest involving the board and the superintendent, any advice sought or received by a board member or members will also be communicated to the superintendent.

Copies of all legal opinions received in writing by the superintendent shall be furnished to each board member by the superintendent. Copies of all legal opinions received by the board will be furnished to all members of the board by the attorney.

**Item 204 – The Principal - Job Description**

The administrative and supervisory head of a school shall be designated as the Principal. He or she shall be responsible to the Superintendent and other person or persons as the Superintendent may direct.

Administrative hours shall be from thirty minutes before school until fifteen minutes after school, Monday through Friday.

**TITLE:** Principal

**QUALIFICATIONS:**
1. The general qualifications of a teacher in the state.
2. At least a master’s degree from an accredited institution, with a major in administration and supervision.
3. At least five years’ teaching experience, one year of which shall have been at the level assigned.

**REPORTS TO:** Superintendent

**SUPERVISES:** All personnel serving in assigned school
JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Studies the education needs of the school and develops plans for meeting them.

2. Expert leadership in the adaptation of the general program of education approved for the schools to meet the peculiar needs of the community served.

3. Directs the activities of school professional and nonprofessional staff members in the performance of their duties.

4. Supervised the instructional staff in the development and implementation of curriculum and student activities.

5. Reports to appropriate central office administrative officers regarding the needs of the school with respect to personnel, equipment, supplies and curriculum.

6. Develops a program of public relations in order to further the community’s understanding and support of the educational program.

7. Implements Board policies and administrative rules and regulations relating to the school.

8. Prepares reports as may be required.

9. Utilizes all resources of the school system and the community in developing the most effective educational program.

10. Consults regularly with and coordinates the services of the resources personnel so that all classroom teachers may receive effective assistance.

TERM OF EMPLOYMENT: Ten month year unless otherwise agreed to by the Board for an eleven month contract. Salary and work to be established by the Board.

Item 205 – Assistant Principal Job Description

Title: Assistant Principal

Qualifications: 1. The general qualifications of a teacher in the state.
2. At least a master’s degree from an accredited institution, with a major in administration and supervision.
3. At least three years’ teaching experience, two years’ of which shall have been at the level assigned.

Reports to: Principal/Superintendent

Supervises: All personnel assigned by the Principal

Job goal: Assist the principal with administrative duties in order to promote the educational development of each student.
Performance responsibilities:

1. Assists the principal in the overall development of the school.
2. Serves as principal in the extended absence of the regular principal.
3. Serves as the Upper Elementary site testing coordinator.
4. Keeps the principal informed of school activities and problems.
5. Proposes schedules of classes and extracurricular activities.
6. Cooperates in the conducting of safety inspections and safety drill practice activities.
7. Assists in the supervision of the instructional staff in the development and implementation of curriculum and student activities.
8. Supervises the reporting and monitoring of student attendance, and works with the attendance supervisor for investigative follow-up actions.
9. Assists in maintaining discipline throughout the student body, and deals with special cases as necessary.
10. Implements Board policies and administrative rules and regulations relating to the school.
11. Participates in preparation of reports, records, lists, and all other paperwork required or appropriate to the school’s administration and supervises the maintenance of all required building records and reports.
12. Participates professionally in the fair assessment of support personnel including recommending according to established procedures the removal of any staff member whose work is unsatisfactory. Serves with parent, faculty, and student groups as requested in advancing educational and related activities and objectives.
15. Attends special events held to recognize student achievement and attends school-sponsored activities, functions, and athletic events associated with assistant principal’s site.
16. Serves as the District Federal Programs Director.
17. Performs other duties as requested by the building principal.

Term of employment: Ten-month year. Salary and work to be established by the Board.

Board Approved 8/12/19
Item 206 – Teachers Job Description

Title: Teacher

Qualifications:
1. The general qualifications of a teacher in the state.
2. At least a Bachelor degree from an accredited institution.
3. Good work ethics

Reports to: Administration

Job Goal: Provide a learning environment conducive to learning. To utilize all skills and methods to provide students with a sound education.

Performance Responsibilities:

1. All teachers are required to have an Oklahoma certificate or license valid for the school year on file in the office of the Superintendent.
2. Complete and up-to-date transcript and certificates are to be on file in the Administration Office. This is the responsibility of the teacher.
3. All certified staff members are expected to be in attendance at all professional meetings that are used to satisfy the 180-day teaching requirement.
4. The teacher should be willing to participate in professional activities designed to improve the effectiveness of the school program.
5. The teacher should assume the responsibilities of keeping him/her self informed of research and current practices in education.
6. The teacher should be adaptable and creative in his or her approach to all situations related to teaching.
7. Loyalty to the local school program and policies is basic to a successful educational program.
8. The individual teacher has a responsibility in the matter of public relations.
9. Teacher planning should be creative, challenging and continuous.
10. The teacher should be aware of the impact of correct English usage upon the student.
11. The teacher should assume the responsibility for motivating the teaching of correct communicative skills.
12. The teacher should keep accurate, neat, and up-to-date records, and submit materials, records, and reports on time.
13. The teacher should recognize the need for assuming a fair share of responsibilities.

14. He or she should assume responsibility for the completion of the assigned extracurricular activities and help the student develop proper attitude and behavior in all school activities outside the classroom.

15. A teacher should be aware that his attitudes and actions affect all school personnel.

16. He should respect and encourage accomplishments of other teachers, be willing to share plans, ideas, materials, and facilities.

17. A special effort should be made to help incoming teachers.

18. Teachers should maintain good relationships by taking care of materials and equipment and promptly return them to their proper place.

19. No teacher in the employ of the public schools may tutor the students of another teacher in the schools without the knowledge of the teacher and only by mutual consent of the two teachers and Principal under whose jurisdiction the student is attending school.

20. Teachers should work with parents in a positive and professional manner and interpret the school program to people in the community in a manner that brings about understanding and good will.

21. The teacher should exercise his/her rights and privileges and assume his/her duties as a responsible citizen of his/her community.

22. Since teaching is a profession that should set the standard for others to follow, it is inherent that all staff members wear acceptable dress whenever in the presence of students.

Item 207 – Federal Programs Coordinator Job Description

Title: Federal Programs Coordinator

Reports to: Superintendent

Performance Responsibilities:

1. Manages federal and former federal Title programs to ensure that implementation and prescribed activities are carried out in accordance with specified objectives.

2. Plans and develops methods and procedures for implementing programs, directs and coordinates program activities, and exercises control over personnel responsible for specific functions or phases of program.

3. Confers with staff to explain programs and individual responsibilities for functions of programs.
4. Directs and coordinates personally, or through district assigned certified and/or support personnel, activities concerned with implementation and carrying out objectives of programs.

5. Reviews reports and records of activities to ensure progress is being accomplished toward specified programs objectives and modifies or changes methodology as required to redirect activities and obtain objectives.

6. Prepares program reports for superiors and for submission to appropriate state or federal agencies.

7. Monitors expenditures in accordance with budget allocations and submits annual budget reports.

8. Ensures district compliance with all applicable district, state, and federal laws as they relate to programs activities.

**Item 208 – Athletic/Activities Director Job Description**

**Qualifications -**

1. Shall have completed a Master’s Degree from an accredited college or university. Priority will be given to applicants with Oklahoma administrative certification.

2. Shall possess qualifications for a Provisional or Standard teaching certificate as required by the Oklahoma State Board of Education.

3. Shall have a minimum of three years’ teaching experience.

4. Shall have previous head coaching experience.

5. Shall demonstrate knowledge and understanding of successful competitive athletic programs.

6. Shall satisfy all general regulations for eligibility as outlined in The Teacher Education, Certification, and Assignment Handbook, Oklahoma State Board of Education.

**Term of Office -**

1. The employee shall be considered for renewal no later than the regular March meeting of the Hennessey Board of Education.

2. The contract shall be set for one year at a time.

3. Employment shall begin on July 1.

4. Employment shall be on a twelve-month basis.

**Responsibilities –**
1. Supervises and coordinates the competitive sports program of Hennessey Public Schools.

2. Supports the policies of Hennessey Public Schools, particularly as they relate to the four-fold program of the following:
   
a. Participation of large numbers of students in competitive sports.

b. Develops superior standards of sportsmanship, competitive spirit, and moral character.

c. Recognizes the principle that an acceptable standard of class work and general school behavior is a prerequisite to representation of the school on interscholastic teams.

d. Recognizes and complies with the requirements and implementation procedures of Title IX.

Duties –

The Athletic/Activities Director organizes and directs the interscholastic competitive sports program, working with the middle school and high school principals in maintaining direct supervisory responsibility for members of the coaching staff in the performance of assigned coaching duties.

1. Directs the middle school and high school athletic programs in compliance with all rules and regulations of the Oklahoma Secondary Schools Activities Association and the Hennessey Board of Education Policies and Procedures.

2. Plans and directs a well-balanced program of sports for the high school and middle school.

3. Monitors and maintains administrative responsibility for all phases of the Hennessey Public Schools athletic program.

4. Contracts the interscholastic game schedule for the middle school and high school.

5. Contracts the officials for all home athletic events.

6. Meets with the coaches to develop a budget to be recommended to the Superintendent.

7. Requisitions equipment and materials for the high and middle schools’ athletic programs within the budget.

8. Supervises the distribution, storage, maintenance and care of all athletic equipment.

9. Makes periodic inspections of all athletic equipment and facilities.
10. Supervises the use, care and operation of all district athletic facilities.

11. Screens, interviews and recommends personnel for middle school and high school coaching assignments in cooperation with the head coach, the middle school and high school principals, and the superintendent.

12. Supervises the work schedule of all high school and junior high coaches and is responsible for the evaluation of their coaching performance. Head coaches are directly responsible to the athletic director and principals in the performance of their coaching duties and to the principal for their teaching responsibilities.

13. Serves as the Hennessey Public Schools athletic liaison with local civic organizations and sports booster clubs.

14. Executes board and administrative policies within the area of assignment.

15. Recommends new policies to the principal and superintendent and evaluates the effectiveness of all policies within assigned areas.

16. Assigns workers for all athletic events for the middle school and high school.

17. Provides supervision for all school athletic events, in conjunction with the school administration.

18. Plans game procedures with visiting schools, i.e. dressing room assignments, parking assignments, and seating arrangements.

19. Administers all ticket sales, including season tickets, presale tickets and game night ticket sales.

20. Arranges for the printing and distribution of all athletic schedules.

21. Coordinates for transportation for all approved school activities.

22. Provides for adequate staff training and development opportunities.

23. Works with coaches and principals in problems of discipline concerning athletics. Will also maintain a file of all athletic suspensions and expulsions from teams in regard to giving each athlete “due process.”

24. Schedule annual athletic physicals for student-athletes in the spring of each school year.

25. Will serve as school liaison to the Hennessey Athletic Booster Club.

26. Will coordinate or assist with coordination of all concession stand activities related to athletic activities.

27. Performs other related duties as assigned by the high school principal or superintendent.
Item 209 – Secretary and Aide Job Description

Title – Secretary or Aide

Qualifications –
1. Demonstrate aptitude for successful fulfillment of assigned performance responsibilities.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Report To: Administration in charge of buildings.

Job Goal: To provide support service to assure the development of a strong educational environment.

Performance Responsibilities –
1. To perform those services as assigned by the administrator in charge.
2. To produce a work product that is of the highest professional quality.
3. A pleasant personality and the ability to work with youth is a strong requirement.
4. Support employees are expected to be in attendance at all meetings required by the school.
5. Employees should be aware of the impact of correct English in the work areas.
6. Employees should work with fellow professionals in a positive manner.
7. Effort must be made to take care of equipment in their care.
8. He or she should be willing to share ideas with other members of the profession.
9. An aide or secretary should be aware that attitude actions affect all school personnel.
10. He or she should recognize the need for assuming responsibilities.
11. He or she shall follow all policies and rules of Hennessey Public Schools.

Item 210 – The Custodians

The custodians should be responsible to their building Principals and to the Maintenance Director. The major functions of the custodians are as follows:

1. To provide a physical environment conducive to the best possible
operation of the educational program.

2. To assume primary responsibility for the economical and efficient use of custodial and maintenance supplies and equipment.

3. To cooperate with the superintendent and with other members of the staff in selecting custodial and maintenance supplies and equipment, and in testing various supplies and equipment with a view to continuously improve efficiency.

4. To cooperate with staff members in providing physical conditions which insure maximum safety.

5. To recommend supplies required for the maintenance and operation of buildings and grounds.

Every precaution shall be taken to see that the activities of the custodial and the maintenance departments shall in no way interfere with the activities of the classroom. This shall apply to, but in no way be limited to, building repairs, lawn care, and painting. Teachers will be notified and permission granted when it is necessary for maintenance employees to be in their classrooms. Comment: Teachers should feel free to ask that the maintenance work be delayed if such work will interfere with a particularly important instructional situation.

**Item 211 - Maintenance Director Job Description**

**Title:** Maintenance Director

**Qualifications:** Demonstrates aptitude for successful fulfillment of assigned performance responsibilities.

**Reports To:** Superintendent

**Job Goal:** To manage custodial staff to maximize job performance and assure all buildings are safe, clean, and run efficiently.

**Performance Responsibilities:**

1. To assign custodial staff to daily jobs.

2. To monitor custodial staff performance.

3. Report to Superintendent any worker that is not performing his/her duties.

4. Evaluate staff twice a year and give final evaluation to Superintendent by June 1st.

5. Assure that all buildings and premises, including sidewalks, driveways, and play areas are neat and clean at all times.

6. Regulates heat, ventilation, and air conditioning systems to provide temperatures appropriate to the season and to insure economical usage of fuel, water, and electricity.
7. Makes such minor building repairs as he is capable of.
8. Reports all major repairs to Superintendent.
9. Maintains on a regular schedule all motors and other mechanical equipment requiring scheduled servicing.
10. Reports all damage to school property to Superintendent.
11. Conducts an ongoing program of general maintenance, upkeep, and repair.
12. Moves furniture or equipment, when necessary.
13. Complies with local laws and procedures for the storage and disposal of trash, rubbish, and waste.
14. Conducts periodic inspections and tests of all electrical installations in the school to insure their safe condition.
15. Responsible for working with central office to order all custodial and maintenance supplies for District.
16. Conducts annual inventory of all surplus property.
17. Maintains the upkeep of school vehicle provided for Maintenance Director.

**Item 212 - Custodian Job Description**

**Title:** Custodian

**Qualifications:**

1. Demonstrate aptitude for successful fulfillment of assigned performance responsibilities.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

**Reports To:** Principal and Maintenance Director

**Job Goal:** To provide students with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

**Performance Responsibilities:**

1. Keeps building and premises, including sidewalks, driveways, and play areas neat and clean at all times.
2. Shovels, plows, and/or sands walks, driveways, parking areas, and steps, as appropriate.
3. Checks daily to insure that all exit doors are open and all panic bolts are working properly during the hours of building occupancy.
4. Raises the United States flag at or before 8 a.m. on each school day, and lowers it at or after 3:30 p.m.

5. Sweeps classroom daily and dusts furniture.

6. Scrubs, hoses down, and disinfects toilet floors daily, and cleans all sanitary fixtures and drinking fountains daily.

7. Washes all windows on both the inside and outside when needed.

8. Keeps the grounds free from rubbish.

9. Keeps all floors in a clean and attractive condition and in a good state of preservation.

10. Makes such minor building repairs as he/she is capable of.

11. Reports major repairs needed promptly to the Maintenance Director and Principal.

12. Reports immediately to the Principal or Maintenance Director any damage to the school property.

13. Remains on the school premises during school hours, and during non-school hours when the use of the building has been authorized and attendance is required by the Principal.

14. Assumes responsibility for the opening and closing of the building each school day and for determining, before leaving, that all doors and windows are secured, and all lights, except those left on for safety reasons are turned off.

15. Conducts an ongoing program of general maintenance, upkeep, and repair.

16. Moves furniture or equipment within buildings as required for various activities and as directed by the Principal.

17. Complies with local laws and procedures for the storage and disposal of trash, rubbish, and waste.

18. Performs all duties given by the Principal or Maintenance Director.

19. Maximizes time so that job requirements can be met.

20. Minimizes interaction with students while school is in session.

21. Cleans gym and football field the morning after every game.

22. Works hours that best meet the needs of the district.

23. Keeps flow chart of daily routine.

Terms of Employment: Twelve month year. Salary and work year to be established by the Board.
Item 213 - Child Nutrition Director Job Description:

Title: Child Nutrition Director

Qualifications: Demonstrates aptitude for successful fulfillment of assigned performance responsibilities. Must be able to communicate effectively and professionally with co-workers, students, parents, vendors, and all school employees.

Reports To: Superintendent

Job Goal: To assure that quality food service is provided to all students and faculty.

Performance Responsibilities:

1. Oversees daily operations of cafeteria.
2. Assigns individual duties and work schedule to child nutrition staff members.
3. Responsible for training and development of all child nutrition staff.
4. Monitors child nutrition staff performance.
5. Evaluates child nutrition staff and reports final evaluation to Superintendent by May 1st each year.
6. Reports to Superintendent any child nutrition worker who is not performing their assigned duties.
7. Gathers and verifies all weekly time cards for child nutrition staff.
8. Contacts and employs substitutes for staff when members are absent.
9. Responsible for obtaining bids from vendors. Also supervises ordering of food and supplies as needed, and makes sure items ordered are received.
10. Works with Encumbrance Clerk to gather invoices and prepare purchase orders for board approval.
11. Responsible for assuring all federal guidelines on free and reduced meal applications are followed.
12. Makes sure all health department requirements are met.
13. Makes sure all federal and state requirements are met, and all reports are filed as required.
14. Responsible for ensuring all guidelines for handling commodities are followed.
15. Conducts periodic inventory of all food and supplies.

16. Maintains the upkeep and required inspections of cafeteria equipment.

17. Maintains the upkeep of school vehicle provided for food service. Notifies the central office when repairs are needed.

**Item 214 - Child Nutrition Staff Job Description**

**Title:** Child Nutrition Staff

**Qualifications:** Demonstrates aptitude and physical ability for successful fulfillment of assigned performance responsibilities.

**Reports To:** Child Nutrition Director

**Job Goal:** To provide students and faculty with safe and healthy school meals.

**Performance Responsibilities:**

1. Reports to work at assigned times. Schedule may vary due to the needs of the district.

2. Must wear assigned uniform and skid-resistant shoes.

3. Child nutrition staff will have different responsibilities which will be assigned by the Child Nutrition Director. Each worker will be responsible for the duties required for their particular assignment. Child Nutrition Director may reassign workers during the school year in order to assure the child nutrition program is operated in the most efficient manner possible.

4. All child nutrition staff will be required to help unload and put away groceries and supplies as they are delivered.

5. Responsible to assure all food is handled and stored properly as required by guidelines for safe food handling and storage.

6. Responsible for breakfast and lunch being prepared and ready to serve to faculty and students at times specified by the administration.

7. Responsible for determining the proper amount of food to be prepared to ensure all students are fed, but with as little waste as possible.

8. Responsible for all food being served at correct temperatures and in correct portions as required by child nutrition guidelines.

9. Child nutrition staff assigned to serve breakfast and/or lunch at the elementary school will be responsible for loading/unloading the carts into and out of the van, serving food, and cleaning the elementary kitchen before they return to the high school cafeteria.

10. All child nutrition staff will be responsible for doing dishes, sanitizing equipment, and general cleanup of cafeteria and kitchen area daily.
11. Each child nutrition worker will be required to work at least one fund raiser dinner during each school year. Workers will be assigned as needed by the Child Nutrition Director.

12. All child nutrition staff will help with getting kitchen ready prior to school starting and getting kitchen equipment and supplies stored for the summer after school is out, as needed and assigned by Child Nutrition Director.

Terms of Employment: School year calendar to be determined by Board of Education each year.

**Item 215 - Transportation Director Job Description**

**Title:** Transportation Director

**Qualifications:** General knowledge of motors and basic mechanics. Must be able to perform basic small engine repairs.

**Reports To:** Superintendent

**Job Goal:** To keep roll fleet on road transporting students and staff.

**Performance Responsibilities:**

1. Oversee daily transportation needs.
2. Pre-check and post-check bus fleet regularly.
3. Fuel buses daily.
4. Power wash exterior of busses as needed, but at a minimum, once a week.
5. Clean interior of busses as needed, but at a minimum, once a week.
6. Assign bus routes to drivers.
7. Work with principals to ensure each student is assigned to proper bus.
8. Change oil in busses and school vehicles.
9. Responsible for keeping bus barn clean and safe.
11. Coordinate required maintenance of busses and other school vehicles.
12. Keep accurate records on maintenance of busses and other school vehicles.
13. Coordinate drug testing of drivers.
14. Work with drivers to keep bus driving certificates current.
15. Work with new bus drivers to help them prepare for testing.

16. Ensure bus evacuation drills are conducted as required by law.

17. Monitor fuel supply and work with administration office when fuel is needed.
Item 301 – Health Examination of School Employees

All employees of the Hennessey Schools may be required to submit at the time that they begin their employment with the schools and each five years thereafter, a statement signed by the County Health Nurse or a licensed medical practitioner certifying that the employee has had a health examination, showing freedom from respiratory infections, evidenced by a tuberculin test and, if necessary, an x-ray examination of the chest. All cooks must have had a TB test. Reports of these examinations will be filed in the office of the Superintendent.

Recognizing the intimate relationship between the health of a classroom teacher and the success of a child in the classroom, we believe it essential that the person engaged to teach, or any school employee, should be required to submit to a physical examination by a reputable physician if deemed it may be in the best interest of the Hennessey School system. The Superintendent or the Board of Education may designate the examining physician. Pupils should not be penalized because of some physical defect of a school employee, therefore, an exam can be requested at any time.

Item 302 – Personal Leave

Two (2) days of personal leave, with full pay, is authorized for all full-time employees. This leave may be extended three (3) days, and the employee will have their pay reduced by the amount needed to hire a substitute. Personal leave for certified personnel on inservice days or the day before or the day after a vacation must be approved in advance by the Superintendent. Superintendent will report approval of personal days in conjunction with school breaks to the board at their next meeting. Certified personnel receiving administrative approval for using over five (5) days of personal leave shall have one contract day’s salary deducted for each day of absence, and must submit a personal leave request prior to departure.

The personal leave days must be approved at least 48 hours in advance by the Superintendent or Principal, or the teacher will have their salary reduced by the amount needed to hire a substitute and the district will pay the substitute. When this is not possible, the 48-hour provision may be waived by the Principal, providing a written statement is submitted by the teacher regarding the cause of absence. Principals should keep written requests on file for reference should questions arise regarding approval.

Absences in excess of the approved five days of personal leave may result in discipline action against the school employee.

Item 303 – Temporary Leave

The Board of Education shall provide temporary leave, with pay, for the time necessary for appearance in school related legal proceedings.
Item 304 – Sick Leave

All full-time employees are entitled to sick leave of ten (10) working days at full pay for each school year of service in the Hennessey Public Schools. Employees who work for eleven (11) or twelve (12) months per school year are entitled to eleven (11) or twelve (12) days sick leave, respectively. Sick leave will accrue at the rate of ten (10), eleven (11), or twelve (12) days per school year, beginning the first day of work of each school year. Unused sick leave will accumulate from year to year, as long as the employee remains continuously in the service of the Hennessey Public Schools, however, the maximum accumulated sick leave credit at any time shall not exceed seventy (70) working days. An employee may use sick leave for their immediate family in some instances as outlined below.

For purpose of this policy, the term “immediate family” means a spouse, parent, legal guardian, child (including foster child), sibling, grandparent, grandchild, domestic partner or any individual whose close association with the employee is the practical equivalent of a family relationship, and corresponding relatives by marriage.

This policy provides an employee sick leave for absence due to:
- personal accidental injury, illness, or medical condition,
- accidental injury, illness or medical condition in the immediate family,
not to exceed the number of accumulated sick leave days, except as hereinafter provided:

**Salary payment for teachers after sick leave is exhausted**

If, after exhausting all sick leave, a teacher is absent from their duties due to personal accidental injury, illness, or medical condition, the teacher shall receive their full contract salary less the amount paid for a certified substitute teacher for their position for an additional period of twenty (20) days regardless of whether a substitute was hired or not. Any teacher exhausting all of their allowable sick leave and the additional 20 days at the amount paid for a certified substitute teacher for their position will be charged one contract day’s salary for each day absent.

**Provision applicable to all employees**

At the termination of employment for any person, all accumulated sick leave credit shall be available for transfer to another district or for teacher retirement purposes. Each employee upon request shall receive notice of this accrued sick leave. Any employee may be required to submit appropriate evidence requested by the administration concerning the cause of his/her absence in order to qualify for sick leave benefits.

**Sick leave provisions applicable to pregnancy, child-birth and maternity**

The provisions below determine when and what type of leave may be used for pregnancy, child-birth, maternity, and child-birth of a biological or adopted child. An employee, whether mother or father, may use their accrued sick leave due to:
- pregnancy, child-birth, maternity, or child-birth of a biological or adopted child,
not to exceed the number of accumulated sick leave days, except as hereinafter provided. An employee who has been designated surrogate parent of another person, whether or not the person is a member of the employee’s immediate family, may use accrued sick leave for pregnancy, child-birth, maternity, or child-birth of a biological or adopted child, not to exceed the number of accumulated sick leave days.
Salary payment for teachers after sick leave is exhausted

If, after exhausting all sick leave, the mother and/or father (who is a teacher) is absent from their duties due to:
- pregnancy, child-birth, maternity, or child-birth of a biological or adopted child,
the teacher shall receive their full contract salary less the amount paid for a certified substitute teacher for their position for an additional period of twenty (20) days regardless of whether a substitute was hired or not. Any teacher exhausting all of their allowable sick leave and the additional 20 days at the amount paid for a certified substitute teacher for their position will be charged one contract day’s salary for each day absent.

Employee use of personal leave in the event sick leave is exhausted

Any employee who has exhausted paid sick leave may use accrued personal leave for any purpose which would qualify for the use of sick leave.

In the event none of the conditions are met for sick leave or personal leave, an employee may request leave days through the Employee Leave Committee.

Item 305 – Unused Sick Leave Bank

It is the policy of the 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 seventy (70) days as prescribed by local school board policy.

In accordance with Section 17-116-2, 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 Teacher’s 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 which may be for retirement purposes subject to the approval of the Teacher 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 70 days of sick leave have been accumulated. Unused sick leave 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 70 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 of 70 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 unused sick leave bank days and the 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 are acceptable to the Teachers’ Retirement System.

The unused sick leave bank days may be used only to extend creditable service at retirement and for no other purpose. No employee can contribute unused sick leave bank days to another employee.

Item 306 – Sick Leave Sharing Program

This SICK LEAVE SHARING PROGRAM is established for district employees to donate sick leave to a fellow district employee who is suffering from or has an immediate family member (as defined by policy item 304) suffering from an extraordinary or severe illness, injury, impairment, physical or mental condition, which is likely to cause the employee to take leave without pay or terminate employment.

1. To be eligible to receive donated sick days, an employee must first provide the Superintendent with a medical certificate from a licensed physician or health care provider verifying the severe or extraordinary nature and expected duration of the condition, and must have exhausted all of his/her accumulated sick leave, including the additional twenty (20) days that the employee is required to pay a substitute.

2. An employee may initially request up to thirty (30) donated days per school year per illness. If that leave is exhausted, the employee may apply for an additional thirty (30) days during a school year with a maximum of sixty (60) days per school year. However, in the event of extraordinary circumstances, the superintendent may seek board approval to increase the maximum number of days on a case-by-case basis. All requests for donated sick leave must be submitted on the form attached to this policy.

3. The sick leave being donated will be designated as donated sick leave and maintained separately from all other sick leave balances. Donated days cannot be carried forward to the next school year. Any donated sick leave not used by the recipient during an occurrence shall be returned to the donor(s) on a pro-rata basis in ½ day and one day units. The employee receiving donated sick leave days is to receive their normal rate of pay.

4. Donors may donate any amount of sick leave provided the donation does not cause the donor’s sick leave balance to fall below twenty (20) days. Authorization to donate sick leave must be submitted on the form attached to this policy.

5. Sick leave sharing shall be approved or denied by the Supervision Committee, whose purpose is to decide if the condition meets the criteria for sick leave sharing and shall determine how many days of shared sick leave the recipient may
receive. The committee is comprised of the site principals. Any contribution of sick leave is strictly voluntary.
REQUEST FOR DONATED SICK LEAVE
Personnel Sick Leave Sharing Program

DATE ______________________

NAME ______________________________

POSITION ______________________________

Have you, or will you exhaust all earned leave?  YES_____  NO_____

Please attach a statement of need to the Superintendent/Designee.

Please also submit a medical certificate from a licensed physician verifying the severe or extraordinary nature of the illness and the anticipated date of return to work.

EMPLOYEE SIGNATURE ________________________________

(For Committee Use Only)

_______________________________________  Date ________
Committee Member Signature          Approve    _____    Disapprove _____

_______________________________________  Date ________
Committee Member Signature          Approve    _____    Disapprove _____

_______________________________________  Date ________
Committee Member Signature          Approve    _____    Disapprove _____

All forms should be sent directly to the Administration Office.
AUTHORIZATION TO DONATE SICK LEAVE  
Personnel Sick Leave Sharing Program  

Date_________________

NAME __________________________________

POSITION______________________________

NUMBER OF DAYS TO BE DONATED ______
(cannot cause your sick leave balance to fall below 20)

NAME OF DISTRICT EMPLOYEE TO RECEIVE DONATED DAYS:

__________________________________________________

Employee Signature _____________________________  Date______________

This form should be sent directly to the Administration Office.
Item 307 – Jury Duty Leave

The district will pay the substitute and the employee will receive full pay while serving on jury duty.

Item 308 – Bereavement Leave

Two (2) days of non-cumulative bereavement leave will be allowed each year with full pay. Bereavement leave is provided for the employee to attend a funeral. In case of death, an extra three (3) days may be allowed upon the request of the teacher and upon approval by the building principal. A written request is required in advance signed by the principal, submitted to the superintendent for final approval. If there is not time for written requests, a phone call to the principal or superintendent requesting approval will be acceptable. Written request will be submitted by the employee immediately upon return to duty if time did not permit prior notice.

Board Approved 7/8/19

Item 309 – Extended Leave of Absence without Pay

An extended leave of absence without pay may be granted to an employee for the purposes outlined below. Request for such leave will be reviewed and considered on a case-by-case basis by the Board of Education. Such leave shall not exceed one year in duration. This one-year period shall include any FMLA leave the employee qualifies for. Extended leave for involuntary military service shall be provided for the length of such service.

Employees failing to meet the provisions of a specific leave or fail to return to work on the specified date shall not be entitled to reinstatement.

Reasons which will be considered for extended leave of absence without pay are:

1. MATERNITY: The employee shall file a written application for leave of absence, said application to designate beginning and terminal dates of requested leave and must be filed with the Superintendent of Schools not less than one month prior to the beginning date of such requested leave of absence.

2. PERSONAL ILLNESS: Requests for leaves of absence for personal illness, request to return from such leaves, or requests to extend such leaves must be accompanied by a physician’s statement. Teachers on leave of absence for personal illness will not be permitted to do substitute teaching.

3. CARING FOR SICK MEMBER OF IMMEDIATE FAMILY: Requests for leaves of absence to care for a sick member of immediate family must be accompanied by a physician’s statement.

4. FURTHER STUDY: Leaves of absence for further study may be granted for approved courses of study for not less than 12 hours of credit per semester. Teachers failing to comply with this requirement will not be entitled to leave of absence benefits. Courses of study must be approved in advance by the Superintendent. Requests for leaves of absence for further study submitted after April 25th will not be considered.
**Item 310 – Full Time Support Personnel Vacation**

Full time support personnel who have completed one or more years of continuous work shall receive two weeks paid vacation.

The two weeks vacation period is to be approved by the Superintendent of Schools and will be allowed as the work load dictates.

**Item 311 – Custodial Personnel Overtime Pay**

All custodians and maintenance personnel who are required to work over 40 hours per week shall be compensated at a rate of 1 ½ times the regular pay. The Superintendent will be responsible for keeping this over-time to a minimum.

Requests from teachers for custodial services should come through the Principal’s office. Principals are at liberty to make requests of the custodians on items of a routine nature. Major items needing repair or work should be channeled through the Superintendent’s office, using the work request form.

**Item 312 – Appearance of Personnel**

Since teaching is a profession that should set the standard for others to follow, it is inherent that all staff (professional and support), wear acceptable dress whenever in the presence of students. It is expected that all personnel dress in an acceptable manner for the job position that they hold. Rather than specifically list acceptable attire, staff members should be more cognizant of their appearance than are our students. Simply put, the staff should set an example for the students.

**Item 313 – Travel Reimbursement Policy**

The Hennessey School District hereby adopts the following policy for payment of necessary travel expenses of district employees, members of the Board of Education, and prospective employees for sponsored trips as required by Title 70 O.S. Section 5-117(14) and (15).

The district recognizes that certain travel expenses incurred by district employees and board members are necessary and beneficial to the school district. The district shall reimburse travel expenses that are deemed necessary, that are approved by designated personnel, and that are documented in compliance with the requirements of this policy.

**Definition of “Necessary Travel Expenses”**

Necessary travel expenses shall include air fare, mileage, lodging, car rental, taxi or cab fare, conference or registration dues, and meal expenses that are incurred by district employees, members of the board, or prospective employees that are incurred by said employee or board member in the performance of his or her duties as an employee, in the furtherance of his or her duties as a member of the board of education, or on a sponsored trip as a prospective employee of the district.

**Definition of “Documented”**
The employee, member of the board, or prospective employee must present documentation of pre-approved travel expenses to receive reimbursement from the district. Documentation shall mean the presentment of a receipt which clearly reflects on the face of the receipt that the item has been paid, the date on which the item has been paid, and the amount paid. The receipt must include sufficient detail to determine the exact nature of the charges being presented for reimbursement. A credit card receipt will normally not be sufficient to meet the documentation requirements unless the receipt provides a detailed listing of the items included on said credit card receipt.

**Personnel Authorized to Approve Travel and Travel Claims**

Each building principal shall approve travel and travel claims for all employees assigned to the building. The Transportation Director shall approve all travel and travel claims for all transportation employees. The Cafeteria Manager shall approve all travel and travel claims for cafeteria employees. The Maintenance Director shall approve all travel and travel claims for all maintenance employees. The Athletic Director shall approve travel and travel claims for all travel by coaches that are related to athletic duties or athletic events. Travel and travel claims submitted by an administrator, central office personnel, or directors shall be approved by the Superintendent or his or her designee: Diane Riddle.

Each travel claim which has been approved by the building principal or supervisor, must then be submitted to the central office for approval by the Superintendent or his or her designee: Diane Riddle.

**Other Provisions**

The following limits are adopted by the district for reimbursement of necessary travel expenses:

**Meals:**

The district will reimburse for meals on a per diem basis. In computing reimbursement for meals, a day shall be a period of twenty-four (24) hours. Reimbursement for each one-fourth (1/4) day consisting of six (6) hours or major fraction thereof, more than three (3) hours, shall be made at the rate of one-fourth (1/4) of the daily allowable rate of $30/day. Such reimbursement shall be available only for necessary travel that requires overnight stays. 74 O.S. Section 500.8 and 70 O.S. Section 5-117 (A)(14)

**Mileage:**

The district will pay $0.40 per mile.

The use of a school district vehicle will be required, when available. Additional district travel will be limited to one vehicle per group attending any specific conference, meeting or event. The superintendent or principals must approve additional personal vehicle usage.

**Taxi or Cab Fare:**

The district will only reimburse expenses for taxi or cab fare if the travel is outside of the State of Oklahoma.

**Car Rental:**
If the employee or board member elects to rent a car for travel within the State of Oklahoma, the district will reimburse the employee or board member only to the extent the individual could have sought reimbursement for mileage for use of a personal vehicle.

**Lodging:**

The district will pay or reimburse lodging expenses which are reasonable for the area in which the employee or board member is staying.

**Air Fare:**

The district will only pay coach air fare unless the claimant can prove that the travel by business or first class fare was the only passage available and that travel on that date was necessary for specific authorized reasons.

If the employee or board member elects to travel by air within the State of Oklahoma, the district will reimburse the board member or employee only to the extent the individual could have sought reimbursement for mileage for travel via use of a personal vehicle.

**Item 314 – Seat Belt Policy**

It shall be the policy of Hennessey Public Schools that the driver and all passengers riding in school-owned vehicles be required to wear seat belts when seat belts are provided in the vehicle. It is the responsibility of the school employee driving the vehicle to require all passengers to wear seat belts in compliance with Oklahoma Law.

**Item 315 - Background Checks on Employees**

It shall be the policy of Hennessey Public School that all new employees obtain a felony record search. For the purposes of this policy, the term “Felony Record Search” means a search of the records of the state of Oklahoma and any state in which the applicant may have been employed in the past.

During the first interview with employment applicant, the school district will advise the applicant that:

1) The school district requires a felony record search of every prospective employee as a condition of employment.

2) The school district will only request a felony record search if the Superintendent of Schools recommends employment of the applicant.

3) To enable the school district to request the search and obtain the results, the applicant must complete and sign an authorization and release form provided by the school district.

4) If the superintendent of schools recommends employment of the applicant, the applicant must pay the search fee.

5) If the Superintendent of Schools recommends employment of the applicant, the applicant must be willing to be fingerprinted, provide a valid social security number, and provide any other information necessary to facilitate the felony record search.

6) The applicant, if placed on duty prior to receipt of the felony search results, will be classified as a temporary employee until the school district is notified that the search is clear of any felony record.
All felony record searches will be made in compliance with the Federal Fair Credit Reporting Act.

If the felony record search reveals a prior felony offense conviction or if the applicant provides a false response to one or more of the questions on the authorization and release, the applicant will be denied employment, and if placed on duty prior to the receipt of the search results, will be deemed to have resigned from employment with the school district, effective upon acceptance by the Board of Education.

The Board of Education may accept any employee’s resignation at any time within thirty (30) days after the date the school district is notified of either the unsatisfactory search results or learns of the applicant’s false response, whichever is later. Under the circumstances, the employee waives any due process procedures which might otherwise be available under federal and state law and school district policies and procedures.

**Item 316 – Compensation Policy**

It is the policy of the Hennessey 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 15th day of each month. If the 15th 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.

Compensation for employees engaged in work on Federal awards will be considered reasonable to the extent that it is consistent with that paid for similar work in other activities of the non-Federal entity.

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
SECTION 400

Item 401 – Teaching Personnel

Qualification and Election of School Personnel:

All administrators and teachers are required to have an Oklahoma certificate or license valid for the school year on file in the office of the Superintendent. Complete and up-to-date transcripts and certificates are to be on file in the Superintendent’s office at all times. This is the responsibility of the teacher.

The Superintendent shall make recommendations regarding the Principals re-employment at the regular meeting in March, and the Principals shall make recommendations on the teachers through the Superintendent at the regular meeting in April. Teachers that do not need additional review by the Board of Education shall be notified following the April board meeting as to their re-employment status. Other personnel shall be recommended for election at the discretion of the Superintendent.

If, prior to the first Monday in June, the Board of Education has not entered into a written contract with a regularly employed teacher or notified him/her in writing by registered mail that he/she will not be employed for the ensuing fiscal year, and if, by 15 days after the first Monday in June, such teacher has not notified the Board of Education in writing by registered mail that he/she does not desire to be re-employed in such school district for the ensuing year, such teacher shall be considered as employed on a continuing contract basis. (State Law requires that all resignations be submitted by registered or certified mail.)

The Hennessey Board of Education takes this means of notifying all concerned that no certified staff member will be released from his/her contractual obligation to accept employment elsewhere after June 30, unless the individual makes a request in writing to the Superintendent, who in turn will submit such request to the Board of Education with his recommendation. Good and just cause must be shown for desiring such release such as an exceptional opportunity for advancement, substantial increase in salary and other reasons adjusted to be sufficient by the Board of Education.

The Superintendent shall have authority to transfer a teacher to any school or schools in the system as he may deem necessary for the best interests of the school. Teachers will be notified in advance of the proposed transfer.

Item 402 – Professional Conduct by Staff

The Board of Education of Hennessey School District expects staff to adhere at all times to recognized standards of professional conduct. Teachers, administrators, and support employees are role models and must exemplify ethical behavior in their relationships with students, patrons, and other staff members. The board expects staff to be mindful that they are professionals and their conduct, particularly in relation to students, patrons, and other staff, must be consistent with professional standards. Staff members must never engage in conduct which detracts from a positive or appropriate learning environment.
The Hennessey Board of Education believes that all staff members have a responsibility to make themselves familiar with, and abide by, the laws of the state as these affect their work, the policies of the board, and the administrative regulations designed to implement them.

The Standards of Performance and Conduct set forth standards for the professional conduct of teachers. The board expects teachers in the school system to adhere to this code. It expects its administrators also to adhere to the special code for administrators. In addition, the board approves specific ethical standards that should guide the conduct of all staff members.

**Specific Responsibilities** - Essential to the success of ongoing school district operations and the instructional program are the following responsibilities, required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the board and regulations of the school district administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school district property.
5. Concern and attention toward their own and the district’s legal responsibilities for the safety and welfare of students, including the need to assure that students are reasonably supervised.

**Staff – Student Relationships** – Exploitation of staff-student relationships is inconsistent with obligations owed to students. Commercial and business dealings between students and staff members are prohibited. A staff member may not use a teacher/administrator relationship with a student for personal gain. Likewise, staff members may not use student property for personal use or benefit.

**Exploitation of a Student** – Exploitation of a student may result from an improper personal relationship encouraged by a teacher or administrator. Staff members should be aware that gestures and physical conduct, even though innocent and properly motivated, may be misinterpreted by students or parents. Therefore, teachers, administrators, and support employees must avoid any conduct that might be characterized as evidencing an improper or unprofessional personal attachment toward a student. Sexual or romantic involvement with a student and sexual harassment by any employee, regardless of the student’s age or the student’s placement in the teacher’s class, is prohibited.

**Standards of Behavior** – Staff is expected, in their capacity as role models, to establish an example of acceptable behavior for students. Teachers, administrators and support employees must refrain from the use of vulgar or obscene language and conduct in the presence of students. Similarly, discussion with students of issues personal to the staff member, such as divorce, sexual issues, or similar highly personal subjects, is inappropriate. The use of alcohol by any staff member in the presence of students is prohibited. The use of illegal or illicit drugs by employees is prohibited and grounds for disciplinary action, including dismissal.

Staff members are expected to refrain from comments or statements, even in jest, reflecting adversely on any person or group with reference to race, religion, sex, national origin, sexual orientation, or handicapping conditions. Racial, ethnic, or sexual slurs in the presence of students or during work or work related activities or programs constitute unprofessional conduct.

**Exploitation by Supervisors of Subordinate Employees** – The exploitation by supervisors of subordinate employees is improper and prohibited. In particular, any employee who supervises, directs, evaluates or makes any employment recommendations with regard to any other
employee (i.e. acts as a supervisor) is prohibited from engaging in any commercial, business, romantic, sexual or other similar type of personal relationship with any employee who is or may be subordinate to the supervisor.

**Fiscal Management** – It is imperative that sound fiscal management procedures be followed by staff to ensure maximum benefit for each dollar expended. Accordingly, misuse of district property and/or funds constitutes unacceptable behavior. Employees must adhere to accepted procedures of sound accounting, reporting, business and purchasing practices.

Every employee of this school district has the duty to abide by this professional conduct policy in all respects. Failure to do so may lead to disciplinary action including dismissal or non-renewal from employment, or referral to law enforcement authorities for prosecution.

**Item 403 – Substitute Teachers**

All substitute teachers shall be required to have a high school diploma. Substitute teacher pay shall be set by the Board of Education, and shall be based on a 7-hour work day with a ½ hour lunch break. Administrators shall make every effort to secure certified personnel as substitute teachers.

The district shall pay all substitute teachers directly, and the cost thereof shall be deducted, when applicable (see personal business and sick leave policies) from the regular teacher’s salary.

No noncertified, non-degreed substitute teacher shall be employed for a total period of time in excess of 90 days per school year, and may not be employed for the same assignment for more than 90 days during a school year.

No substitute teacher with a lapsed or expired certificate shall be employed for a total period of time in excess of 100 days per school year, and may not be employed for the same assignment for more than 100 days during a school year.

**Item 404 – Withholdings from Monthly Salary**

Pay periods shall be based on twelve months. Deductions shall be made from each teacher’s salary in accordance with current federal or state laws. The current deductions are: Teacher Retirement, Social Security, Federal Taxes, and State Taxes. Other deductions: annuities, health insurance, professional dues, etc., shall be made only upon written request from the individual teacher. All unused monies from Section 125 Cafeteria Plan contributions returned to HPS will be deposited into general fund.

**Item 405 – Meetings**

Attendance at called meetings, local, district, county, and state meetings, etc., are in the realm of duty. All meetings should be held promptly at the time called.

All certified staff members are expected to be in attendance at all professional meetings that are used to satisfy the 180-day teaching requirement.
The Principal of a school may allow a staff member to miss the professional meetings if the individual has school work which is pressing and he/she is needed at the school building.

Certified personnel, whose assignments require travel, shall be reimbursed for use of personal automobiles. Proper approval must be received from the Superintendent.

**Item 406 – Out of State Experience Credit**

Out of state teachers, new to the system and teaching a core or elective subject, will be credited with previous years out of state experience.

For the purpose of state salary increments and retirement, no teacher shall be granted credit for more than (5) years of active duty in the military service or out-of-state or out-of-country teaching experience as a certified teacher or its equivalent. Nothing in this section shall prohibit boards of education from crediting more years of experience on district salary schedules than those allowed for state purposes.

**Item 407 – Professional Spirit and Growth**

The teacher should be willing to participate in professional activities designed to improve the effectiveness of the school program. He or she should have a minimum of a Bachelor’s Degree and should continue his or her training beyond the minimum. The teacher should assume the responsibility of keeping him/her self informed of research and current practices in education, and be adaptable and creative in his or her approach to all situation related to teaching.

Loyalty to the local school program and policies is basic to a successful educational program.

The individual teacher or other employee of the school district has a definite responsibility in the matter of PUBLIC RELATIONS. As Federal, State, and Local tax structures are changed from time to time, the expenditures of the publicly supported governmental units and institutions are scrutinized very carefully. Financial support of the schools will depend a great deal on how well the school program is understood by teachers and how well they have sold, and continue to sell, the school program to the general public. Teachers and other employees must be in the vanguard of those ready to go that extra mile.

Careful planning should precede: (1) the opening of the school year; (2) the beginning of a unit of work or project; (3) the daily activities and (4) the closing of the school year. Planning should include: (1) statement of objectives; (2) procedures to be used; (3) organizational instructions; (4) materials, basic and supplementary and (5) evaluation.

Planning should be creative, challenging and continuous. It should be flexible in order to meet the needs and abilities of children and youth: (1) involve students whenever advisable; (2) constantly evaluated by teachers and students.

A written plan is essential to careful planning. The primary purpose of the written plan is for the teacher’s guidance, but should be available as a necessary guide for a substitute teacher.
The teacher should be aware of the impact of correct English usage upon the student: (1) The teacher should assume the responsibility for setting a good example by speaking clearly and correctly, and (2) should assume the responsibility for demonstrating correctness in writing.

The teacher should assume the responsibility for motivating the teaching of correct communication skills. (1) He or she should help the student develop a positive attitude toward correctness in communication and (2) should provide experiences in which communication skills can be used and applied in the department where he is teaching.

The faculty should realize that there are administrative responsibilities which are necessary for the proper development of professional service to the students. Teachers should keep accurate, neat, and up-to-date records, and submit materials, records and reports on time. The teacher should assume responsibility of informing the administrator about matters concerning the welfare of the school. All school problems are to be handled through the building Principal.

The teacher should recognize the need for assuming a fair share of responsibility. He or she should assume responsibility for the completion of the assigned extracurricular activities and help the student develop proper attitude and behavior in all school activities outside the classroom.

A teacher should be aware that his attitudes and actions affect all school personnel. He/she should respect and encourage accomplishments of other teachers, be willing to share plans, ideas, materials, and facilities. A special effort should be made to help incoming teachers. Teachers should maintain good relationships by taking care of materials and equipment and promptly return them to their proper place.

No teacher in the employ of the public schools may tutor the students of another teacher in the schools without the knowledge of the teacher and only by mutual consent of the two teachers and Principal under whose jurisdiction the student is attending school. This does not apply to in-class assistance or study hall help.

Teachers’ attitudes and actions affect everyone in the community. They should work with parents in a positive and professional manner and interpret the school program to people in the community in a manner that brings about understanding and good will.

The teacher should exercise his/her rights and privileges and assume his/her duties as a responsible citizen of his/her community. He/she should realize the desirability of participating in the spiritual life about him/her in community activities which add to the personal pleasure or growth of the individual. Each should be willing to use his/her special skills or talents to enrich the life of the community.

Item 408 – Higher Degree

All instructors who teach as much as half time and who do not possess a Masters Degree, are encouraged to complete a minimum of eight (8) semester hours every three years to apply toward a Masters Degree.
**Item 409 – Daily Lesson Plans**

Teachers may know subject matter, but that fact does not qualify them to teach. They should have a plan. We all know that subject matter, materials, and procedures must be organized if we are able to teach well.

A plan book will be provided for use in making daily lesson plans, the book is self-explanatory. The Board of Education and the Superintendent recommend that teachers use it. Teacher may elect to use a plan book of their own design if they so desire, with administrative approval.

**Item 410 – Duties of Sponsors**

1. Sponsors are to notify the appropriate Principal of any planned event and get approval for the event before placing the event on the school calendar.

2. Sponsors should allow students to do as much of the planning and work on an event as possible, in order to promote the acceptance of leadership responsibilities by students.

3. Parents should be involved in the planning of events, however, sponsors should remember that only the sponsor is the responsible individual.

4. Sponsors and teachers are responsible for the following when utilizing school transportation vehicles:
   (a) Be familiar with school bus emergency procedures.
   (b) Student discipline is the responsibility of sponsors. At no time should a parent sponsor be allowed to discipline a student.
   (c) Sponsors should not allow students to:
      1. Be loud and boisterous
      2. Play portable stereos extremely loud
      3. Move from seat to seat while the bus is in motion
      4. Throw items on the bus
      5. Throw items from the bus
   (d) If pop bottles or other items are taken on a bus, the sponsor should make sure that a container is provided for the trash, in order to keep cans and bottles from rolling on the floor.
   (e) Cooperate with the driver to promote good safety throughout the trip.

5. When utilizing school facilities, sponsors shall be responsible for the facilities.
   (a) Sponsors should arrange through the office to have a custodian available during the activity.
(b) When facilities are used, said facilities shall be restored to conditions for having school prior to leaving the facilities. (What this means, is that using groups shall be responsible for cleaning up the facility.)

(c) Sponsors shall insure that students adhere to the rules for students whenever an activity is held under school sanction.

6. All teachers should realize that though they may not be designated as a sponsor, they should take charge anytime they are over a group of students. Much of the affective side of learning is attained outside the classroom and teachers should be prepared to use an affective learning situation whenever it arises.

7. Sponsors shall be appointed by the building administration. Sponsors so appointed shall be paid according to the Extra Duty Salary Schedule.

**Item 411 – Grades – Recording Procedure**

Grades must be kept up-to-date in the class record books or gradebook programs given to each teacher. It is strongly suggested that at least three grades are recorded in each class per week. At the conclusion of each 9-week and semester period, teachers will submit each student’s grade to the building principal or his designee. Honor rolls will be determined by the counselor in each building and submitted to the principal for dissemination.

Throughout the grading periods, teachers will make contact with parents and students to inform them of the student’s grades. When a student’s grade falls below a 70% for the semester, the teacher will make telephone contact with the parent. This will be done once per semester. Middle School and High School teachers will distribute grade printouts every three weeks of a grading period. This report will contain current semester grade and a list of assignments. If a student was leaving school, this would be their semester transfer grade. Each teacher is responsible for maintaining an accurate and up-to-date gradebook of student records.

The grade scale is as follows:*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>

*Except for Kindergarten, first, and second grades.

It is necessary that teachers complete all information requested by the administration. Each teacher should do his/her own grades and other confidential reports as required by the Principal. This must not be the duty of the student aides.

**Item 412 – Teacher Report Time**

Teachers shall report to their teaching stations promptly at 8:00 a.m. and remain until 3:35 p.m. Being in the room when students arrive is most important. If it is necessary for a teacher to leave early, or arrive late, said teacher shall make arrangements with their Principal.

Upon reporting each day, the teacher should inspect their room and report any deficiency in order that adjustments might be made before school starts. Each teacher shall assist in the
supervision of any students who might be in the halls before the bells, as this is important in establishing good discipline. Teachers should not “pass-the-buck” on matters of student conduct, especially when misconduct occurs in a teacher’s presence.

**Item 413 – School Publicity**

The Board of Education recommends that school news for newspaper publication be approved by the Principal before publication.

**Item 414– Teacher Responsibility – Alcohol & Drugs**

It shall be the policy of the Hennessey Public School’s Board of Education that any teacher who has reasonable cause to suspect that a student may be under the influence of or said student has in his or her possession:

1. non-intoxicating beverages
2. alcoholic beverages, or
3. controlled dangerous substances

as the above are now defined by state law, shall immediately notify the Principal or his or her designee of such suspicions. The Principal shall immediately notify the Superintendent and a parent or legal guardian of said student of the matter. (Reference: O.S. Title 70 Section 133.)

Any suspension and/or search of said student shall be subject to any applicable school policy, state law or student handbook regulation.

Every teacher employed by the Hennessey Public School’s Board of Education, who has reasonable cause to suspect that a student is under the influence of or has in his or her possession non-intoxicating beverages, alcoholic beverages, or a controlled dangerous substance and who reports such information to the appropriate school official, shall be immune from all civil liability. (Reference: O.S. Title 70 Section 24-132.)

**Item 415 – Employee Computer, Network, and Internet Policy**

I. **Purpose**

The intent of this regulation is to provide employees with general requirements for utilizing Hennessey School District computers, networks, and Internet services. The regulation may be supplemented by more specific administrative procedures and rules governing day-to-day management and operation of the computer system.

These rules provide general guidelines and examples of prohibited uses for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from their site administrator/supervisor.

Failure to comply with the board policy and/or other established regulation governing computer use might result in disciplinary action, up to and including discharge. Illegal uses of computers may also result in referral to law enforcement authorities.

II. **Personnel Affected**

ALL employees and other users
III. Acceptable Use

Employee access to Hennessey School District computers, networks, and Internet services is provided for administrative, educational, communication, and research purposes consistent with our values and mission of providing the best possible education. General rules and expectations for professional behavior and communication apply to the use of Hennessey School District computers, networks, and Internet services.

The level of access that employees have to school unit computers, networks, and Internet services is based upon specific job requirements and needs.

Employees are to utilize district computers, networks, and Internet services for school-related purposes and performance of job duties. Incidental personal use of school computers is permitted as long as such use does not interfere with the employee’s job duties and performance, with system operations, or other system users. “Incidental personal use” is defined as use by an individual employee for occasional personal communications.

Employees are reminded that such personal use must comply with this policy and all other applicable policies, procedures, and rules.

IV. Prohibited Use

The employee is responsible for his/her actions and activities involving school unit computers, networks, and Internet services and for his/her computer files, passwords, and accounts. General examples of unacceptable uses, which are expressly prohibited, include but are not limited to the following:

A. Any use that is illegal or in violation of other board policies, including harassing, discriminatory or threatening communications and behavior, violating of copyright laws, etc.;
B. Any use involving materials that are obscene, pornographic, sexually explicit or sexually suggestive;
C. Any inappropriate communications with students or minors;
D. Any use for private financial gain, or commercial, advertising or solicitation purposes;
E. Any use as a forum for communicating by e-mail or any other medium with other users or outside parties to solicit, proselytize, advocate or communicate the views of an individual or non-school sponsored organization; to solicit membership in or support of any non-educational-related organization, whether for-profit or not-for-profit. No employee shall knowingly provide school e-mail addresses to outside parties whose intent is to communicate with school employees, students, and/or their families for non-school purposes. Employees who are uncertain as to whether particular activities are acceptable should seek further guidance from the principal/supervisor;
F. Any communication that represents personal views as those of the Hennessey School District or that could be misinterpreted as such;
G. Downloading or loading software or applications without permission from the system administrator;
H. Opening or forwarding any e-mail attachments for unknown sources and/or that may contain viruses;
I. Sending mass e-mails to school users or outside parties for school or non-school purposes without the permission of the system administrator or principal;
J. Any malicious use or disruption of computer, networks, and Internet services or breach of security features;
K. Any misuse or damage to computer equipment;
L. Misuse of the computer passwords or accounts (employee or other user);
M. Any communications that are in violation of generally accepted rules of network etiquette and/or professional conduct;
N. Any attempt to access unauthorized sites;
O. Failing to report a known breach of computer security to the system administrator;
P. Using school computers, networks, and Internet services after such access has been denied or revoked;
Q. Any attempt to delete, erase or otherwise conceal any information stored on a computer that violates these rules;
R. Using the district web pages to provide personal information or provide access to personal pages on site servers, district servers, other servers, or online services;
S. Any violation of Hennessey School District web site use and development policy.

V. No Expectation of Privacy

Hennessey School retains control, custody, and supervision of all district computers, networks, and Internet services. Hennessey School District reserves the right to monitor all computer and Internet activity by employees and other system users. Employees have no expectation of privacy regarding their use of school computer, including e-mail messages, web pages, and stored files.

VI. Confidentiality of Information

Employees are expected to use appropriate judgment and caution in communication regarding students and staff to ensure that personally identifiable information remains confidential.

VII. Staff Responsibility to Students

Teachers and staff members who utilize school computers for instructional purposes with students have the responsibility to monitor and supervise such use. Teachers and staff members are expected to be familiar with Hennessey School District policies and rules concerning student computer and Internet use and to enforce those rules. When, in the course of their duties, employees become aware of student violations, they are expected to stop the activity and inform the principal.

VIII. Compensation for Losses, Costs and/or Damages

The employees shall be responsible for any losses, costs or damages incurred by Hennessey School District related to violations of policy and/or these rules.

IX. School Site Assumes No Responsibility for Unauthorized Charges, Costs, or Illegal Use

Hennessey School District assumes no responsibility for any unauthorized charges made by employees included but not limited to credit card charges, subscriptions, phone charges, equipment and line costs, or for any illegal use of district computers such as copyright violations.
Item 416 – Teachers’/Administrators’ Dress Code

Female Teachers:
1) No jeans or t-shirts except on the last work day of the week.
2) No sweats or wind suits.
3) No shorts.
4) Capri pants must be calf length.
5) No flip flops or clogs.

Male Teachers:
1) Collared shirts.
2) Slacks.
3) No jeans or t-shirts except on the last work day of the week.
4) No flip flops, clogs, or sandals.

Administrators: (In addition to Teachers’ Dress Code)
1) Business dress attire.
2) Males will wear a tie three days a week.
3) Males must wear dress shoes, no tennis shoes or sandals.
4) Females may not wear capri’s except on the last work day of the week.
5) On the last work day of the week, principal may wear jeans.

Item 417 – Teachers’ Duty

1) All teachers will be required to do duty. Teachers are to be at their assigned duty on time and stay until the time is over.
2) It is the responsibility of the teacher to trade their duty on days they know they will be gone. If they are home sick, they will remind the principal of their duty when they call in.
3) Class sponsorship is an extra duty and teachers are required to perform that duty as well.
4) Standing at the door to the hall between classes is also a duty and teachers should be visible at that time.

Item 418 – Teachers’ Cell Phone Policy

1) No cell phones to be used during instructional times.
2) Cell phones may be used during planning period or lunch time.
3) No cell phones used in the cafeteria.
4) Cell phones may be used in teachers lounge.
5) In an emergency or unforeseen event, teachers should leave their room to use cell phone.
6) Cell phone rules also apply to text messaging.
7) We encourage teachers to have their phones off or on silent during the school day.

Item 419 – Grants & New Programs Policy

The Hennessey School district wishes to acquire new funds for their school system through approved sources. The district further agrees that it takes extra time, effort, and expertise to be successful. Previously it has been in the best interest of the district to employ outside grant writers to gain additional funding. It is the hope that staff desire to procure new
funds for the district. Much personal time and effort will be involved. The district agrees to pay the staff member a fee equal to 2.5% of the amount of new funding procured through the individual’s efforts. All funding sources must be approved by the Superintendent/School Board, prior to the award or a fee will not be paid. The fee will be paid with the staff member’s June check, but only after all funding has been received by the district for that year.

Hennessey Educational School Foundation grants are not subject to this program.

**Item 420 – Summer Driver Education Program**

All payments made by students will be immediately (within 24 hours) turned into the central office for deposit. (This complies with Oklahoma State school accounting procedures.)

The driver’s education instructor will turn into the central office a request for times and dates of the driver’s education program.

The names of all out-of-district students will be submitted to the central office for approval. Each out-of-district student’s name will be submitted for approval within 24 hours of their application for our program.

All Hennessey Public School students will be given first choice of enrollment into the program.

All student fees will be paid in full prior to the first day of classes. The fee for Hennessey students will be determined by the school administration with the approval of the Hennessey School Board consistent with fees charged by other credit classes offered by Hennessey Public Schools. The instructor pay will be determined by the school administration with the approval of the Hennessey School Board, less the appropriate mandated withholdings, through the regular payroll system following the course’s completion.

At the close of each day, the driver’s education vehicle will be returned to the administration building. Proposed driving destinations that exceed forty miles one way will be reported to the central office prior to departure.

**Item 421 – Activity Policy**

*Concerning Pressuring Students from Being Involved in Other Activities:*

Our school is not large enough to expect every student to specialize in one activity. Most of our students must be shared. This district will not tolerate any coercion by a sponsor or coach to keep a student from enrolling or participating in other activities. Any lack of cooperation or attempt of coercion will result in a formal reprimand. Any further reprimands could result in the teacher losing their sponsorship or coaching duties.

*Concerning Athletes Moving Up From a Lower Level Squad to a Higher Level:*

At times, due to limited numbers or exceptional playing ability, it becomes necessary for a coach to suggest moving an athlete up from a lower level team. When a coach has such a need, a conference will be held involving the building principal, coach, and parents. The coach will explain the need for the move and how the student will be utilized. The coach may also discuss
methods to minimize the student’s participation. The parent’s permission must be obtained before the student will be allowed to move up.

**Item 422 - Policy on Dispensing Medication**

Under Oklahoma law, a school nurse, an administrator or a designated school employee may administer prescription and nonprescription medications to students.

For purposes of this policy, “medicine” or “medications” includes prescription medications and over-the-counter medicines such as but not limited to aspirin, cough syrup, and medicated ointments and any other item used to treat an illness, disease or malady.

The term “legal custodian” means a parent, a court appointed guardian or a person having legal custody.

Except as provided below, students may not retain possession of or self-administer any medicine. Violation of this rule will be reported to the student’s parents and may result in discipline including suspension.

Medicine shall not be administered to students by teachers or administrators except pursuant to the provision of this policy.

Only designated employees who have successfully completed specific training in the administration of nonprescription and prescription medications may administer such medications.

As further set out below, the District retains the discretion to reject requests for the administration of medication and to discontinue the administration of medication.

A student who has a legitimate health need for a medicine shall deliver the medicine to the school nurse or school administrator in its original container with the written authorization of the student’s parent or guardian for administration of the medicine. The parent’s authorization must identify the student, the medicine, and include or refer to the label for instruction on administration of the medicine. The medicine will be administered to the student only by the school nurse, an administrator or a designated employee pursuant to the parent’s instructions and the directions for use on the label or in the physician’s prescription. A new authorization form must be completed for each change of medication. If there are no changes, the authorization must be renewed yearly. If a student brings medication to school without a properly completed authorization form, the school will inform the student’s legal custodian of district policy and the inability to give the medication. The student’s legal custodian may, however, come to the school and dispense the medicine to the student. When medication is completed and/or at the end of the school year the authorization form will be placed in the student’s health folder and will be deemed part of the student’s health record. Forms for parental authorization of administration of medicines are available in the office of the principal.

The administration of each school shall keep a record of the students to whom medicine is administered, the date of administration, the person who administered the medicine, and the name or type of medicine administered.

Medications must be stored in a separate locked drawer and not readily accessible to persons other than the persons who will administer the medication. Medications requiring refrigeration will be refrigerated in a secure area.

Any person administering medicine to a student will be annually trained by October 1 of each year by a school nurse to administer medication. Only those successfully completing the training will be authorized to give medication. A current list of those authorized to give medication will be kept at each school and by the school nurse. Training will include:
a. review of state statutes and school regulations (including this policy) regarding administration of medication by school personnel.
b. procedures for administration, documentation, handling and storage of medication.
c. medication needs of specific students, desired effects, potential side effects, adverse reactions and other observations.

Students who are able to self administer specific medications (inhalers, anaphylaxis medication, etc.) may do so provided such medication and special equipment are transported and maintained under the students’ control within all of the following guidelines:

A licensed physician or dentist provides a written order that the student has a particular medical condition (asthma, etc.), is capable of and has been instructed in the proper method of, self-administration of medication. It is the student’s legal custodian’s responsibility to contact the physician and have the physician complete and sign the required order.

There is a written legal custodian authorization for self-administration of medication.

Parents and guardians who elect to have the student self medicate are accepting that the District, its agents and employees shall incur no liability for any adverse reaction or injury suffered by the student as a result of the self-administration of medication and/or using the specialized equipment.

The written authorization will terminate at the end of the school year and must be renewed annually.

If the legal custodian and physician authorize self medication, the District is not responsible for safeguarding the students’ medications or specialized equipment such as asthma inhalers and anaphylaxis medications.

Students who self medicate are prohibited from sharing or playing with their medication, special equipment, i.e., inhalers, etc. If a student engages in these activities the legal custodian will be contacted and a conference will be scheduled with the legal custodian, student, nurse and other appropriate persons.

Students will not be allowed to self administer:
   a. narcotics
   b. prescription pain killers
   c. ritalin
   d. Other medication hereafter designated in writing by the District.

Students may self administer injectables only in the school office in the presence of authorized school personnel.

The District strongly recommends that students who must self medicate should wear Medic Alert bracelets or necklaces.

The legal custodian will provide any emergency supply of their student’s inhaled asthma medication or anaphylaxis medication to be administered by school personnel according to state law.
Nonprescription medication will only be administered by school staff with written authorization of the legal custodian. The nonprescription medication will be administered according to label directions or written instructions from the student’s physician. The medication must be in the original container that indicates:

a. student name (affixed to the container)
b. ingredients
c. expiration date
d. dosage and frequency
e. administration route, i.e., oral, drops, etc.
f. other directions as appropriate

Aspirin (acetylsalicylic acid) and products containing salicylic acid will only be administered with written instructions of the student’s physician. It is the responsibility of the legal custodian to maintain the supply.

Prescription medication will only be administered by school staff with written authorization and instructions. Prescription medication must be in original container that indicates:

a. student name
b. name and strength of medication and expiration date
c. dosage and directions for administrations
d. name of the licensed physician or dentist
e. date, name, address and phone number of the pharmacy

It is the responsibility of the legal custodian to maintain the supply.

Any medication that is not reclaimed by the legal custodian by the last official day of school closing or reclaimed within seven days of being discontinued by the prescribing physician will be destroyed by the designated employee or the school nurse in the presence of a witness according to the following procedures:

Medication will be destroyed in a nonrecoverable fashion:

a. Liquid medication will be poured into a sink or toilet.
b. Pills or tablets will be poured into toilet.

The following information will be charted on the student’s health card and signed by the designated employee and a witness:

a. Date of destruction
b. Time of destruction
c. Name and quantity of medication destroyed
d. Manner of destruction of medication

Any and all controlled substances will be destroyed according to state law.

The designated employee will advise the principal and school nurse if discontinuance of medication is appropriate and assist in informing the legal custodian before mailing a discontinuance letter. Legitimate reasons for discontinuing administration of medication would include by not be limited to:
a. a legitimate lack of space or facility to adequately store specific medication;
b. lack of cooperation by the student, parent or guardian and/or prescribing doctor and the District;
c. an unexpected and/or adverse medical reaction to the medication at school, i.e., mood change, allergic reaction, etc., considered to be deleterious to the health and well being of the student;
d. any apparent change in the medication’s appearance, odor, or other characteristics that question the quality of the medication; and
e. the medication expiration date has passed.
PARENTAL AUTHORIZATION TO ADMINISTER MEDICINE

TO: __________________________
(Administrator)

__________________________
(School)

I am the parent, guardian or legal custodian with legal custody of ____________, a minor student attending this school. This student requires medication at intervals during the school day.

I hereby give my consent and authorize the school nurse, the principal, or ____________________, (an employee of the School District designated by the school nurse, the principal, and me) to administer:

___ ______________ (name of drug), a non-prescription medication which I am hereby supplying you, in accordance with my written instruction or the written instructions of a physician which are attached hereto.

___ ______________ (name of drug), a filled prescription medication which I am hereby supplying you, in accordance with the directions for the administration of the medicine listed on the label of the vial.

___ ______________ (name of drug), a filled prescription medication which I am hereby supplying you, in accordance with the written instructions of the physician prescribing the medicine, which is attached hereto.

___ I hereby give my consent and authorize my child to self medicate under the School District’s Policy on the Administration of Medicine to Students.

I understand that under state law the Board of Education, the School District, or 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. I understand that the School District, its agents and employees shall incur no liability for any adverse reaction or injury suffered by the student as a result of the self-administration of medication and/or using the specialized equipment.

I agree to abide by all of the terms of the School District’s Policy on the Administration of Medicine to Students, a copy of which will be given to me on my request.

__________________________
Date

__________________________
Signature

________________________________
(Print Name) Parent with Legal Custody or Guardian

________________________________
Address
Item 423 – Suspension, Dismissal, and Nonreemployment of Teachers

I. Definitions and Scope

A. “Teacher” means a duly certified or licensed person who is employed to serve or as a counselor, librarian, school nurse, or any instructional capacity. An administrator shall be considered a “teacher” only with regard to service in an instructional, nonadministrative capacity.

B. “Dismissal” means the discontinuance of the teaching service of a teacher during the term of a written contract.

C. “Nonreemployment” means the nonrenewal of a teacher’s contract upon expiration of the contract.

D. “Suspension” means the temporary discontinuance of a teacher’s services during the term of a contract pending dismissal or nonreemployment.

E. “Career teacher” means a teacher who has completed three (3) or more consecutive complete school years in such capacity in the School District under a written teaching contract.

F. “Probationary teacher” means a teacher who has completed fewer than three (3) consecutive complete school years in such capacity in the School District under a written teaching contract.

G. This policy does not apply to:
   1. Substitute teachers
   2. adult education teachers or instructors,
   3. teachers employed on temporary contracts, and
   4. administrators, except with regard to service in an instructional, non-administrative position.

H. This policy does apply to teachers employed in positions fully funded by federal or private categorical grants in regard to dismissals or suspensions during the term of employment under the grant, but not in regard to “nonreemployment” at the expiration of the grant.

II. Grounds for Dismissal or Nonreemployment

A. Cause
   1. A career teacher may be dismissed or not reemployed for:
      (a) willful neglect of duty,
      (b) repeated negligence in performance of duty,
      (c) incompetency,
      (d) unsatisfactory teaching performance,
      (e) instructional ineffectiveness,
      (f) mental or physical abuse to a child,
      (g) any reason involving moral turpitude,
(h) criminal sexual activity or sexual misconduct (as those terms are defined by law) which has impeded the effectiveness of the teacher’s performance of school duties,

(i) failure to meet local school board staff development requirements, and

(j) any other grounds hereafter allowed by law.

2. A career or probationary teacher shall be dismissed or not reemployed for conviction of a felony.

3. A probationary teacher may be dismissed or not reemployed for cause.

4. A cause listed in 1.(a)-(e) for a career teacher, or any cause related to inadequate teaching performance for a probationary teacher, shall not be a basis for a recommendation to dismiss or not reemploy a teacher unless corrective action procedures involving admonishment / plan for improvement have been followed. Dismissal or nonreemployment for any cause not listed in 1.(a)-(e) for a career teacher, or not related to inadequate teaching performance for a probationary teacher, shall not require corrective action procedures (i.e. admonishment) to be followed.

B. Corrective Action – Admonishment / Plan for Improvement

1. When the administrator who has evaluated a teacher pursuant to School District policy identifies poor performance or conduct that the administrator believes may lead to a recommendation for the teacher’s dismissal or nonreemployment, the administrator shall:
   (a) admonish the teacher, in writing, and make a reasonable effort to assist the teacher in correcting the poor performance or conduct; and
   (b) establish a reasonable time for improvement, not to exceed two (2) months, taking into consideration the nature and gravity of the teacher’s performance or conduct.

2. Whenever a member of the board of education, superintendent, or other administrator identifies poor performance or conduct that may lead to a recommendation for dismissal or nonreemployment of a teacher, the administrator who has responsibility for evaluation of the teacher shall be informed and shall admonish the teacher as described above. If the administrator fails or refuses to admonish the teacher within ten (10) days after being informed of the problem, the board, superintendent or other administrator who identified the problem shall admonish the teacher.

3. If the teacher does not correct the poor performance or conduct cited in the admonition within the time specified, the administrator (or other admonishing official) shall make a recommendation to the superintendent for the dismissal or nonreemployment of the teacher. The superintendent shall furnish a copy of the recommendation to the board of education.

III. Procedures for Dismissal or Nonreemployment
A. Commencement of Action

1. Whenever the superintendent determines that cause exists for the dismissal or nonreemployment of a teacher employed within the School District, the superintendent shall submit a recommendation in writing to the board of education. The recommendation shall state the one or more specific grounds (statutory grounds, in the case of a career teacher) and specify the underlying facts on which the recommended dismissal or nonreemployment is based.

2. In the absence of a recommendation from the superintendent pursuant to this section, or when the board of education chooses not to accept the superintendent’s recommendation as to reemployment of a teacher, the board may initiate dismissal or nonreemployment action without a recommendation provided that it adheres to the other provisions of this policy and that the corrective action procedures, if applicable, have been followed.

B. Suspension

1. Whenever the superintendent has reason to believe that cause exists for the dismissal of a teacher and is of the opinion that the immediate suspension of the teacher would be in the best interests of the children in the district, the superintendent, or the board of education on the recommendation of the superintendent, may suspend the teacher without notice or hearing. The suspension shall not deprive the teacher of any teaching compensation or other benefits to which he/she would otherwise be entitled under the teaching contract or pursuant to law. Within ten (10) days after the suspension becomes effective, the board of education shall, in a matter involving a probationary teacher, initiate a hearing for dismissal pursuant to this policy. When the employee is a career teacher, the Board shall initiate the pretermination hearing process as provided by this policy. However, in a case involving a criminal charge or indictment, such suspension may extend to such time as the teacher’s case is finally adjudicated, except such extension shall not include any appeal process.

C. Notice and Hearing

1. Prior to the time that the board of education takes any action to dismiss or nonreemploy a teacher, whether the board is acting on its own volition or on a recommendation of the superintendent, the clerk of the board shall mail to the teacher, by certified mail, restricted delivery with return receipt requested, a copy of the recommendation (or a comparable statement of grounds and underlying facts, if the board is acting on its own volition), and a notice that the probationary teacher has a right to a hearing before the board or the career teacher has a right to a pretermination hearing and stating the date, time and place set by the board for the probationary teacher hearing or career teacher pretermination hearing. The hearing shall be held no fewer than 20 days and no more than 60 days after the
teacher receives the notice. Notice of a recommendation of nonreemployment or possible nonreemployment action by the board acting on its own volition shall be given to the teacher prior to April 10.

2. The probationary teacher hearing before the board of education shall be conducted pursuant to procedures established by the State Department of Education. In the absence of or to the extent not inconsistent with those procedures, the hearing shall be conducted as prescribed in paragraphs 10-13 below.

**CAREER TEACHER PRETERMINATION HEARING**

3. The career teacher pretermination hearing shall be conducted by the board. The pretermination hearing shall begin with an oral or written statement or both by the superintendent, or the superintendent’s designee, which specifies the statutory cause(s); the underlying facts and provides an explanation of the evidence supporting the recommendation for the dismissal or the nonreemployment of the career teacher.

4. The career teacher or teacher’s designee shall, following the statement by the superintendent (or designee) have an opportunity, in person or in writing or both, to present reasons why the proposed action should not be taken.

5. After the career teacher (or teacher’s designee) has had, at the pretermination hearing, a meaningful opportunity to respond to the recommendation for dismissal or nonreemployment, the board shall decide whether to accept or reject the superintendent’s recommendation. The board’s vote, regarding the recommendation, shall be in an open meeting and shall, if the teacher is to be dismissed or nonrenewed, state the statutory cause(s) and the underlying facts justifying the action.

6. The board clerk shall notify the career teacher of its decision and the basis for its decision by certified mail, restricted delivery, return receipt requested or by substitute process. If the board’s decision is to accept the superintendent’s recommendation, the board clerk shall include, in the notice to the career teacher, an explanation of the teacher’s right to petition for a trial de novo in the district court within ten (10) days of the career teacher’s receipt of notice of the board’s decision.

7. At the pretermination hearing the burden of proof shall be upon the superintendent (or designee) and the standard of proof shall be by the preponderance of the evidence.

8. The career teacher shall receive any compensation or benefits to which the teacher is entitled until the teacher’s case is adjudicated at a trial de novo – if the teacher timely petitions for trial de novo. However, compensation and benefits shall not be provided during any further appeals process.

9. The probationary teacher hearing and the career teacher pretermination hearing shall be conducted in “open” session. If it is necessary to disclose information which is required by law to be kept
confidential, the board shall receive such information in executive session prior to taking any action.

**PROBATIONARY TEACHER HEARING**

10. The probationary teacher hearing shall commence with a statement to the teacher of the teacher’s rights at the hearing. Following this statement, the school administration shall present facts showing the cause for the teacher’s dismissal or nonreemployment. The teacher shall then have the right to present the teacher’s side of the matter. After both the school administration and the probationary teacher have fully presented their respective positions, the board of education shall deliberate on the evidence regarding the probationary teacher’s dismissal or nonreemployment in executive session.

11. At the hearing, the probationary teacher shall be entitled to be represented by counsel, to cross-examine witnesses presented by the school administration, to present witnesses on the teacher’s behalf and to present any relevant evidence or statement which the probationary teacher desires to offer. The burden of proof for any dismissal or nonreemployment shall be on the superintendent (or designee), and the standard of proof shall be a preponderance of the evidence.

12. After due consideration of the evidence and testimony presented at the probationary teacher’s hearing, the board shall vote, in open session, on the following: (1) findings of fact based on the evidence submitted and (2) whether to dismiss or nonreemploy the probationary teacher. The decision shall be made by a majority of the board of education members present at the meeting and shall be final and nonappealable. The motion to dismiss or nonreemploy the probationary teacher should state the specific cause for dismissal or nonreemployment, although such cause need not be a statutory cause.

13. The probationary teacher shall be sent notice of the board’s decision by certified mail, restricted delivery, return receipt requested, or substitute process. The notice shall state the basis for the board’s decision.

14. The probationary teacher shall receive any compensation or benefits to which the teacher is entitled until such time as the board’s decision is final. If the probationary teacher’s hearing is for nonreemployment, and not for dismissal, the teacher’s compensation and benefits may continue only until the end of the probationary teacher’s current contract.

**IV. Termination Based on Reduction in Force**

A. Career teachers and probationary teachers nonreemployed due to a reduction in force shall not be entitled to a trial de novo or any other post-decision review or appeal. The decision of the board of education in terminations based on reduction in force is final and nonappealable. Terminations resulting from a reduction in force are not included within the procedures provided by this policy and are not within the Teacher Due Process Act of 1990.
Item 424 – Reduction in Force – Certified Personnel

I. General Matters

A. Reasons for a Reduction in Force. A career teacher may be nonreemployed or a probationary teacher may be dismissed or nonreemployed when the board decides that due to (i) a financial exigency or (ii) a program change for institutional reasons or (iii) a decline in enrollment or (iv) other business necessity as determined by the board, which necessity requires a reduction in the teaching staff, the School District cannot enter into contractual obligations to one or more teachers for a future school year or, as to probationary teachers, cannot continue to meet existing contractual terms.

B. Definitions. For the purpose of this policy, the following terms have the stated meanings:
   i. “Financial exigency” means a reduction in the School District’s financial resources resulting from declining enrollment or any other action or event that in the judgment of the board of education will result in a reduction in the School District’s current or future operating budget.
   ii. “Program change” means any elimination, curtailment or reorganization of a curriculum offering, program or school operation or a reorganization or consolidation of two or more individual schools or school districts that is unrelated to financial exigency.
   iii. “Declining enrollment” means a decrease in the School District’s total enrollment or enrollment in a particular program or curriculum offering which in the judgment of the board of education may adversely affect the School District’s current or future allocation of funds and/or the necessity of maintaining certain current or future class sections or curriculum offerings.

C. Criteria for Eliminating Positions. The primary criterion in effectuating any reduction in force shall be the maintenance of a sound and balanced educational program that is consistent with the functions and responsibilities of the School District. In evaluating its program, the superintendent and the board will consider the elimination of teaching positions, not the teachers occupying those positions. In deciding which positions to eliminate, the superintendent and the board will consider the curriculum, the needs of students and those extra duty assignments that require special skill or expertise. Probationary teachers in positions to be eliminated will be nonrenewed or dismissed before career teachers.

D. “Bumping”.
   i. If a career teacher’s position is eliminated, the superintendent shall cause a probationary teacher to be “bumped” from his or her position in favor of the career teacher, if, at the time the recommendation for a reduction in force is submitted, the career teacher is certified to teach all of the courses assigned to and actually being taught by the probationary teacher. A career teacher shall “bump” the probationary teacher with the least seniority to whom this condition applies. A career teacher cannot “bump” another career teacher or any teacher other than a probationary teacher. Probationary teachers do not have “bumping” rights.
ii. If two or more career teachers could “bump” the same probationary teacher, the following criteria, in this order, will be used to determine which career teacher will “bump” the probationary teacher:

1. The School District will retain the career teacher who currently holds a contracted extra duty assignment if, after the reduction in force, that career teacher will continue to be assigned such extra duty assignment. A “contracted extra duty assignment” is an assignment that requires special skill or expertise for which the teacher receives additional pay pursuant to a written extra duty contract that is separate from the regular teaching contract.

2. If no contracted extra duty assignment exists, a career teacher with a standard certificate to teach the courses assigned to the probationary teacher will be retained over a career teacher with a provisional certificate, and a career teacher with a provisional certificate to teach the courses will be retained over a career teacher with a temporary certificate.

3. If certifications under the above criteria are equal, the School District will retain the career teacher with the most advanced academic degree status. That is, a career teacher with a Doctor’s degree will be retained over a career teacher with a Master’s degree, and a career teacher with a Master’s degree will be retained over a career teacher with a Bachelor’s degree. Hours earned toward a degree that has not yet been earned will not be considered.

4. If degree status is equal, the School District will retain the career teacher having the most versatile certificate in order to enable the School District to have flexibility in planning future curriculum.

5. If versatility in certificates is equal, the School District will retain the career teacher having seniority, as determined by the number of complete, consecutive school years of employment in the School District.

6. If seniority is the same, the School District will retain the career teacher chosen by lot.

iii. If there is more than one probationary teacher who could be “bumped” pursuant to the conditions identified in section I.D.1. of this policy, the criteria listed in section I.D.2. of this policy will be used to determine which probationary teacher will be “bumped”.

iv. If there is more than one probationary teacher in a position being eliminated, the criteria listed in section I.D.2. of this policy will be used to determine which probationary teacher will be retained.

E. Career Teachers. In determining which career teacher(s) will be nonreemployed when one or more of a number of identical positions is eliminated, the following criteria, in this order, shall govern:

i. The School District will retain the career teacher(s) who currently holds a contracted extra duty assignment, as defined in section I.D.2.a. of this policy, if, after the reduction in force, that career teacher will continue to be assigned such extra duty assignment.

ii. If no contracted extra duty assignment exists, the School District will retain the career teacher with the most advanced academic degree status, as defined in section I.D.2.c. of this policy.
iii. If degree status is equal, the School District will retain the career teacher having the most versatile certificate in order to enable the School District to have flexibility in planning future curriculum.

iv. If versatility of certificates is equal, the School District will retain the career teacher having seniority, as determined by the number of complete, consecutive school years of employment in the School District.

v. If seniority is the same, the School District will retain the career teacher chosen by lot.

F. Adult Education Teachers – The dismissal and nonreemployment provisions of the Teacher Due Process Act of 1990 do not apply to adult education teachers. Accordingly, adult education teachers are not covered by the protections of this policy and, unless otherwise required by law, are subject to a reduction in force without notice and without compliance with this policy.

II. Procedures

A. Action by Superintendent. The superintendent, upon receipt of the board’s preliminary determination of the necessity for a reduction in force, or upon his own volition, shall submit to the board his written recommendations for terminating particular teaching positions. In making his recommendations, the superintendent (i) shall not be limited to considering only positions in the areas or programs designated by the board and (ii) shall consult with each principal or area supervisor in whose school or unit a termination is proposed and (iii) shall take into consideration the criteria set out herein.

B. Action by Board. In the absence of a recommendation from the superintendent pursuant to this section, or when the board of education chooses not to accept the superintendent’s recommendation, the board may initiate action without such recommendation provided that it adheres to the other provisions of this policy.

C. Notice and Hearing Procedures. Prior to taking any action to nonreemploy or dismiss a teacher due to a reduction in force, whether acting on a recommendation of the superintendent or on its own volition, the board shall provide notice and an opportunity for hearing to the affected teacher. The notice and board hearing procedures shall be the same as those provided by Oklahoma law and board policy regarding dismissal and nonreemployment of teachers for cause. Notice of a recommendation of nonreemployment shall be given to the teacher prior to April 10.

D. Hearing. At the hearing, evidence may be presented by the administration and the teacher, as to (i) whether a reduction in force is reasonably necessary and is being made in good faith and for the best interests of the School District and (ii) whether the recommendation to not renew (or dismiss) the specific teacher is being made in good faith and pursuant to this policy.

E. Effect of Board Decision. The decision of the board based on the evidence presented at the hearing shall be final and unappealable. No teacher shall be entitled to petition for a trial de novo as to nonreemployment (or dismissal) due to a reduction in force.

III. Reemployment or Other Employment After Reduction in Force

A. Recall. For one school year after the effective date of nonreemployment (or dismissal) due to a reduction in force, the board of education shall not fill the specific position previously held by a teacher who was nonreemployed (or dismissed) due to a reduction in force without first offering such position to
the nonreemployed (or dismissed) teacher. If more than one nonreemployed (or dismissed) teacher is both certified and qualified for a position which the teachers previously held with the School District and which becomes available, the board, after receiving the superintendent’s advice, shall select the teacher it believes will best fill the position. Nothing in this policy shall give to any nonreemployed (or dismissed) teacher priority rights to fill a vacancy which becomes available and for which they are certified and qualified unless such position is identical to the position which they previously held with the School District.

B. **Recall Procedures.** The offer of reemployment shall be made personally or by certified mail, return receipt requested, and the teacher shall be notified that if he wishes to accept, he must do so in writing within five (5) calendar days of his receipt of notice. Failure to receive acceptance within five (5) calendar days or rejection of the offer of reemployment eliminates all reemployment rights of the teacher.

C. **Status After Recall.** A career teacher who has been nonreemployed and who is then reemployed within one school year shall be reinstated as a career teacher. A probationary teacher who is nonreemployed (or dismissed) but is then reemployed within one school year shall be given credit for the time already served as a probationary teacher for the purpose of determining eligibility for career teacher status.

IV. Interpretation and Application

The interpretation and application of any provision of this policy shall be the exclusive province of the Board of Education.

**Item 425 – Suspension, Demotion, or Termination of Support Employees**

In order to comply with Title 70 of the Oklahoma Statutes, Sections 24-132 thru 24-136, the Hennessey Board of Education hereby adopts the following procedure for the suspension, demotion, or termination of support employees.

For the purpose of this policy a “support employee” is defined as a full-time employee of a school district who provides those services, not performed by professional educators or license teachers, that are necessary for the efficient and satisfactory functioning of a school district.

No support employees who have been employed in Hennessey school district for one year or more may be suspended, demoted, or terminated except for the cause set out by this policy by the superintendent of schools of Hennessey; or the employee’s immediate supervisor subject to approval by the superintendent of schools.

Nothing contained in this policy shall prevent the board of education from acting on its own volition in matters pertaining to suspension, demotion, or termination of support employees.

Whenever the superintendent of schools is of the opinion that the immediate suspension of a support employee is necessary and in the best interest of a school district, the superintendent of schools may suspend the employee without notice or hearing. If an employee is suspended for a period exceeding 10 days, the superintendent of the district shall initiate proceedings for termination and shall follow the procedures set forth in this policy. 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 during or after the suspension for termination as provided in this policy.

Prior to any demotion or termination the support employee shall receive notice of his or her right to a hearing, which if requested will be conducted by Hennessey Board of Education. All notices shall be by certified mail, with the postmark used to determine the timeless of such notice. The support employee must request a hearing within 10 working days of said notice or be deemed to have waived his or her right to a hearing.

If the support employee requests a hearing, the hearing shall be conducted at the next or next succeeding regularly scheduled meeting of the Hennessey Board of Education if the request is received by the clerk of the board at least 10 days prior to aforesaid meeting. A special meeting may be conducted if requested by the employee or at the discretion of the Hennessey Board of Education. The special meeting shall be conducted no sooner than 10 days nor later than 30 days after receipt of employee’s request.

The decision of Hennessey Board of Education shall be final.

Nothing in the above stated policy shall be construed to prevent layoffs for lack of funds or lack of work.

In order to comply with Title 70 of the Oklahoma Statutes Sections 24-132 thru 24-136, the Hennessey Board of Education hereby adopts the following causes for suspension, demotion, or termination.

1. Failure to be at work station at starting time.
2. Leaving work station without authorization prior to lunch periods, or ends of work day.
3. Excessive unexcused absenteeism.
4. Chronic absenteeism for any reason.
5. Excessive tardiness.
6. Wasting time or loitering during working hours.
7. Leaving work area during working hours, without permission first, for any reason.
8. Falsification of personnel or other records.
9. Possession of weapons on the premises at any time.
10. Removing district property, records or confidential information from premises without proper authority.
11. Willful abuse misuse, defacing, or destruction of district property, including tools, equipment, or other property of other employees.
12. Theft or misappropriation of property of employees, students or of the district.
13. Sabotage.
14. Distracting the attention of others.
15. Refusal to follow instructions or supervisor.
16. Refusal or failure to do work assignment
17. Unauthorized operation of machines, tools, or equipment.
18. Threatening, intimidating, coercing or interfering with employees or supervision at any time.
19. The making or publishing of false, vicious, or malicious statements concerning any employee, supervisor, or the district.
20. Creating disturbances on the premises at any time.
21. Creating or contributing to unsanitary conditions.
22. Practical jokes injurious to employee’s or district property.
23. Possession, consumption, or reporting to work under the influence of alcohol, non-prescribed drugs, or controlled substance.
24. Disregard of known safety rules or common safety practices.
26. Operating machines or equipment without safety devices provided.
27. Gambling, lottery, or any other game of chance on district property.
28. Unauthorized distribution of literature, written or printed matter of any description on district property.
29. 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.
30. Poor workmanship.
31. Immoral conduct or indecency including abusive and/or foul language.
32. No personal calls during working hours, except for emergencies. This includes incoming and out-going calls.
33. Walking off job.
34. Clocking in or out another employee’s time card.
35. Smoking in an unauthorized area or at any unauthorized time.

36. Failure to follow district dress code.

37. Refusal of job transfer within the district, if transfer does not result in a demotion.

38. Abuse of “breaks” (rest periods) or meal period policies.

39. Insubordination of any kind.

40. Violation of any district rule or policy.

41. Violation of any administrative rule or order.

42. Abrasive, hateful, or demeaning treatment of coworkers, students, or others.

43. When it is in the best interest of the school district any support personnel may be suspended, demoted, or terminated.

**  This may not apply; signing in or out on time sheet, etc. should be substituted.

Violations of any of the above shall be sufficient grounds for the suspension, demotion, or termination of support employees.

** Item 426 – Reduction in Force Policy - Support Personnel **

The Hennessey 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 a 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 are 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 or 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 identified in the Hennessey Salary Schedule for support employees.
If normal attrition and the release of temporary and part-time employees does not sufficiently reduce the support staff, the following items will be considered in the reduction process in the order listed:

1. Performance history
2. Job qualification by training and experience
3. Attendance and punctuality
4. In the event that two or more employees in the affected category are equal in the above factors, 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 continuous service as a support employee within the 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, due to a reduction in force, shall follow the same procedure as terminations.

For twelve (12) calendar months after the effective date of any termination or nonreemployment, pursuant to this policy’s provisions, the board shall not replace any support personnel who have been terminated or nonreemployed in accordance with this policy without first offering the position to the former support personnel who have been terminated or nonreemployed. The board shall offer employment in the reverse order to the employees who were last terminated or nonreemployed provided the former employee is qualified for the job.

**Item 427 – Retirement**

Employees participating in Teachers’ Retirement who are interested in contacting the Retirement System may call 405-521-2387, or write: Teacher Retirement System, P. O. Box 53524, Oklahoma City, OK 73152-3524 (street address: 2500 N. Lincoln Blvd.).

**Item 428 – Policy on Staff Evaluation**

The Hennessey Board of Education defines evaluation as a mutual endeavor among all staff members and the Board to improve the quality of the educational program provided by the district. The district and the individual educator jointly accept the responsibility for improvement of efforts to educate students in the district. All staff members are expected to perform well in relation to their job descriptions, course objectives and performance criteria. Evaluation is a system for documenting compliance with these criteria by staff members.

The board of education of Hennessey School District 37-I016, Hennessey, Oklahoma, hereby adopts the Tulsa Teacher Evaluation Model for the certified employees of the district in compliance with SB2033. Also, according to SB426 relating to teacher evaluations, amending 70 O.S. 2011, Section 6-101.3 which relates to definitions, 50% of a teacher’s evaluation is based on qualitative evaluation and 50% is based on quantitative evaluation. The quantitative shall be divided as follows: 35% based on student academic growth using multiple years of
standardized test data; 15% based on other academic measures (see Other Academic Measures worksheet which is a part of this policy).

The Tulsa Teacher Evaluation Model was developed with teachers, for teachers. It is based on current, best practices and national research findings. Tulsa Public Schools has subjected its model to independent validation studies in both a no-stakes and higher-stakes context using working principals with only minimal calibration training. The studies confirmed that the Tulsa teacher evaluation model measures teacher practices that track student achievement growth. By responding appropriately to the research findings and input of working teachers and principals, Tulsa Public Schools is ensuring that it has an empirically robust system that teachers, administrators, parents and other stakeholders trust.

The performance of all certified staff members will be evaluated according to the criteria reflected in the Tulsa Teacher Evaluation Model document. Each evaluation shall be based upon the evaluator’s actual observation of the person being evaluated while performing his/her job function. The Superintendent will be evaluated by the board of education; teachers and other non-administrative personnel will be evaluated by their respective building principal as provided by law.

All probationary teachers will be evaluated once prior to November 15 and once prior to February 10 each year. Career teachers shall be evaluated one time prior to April 30. Evaluation reports will be completed on an approved evaluation form and will be followed by a conference between the evaluator and the staff member. Both parties will sign the form. If the evaluator recommends a plan for improvement, the evaluator and staff member will develop a plan. The plan will include a statement indicating how the administration will assist the staff member in his/her improvement efforts. All observation forms, evaluation forms, and rubrics for certified personnel are located on the following website.
http://www.tulsaschools.org/4_About_District/employee_standards_main.asp

The evaluation report and plan for improvement, if required, will be filed in the staff member’s OKTLE website and personnel file. The file is accessible to the staff member, building administrators, the Superintendent (and his staff), the Board of Education (in session), and others designated by the teacher.

The board of education, when altering this plan, shall seek input from staff members affected by such changes. The procedures, criteria, instruments and process of evaluation will be reviewed and adopted annually. Any legislative act, State Department of Education rule or regulation, or any court decision which makes any part of this policy unlawful will in no way nullify the remainder of the policy.

TEACHER PERFORMANCE EVALUATION PROCEDURES

During the 2014-2015 school year, one hundred percent (100%) of the evaluation rating of teachers shall be based on the qualitative component of the TLE. As required by 70 O.S. § 6-101.10 for purposes of testing the TLE, the school district will incorporate the student academic growth and other academic measurement quantitative components of the TLE in all school sites within the school district.

For purposes of establishing baseline data, the school district shall incorporate the student academic growth (“SAG”) and other academic measures (“OAM”) quantitative components of the TLE. Each teacher for whom a Value Added Result is not available shall utilize a student
learning objectives ("SLO") or student outcome objectives ("SOO"). An SLO/SOO is a measurable, long term academic goal that a teacher or teacher team sets at the beginning of the year for all students or subgroups of students.

The SLO/SOO cycle consists of five steps: (1) development, (2) approval, (3) midcourse check-in, (4) final review of SLO- SOO attainment and scoring, and (5) discussion of summative rating and impact on practice. Initially, each administrator shall visit with teachers for whom a value added result is not available and shall require that a SLO/SOO be developed. SLOs/SOOs must demonstrate SAG impacted by the teacher in order to provide actionable feedback. The process for development of the SLO/SOO is as follows:

1. Identification of core content and standards.
2. Gather and analyze student data.
3. Determine the focus of the SLO/ SOO.
4. Select or develop an assessment.
5. Develop a growth target and rationale.

The SLO/ SOO evaluation rating for each teacher will be based upon a scale of 1.00 to 5.00.

The board of education shall annually approve a list of OAM from the list of options which have been approved by the State Board of Education. OAM are alternative instruments ensuring a robust teacher evaluation, capturing unique facets of effective teaching, and reflecting student academic performance impact by the teacher. Each teacher shall have at least two options that are grade level appropriate. The teacher shall be required to select an other academic measure from the list approved by the board of education that is relevant to the job duties assigned to that teacher. The other academic measure should be selected by the teacher with the understanding that the measure is to be utilized to provide actionable feedback to the teacher. If there are not at least two options of OAM listed on the approved OAM list that are relevant to the job duties of a teacher, two other relevant options will be provided by the board of education that meet the definition of other academic measure adopted by the Oklahoma State Board of Education prior to the expiration of the first nine weeks of school.

The rating scale for each teacher shall be a 5 point scale, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

The timeline for the evaluation process shall be as follows:

1. During the first nine weeks of school, each teacher shall do each of the following:
   a. Determine an academic area of focus for the teacher’s students that will guide the other academic measures for the teacher.
   b. Administer a pre-assessment or locate data that can be used as a pre-assessment of the academic area of focus.
   c. Select an other academic measure that will be used to measure the performance of the academic area of focus at the end of the school year (or after instruction for the academic area of focus is complete). Those teachers who receive an individual value added model score because they teach in a grade and subject that has state tests used for calculating individual value added model scores may substitute the value added model score (on a 5 point scale) for the other academic measure if they so choose.
d. Establish a SMART goal by the end of the first semester for the academic area of focus as measured by the other academic measure. SMART goals are Specific, Measureable, Attainable and Ambitious, Results-driven, and Time-bound. SMART goals should be established based on pre-assessment data. Teachers may collaboratively develop SMART goals and 5 point rating scales with peers.

e. Establish a 5-point rating scale, by the end of the first semester, for the SMART goal, where 5 is Superior, 4 is Highly Effective, 3 is Effective, 2 is Needs Improvement, and 1 is Ineffective.

f. By way of signature, receive agreement from the evaluator on the SMART goal and 5-point rating scale. If the teacher and the evaluator cannot agree on the SMART goal and 5-point rating process, the Superintendent shall provide mediation.

2. At the end of the school year (or after instruction for the academic area of focus is complete), all teachers shall consult with their respective evaluators to determine if the SMART goal was reached and what score will be assigned based on the previously agreed upon 5-point rating scale for the OAM. Documentation of student performance should be provided.

3. Because the results of many OAM are unavailable until after evaluations must be completed for re-employment decisions, other academic measure results will be calculated as 15% of teacher evaluations during the year following their attainment.

4. If a teacher encounters an extenuating circumstance including, but not limited to, extended illness, acceptance of a student teacher, natural disaster, flu epidemic, or those situations that materially impact the achievement of the teacher’s students after a SMART goal has been agreed upon, the teacher shall be evaluated via the development of a high quality reflective analysis of their student performance and factors that contributed to the teacher’s inability to reach expected targets.

The district shall utilize the other academic measure sample worksheet provided by the State Department of Education.

Data shall be collected by the evaluator on an ongoing basis in compliance with the system of evaluation selected by the board of education. The data shall be maintained in an evaluation file for the teacher. Final scores for the other academic measure component shall be determined by the end of the school year.
Tulsa Model Flowchart

**Observation #1**
(20-30 minutes)

→ **Observation #1 Conference**
(In-person)

↓ **Observation #2**
(20-30 minutes)

↓ **Observation #2 Conference**
(In-person)

↓ If a FDP is given, then at least 10 instructional days; otherwise, there is no specific timeline.

---

**Evaluation and Evaluation Conference**
- For Career Teachers... this process must be completed at least once by April 30. If there are concerns, begin immediately.
- For Probationary Teachers... this process must be completed TWICE. Once by November 15 and again by February 10.
### Hennessey Public Schools

#### Other Academic Measure Teacher Selections (15% of Overall Evaluation)

**Teacher’s Name:** ____________________________________________________  
**Date:** ____________________  
**School Year:** ____________  
**School Site:** _______________  
**Evaluator:** _______________________________

#### Academic Measure (select one) | Rating Scale for Each Measure

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Elementary/Middle School</strong></td>
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<tr>
<td>Attendance Rate</td>
<td>94 to 100% Attendance rate</td>
<td>88 to 93% Attendance rate</td>
<td>80 to 88% Attendance Rate</td>
<td>70 to 79% Attendance Rate</td>
<td>Below 70% Attendance Rate</td>
</tr>
<tr>
<td>A/F Overall Grade</td>
<td>Overall grade of A on report card</td>
<td>Overall grade of B on report card</td>
<td>Overall grade of C on report card</td>
<td>Overall grade of D on report card</td>
<td>Overall grade of F on report card</td>
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<tr>
<td><strong>High School</strong></td>
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</tr>
<tr>
<td>Cohort Graduation Rate</td>
<td>90% or higher</td>
<td>80% or higher</td>
<td>70% or higher</td>
<td>60% or higher</td>
<td>50% or higher</td>
</tr>
</tbody>
</table>
| State/Regional Level Competition Event/Date: ____________________________
| Equivalent to 1st place or superior rating | Equivalent to 2nd place | Equivalent to 3rd place | Equivalent to 4th place | Higher than 4th place |

**OAM Rating Score:** __________  
**Evaluator’s Signature:** ____________________________________________

**Teacher’s Signature:** ________________________________________________  
**Date:** ____________________
# Superintendent Evaluation Form

Name of Superintendent ____________________________________________ Date _____________________

All items rated with a “1” require additional explanation. The reverse side of the page may be used for explanations and additional comments. *Signifies the State Board of Education minimum criteria for effective administrative performance.

<table>
<thead>
<tr>
<th>3 – Commendable</th>
<th>2 – Meets Expectations</th>
<th>1 – Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATION</strong></td>
<td></td>
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<tr>
<td>1. The superintendent exerts strong educational leadership, develops a strong management team, and delegates responsibility.</td>
<td>3 2 1</td>
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<tr>
<td>2. The superintendent provides a written site improvement plan that supports the district’s Comprehensive Local Education Plan describing school goals, objectives, and staff development activities.*</td>
<td>3 2 1</td>
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<tr>
<td>3. The superintendent achieves the board’s goals and policies successfully.</td>
<td>3 2 1</td>
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</tr>
<tr>
<td>4. The superintendent and staff develop goal statements which are the result of a needs assessment, a written analysis of student test scores and other data as well as community input.*</td>
<td>3 2 1</td>
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<tr>
<td>5. The superintendent employs a team effort in analyzing, planning, implementing, and evaluating policies, programs, and personnel.</td>
<td>3 2 1</td>
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<tr>
<td>6. The superintendent provides a written analysis of student test scores and other data to assure that the various student populations are benefiting from the instructional program.*</td>
<td>3 2 1</td>
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<tr>
<td>7. The superintendent recommends for employment personnel who have proper certification and skills for the position.</td>
<td>3 2 1</td>
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<tr>
<td>8. The superintendent organizes the roles and responsibilities of staff members so as to optimize their effectiveness and to encourage harmonious relationships among various segments of the school system.</td>
<td>3 2 1</td>
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<tr>
<td>9. The superintendent provides to the board and the general public an organized and informative annual report on the state of the district.</td>
<td>3 2 1</td>
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<tr>
<td>10. The superintendent maintains communications with state and federal legislators, as well as other outside agencies, in efforts to accomplish legislation needed for school improvement.</td>
<td>3 2 1</td>
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<tr>
<td>11. Routine – The superintendent uses a minimum of instructional time for noninstructional routines thus maximizing time on task.*</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>12. Discipline – The superintendent works with staff to develop and communicate defined standards of conduct which encourage positive and productive behavior.*</td>
<td>3 2 1</td>
<td></td>
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<tr>
<td>13. The superintendent provides written discipline policies to which students are expected to perform.*</td>
<td>3 2 1</td>
<td></td>
</tr>
<tr>
<td>14. Learning Environment – The superintendent establishes and maintains rapport with staff and students, providing a pleasant, safe and orderly climate for learning.*</td>
<td>3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
In the area of administration, what is the superintendent’s strongest asset? ____________________________

What specific area could be most improved? _______________________________________________________

<table>
<thead>
<tr>
<th>3 – Commendable</th>
<th>2 – Meets Expectations</th>
<th>1 – Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The superintendent identifies and facilitates instruction and student achievement as the focal point of the school district.</td>
<td></td>
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<tr>
<td>2. The superintendent works with the staff to develop a program to recognize academic achievement.*</td>
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<tr>
<td>3. The superintendent works with the staff to assure that all learners are involved in the learning process.*</td>
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<tr>
<td>4. The superintendent identifies instructional objectives for students and implements programs to meet their diverse needs.</td>
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<tr>
<td>5. The superintendent assists the staff in monitoring student progress.*</td>
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<tr>
<td>6. The superintendent provides needed resources for staff.*</td>
<td></td>
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<tr>
<td>7. The superintendent works with staff to establish curriculum objectives, sequence and lesson objectives.*</td>
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<tr>
<td>8. The superintendent maintains a working knowledge of current educational research, reports, and useful new concepts and shares that information with the board.</td>
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<tr>
<td>9. The superintendent keeps the board informed of the analysis, planning, implementation, and evaluation of instructional activities.</td>
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<tr>
<td>10. The superintendent keeps the community informed about the program of instruction and plans for school improvement.</td>
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</tbody>
</table>

COMMENTS:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Rating for this Category

In the area of instruction, what is the superintendent’s strongest asset? ____________________________

What specific area could be most improved? _______________________________________________________

_____________________________________________________________________________________________
_____________________________________________________________________________________________

Rating for this Category
### RELATIONSHIP WITH THE BOARD

<p>| | | |</p>
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<td>3</td>
<td>2</td>
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<tr>
<td>1.</td>
<td>The superintendent works with the board in the areas of analyzing, planning, implementing, and evaluating policies.</td>
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<tr>
<td>2.</td>
<td>The superintendent informs the board about issues, operations, the instructional program, and needs of the school system.</td>
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<tr>
<td>3.</td>
<td>The superintendent informs the board about educational activities at the state and national levels.</td>
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<tr>
<td>4.</td>
<td>The superintendent maintains a harmonious working and professional relationship with members of the board.</td>
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<tr>
<td>5.</td>
<td>The superintendent interprets and supports board policy and decisions to the public and staff.</td>
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<tr>
<td>6.</td>
<td>The superintendent provides board members with reports and information that will enable them to sufficiently review the operations of the district.</td>
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<tr>
<td>7.</td>
<td>The superintendent gives constructive advice and guidance to the board regarding opportunities for district improvement.</td>
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<tr>
<td>8.</td>
<td>The superintendent states his/her convictions in matters before the board.</td>
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<tr>
<td>9.</td>
<td>The superintendent utilizes the strengths of individual board members and the board itself in the decision-making process.</td>
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<tr>
<td>10.</td>
<td>The superintendent offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.</td>
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#### COMMENTS:

____________________________________________________________________________________________
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**Rating for this Category**

In the area of board relationships, what is the superintendent’s strongest asset? ____________________________

____________________________________________________________________________________________

What specific area could be most improved? ____________________________

____________________________________________________________________________________________

### RELATIONSHIP WITH THE STAFF

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<tr>
<td>1.</td>
<td>The superintendent encourages the participation of faculty and staff in the establishment and implementation of district-wide goals, objectives, and programs.</td>
<td></td>
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<tr>
<td>2.</td>
<td>The superintendent works with the staff in collegial and non-threatening ways to promote and improve instruction.*</td>
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<tr>
<td>3.</td>
<td>The superintendent sets high expectations for staff.*</td>
<td></td>
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</tbody>
</table>
4. The superintendent educates the staff to recognize and display the teaching criteria upon which evaluation is conducted.*

5. The superintendent promotes programs for staff growth and development.

6. The superintendent strives to maintain positive morale by:
   a. Avoiding arbitrary decision-making and favoritism;
   b. Offering fair and impartial treatment to all parties to a dispute; and
   c. Granting recognition and appreciation for a job well done.

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

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

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

COMMENTS:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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Rating for this Category

In the area of staff relationships, what is the superintendent’s strongest asset? __________________________________________________________________________________________
_____________________________________________________________________________________________

What specific area could be most improved? __________________________________________________________________________________________
_____________________________________________________________________________________________

3 – Commendable    2 – Meets Expectations    1 – Needs Improvement

RELATIONSHIP WITH THE COMMUNITY

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

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

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

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

5. The superintendent is actively involved in the community.

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

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

8. The superintendent understands and responds to the unique and changing needs of the community.
9. The superintendent solicits and considers input from interested groups and individuals in the decision-making process.

COMMENTS:
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

Rating for this Category

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

What specific area could be most improved? __________________________________________________________

<table>
<thead>
<tr>
<th>Personal Qualities</th>
<th>3 – Commendable</th>
<th>2 – Meets Expectations</th>
<th>1 – Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>6.</td>
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<td>9.</td>
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<td>10.</td>
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COMMENTS:
_____________________________________________________________________________________________
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Rating for this Category
In the area of personal qualities, what is the superintendent’s strongest asset?

What specific area could be most improved?

<table>
<thead>
<tr>
<th>3 – Commendable</th>
<th>2 – Meets Expectations</th>
<th>1 – Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>FINANCIAL</td>
<td></td>
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<tr>
<td>1. The superintendent keeps informed of the needs of the school program—supplies, equipment, plant, and facilities.</td>
<td>______</td>
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<td>2. The superintendent assumes responsibility for the overall financial planning of the district, including short-term priorities and long range planning.</td>
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<td>3. The superintendent coordinates the preparation of the annual budget utilizing teacher and staff input, and submits the budget to the board for input and approval.</td>
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<td>4. The superintendent evaluates the district’s financial needs and makes timely recommendations for adequate funding.</td>
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<td>5. The superintendent ensures that funds are spent and invested wisely and that adequate controls and accounting are achieved.</td>
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<tr>
<td>6. The superintendent provides leadership in solving major problems and achieving maximum utilization of resources.</td>
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COMMENTS:

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

Rating for this Category

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

What specific area could be most improved?

COMMENTS: __________________________________________________________

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

___________________________________________________ __________________________________________

Signed: ____________________________  
President of the Board

________________________________________  
Superintendent

Date: ________________________________
Hennessey Public Schools

Support Employee Evaluation and Management System Evaluation Form

Employee’s Name: ___________________________________

Job Title/Class: _______________________ Work Site: ____________

Evaluation Period: ________________________________

<table>
<thead>
<tr>
<th>General Criteria</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tr>
<td>1. Follows District Policy</td>
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<td>2. Punctuality and Attendance</td>
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<td>3. Follows Instructions</td>
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<td>5. Exhibits Initiative</td>
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<td>6. Work Completed in Neat and Timely Manner</td>
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<td>7. Works Well With Other District Employees</td>
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<td>8. Meets Production Standards</td>
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<td>9. Utilization of Materials and Supplies</td>
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<td>10. Appearance</td>
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<td>11. Interaction with Students and Patrons</td>
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Essential Functions of the Job:
| 1. |              |
| 2. |              |
| 3. |              |
| 4. |              |

III. Comments:

IV. Overall Rating
A. Satisfactory _______ Needs Improvement _______ Unsatisfactory _______
B. Plan for Improvement Attached: Yes ________ No ________

IV. Acknowledgments:
This evaluation is based upon observation of the employee at the work site by the employee’s evaluator, a review of district records, and personal knowledge of the employee’s performance collected by the employee’s evaluator.

_________________________________________   __________________________________________
Signature of Evaluator                                                              Signature of Evaluator                Date

_________________________________________   __________________________________________
Signature of Employee Signature of Employee Signature of Employee Date

(Signature acknowledges receipt and understanding of above evaluation, but does not necessarily indicate agreement)
Item 429 – Superintendent’s Acceptance of Employee Resignations

The Superintendent is authorized by the board of education to accept, on its behalf, letters of resignation from school district employees. Upon receipt of an employee’s resignation, the superintendent shall provide the employee, in writing, a letter which acknowledges receipt of the employee’s resignation.

1. If the employee’s resignation is submitted prior to April 25 and is effective for the ensuing school year, the superintendent’s written acknowledgement of the employee’s resignation shall serve as an acknowledgement of the employee’s decision to resign his or her employment for the next school year. The resignation shall be effective upon the superintendent’s confirmation of its receipt.

2. If a certified employee’s resignation is submitted after April 25 and intended to be effective for the next school year, the Superintendent’s acknowledgement of receipt of the resignation shall, in addition to confirming receipt of the resignation, state whether the employee is released from his or her contract for the succeeding school year and, if the employee is not released from employment, either that the employee will not be released from employment until the end of the school year for which the resignation is submitted or any conditions which must be satisfied prior to the employee’s release from his or her contract for the school year. The employee’s resignation shall be effective the date upon which any conditions stated by the superintendent are met or the end of the school year for which the resignation is submitted, whichever occurs first.

3. If the employee’s resignation is submitted during the school year for which the resignation is applicable, the superintendent shall acknowledge receipt of the employee’s resignation, shall state whether the employee is released from employment, the effective date of the release, and conditions which must be satisfied, if any, prior to the employee’s release from employment.

4. In any instance in which the employee’s resignation from employment is part of an agreement with the employee, the employment agreement shall satisfy the requirement for the superintendent’s written acknowledgement of receipt of the employee’s resignation.

5. All resignations submitted after June 15, which are effective for the ensuing school year, must be approved by the Hennessey Board of Education.

In any instance in which the superintendent, for any reason, fails to take action in response to the receipt of an employee’s resignation, the board of education may take action, concerning the resignation, authorized by law. Resignations approved by the superintendent shall be included as a part of the superintendent’s informational report to the board at regular or special meetings of the board.
Item 430 - Electronic Communication by School Staff

"Electronic communications," for the purpose of this policy, means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular phone, computer, computer network, personal data assistant, or pager. Electronic communications include, but are not limited to, e-mails, instant messages, and communications made by means of an Internet website, including social media and social networking websites. The Superintendent and 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.

I. The annual orientation for all staff and reminder by the administration will give special emphasis on this policy which does not allow direct contact with students by electronic communication other than what is allowed under (B) below, and, on the avoidance of any improper fraternization with students using electronic communications:

A. School employees may not list current students (other than immediate family) as “friends” or “followers” on social networking sites. This includes Facebook;

B. All electronic contacts with students should be through the District’s computer and telephone systems. All such contacts shall include the parent or guardian;

C. School employees will not give out their private cell phone or home phone numbers to students without prior written approval of the principal;

D. Electronic communications that are inappropriate and therefore prohibited include but are not limited to:

   1. Items with sexual content;
   2. Items exhibiting or advocating use of drugs, alcohol or other illegal activities;
   3. Items that pertain to students, including confidential information;
   4. Any content that significantly affects the employee’s ability to perform his/her job or disrupts the educational environment;
   5. Any content that would violate district policies and procedures;

E. Examples of inappropriate behavior shall be covered and discussed, including behavior to avoid and the need for staff to use common sense in avoiding inappropriate and unprofessional behavior;

F. Staff shall have no expectation of privacy when using district technology, the district network and/or public social media venues;

G. The administration shall monitor for improper staff electronic communications on district computers, other school issued technology, and the district computer network;

H. Staff shall be informed of the consequences that may result from inappropriate electronic communications up to and including dismissal from employment.

The superintendent, principals, or technology personnel may periodically conduct internet searches to see if staff members have posted inappropriate materials on-line.
When inappropriate use of computers and internet websites is discovered, the school principals and superintendent will seek to preserve the problematic or offensive material and will seek to maintain storage and chain of custody of the evidence.

II. Cell Phones

School staff shall not contact students’ cell phones other than the method identified in paragraph (I.)(B) in this policy. The parent/guardian should always be the point of contact on any cell phone communication regarding the student and the contact shall concern only legitimate school business. Legitimate school business includes (but is not limited to):

A. Answering academic inquiries regarding homework, other classroom work or assignments;

B. Scheduling appointments for school related conferences and/or extra help;

C. Clarifying classroom expectations and/or assignments;

D. Notifications related to classroom, club or sports schedules, events, trips, assignments, and deadlines.

III. Text Messages

Any text messages by staff members, coaches and volunteers shall be sent to the entire class, team, club or organization and not to any student individually. Parent/guardians shall be included on all text messages. Exceptions may include situations involving confidential medical issues, emergencies, or individual issues not involving the entire group. Parent/guardians shall also be included on any individual messages.

Staff shall not send messages containing material that:

A. May be perceived as profane, obscene, racist, sexist or promote illicit, illegal or unethical activity;

B. Is personal in nature and not related to the business of the district;

C. Can be interpreted as provocative, flirtatious or sexual in nature;

D. Is confidential information and not authorized for distribution;

E. Violates board policy on Bullying.

IV. Electronic Communication

School district personnel shall adhere to the following guidelines when sending or receiving messages via district owned or issued devices and the district network:

A. All messages shall pertain to legitimate school business;

B. Personnel shall not reveal district issued passwords to others. If a staff member
believes that a password has been lost or stolen, or that email has been accessed by someone without authorization, he/she must contact the supervisor for technology or the principal;

C. District administrators shall have access to the employee’s password or passwords for all district owned or issued devices and the use of the district network;

D. Staff shall not send messages that contain material that:

1. May be perceived as profane, obscene, racist, sexist or promote illicit, illegal or unethical activity;
2. Is personal in nature and not related to the business of the district;
3. Can be interpreted as provocative, flirtatious or sexual in nature;
4. Is confidential and not authorized for distribution;
5. Violates board policy on Bullying.

E. Personnel shall become familiar with the district’s policies and regulation on staff and student access to networked information resources and acceptable use of technology.

F. Employees learning of any misuse of the email systems shall notify the supervisor for technology, principal or superintendent immediately.

V. Implementation

This policy shall be made available electronically or otherwise disseminated to all staff members at a minimum annually or as needed.

Each employee shall be required to provide written acknowledgement of receipt of this policy at the beginning of each school year.

Date Adopted: July 13, 2015

Item 431 – Reporting Suspected Child Abuse and/or Neglect

In accordance with Oklahoma law, teachers are required to report suspected cases of physical abuse or neglect involving students to the statewide toll-free hotline of the Department of Human Services. The statewide DHS hotline number is 1-800-522-3511. The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

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 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 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.

REFERENCE: 10 O.S. §7101, et seq.
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: _____________________________________________

Date Report Filed__________________ Time____________

DHS Referral Number _____________________________________
SECTION 500

Item 501 – Instructional Program Objectives

The schools at all grade levels with teacher committee organizations under sound leadership should endeavor to find and adopt the best available curriculum materials and at the same time maintain academic freedom and the right to handle controversial issues in a fair manner.

The school, through its faculty, is responsible for state books. Generally, the use of workbooks is discouraged.

Basically, any function of the school must be justified in the light of the instructional program. Schools are for learning. This suggests the first guiding principle of an instructional program.

Learning is based more on what the child does than on what the teacher does. The learner should be led to:

1. Sense his or her personal responsibilities and opportunities.
2. Master the tools of learning and of communication.
3. Appreciate, love and defend the American way of life and understand and combat those conflicting ideologies which attempt to destroy freedom as patriots know it.
4. Exercise one’s powers with due regard for the rights of others and hold dear those moral and spiritual values that create fine character.
5. Grow in the ability to think clearly, logically and independently.
6. Hold an appreciation of the universe and for the beautiful as exemplified in music and art.
7. Maintain good health with the knowledge and desire to safeguard it.
8. Engage in a well balanced and happy social life and family life accompanied by creative use of leisure time.
9. Seek higher education to meet one’s own needs and abilities together with selecting, entering, and succeeding in a vocation.

The school shall encourage all career opportunities for students and engage in vocational counseling and guidance to insure that students have ample orientation to the world of work.

The course offering shall be sufficient in number and range to include a well rounded schedule for all students. Courses added or deleted from the list of offerings must be approved by the Board of Education on recommendation of the Principal through the Superintendent.

Item 502 – Moment of Silence Policy
It shall be the policy of the Hennessey 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 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 every morning during first period. The minute of silence will begin with the showing of the HPS “Moment of Silence” video to be distributed over the school-wide video system or by announcement from the main office.

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 defendant in an action related to this statutory requirement.

**Item 503 – College Credit Courses**

In accordance with the School Laws of Oklahoma, senior students may take college courses for credit, if said seniors meet the requirements outlined in the law.

**Item 504 – Oklahoma Proficiency Tests Policy**

Students will be offered two opportunities per year to take the Oklahoma Proficiency Tests for higher grade placement or high school credit. Tests will be administered in August and May of each year. Test notification will be posted in student handbook and on school website.

**Item 505 – Extra-Curricular Activities**

Extra-curricular activities are a necessary and a vital part of the total educational program of a modern school. Selection among available opportunities for such activities and development of adequate activities when opportunities are not readily available is a function of the local school board, staff, and administration.

A. Check List for the Evaluation of Extra-Curricular Activities

The list of principles and evaluative queries which follows is felt to be a relevant check list for extra-curricular activities:

1. Contests or activities must be justified by their unique contribution to the educational development of the participant.

2. The activity program should provide a broad extensive range of opportunities to meet the needs and wide ranges of interest among students.
3. Prospective sponsoring organizations of contests or activities must meet ethical standards.

4. Awards and prizes shall be in a form and in an amount which shall justify approval by the school and attention from the pupils.

5. Activities or contests should not have present or future potential to influence curriculum content in an adverse manner.

6. The administration and supervision of all extra-classroom activities shall be vested by the school to the administrative officers and faculty.

7. Contests for scholarships or other awards which involve a testing program must provide for examinations to be given outside the regular school day.

8. The school shall be guided by recommendation of the State Department of Education and the North Central Association.

Item 506 – Athletics

All rules and regulations of the Oklahoma Secondary Activities Association shall be complied with. Each Principal or his designated representative shall have charge of all athletic contests and shall determine the eligibility of players to participate, in accordance with the rules and regulations of the Oklahoma Activities Association.

Item 507 - Fraternities, Sororities, and Secret Societies

The Hennessey Board of Education prohibits fraternities, sororities, secret societies, clubs or groups composed in whole or in part of pupils enrolled in the elementary, middle or high schools of the district, except for those normally recognized as inherent to the school program.

Item 508 – Student Organizations: Policy on Sponsorship and Equal Access for Limited Student Forums

The board of education of the Hennessey School District is committed to the proposition that student participation in student activities and organizations can advance educational goals and otherwise be of benefit to students and that the policies of this School District should further students’ opportunities for participation. In allowing and furthering student activities and organizations, the board is mindful of the dictates of the United States Constitution and the federal Equal Access Act. This policy is adopted to implement these goals.

School-Sponsored Student Organizations

1. The School District may sponsor student organizations that the board determines are in furtherance of and consistent with the educational objectives of the School District and directly related to the School District’s curriculum (“school-sponsored student organizations”).

2. An organization shall be considered to be directly related to the School District’s curriculum if it is: (1) an extension, expansion, or application of material taught in a class; or (2) part of or an adjunct to student government, carrying out special projects or responsibilities.
3. School-sponsored student organizations shall have a faculty sponsor, whose teaching field, education, background or other expertise is reasonably related to the purpose and goals of the group, and who shall receive extra-duty compensation.

4. Application for School District sponsorship shall be made by the proposed faculty sponsor and at least five students who intend to participate in the organization. Each proposed student organization shall submit its membership requirements, organizational structure, and provisions of a constitution or other document setting out organizational purpose and structure, subject to approval of the superintendent of schools.

5. After the proposed organization and its constitution have received preliminary approval from the superintendent, the board of education shall review and approve or disapprove the organization for sponsorship based on the standards set out in this policy and based on an opinion rendered by the school district’s legal counsel stating that the proposed organization meets the standards of this policy.

Independent Student-Organized Groups

6. The senior high schools of this School District shall make facilities available for meetings of independent student organized groups (that is, student groups which are not officially sponsored by the School District as stated in Sections 1-5 above) subject to the following provisions. It is the intent of the School District to create a limited open forum under the federal Equal Access Act for independent student organized groups pursuant to this policy.

7. Meetings of independent student-organized groups may be held only during any non-instructional time, including before or after school, during lunch hour (if there are no classes being conducted during the lunch hour) or other non-instructional time. No student may attend a meeting when he or she has a scheduled class or is required by school rules or schedules to be elsewhere.

8. All meetings shall be student-initiated and open to all students in the school. All student attendance at independent student-organized group meetings shall be voluntary.

9. No meeting may include any activity that is unlawful or that materially and substantially interferes with the orderly conduct of educational activities within the school.

10. An adult monitor, who may or may not be a school employee, shall be present at all meetings. The school employee shall be present only in the capacity of monitor, and may not participate in any form or fashion in the meeting.

11. Independent student-organized groups may invite outside speakers to their meetings, but no non-school persons may direct, control, conduct, or regularly attend meetings.

12. If students wish to meet in independent student-organized groups under this policy, they must file a request to meet with the building principal which lists: (1) the room in which they wish to meet and the time during which they will meet; (2) the name of one student who will serve as the contact between the group and the school authorities; and (3) the monitor who will be present. The principal shall approve a meeting if it meets the requirements of this policy and shall notify the student contact person of his approval or, if it does not meet the requirements of this policy, his reasons for disapproval, within 2 days of the submission of the request to meet.
Once permitted to do so, an independent student-organized group may continue meeting for the remainder of the school year, unless it subsequently violates this or any other school policy.

13. In assigning meeting rooms to student organizations, the school shall not arbitrarily discriminate between or among school-sponsored and independent organizations. However, in assigning meeting rooms the school may consider the number of persons expected to attend and the needs of the organization.

14. Meetings of independent student-organized groups may be announced by notices posted on bulletin boards in the school. Such notices may contain only the name of the organization, the date, time, and place of the meeting, and a brief identification of the subject of the meeting or a list of agenda items.

15. It is understood that participation in and the content and purposes of independent student-organized group meetings are neither approved nor disapproved by the School District. The School District is neutral as to the content of these meetings.

**Item 509 – School Social Events**

1. These social affairs designed for students are not open to the public. The committee in charge of the event must be responsible in this respect.

2. Parties, dances, or sock hops may be held during the school year. These must be scheduled at the beginning of the school term. The dates must be placed on the school calendar.

   (a) A formal dance for the Juniors-Seniors may be held each year on the evening of the annual Junior-Senior banquet.

   (b) Other activities may be approved by the Superintendent in lieu of dances.

3. Use of tobacco, drugs and alcoholic beverages are not permitted in any school areas during these school functions.

4. Any exchanging of gifts in grades 7-12 should take place outside of school hours and not be connected with school activities.

**Item 510 – Wednesday-Sunday Activities Policy**

It shall be the policy of the Board of Education to not support any event, exhibition, competition or production to be scheduled or sponsored by an entity of Hennessey Public School on Sunday or after 6:30 p.m. on Wednesday. The sole exception to this policy will be to hold Baccalaureate in the Auditorium the Sunday before graduation each year. The Hennessey High School baseball tournament will also be allowed to be scheduled on Wednesday, but the Hennessey teams will be finished playing by 6:30 p.m. on Wednesday.

This policy will allow the use of Hennessey Public School facilities on Sunday from 1:00 p.m. to 4:00 p.m. for practice and rehearsals at the sole discretion of the student or his/her parents. No such practices shall be mandatory by any school sponsor or coach. All said practices will have a school employee present to secure our facilities.
This policy does not limit or restrict participation in events hosted by other schools, although participation in these activities is discouraged by Hennessey Public School. Sponsors will notify the Superintendent of any scheduled event on Wednesday or Sunday and are urged to use good judgment before accepting an invitation to participate on Sundays or on Wednesday nights.

This policy does not restrict the use of the Hennessey Public School facilities by groups that are not sponsored or regulated by Hennessey Public School’s policy manual. Community use will be approved by the school calendar and Superintendent.

**Item 511 – Health Policy for Hennessey Schools**

**Purpose:**

I. To help children receive the most education possible by increasing attendance through improved health, and alleviation of physical barriers to normal reception, during the education process by:

A. Acquired health materials and equipment.

B. Implementing activities such as vision, throat, hearing tests, dental inspection, height-weight records, food and diet counseling.

C. Involving varied resource groups to identify children with health needs, such as:

   1. County Health Nurse
   2. Classroom teachers
   3. County Health Center
   4. County Resource Center
   5. Learning Resource Center
   6. Parent conferences
   7. Students
   8. State Health Department
   9. State Department of Education

D. Adhering to Oklahoma State laws concerning immunizations

II. Correct physical handicaps that result in loss of learning opportunity or ability by:

A. Use of Federal Programs where applicable

B. Use State and County Public Health facilities and personnel

C. Use of private or community organizations with assistance programs (i.e., Lion’s Club glasses)

D. Referrals to guidance centers

E. County nurse to seek and refer cases for professional care

F. Corrective procedures by local professional medical services
III. Maintain meaningful educational activities in curriculum to help each individual to recognize, understand, and practice good health habits to reach closer to full learning and living potential.

A. Learn and practice good personal hygiene measures

B. Develop basic understanding of principles of nutrition

C. Use film, resource people, media to emphasize course content to reinforce understanding of the various physical functions.

D. Use resources of Kingfisher County Health Center for literature, lectures, information, and counsel.

Item 512-Hennessey Wellness Policy

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Hennessey Public School Wellness Policy

Preamble
Hennessey Public School (hereo referred to as the District) is committed to the optimal development of every student. The District believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year. Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better
performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

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

- Students in the District have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – in accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the District in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and
- The District establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.

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

I. School Wellness Committee

Committee Role and Membership

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

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

**Leadership**
The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.
Rita Huntsberger rhuntsberger@hps.k12.ok.us

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<th>Name</th>
<th>Title / Relationship to the School or District</th>
<th>Email address</th>
<th>Role on Committee</th>
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<td>Ima Example</td>
<td>Community Member</td>
<td><a href="mailto:ImaExample@community.org">ImaExample@community.org</a></td>
<td>Assists in the evaluation of the wellness policy</td>
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Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy. Refer to Appendix A for a list of school-level wellness policy coordinators.

**II. Wellness Policy Monitoring, Accountability and Community Engagement**

**Recordkeeping**
The District will retain records to document compliance with the requirements of the wellness policy at 604 E Oklahoma St, Hennessey, OK 73742. Documentation maintained in this location will include but will not be limited to:
- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

**Annual Notification of Policy**
The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the district website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District’s events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact
The District will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy
The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

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

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

III. Nutrition

School Meals
Our school district is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams trans-fat per serving (nutrition label or manufacturer’s specification); and to meeting the nutrition needs of school children within their calorie
requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and the District also operates additional nutrition-related programs and activities including. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)

- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

**Staff Qualifications and Professional Development**

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

**Water**

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

**Competitive Foods and Beverages**

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

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

OTHER FOOD ITEMS SOLD on SCHOOL CAMPUSES

- Hennessey Public Schools will comply with the USDA “Smart Snacks in Schools” rules as they affect all food and beverages sold to children at school during the school day.
- Hennessey Public Schools will adhere to the fundraiser exemption policy as set by the Oklahoma State Board of Education.
- Exempt food fundraisers are prohibited from taking place while meals under the National School Lunch, National School Breakfast, and After School Programs are being served to students.
- Under USDA Smart Snack: Exempt Fundraisers, a school district that wishes to conduct fundraisers that are exempt from the Smart Snack rules must adopt a written policy which shall provide for the following:
  - Each school site shall designate a Smart Snacks in School Exempt Fundraiser contact person who shall be responsible for maintaining up-to-date documentation regarding each exempt fundraiser held at the school site.
  - A limit of 30 exempt fundraisers per semester may be held at each school site.
  - Exempt fundraisers are prohibited from taking place while meals are served to students under the National School Lunch Program (NSLP) or the National School Breakfast Program (NSBP) and while after-school snacks are being served to the students under the After-School Snack Program (ASSP).
  - The maximum duration of any individual exempt fundraiser shall be 14 days.
  - For each individual exempt fundraiser, documentation must be kept on file at the school site showing:
    - The school organization, activity, class, or other group that benefits from the fundraiser.
    - The date(s) the fundraiser is conducted, with the duration not to exceed 14 days.
    - A summary of the guidelines can be found at: http://www.fns.usda.gov/stes/default/files/allfoods_flyer.pdf

- Foods of minimal nutritional value (FMNV) are prohibited from being sold or served during student meal services in the food service area where USDA reimbursable meals are served or eaten.
- Beverage contracts will not restrict the sale of fluid milk products at any time during the school day or at any place on the school premises.
- Students in elementary schools will not have access to FMNV except on special occasions.
• Students in middle schools will not have access to FMNV except after school, at events that take place in the evening, and on special occasions.
• Diet soda may be available for sale at middle schools and high schools only in vending areas outside of the cafeteria.
• Healthy food options will be provided at the high school and priced lower than FMNV in order to encourage students and staff to make healthier food choices.
• Nutrient-rich food items will be available for sale at all places where food and beverages are sold on school campuses. This includes the cafeteria, vending machines, school stores, and concession stands.
• High energy drinks with elevated levels of caffeine will not be available for sale anywhere on school campuses.

Fundraising
Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus* during the school day*. The District will make available to parents and teachers a list of healthy fundraising ideas.

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

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:
• Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
• Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards. Additional promotion techniques that the District and individual schools may use are available at http://www.foodplanner.healthiergeneration.org/.

Nutrition Education
The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:
• Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
• Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
• Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
• Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

**Essential Healthy Eating Topics in Health Education**

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

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain trans fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants
- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others’ healthy dietary behavior

**Food and Beverage Marketing in Schools**

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student’s health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District’s wellness policy.
Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is in financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

IV. Physical Activity

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students’ physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the district is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in “Physical Education” subsection). All schools in the district will be encouraged to participate in Let’s Move! Active Schools (www.letsmoveschools.org) in order to successfully address all CSPAP areas. Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.
district will provide teachers and other school staff with a list of ideas for alternative ways to discipline students.
To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

**Physical Education**
The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the “Essential Physical Activity Topics in Health Education” subsection). The curriculum will support the essential components of physical education.
All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.
All District **elementary students** in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.
All **secondary students** (middle and high school) are required to take the equivalent of one academic year of physical education.
The District physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

**Essential Physical Activity Topics in Health Education**
Health education will be required in all grades (elementary) and the district will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 the following essential topics on physical activity:
- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
• How to resist peer pressure that discourages physical activity

**Recess (Elementary)**

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

**Outdoor recess** will be offered when weather is feasible for outdoor play. In the event that the school or district must conduct **indoor recess**, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable. Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

**Classroom Physical Activity Breaks (Elementary and Secondary)**

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

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

**Active Academics**

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

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement. Teachers will serve as role models by being physically active alongside the students whenever feasible.

**Before and After School Activities**

The District offers opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods. The District will encourage students to be physically active before and after school.

**Active Transport**

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by engaging in **six or more** of the activities below; including but not limited to:

• Designate safe or preferred routes to school
• Promote activities such as participation in International Walk to School Week, National Walk and Bike to School Week
• Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)
• Instruction on walking/bicycling safety provided to students
• Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

V. Other Activities that Promote Student Wellness

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

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

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

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

Community Partnerships

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

Community Health Promotion and Family Engagement

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

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

Staff Wellness and Health Promotion

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff. The subcommittee leader’s name is Rita Huntsberger.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member
participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

**Professional Learning**

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

**Glossary:**

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

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

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

**Triennial** – recurring every three years.

Item 513 – Extra Curricular Activity Absentee Policy

The Hennessy Board of Education endorses the concept of students being in the classroom with a minimum loss of school time for school activities. The Board also recognizes the importance of a well-rounded educational program for the students of Hennessey schools. The Board of Education encourages participation in extra curricular activity programs, while still recognizing the importance of student attendance in school.

Hennessey Schools shall establish an Internal Activities Review Committee to be approved by the local Board of Education at an open board meeting at the beginning of each school year. This committee will be made up of:

1) One school Administrator
2) Five core subject classroom teachers

The maximum number of activity absences for each school year shall not exceed ten for any one class period. Not counted toward the 10 days are exempt state levels of school sponsored contests, as follows:

1) State contests for which a student must earn the right to participate;
2) State contests in which a student must participate in order to advance.

Hennessey Schools will recognize the following OSSAA activities as exempt every year:

A) District or Play-Off football games that are more than 120 miles of travel, one way
B) Regional, Area, and State Basketball
C) Regional and State Baseball
D) Regional and State Softball
E) Regional and State Volleyball
F) State Track Meet
G) District and State Band Contest
H) District and State Vocal Contest
I) Regional and State Speech Contest

Hennessey Schools will recognize the following Career Technology contests as exempt every year:

A) District and State Competition for advancement
B) State recognition at State Convention

The Internal Review Committee will hear all sponsor requests for additional exemptions to the 10 days. All requests for additional exemptions must be submitted in writing to the Internal Review committee no later than the 15th of September. Request for qualifying events must give details of how students shall qualify and advance. All exemptions not to be counted as one of the 10 days will require board approval after the committee has approved the request.

All student requests for extended days over 10 must be submitted in writing at least 5 days prior to the activity event. No more than 5 additional days shall be approved for any student during a school year. For any days more than that, the student will be considered absent from school and not granted an activity absence. All extended days above the 10 days will be granted solely by the Internal Review Committee.
Item 514 – Head Injury and Concussion Prevention and Management Policy

Pursuant to 70 O.S. Section 24-155, and in an effort to maximize student safety with respect to head injuries and concussions which can occur as a result of athletic participation, Hennessey Public School (hereafter referred to as District) will work in conjunction with the OSSAA to educate coaches, students, and parents/guardians about head injuries and concussions, the risks therefore, and about continuing to play after a head injury or concussion, as follows:

1) Each year prior to participation in any athletic practice or competition, students and parents/guardians shall be required to complete and sign a concussion and head injury information sheet and acknowledgment form which will be kept on file in the District. District will utilize and distribute the sheets and forms developed by the OSSAA, copies of which may be obtained through the school administration office or on the OSSAA website: www.ossaa.com.

2) Each year, head injury and concussion fact sheets shall be provided to all coaches and trainers within the District. In addition, all coaches and trainers shall annually review relevant information and materials relating to the prevention, identification and management of head injuries and concussions.

3) Any athlete suspected of receiving a head injury or concussion during a practice or game shall be promptly removed from participation at that time.

4) An athlete who has been removed from participation in a practice or game upon suspicion of head injury or concussion shall not be allowed to return for participation in any athletic practice or game until the following three conditions have been met:
   a) The athlete has been evaluated by a licensed health care provider who has been trained to evaluate and manage head injuries and concussions; and
   b) Said health care provider issues a written clearance for the student to return to participation; and
   c) The written clearance is on file with the District.

5) In order to facilitate communication between administrators and coaches of all school sports with respect to students with head injuries or concussions who might participate in multiple sports within the District, the District athletic director shall compile and distribute to all administrators and coaches a master list containing the following information about any individuals who have been removed from athletic participation due to a suspected head injury or concussion:
   a) The athlete’s name;
   b) The date the suspected head injury or concussion occurred;
   c) The sport in which the athlete was participating at the time of injury;
   d) Any other sports in which the student participates or may be participating within the District in the given school year;
   e) Date of return to athletic participation, along with confirmation that all three conditions listed in 4, above, were met.

Item 515 – Transfers and Assignments

Open Transfers

A student whose parent(s) reside(s) outside the Hennessey School District must apply for a legal transfer to attend school in the Hennessey Public Schools. The appropriate application must be completed and submitted to the superintendent between January 1 and February 1 of the school year preceding the school year for which the transfer is requested. The Hennessey district shall
notify the student’s resident school district of the application for transfer by March 1. The board
shall approve or deny the application for transfer no later than June 1 of the school year in which
the application is submitted.

The Hennessey district shall consider open transfer for the following students:

1. Students who reside in a school district that does not offer the grade or
   program the child is entitled to pursue.
2. Students who have exhibited no discipline problems in their resident
   school, that is no suspensions or disciplinary referrals.
3. Students who have exhibited good attendance, that is a minimum of 80% 
   attendance in the previous semester or school year in their resident school.
4. Students who are children of employees of the Hennessey district.
5. Students who legally attend school in Hennessey district but no longer
   meet the residence requirements.

Students meeting the above criteria shall be considered on a first-come, first-served basis.
However, in order to ensure that a sufficient allocation of the Hennessey district’s resources
exists for potential incoming resident students, requests for open transfers may be denied if the
approval of such transfer would cause the Hennessey district staff, programs, or space to exceed
80% of available capacity. Open transfers may also be denied if the Hennessey district does not
offer the program the student requires or desires.

If a student is granted an open transfer by the Hennessey district, any sibling of the student
granted an open transfer may attend school in the Hennessey district if the sibling meets the same
criteria as set forth above. When a student is granted an open transfer to the Hennessey district,
the student shall be entitled to continue attending school in the Hennessey district unless the
Hennessey district denies the transfer.

Emergency Transfers

On an adequate showing of emergency, the superintendent may make and order a transfer,
subject to approval by the State Board of Education. An emergency shall include only:

1. The destruction or partial destruction of a school building.
2. The inability to offer the subject a student desires to pursue, if the student
   becomes a legal resident of a school district after February 1 of the school year
   immediately prior to the school year for which the student is seeking transfers.
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, or
5. The concurrence of both the sending and receiving school districts.
6. Students applying for an emergency transfer that are on an IEP must have an
   informal IEP meeting to discuss the individual needs of the child, before being
   considered.

Before any emergency transfer is approved, the parent or guardian must sign the following
contract:
Hennessey Public Schools Emergency Transfer Contract

All parents or guardians of students entering Hennessey Public Schools on an emergency transfer will be required to sign the contract establishing grounds for the transfer to be canceled immediately. The following criteria will be used to cancel a student transfer or renew an open transfer:

1) Students will not exceed the state mandated attendance requirements set by the state of Oklahoma. The state requires that a student be in attendance 80% of days taught.

2) Students will comply with all truancy policies set by the district. If a student is truant more than one time, his transfer will be canceled immediately.

3) No bullying of other students or faculty. Zero tolerance.

4) No more than five discipline referrals a year.

5) No use or possession of illegal drugs or alcohol at any time.

6) No weapons of any kind.

Print Name of Student: ________________________________________________________

Signature of Parent or Guardian: _______________________________________________

Signature of Superintendent ____________________________________________________
Item 516 – Student Residency

It is the policy of the Hennessey 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 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 child who is placed in a foster home for lack of shelter space.

6. A migratory child who is staying in accommodations not fit for habitation.

7. A child who has run away from home and lives in a runaway shelter, abandoned building, the street, or other inadequate accommodations.

8. A child who is placed in a state institution because s/he has no other place to live.

9. A child who has been abandoned by his/her family and who is staying in a hospital.

10. 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.

11. 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 homeless children:

1. Enrollment requirements that may constitute a barrier to the education of the homeless child or youth 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 homeless child or youth may be waived at the discretion of the superintendent.

3. Customary transportation policies and regulations may be waived at the discretion of the superintendent.

4. Official school records policies and regulations may be waived at the discretion of the superintendent.

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.

6. Other barriers to school attendance by homeless youth may be waived at the discretion of the superintendent.

The district will provide to each homeless child such school services that are comparable to services offered to other students in the district and that are determined to be in the child's best interest. Such services will include:

1. Public preschool programs;

2. Special education, Title I, and limited English proficiency programs for which they are eligible;

3. Vocational education programs;

4. Gifted and talented programs;

5. Before and after school programs;
6. School meal programs; and
7. Transportation services.

Residency Officer
The school district designates the superintendent as residency officer. The residency officer may be contacted by calling the school district at (405) 853-4321 or by writing to the residency officer at the following address, or by personally visiting the residency officer at 604 E Oklahoma Hennessey, OK 73742
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.

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.

Reference: 70 O.S. §1 -113.
70 O.S. §18 -111.

Student Residency Dispute Procedures
The superintendent of schools shall serve as the district residency officer.
If a dispute arises regarding a student's residency, 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 Hennessey 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 therefore.

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.
STATE OF OKLAHOMA §
COUNTY OF - §

I, ______________________________, the undersigned person being of lawful age, being first duly sworn, on oath, state that I am the lawful parent or guardian of __________________________. I further state that my rights as parent or guardian to access educational records have in no way been restricted, modified, terminated, or extinguished by any court order, decree, or custody arrangement.

I hereby grant Hennessey Public Schools permission to release any and all educational records including grades as defined under the Family Educational and Privacy Rights Act to __________________________ who has assumed the permanent care and custody of __________________________. In the event that __________________________ is not a relative of __________________________. I hereby state that he/she contributes the major degree of support to the child.

I hereby agree to hold Hennessey Public Schools harmless in any, and all manner, which may arise out of the release of any, and all, educational records to __________________________.

I acknowledge that willful misstatement in this affidavit, known by me to be false, shall be a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars ($500) or both such fine and imprisonment.

_________________________
Affiant

Subscribed and sworn to me this ____day of ____________

_________________________
Notary Public or officer administering oath

My commission expires:

_________________________
(Seal)
AFFIDAVIT
(to be submitted by person with permanent care and custody)

[Acceptance for enrollment is a district option]

STATE OF OKLAHOMA §
COUNTY OF ________________________ §

I, ________________________________, the undersigned person, being of lawful age, being first duly sworn, on oath, state that I have assumed the permanent care and custody of ___________________________ and that I contribute the major degree of support to________________________________. I further state that I am a bona fide resident of Hennessey Public School District, I desire that ________________________ be enrolled in Hennessey Public School on the basis of my affidavit.

I acknowledge that willful misstatement in this affidavit, known by me to be false, shall be a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars ($500) or both such fine and imprisonment.

________________________________
Affiant

Subscribed and sworn to me this ____day of __________, ______.

___________________________
Notary Public or officer administering oath

My commission expires:

________________________________
(Seal)
Item 517 – Weapons-Free Schools

It is the policy of the Hennessey 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 will be removed from school for not less than one full calendar year.

   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 proper legal authorities.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person, except a peace officer or other person authorized by the board of education of the district, 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 weapon as defined below:

   “Any pistol, revolver, 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.”

   Hennessey Public Schools would include pocket knives along with the above listed weapons.

   Any student who violates this policy will be subject to discipline which may include suspension up to one full calendar year (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent’s designee.

   Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act if any such students are determined to be in violation of this policy.

   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.

   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.
Item 518 – Guidelines for Responsible Use of the Internet in the Hennessey Public School District

Please read the following carefully before signing this document.

Internet access is now available to students and teachers in the Hennessey Public School District I 16. We are very pleased to bring this access to Hennessey Public Schools and believe the Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service to teachers and students is to promote educational excellence in the Hennessey Public Schools by facilitating resource sharing, innovation, and communication.

General Responsibilities

The Internet encompasses many different interconnected networks and computer systems. Much of the information provided by these systems is provided free of charge by universities, public service organizations and commercial companies. Each system has its own rules and limitations, and guests on these systems have an obligation to learn and abide by the rules. If requested, you should identify yourself when using any Internet service.

Use of the Internet is a privilege, not a right, which may be revoked at any time for inappropriate conduct. Examples of inappropriate conduct include:

- Use of the Internet for anything but classroom related activities
- Use of the Internet for unlawful or malicious activities
- Use of abusive or objectionable language in either public or private messages
- Misrepresentation of oneself
- Activities that could cause congestion and disruption of networks and systems

The Internet is an electronic highway connecting thousands of computers and millions of individual subscribers all over the world. Students and teachers have access to:

1. electronic mail communication with people all over the world;
2. information and news
3. shared, world-wide resources
4. discussion groups on a plethora of topics ranging from diverse cultures to the environment to music to politics
5. access to many University Library Catalogs, the Library of Congress, the United Nations and other resources around the world

With access to computers and people all over the world also comes the availability of material that may not be considered to be of educational value in the context of the school setting. The Hennessey Public School System has taken precautions to restrict access to inappropriate materials. However, on a global network it is impossible to control all materials, and an industrious user may discover inappropriate information. We firmly believe that the valuable information and interaction available on this world wide network far outweigh the possibilities that users may procure material that is not consistent with the educational goals of the Hennessey Public School System.

Internet access is coordinated through a complex association of government agencies and regional and state networks. In addition, the smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are
provided here so that you are aware of the responsibility you are about to acquire. In general, this requires efficient, ethical, and legal utilization of the network resources. If a Hennessey Public School System user violates any of these provisions, his/her access will be terminated and future access could possibly be denied. The signature(s) at the end of this document is (are) legally binding and indicate the party (parties) who have signed has (have) read the terms and conditions and understand(s) their significance.

Internet Terms and Conditions

1. **Acceptable Use:** The purpose of NSFNET (National Science Foundation Network), the backbone network to the Internet, is to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. School use must be in support of education and research and consistent with educational objectives. Use of another organization’s network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use for product advertisement or political lobbying is also prohibited.

2. **Netiquette:** Each student is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to the following:
   
   a. Be polite. Messages should not be abusive to others.
   b. Use appropriate language. Do not swear, use vulgarities or any other inappropriate language. Illegal activities are strictly forbidden.
   c. Do not reveal your personal address or phone number or those of fellow students or school personnel.
   d. Note that electronic mail (e mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
   e. Do not use the network in such a way that it would disrupt the use of the network by others.
   f. All communications and information accessible via the network should be assumed to be private property.
   g. Illegal activities are strictly forbidden.

3. **Warranties:** The District makes no warranties of any kind, whether express or implied, for the service it is providing. The District will not be responsible for any damages suffered. This includes loss of data resulting from delays non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions. Use of any information obtained via the District is at the user’s own risk. The District is not responsible for the accuracy or quality of information obtained.

4. **Security:** Security on any computer system is high priority, especially when the system involves many users. If you feel you can identify a security problem on Internet, you must notify a teacher who will in turn notify a system administrator. Do not demonstrate any problem to other users. Do not use another individual’s account without written permission from that individual. Attempts to log in to Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or
having a history of problems with other computer systems may be denied access to Internet.

5. **Vandalism:** Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any agencies or other networks that are connected to the NSFNET Internet backbone. This includes, but is not limited to, the uploading or creation of computer viruses.

6. **Exception of Terms and Conditions:** All terms and conditions as stated in this document are applicable to the District and the internet provider, in addition to the NSFNET. These terms and conditions reflect the entire agreement of the parties and supersede all prior oral and written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Oklahoma and the United States of America.
I have read the above statement, “Guidelines for Responsible Use of the Internet in the Hennessey Public School District,” and I understand that my use of the Internet is intended to further my education as a student in the District. I also understand my responsibility to use the Internet in a responsible and informed way, conforming to network etiquette, customs and courtesies. Should I fail to adhere to these guidelines my privilege of accessing Internet at school will be revoked.

User’s Full Name (please print):_____________________________________________

First   Middle   Last

Home Address:_____________________________________________________________

Street/P.O. Box  City   State  ZIP

Home Phone: (     ) _______  ___________  Work Phone: (     ) _______  ___________

Classification:
(     ) Student and will graduate in _____________
(     ) Parent
(     ) Teacher
(     ) Support Staff
(     ) Administrator

User Signature:__________________________  Date:_______________________
PARENT OR GUARDIAN

(Must be read and signed if student is under the age of 18)

As the parent or guardian of this student, I have read the Guidelines for Responsible Use of the Internet access. I understand that this access is designed for educational purposes and that the Hennessey Public School District has taken available precautions to eliminate controversial material. However, I also recognize it is impossible for Hennessey Public Schools to restrict access to all controversial materials, and I will not hold the school or Internet provider service responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child’s use is not in a school setting. I hereby give my permission to grant access for my child and certify that the information contained on this form is correct.

Parent or Guardian Name (please print): _______________________________________

Signature of Parent or Guardian: ______________________________________________

Date ________/_______/_______

SPONSOR AGREEMENT

(Must be Signed Annually if above Applicant is a Student)

As the sponsor of this student, I have read the Guidelines for Responsible use of the Internet. I agree to instruct the student on acceptable use of the network and proper network etiquette. However, since the student may use the network for individual work or in the context of another class, I cannot be held responsible for the student’s use of the network.

Sponsor’s Name (please print): ________________________________________________

Sponsor’s Signature: _________________________________________________________

Date:_________________________
It is the policy of this school district that threatening behavior, harassment, intimidation, and 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. Threatening behavior, harassment, intimidation, and 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.

Harassment is intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes but is not limited to harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

As used in the School Bullying Prevention Act, “harassment, intimidation, and bullying” means any gesture, written or verbal expression, electronic communication 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, gestures or written, verbal, or physical acts, or electronic communications. 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. Corporal Punishment.
6. Referral to counselor
7. Behavioral contract
8. Changing student’s seat assignment or class assignment
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by the student’s behavior
11. Restriction of privileges
12. Involvement of local authorities
13. Referring student to appropriate social agency
14. Suspension
15. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one’s grades, achievements, etc.;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact.

The superintendent shall develop procedures providing for:

1. Prompt investigation of allegations of harassment;
2. The expeditious correction of the conditions causing such harassment;
3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; 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.

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

Statement of Legislative Mandate and Purpose

This regulation is a result of the legislative mandate and public policy embodied in the School Bullying Protection Act, 70 O.S. §24-100.2. The Oklahoma Legislature requires school districts to adopt a policy to prevent harassment, intimidation, and bullying in an effort to “create an environment free of unnecessary disruption” and also requires school districts to actively pursue programs for education regarding bullying behaviors.

The Hennessey Public Schools’ student conduct code prohibits harassment, intimidation, and 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 the intimidation, harassment, and bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the intimidation, harassment, and 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 wellbeing of students. Targets of intimidation, harassment, and bullying are often “passive-target” students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.

6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.

7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

Bullying, harassing, and intimidating behavior 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 intimidation, harassment, and 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 Bullying Protection Act defines the terms “harass, intimidate, or bully” as including, but not limited to, any gesture, written or verbal expression, or physical act 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.

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 Hennessey Public Schools.

**Procedures Applicable to the Understanding of and Prevention of Harassment, Intimidation, and Bullying of Students**

**Student and Staff Education and Training**

All staff will be provided with a copy of the district’s policy on prevention of harassment, intimidation, and 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. Hennessey Public Schools is committed to providing appropriate 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 harassment, intimidation, and 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.

Hennessey Public School’s 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 and 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.

**Student Reporting**

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

**Staff Reporting**

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the employee designated by the superintendent to receive them. Staff members who hear of incidents that may, in the staff member’s judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the superintendent or his/her designee.

**Parental Responsibilities**

Parents/guardians will be informed in writing of the district’s program to stop intimidation, harassment, and bullying. An administrative response to a reported act of intimidation, harassment, or 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:

1. Encourage their children to 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. Corporal Punishment
6. Referral to counselor
7. Behavioral contract
8. Changing student’s seat assignment or class assignment
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by the student’s behavior
11. Restriction of privileges
12. Involvement of local authorities
13. Referring student to appropriate social agency
14. Suspension
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.

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. “Harassment, intimidation, and bullying” means any gesture, written or verbal expression, electronic communication, 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, gestures, written, verbal, or physical acts, or electronic communications.

2. “Electronic communication” means the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless communication device, or a computer.

3. “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.

5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.
Hennessey Schools

Harassment/Bullying Incident Report Form

Date: _______________ Time: ______________ Room/Location: _____________

Student(s) Initiating Bullying/Harassment:
_____________________________________________________ Grade: _______
_____________________________________________________ Grade: _______

Student(s) Affected:
_____________________________________________________ Grade: _______
_____________________________________________________ Grade: _______

Type of Harassment Alleged:
Racial: _____ Sexual: _____ Religious: _____ Other: _________________________

Check all spaces below that apply. Adult stated or identified inappropriate behavior as:

___Name Calling    ___Spitting    ___Stalking
___Inappropriate Gesture    ___Stealing    ___Demeaning Comments
___Staring/Leering    ___Damaging Property    ___Shoving/Pushing
___Writing/Graffiti    ___Threatening    ___Hitting/Kicking
___Taunting/Ridiculing    ___Flashing a weapon    ___Inappropriate Touching
___Intimidation/Extortion

___Other: ____________________________________________________________________

Describe the incident: ___________________________________________________________
_____________________________________________________________________________

Witness Present: _______________________________________________________________

Staff Signature: _____________________________________________Date: ______________

Parent contacted: Date: ______________________              Time: ______________________

Administrative response taken: ________________________________________________________________

______________________________________________________________________________
Item 520 - Hazing

It is the policy of Hennessey School District that no student or district employee shall participate in or be members of any secret organization on school property or at any school-related event.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating subject to the sanctions of the school district.

Item 521 – Drug Free Work Place and Campus

The Hennessey Public School Board of Education declares that Hennessey Public Schools provide a drug free campus for students and a drug free work place for employees.

Age-appropriate drug and alcohol education and prevention programs are provided, early childhood through grade 12.

Students are reminded that the use of illicit drugs and alcohol is wrong and harmful. Students will be disciplined in accordance with school policy and state law.

Standards for conduct applicable to employees that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as part of any of its activity. Disciplinary sanctions consistent with school policy and state law will be imposed.

Item 522 – Tobacco Use Policy

The Hennessey Public School’s Board of Education is committed to providing a healthy and productive environment for all persons using the school facilities. The Board of Education also recognizes that tobacco use and the environmental tobacco smoke (second hand smoke) have been shown to be linked to illnesses and disability and that federal law prohibits smoking in any indoor facility or the grounds thereof, which is used to provide educational services to children. This policy is intended to improve the health and safety of all individuals using the schools.

Therefore, effective August 12, 2011, smoking, chewing, or any other use of tobacco by staff, students, and members of the public is prohibited on, in or upon any school property 24 hours a day, 7 days a week, including non-school hours. This policy applies to all school-sponsored events held on or off campus.

1. “School property” is defined as all property owned, leased, rented or otherwise used by any school in this district including but not limited to the following:
   a. All interior portions of any building or other structure used for instruction, administration, support services, maintenance, or storage. This also includes but is not limited to areas normally reserved for the exclusive use of faculty or support staff.
b. All school grounds and buildings over which the school exercises control including areas surrounding any buildings, playgrounds, athletic fields, recreation areas, and parking areas.

c. All vehicles used by the district for transporting students, staff, visitors, or other persons.

2. “Tobacco” is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking, or both, and includes cloves or any other product packaged for smoking. This also includes e-cigarettes and vapor products with or without nicotine.

3. “Use” is defined as lighting, chewing, dipping, inhaling, or smoking any tobacco as defined within this policy.

Item 523 – Display of Flags

The flag of the United States will be displayed in all regular classrooms and from the poles at each school according to the rules governing flag etiquette.

Item 524 – School Raffle Policy

Oklahoma statute title 21, section 1051 allows schools and their affiliated student groups and parent-teacher groups to raise money by conducting raffles in exchange for voluntary contributions. While this law allows for the issuance of raffle tickets in exchange for a voluntary contribution, the sale of raffle tickets is against the law and subjects such persons or groups selling the tickets to criminal liability. Hennessey School District provides schools, student groups and parent-teacher groups with the option of conducting raffles. However, in order to comply with state law as well as prevent exploitation of students, parents and the community, the District requires that all such raffles be conducted within the limitations and guidelines provided below.

I. Groups Allowed to Conduct Raffles on School Property

Only a school of Hennessey School District, or a student or parent-teacher group affiliated with a school of the Hennessey School District may conduct a raffle or raffle-related activities on school property. The group conducting such a raffle is the “sponsoring organization” for purposes of this Policy.

II. Prior Approval of Raffles Required

Raffles and raffle-related activities are not permitted on school property unless prior approval has been given, in writing, by the school principal. In order to receive approval, the student group must prepare a Request for Raffle form and submit it to the school principal. The principal will not issue an approval unless the form is complete and unless the organization is in compliance with the School Raffle Policy. In addition, before providing the approval, the principal must obtain the approval of the Board. The principal may deny a request for a raffle at his or her discretion, taking the purpose of the fundraising into account as well as the number of raffles or other fund raising activities already approved for the calendar year. This decision may be appealed to the Superintendent.

If the raffle is being sponsored by the school generally (not by a student or teacher-parent group), approval for such a raffle must be granted by the board upon the request of the school’s principal or the Superintendent.
III. General Requirements

Raffle tickets may be issued only in exchange for a voluntary contribution. Specifically, there may be no set price for a raffle ticket, and the issuance of a raffle ticket may not be contingent on a financial contribution to the sponsoring organization. However, the sponsoring organization may determine a suggested voluntary contribution amount and may print this amount on the ticket as the suggested voluntary contribution.

The sponsoring organization may not hire or contract with any person or business to conduct the raffle, to sell raffle tickets, or to solicit contributions in connection with a raffle on its behalf.

No staff member or student shall be coerced or forced to participate in any raffle-related activity.

All tickets remain the responsibility of the sponsoring organization with accountability to the school’s principal.

The fair market value of any one prize may not exceed $5000.00.

IV. Information Printed on Tickets

The following information must be printed on the raffle ticket:

1. The name of the organization sponsoring the raffle;
2. Date, time and place of drawing;
3. The District’s name; and
4. Consecutive numbering.

V. Records of Raffle Activity

The sponsoring organization must report in writing to the school’s principal the following information within five days of the raffle drawing:

1. Name of raffle winner(s) and respective prize(s), including the fair market value of the prize;
2. Total raffle tickets sold;
3. Total gross receipts;
4. Details of expenses related to the activity;
5. Net proceeds (gross proceeds minus expenses); and
6. Details of the expected use of the profits from the activity.
7. **If the fair market value of the prize is $600.00 or more, then the school must also obtain and keep for its records the social security number of the prize winner and his/her address.**

If the raffle is being sponsored by the school generally (not by a student or teacher-parent group), this information should be submitted to the District’s Superintendent.

VI. Federal Taxation Issues

The fair market value of the prizes must be disclosed to the respective winners. If the fair market value of the prize is $600.00 or more, then the sponsoring organization must issue an IRS Form 1099 to the IRS and the recipient. Copies of the Form 1099’s must be sent to the
District’s business office. Note that prizes with a fair market value of $5000.00 or more are prohibited by the District.

Reference: 21 O.S. §1051 (S.B. 837)  
*Note: Senate Bill 837 became effective upon voter approval of the Oklahoma Education Lottery.*
Hennessey School District
Request for Raffle

To be completed by requestor.

Date: ___________________  School: __________________________

Group: ________________________________  

Description of item(s) to be raffled with their respective fair market values:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Purpose of fundraising:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Suggested Voluntary Contribution Amount for Ticket (if any): $_____________________

Expected Drawing Date, if approved: ________________________________

Signature of Organization’s Representative: ________________________________


To be completed by District Personnel:

Request is:  □ Approved  □ Denied

Date: ________________________________

Signature: ________________________________
Item 525 – Fund Raiser Policy

Dates and Timelines

1. All fund raiser requests will be turned in to the building principal by the last working day in August.
2. Fund raiser committee will review all fund raiser requests on the first working day in September. Recommended fund raisers will be presented to the Superintendent for final approval prior to the first regular board meeting of September.
3. Approved fund raisers will be presented to the board of education at the first regular board meeting in September.

Guidelines for Fund Raisers

All fund raiser requests must have a detailed report on the following items:
1. How it pertains to school and/or students
2. Timeline for services or sales
3. Goal of fund raiser
4. How much money is needed to reach financial goal
5. Plan of action if goal is not met
6. How carry over money will be used

Types and Limits

1. Students will not be allowed to sell items at school during instructional time.
2. Students will not use class time to sell items unless it is part of the class curriculum.
3. All funds earned from school-organized fund raisers will be used within the program and spent on students and/or school personnel sponsoring the students.

Not to be Considered a Fund Raiser

1. Concession stands
2. Activity account resale
3. Donor’s Choose
4. Personal donations
5. Hennessey Educational School Foundation grants
6. Grants

Fund Raiser Committee

1. Each year, at the start of school, a committee will be formed to evaluate fund raiser requests. The committee will be made up of one classroom teacher from each building and the building principal.
2. The committee will review all fund raiser requests to be sure they meet all district guidelines. After the review, the committee will pass the request on to the superintendent for final approval.
3. The superintendent will consider an emergency fund raiser during the school year on an individual case basis. Lack of funds or poor planning by the sponsor will not be considered an emergency.
Booster Clubs and Outside Organizations

Hennessey Public Schools will not try to monitor or control groups outside the school unless they use our students as part of their efforts to raise money. We will encourage all groups to not represent themselves as affiliated with our school and policies.

Property purchased on behalf of the school.
Any equipment, supply, material, property, uniform, or other item purchased through a fund raiser, Donor’s Choose, grant, donation, gift or other activity on behalf of the school is property of HPS. Items that may be considered personal in nature, clothing, shoes, etc. may be retained by school personnel if approved by the fund raiser committee or stated by the outside organization.

Item 526 – Online Instruction Policy

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Hennessey Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and the 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 an instructional delivery method best suited for an individual student to advance the student’s academic standing toward meeting the learning expectations of the district and State graduation requirements for the student. 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.
Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

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 providers(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 required 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 Common Core State Standards (CCSS).

8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted “present” or “in attendance” when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.

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 Communication Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district.

12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction 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.

**Item 527 - Graduation**

**Graduation Requirements:** In order to graduate from the District, students must complete certain course requirements and tests and be enrolled in the District as set forth in Administrative Regulations or Student Handbook and state law.

**COLLEGE PREPARATORY / WORK READY CURRICULUM**

*Title 70 O.S. § 11-103.6*

Beginning with students entering the ninth grade in the 2006-07 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level. In lieu of the requirements of the college preparatory/work ready curriculum for high school graduation, a student may enroll in the core curriculum for high school graduation, upon written approval of the parent or legal guardian of the student.

**4 Units English**

to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

**3 Units 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 Laboratory Science**

(Must include one Physical and one Life Science) limited to Physical Science, 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 History and Citizenship Skills**

including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements;

**2 Units of the same Foreign or non-English language, or 2 Units Computer Technology**

approved for college admission requirements, 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 courses;

**24**

**1 Additional Unit**

selected from the courses listed above or career and technology education 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

24 Total Credits (Units or Sets of Competencies)

Note: You can enter some two-year degree/certification programs without taking these courses. Requirements may change and they may be different for private colleges and universities, therefore check with the counselor. In addition to meeting the above requirements for entrance into college, you must also meet all requirements, such as grade point average, “ACT” scores or rank in class.

CORE CURRICULUM FOR HIGH SCHOOL GRADUATION
(Title 70 O.S. § 11-103.6 and State Board of Education Regulations)

4 Units or Sets of Competencies Language Arts
1 Grammar and Composition, and
3 which may include, but are not limited to the following courses: American Literature, English Literature, World Literature, Advanced English courses, or other English courses with content and/or rigor equal to or above grammar and composition.

3 Units or Sets of Competencies Mathematics
1 Algebra I or Algebra I taught in a contextual methodology, and
2 which may include, but are not limited to the following courses: Algebra II, Geometry or Geometry taught in a contextual methodology, Trigonometry, Math Analysis or Precalculus, Calculus, Statistics and/or Probability, Computer Science I, Computer Science II, Mathematics of Finance*, Intermediate Algebra*; contextual mathematics courses which enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent 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 eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education; or other mathematics courses with content and/or rigor equal to or above Algebra I.

3 Units or Sets of Competencies Science
1 Biology I or Biology I taught in a contextual methodology, and
2 in the areas of life, physical, or earth science or technology which may include, but are not limited to the following courses: Chemistry I, Physics, Biology II, Chemistry II, Physical Science, Earth Science, Botany, Zoology, Physiology, Astronomy, Applied Biology/Chemistry, Applied Physics, Principles of Technology, qualified agricultural education courses (including but not limited to Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science); contextual science courses which enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education; science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education; or other science courses
with content and/or rigor equal to or above Biology I.

**3 Units or Sets of Competencies Social Studies**
1 United States History,
1/2 to 1 United States Government,
1/2 Oklahoma History, and
1/2 to 1 which may include, but are not limited to the following courses: World History, Geography, Economics, Anthropology, or other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.

**2 Units or Sets of Competencies The Arts**
which may include, but are not limited to courses in Visual Arts and General Music.

**8 Electives**

**24 Total Credits (Units or Sets of Competencies)**

**OKLAHOMA PROFICIENCY TESTS**
Students will be offered two opportunities per year to take the Oklahoma Proficiency Tests for higher grade placement or high school credit. Tests will be administered in August and May of each year. Test notification will be posted in student handbook and on school website.

**RETACLUDING PART OF A CLASS**
A student may retake only that semester of a subject that he failed, with the exception of a math course, unless he/she has permission from the principal to retake both semesters. A student accidentally retaking a class will not receive credit for taking a class a second time. It is the student’s responsibility to know what classes they have previously taken.

**Graduation Exercises:** Graduation exercises are an important event in the educational process, and student participation in and student conduct at graduation exercises shall be governed by Administrative Regulations or Student Handbook. Valedictorians shall be selected as set forth in Administrative Procedures or Student Handbook.

**Item 527.1 – Early Graduation**

**EARLY GRADUATION REQUIREMENTS**

Students requesting early graduation must meet the following conditions and requirements to be eligible for consideration for early graduation.
Students must request approval for early graduation no later than the last day of the Fall Semester. Early graduation requests must receive approval from the parents of the students under age eighteen (18) or of the student if eighteen (18) or older, the high school counselor, and an administrative representative. Requests made after the initial deadline will be considered on an individual case by case basis. The following criteria must be satisfied prior to the granting of early graduation candidacy:
Item 528 - Public Concerns and Complaints

The Board intends that, whenever feasible, complaints shall be resolved at the lowest possible administrative level.

An individual or group with a complaint or concern shall request a conference with the appropriate administrator within ten working days of the event or action that is the subject of the complaint. Prior to or at the time of the conference, the complainant shall submit a signed written complaint that includes a signed statement of the complaint, any evidence in its support, and the solution sought. The administrator shall hold a conference with the individual within five working days of the request. The administrator shall then have five working days following the conference within which to respond.

If the complaint is not resolved to the complainant’s satisfaction at the school site level, the complainant may request a conference with the Superintendent or designee. The request must be filed within five working days following receipt of a response or, if no response is received, within five working days of the response deadline. The Superintendent or designee shall hold the conference within five working days after receiving the request. Prior to or at the time of the conference, the complainant shall submit a signed written complaint that includes a signed statement of the complaint, any evidence in its support, the solution sought, and the date of the conference with the administrator. The Superintendent or designee shall have five working days following the conference within which to respond. If the outcome of a conference with the Superintendent or designee is not to the complainant’s satisfaction or if the time for a response has expired, the complainant may submit to the Superintendent or designee a request to place the matter on the agenda of a future Board meeting. The request shall be in writing and must be filed within five working days of the response or, if no response is received, within five working days of the response deadline. The Superintendent shall inform the complainant of the date, time, and place of the meeting.

The presiding officer shall establish a reasonable time limit for complaint presentations. The Board shall hear the complaint and shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If a complaint involves concerns or charges regarding an employee, the Board may hear it in executive session unless the affected employee requests that it be heard in public. When another procedure, policy, or state law applies to the concerns/complaints in question, this policy does not apply.

Item 528 - Senior Chromebook Surplus and Disposal Policy

Hennessey Public School Administrators and Technology personnel have established the value of a Chromebook at the completion of the senior year rotation to be zero.

To avoid a backlog of valueless technology and to dispose of a surplus of Chromebooks in the most advantageous manner to Hennessey Public Schools; high school seniors that have paid the equivalent of four (4) years maintenance fees totaling eighty dollars ($80) or the current maintenance fee amount will be required to dispose of the Chromebook they have used for the past four (4) years on behalf of the district.

Approved 5/13/2019
SECTION 600

Item 601 – Adult Programs in Education

The adult population of the district should benefit from the vocational programs of the school district. Vocational agriculture, home economics, etc., shall seek better ways to help meet community needs.

It shall be the policy of the board of education to assist in any practical manner with any worthwhile program that will benefit the patrons of the district.

Special classes sponsored by colleges and universities or recognized agencies will be encouraged when, in the opinion of the board, needs can be satisfied in this manner.

The board shall strive to protect the school from selfish propagandists and subversive interests.

Item 602 – Guidance Services

The chief guidance officer in each school shall be the Principal.

Students in grades 7-12 shall be served by qualified Counselors, and in grades 1-6 when applicable, whose principal duties shall be to assist them with their problems through the use of conferences, records, tests, and all other available means.

Item 603 – Policy on Food Service

The Board of Education of the Hennessey Public Schools realizes that the School Lunch Program is an integral part of the total education program for the children of the district. Good nutrition is a definite factor in their lives and directly influences their success in mastering the skills and abilities taught in the academic subjects. Because we realize the importance of the food service program, we will endeavor to:

1. Create and maintain desirable school food service programs designed for student participation in nutrition’s and well balanced meals.

2. Encourage administrative and classroom efforts to lead students toward a meaningful understanding of desirable food habits and nutrition needs.

3. Make available to each child the opportunity to participate in the school lunch program, but especially to attempt the alleviation of hunger of those children who because of the economic state of their family are nutritionally deprived.

A. GENERAL STATEMENT OF POLICY

The Hennessey Board of Education, in keeping with its Contractual agreement with the National School Lunch Program and with the School Lunch Division of the State Department of Education will provide food service to the children enrolled in the public schools of Hennessey without regards to race, color or national origin.
B. SPECIFIC REGULATION

1. School cafeteria will not be operated at a profit, except:
   a. Operating balance of the program will not exceed state recommendations of two months operating costs.

2. Each separate program, after initial installment by the Board of Education, will be expected to be financially self-supporting to the following extent:
   a. Payment of salaries to all lunchroom help.
   b. Food, service equipment, cleaning supplies and other routine costs relating to the preparation and serving of school lunches to children.
   c. Sharing with the Board of Education in replacement of purchase of large items of equipment.

C. LUNCHROOM PARTICIPATION

1. Any child enrolled in the Hennessey schools may participate in the lunch program provided.
   a. That socially acceptable conduct is exhibited in the lunchroom.
   b. That meals are paid for at the prescribed rate, or
   c. That free or reduced cost meals have been arranged for the child through proper channels, in accordance with the current state approved policy on free and reduced price meals.

D. PLAN FOR COLLECTING PAYMENT

School employees and students can pay for meals at any time during the day at the cafeteria office in the high school cafeteria. Meals can also be paid for during the serving time at the elementary and high schools. Meals for students and school employees will be paid for in advance. When an account gets low, a reminder will be given to the student or employee reminding them that their account is low. Students and school employees will be allowed to charge a maximum of 5 days except at the end of the school year when no charges are allowed.

The identity of free lunch pupils is known only by the cafeteria office staff who assembles the records for central office reporting on the numbers receiving full, reduced, free, or adult lunches, and income from students and adults. At no time is there overt identification of free and reduced price meal recipients.

E. PERSONNEL POLICIES

1. Food service personnel are under the direct supervision of the Superintendent and the Principal in whose building the cafeteria is housed. The Superintendent and Principal are responsible for the daily operation of the program.

2. Employment of food service personnel is the responsibility of the Board of Education. However, this authority is delegated to the Superintendent of Schools who may screen all
applicants and make recommendations for employment. In any case, final authority rests with the Board of Education of the District.

3. Each separate unit will be directed by a cook–manager and as many cooks and helpers as are needed to maintain a successful program.

4. Salaries will at all times conform to the minimum Wage Law requirements as it applies to school cafeteria workers. Salaries and wages may, however, be above these minimum requirements as approved by the Board.

5. Cafeteria employees are entitled to the same benefits as other support personnel regarding leaves, etc.

6. A time card is to be kept on all workers, helpers, and substitutes by the cook-manager. Each individual will fill out their own time card. Each card will then be verified by the cook-manager.

7. Food Service personnel are encouraged and expected to take every advantage offered to improve their effectiveness through State School Lunch Division workshops and training courses. Enrollment and registration fees to these schools are allowable expenditures from school lunch funds. The Superintendent should further encourage activities of food service organizations geared toward increasing the skills and pride of food service personnel in their activities.

8. All cafeteria personnel are required to comply with all health regulations of the State and County Health Department pertaining to food handlers. Additionally, all cafeteria personnel are required to submit at the time they begin their employment with the schools and each year thereafter, a statement signed by the County Health Nurse or a licensed medical practitioner, certifying that the employee had a health examination showing freedom from respiratory infections, evidenced by a tuberculin test and, if necessary, an X-ray examination of the chest. Reports of these examinations shall be filed in the office of the Superintendent prior to receipt of the first paycheck for employees in September.

**Item 604 – Refunds of Student Prepayments to Child Nutrition Program**

The Hennessey Public School district will implement the following refund policy/procedures for prepayment of student meals:

1. Parents/guardians may request the balance in the student’s account the last week of school.

2. Only parents/guardians may request a refund.

3. If a refund request is not received, all account balances will be put into the student’s account for the next school year.

4. Students leaving the district will receive a refund upon request from parent/guardian. If a request is not received and the balance is $3.00 or less, it will be considered a donation to the CNP. If the balance is over $3.00, the money will be forwarded to the last known address of the student. If the envelope is returned unopened, the money will be treated as a donation to the CNP.

5. Refunds may only be made at the Cafeteria Office. Receipts shall be issued for all cash refunds given.
SECTION 700

Item 701 – Nondiscrimination on the Basis of Sex in Education Programs and Activities

A. General. Title IX of the Education Amendments of 1972 declares, in part, that:

No person in the United States shall on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

This district receives Federal financial assistance, this district must comply with Title IX and the regulations promulgated through the U.S. Department of Health, Education and Welfare by the Department’s Office for Civil rights interpreting Title IX. If any program or activity of this district fails to comply with Title IX, or the Federal administrative regulations implementing Title IX, public hearings would be held by the Federal government which could result in the termination of Federal funds to this district.

In addition to the sanction of nonreceipt of Federal funds, however, the board of education is of the general view that discrimination on the basis of sex in any education program or activity of this district is not to be permitted except where necessary to accomplish a specific purpose that does not infringe upon essential equality or fundamental fairness in the treatment of students or employees of this policy to comply with the provisions of:

1. This policy as in the case of any rule or regulation adopted by the Board of Education of this district; and,

2. Title IX of the Education Amendments of 1972 and the regulations promulgated thereunder by the U.S. Department of Health, Education, and Welfare, as Part 86, Title 45, U.S. Code, printed also in U.S. Federal Register, Vol. 40, No. 108, Wednesday, June 4, 1975, as amended, as Title IX and as such regulations are applicable to this district.

B. Application to Specific Education Programs and Activities. This policy’s prohibition against action by employees or other persons acting in the name and on the behalf of this district which bases any exclusion from participation in, denial of benefits from, or discrimination in, any educational program or activity because of the sex of a student or employee, applies to all education programs and activities conduced by this district, including, but not limited to, the following:

1. Educational Programs

   a. Course Offerings. Applies to all course offerings, except that with respect to physical education classes and activities at the elementary and secondary school levels, compliance shall be attained as expeditiously as possible but in no event later than July 21, 1976 at the elementary school level and July 21, 1978 at the secondary school level. This policy’s prohibition does not prohibit:

      (1) grouping of students in physical education classes and activities by ability as assessed by objective standards of individual performance developed and applied without regard to sex:
(2) separation of students by sex within physical education classes or activities during participation in wrestling, boxing, rugby, ice hockey, football, basketball, and other bodily contact sports:

(3) separation of students by sex in classes dealing exclusively with human sexuality; and,

(4) separation of persons based on vocal range or quality even though such separation may result in chorus or choruses of one or predominately one sex.

b. Athletics. Applies to all athletic programs or activities, except that separate teams for members of each sex may be operated;

(1) when the sport involved is a contact sport; or

(2) where selection for the separate teams is based upon competitive skill, provided that where there is not now and has been no such team for the excluded sex must be allowed to try-out for the team unless the sport involved is a contact sport, as defined in paragraph 1. A. (2) of this policy, above.

Moreover, equal athletic opportunity shall be provided for members of both sexes, including equal provision for equipment, supplies, coaching, facilities services and publicity, except that unequal aggregate expenditure of funds for members of each sex or male and female teams will not in and of itself constitute a violation of this policy.

Full compliance with this shall be attained as expeditiously as possible but in not event later than July 21, 1976, at the elementary school level and July 21, 1978, at the secondary school level.

c. Counseling. Applies to all counseling and guidance activities at the elementary and secondary school levels.

d. Textbooks. Nothing in this policy shall be interpreted as requiring or prohibiting or abridging in any way the use of particular textbooks or curricular materials.

2. Other Activities or Facilities

a. Financial Assistance. Applies to offering scholarship or other aid or assisting non-school organizations in the offering of scholarships or other aid to students of this district.

b. Employment Assistance. Applies to all efforts to place students in employment. The district shall, as part of any employment assistance program for students, ensure that all employment opportunities are made available without discrimination on the basis of sex and refuse participation in its student employment program to employers who would practice such discrimination.

c. Health and Insurance. Applies to all health or insurance policies offered to students but does not prohibit providing benefits or services which may be used
by a different proportion of students of one sex than of the other, including family planning.

d. Housing. Nothing in this policy shall be interpreted as prohibiting the separation of students by sex in housing for field trips or other reasons. Such separate housing must be comparable in quality and availability.

e. Toilet, Locker, and Shower Facilities. Separate toilet, locker, and shower facilities may be provided on the basis of sex. Such facilities shall be comparable to similar facilities provided for students of the other sex.

No rule on marital, family, or parental status that treats one sex different from the other sex shall be applied or enforced.

3. District Employment Activities. Applied to all aspects of the district employment programs, including but not limited to, recruitment, advertising, process of application for employment, promotion, granting of tenure, termination, layoffs, wages, job assignments, leave of absence of all types, fringe benefits, training programs, employer-sponsored programs, including social and recreational programs and any other term, condition or privilege of employment practices are prohibited:

a. Tests. Administration of any test or other criterion which has a disproportionately adverse effect on persons on the basis of sex unless it is a valid predictor of job success and alternative test or criterion are unavailable;

b. Recruitment. Recruitment of employees from entities which furnish as applicants only or predominately members of one sex, if such action has the effect of discriminating on the basis of sex;

c. Compensation. Establishment of rates of pay on the basis of sex;

d. Job Classification, Classification of jobs as being for males or females;

e. Fringe Benefits. Provision of fringe benefits on basis of sex; all fringe benefit plans must treat males and females equally;

f. Marital and Parental Status. Any action based on marital or parental status; pregnancies are considered temporary disabilities for all job-related purposes and shall be accorded the same treatment by the district as are all other temporary disabilities. No inquiry shall be made by the district in job applications as to the sex of a job applicant for employment if made of all applicants and is not a basis for discrimination.

g. Employment Advertising. Any expression of preference, limitation, or specification based on sex, unless sex is a bona fide occupational qualification for the particular job in question.

C. Policy Enforcement. To ensure compliance with this policy, the Superintendent of Schools is designated as the compliance officer.

1. The Superintendent is designated to;
a. to coordinate efforts of the district to comply with this policy;

b. to develop, and ensure the maintenance of a filing system to keep all records required under this policy;

c. to investigate any complaints of violations of this policy;

d. to administer the grievance procedure established procedure established in this policy; and

e. to develop affirmative action programs, as appropriate; and

2. provide for the publication of this policy on an on going basis to students, parents, employees, prospective employees, and district employee unions or organizations, such publication to include the name, office address and telephone number of the compliance administrator designated pursuant to his policy in paragraph C.1., above.

D. Grievance Procedure. Any student or employee of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation, in any district education program or activity, on the basis of sex in violation of this policy, may file a written complaint with the compliance administrator designated in paragraph C.1., of this policy above. The compliance administrator shall cause a review of the written complaint to be conducted and a written response mailed to the complainant within ten working days after receipt of the written complaint. A copy of the written complaint and the compliance administrator’s response shall be provided each member of the Board of Education. If the complainant is not satisfied with such response, he or she may submit a written appeal to the Board of Education indicating with particularly the nature of disagreement with the response and his or her reasons underlying such disagreement.

The Board of Education shall consider the appeal at its next regularly scheduled Board meeting following receipt of the response.

The Board of Education shall permit the complainant to address the Board in public or closed session, as appropriate and lawful, concerning his or her complaint and shall provide the complainant with its written decision in the matter as expeditiously as possible following completion of the hearing.

E. Evaluation. The Superintendent shall present a report to the Board of Education in a public meeting on or about July 21, 1976, and in a public meeting to be held on or about the anniversary of that date each year thereafter, describing this district’s compliance with this policy during the previous year, which report can be the basis of an evaluation of the effectiveness of this policy by the Board of Education and a determination as to whether or not additional affirmative action is necessary in light of all the facts.

F. Exemptions. This policy does not apply to the following organizations:

1. YMCA, YWCA, Girl Scouts, Boy Scouts, and Camp Fire Girls;

2. Voluntary youth service organizations which are exempt from taxation under Sec. 501(a) of the U.S. Internal Revenue Code of 1954 and the membership of which has
been traditionally limited to members of one sex and principally to persons of less than nineteen years of age.

Item 702 – Grievance Procedures for Filing, Processing, and Resolving alleged Discrimination Complaints (Students and Employees)

I. Definitions

A. Discrimination Complaint: A written complaint alleging any policy procedure or practice which discriminates on the basis of race, color, national origin, sex, or qualified handicap.

B. Student Grievant: A student of the Hennessey Public School who submits a complaint alleging discrimination based on race, color, national origin, sex, or qualified handicap.

C. Employee Grievant: An employee of the Hennessey Public Schools who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran.

D. Title IX and 504 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, and other State and Federal laws addressing equal educational opportunity. The Title IX/504 coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.

E. 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.

F. Day: Day means a working day: the calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

II. Pre-Filing Procedures

A. Prior to the filing of a written complaint, the student or employee is encouraged to visit with the building principal, and a reasonable effort should be made to resolve the problem or complaint.

III. Filing and Processing Discrimination complaints

A. Grievant – Submits written complaint to title IX/504 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 superintendent’s office.

B. Title IX/504 Coordinator – Notified respondent within 10 days and asks respondent to:
   1. confirm or deny facts,
   2. indicate acceptance or rejection of student or employee’s requested action, or,
   3. outline alternatives.

C. Respondent – Submits answer within 10 days to Title IX/504 Coordinator.

D. Title IX/504 Coordinator – within 10 days after receiving respondent’s answer, Title IX/504 Coordinator refers the written complaint and
respondent’s answer to the principal. The Title IX/504 Coordinator also schedules a hearing with the grievant, the respondent, and the principal.

E. Principal, Grievant Respondent, and Title IX/504 Coordinator – Hearing is conducted.

F. Principal – Issues within 10 days after the hearing a written decision to the student or employee, respondent, and Title IX/504 Coordinator.

G. Grievant or Respondent: - If the Grievant or respondent is not satisfied with the decision, they must notify the Title IX/504 Coordinator within 10 days and request a hearing with the Superintendent.

H. Title IX/504 Coordinator – Schedules within 10 days of request a hearing with the grievant, respondent, and Superintendent.

I. Superintendent, Grievant, Respondent, and Title IX/504 Coordinator – Hearing is conducted.

J. Superintendent – Issues a decision within 10 days following the hearing.

K. Grievant – If the grievant or respondent is not satisfied with the decision, they must notify the Title IX/504 Coordinator within 10 days and request a hearing with the governing board.

L. Title IX/504 Coordinator – Notifies governing board within 10 days after receiving request. Title IX/504 Coordinator schedules hearing with the governing board. Hearing is to be conducted within 30 days from the date of notification to the governing board.

M. Governing Board or hearing panel established by the board: Grievant and Title IX/504 Coordinator – Hearing is conducted.

N. Governing Board – Issues a final written decision within 10 days after the hearing regarding the validity of the grievance and any action to be taken.

IV. General Provisions

A. Extension of time: Any time limits set by those procedures may be extended by mutual consent of parties involved. The total number of days from date that complaint is filed until complaint is resolved shall be no more than 180 days.

B. Access to Regulations: The Hennessey Public School shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap, or veteran upon request.

C. 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 file. Complaint records shall be maintained on file for three years after complaint resolution.

Item 703 – Sexual Harassment Policy

The policy of this school district forbids discrimination against any employee or applicant for employment on the basis of sex. The 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.

1. GENERAL PROHIBITIONS
A. Unwelcome Conduct of a Sexual Nature

1. 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.

2. 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.

3. 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.

B. 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:

1. submission to the conduct is made either an explicit or implicit condition of employment;

2. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or

3. the conduct substantially interferes with an employee’s work performance, or creates an intimidating, hostile, or offensive work environment.

2. SPECIFIC PROHIBITIONS

A. Administrators and Supervisors

1. 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.

2. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

B. Non-administrative and Non-supervisory Employees

1. 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.
3. REPORT, INVESTIGATION, AND SANCTIONS

A. 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.

1. 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.

2. 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.

3. Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

B. 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.

C. 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.
Item 801– Use of School Facilities

The Board of Education is eager for the people of the community to use the facilities of the school system for educational purposes. To extend this privilege to the citizens of Hennessey, the board finds it necessary to ask that some regulations be observed.

All arrangements for the use of school facilities by individuals or organizations outside schools are made through the superintendent’s office in the Administration Building. Arrangements should be made a minimum of three days prior to the program. No firm commitment for the use of facilities can be made more than three weeks in advance.

The rental of buses, auditoriums, and gymnasiums shall be in accordance with the following regulations:

1. The use of the buildings must be in keeping with the general program of education and must not be for commercial use or personal gain or profit. Political meetings which are open to the public are considered to be within the general program of public education, and school facilities may be loaned provided no discrimination is shown. In all cases, however school needs will take precedence.

2. Only requests of well-established organizations will be granted. It is the policy of the board of education, when consistent with the uses and needs of the school, to permit use of the school district property by groups and organizations resident of the district, but as to groups and organizations composed of a majority who are not residents of the district, the board may not extend the use of school facilities when in its judgment a substantial benefit does not result to the residents of the district.

3. Groups using the building must be personally supervised by a sufficient number of adult sponsors to insure orderly use of the building and equipment.

4. No one will be permitted on the floor of any of the gymnasiums with other than gym shoes.

5. Moving and adjusting the scenery, securing lighting effects, operation of the public address system, and similar matters will be handled by the school official or custodian in charge.

6. No nails or screws may be placed in the scenery, fixtures, or walls except by the school official or custodian in charge.

7. All properties not belonging to the school system are to be removed no later than the day following the last performance, otherwise they will be disposed of.

8. No writing of names or other mutilation of walls or scenery will be permitted. The sponsor in charge will be held responsible in such cases.

9. No open flames are allowed in the building.
10. A school custodian will be on duty and will be instructed to see that the building and equipment are properly used.

**Item 802 – Rental Policies of School Facilities**

A $25.00 charge will be made for the use of school facilities (high school and elementary auditoriums and cafeteria dining areas, gymnasiums, etc.) by well established community organizations for general meetings and reunions, plus the organization shall pay for the time the custodian is on duty.

Groups using school facilities are, of course, responsible for payment of any unusual wear and tear or breakage of furniture, equipment or other items, and a representative of that group will sign a contract to that effect.

Any group or organization using school facilities where admission is charged will pay the following fees to cover cost of utilities and overtime work of the custodial staff:

1. Cafeterias - $50.00 per performance
2. Cafeterias - $5.00 per rehearsal.
3. Gymnasium - $50.00
4. Use of cafeteria for money making projects when a catering service prepares food and brings it in to be served: High School - $50.00  Elementary – $35.00.
5. Auditorium - $25/hour for use of the auditorium, with a 2-hour minimum. Organizations located outside of our school district will be charged $50/hour for use of the auditorium, with a 2-hour minimum. In addition, renters will be responsible for custodial pay at time and one half plus benefits. If they wish to use stage lighting, sound or AV equipment, they will also be required to have a trained staff member on duty at time and one half plus benefits.
6. Seminar Room - $12.50/hour, with a minimum of 2 hours. Custodial fees will also apply.

No charge will be made for a money making activity if the proceeds are used by the school district.

Kitchen facilities are available to non-school related groups using catering service only, i.e., food shall be prepared in advance and brought in to be served. The catering agency shall make arrangements three (3) days in advance for the services of the manager and dishwashing crew and shall bear this expense. Requests for use of the dining area by any organized group will be considered by the Superintendent in conformity with policies.

Users of the various school areas are required in complete and sign a form in the Administration Office prior to the event. The Administration Office will issue an invoice to the group after the event is complete.

A custodian will open and close the facility each time it is used. Either the group hosting the event or the custodian in charge will clean the area and see that it is ready for use by the school the next day.
**Item 803 – Rental Policy of School Buses**

A fee of $25.00 will be charged per day per vehicle for the use of school buses by well-established community organizations. Buses may not be rented while school is in session. (This means on actual school days.)

A fee equal to the hourly bus driver’s wage will be charged for the bus driver. Driver can waive this fee, if desired. Driver must be on the Hennessey Schools approved bus driver list.

All buses will leave full of fuel and will be filled up by the Hennessey transportation director upon return. The group will be billed for refill at the same rate Hennessey School pays for fuel.

Groups or organizations using the school buses are, of course, responsible for the payment of any repair or maintenance as a result of unusual wear and tear or mechanical problems during use, and a representative of that group or organization will sign a contract to that effect.

Groups or organizations requesting the use of school buses should also refer to and apply the policies in “Item 806 – Rules and Regulations Governing the Use of School Bus,” where applicable.

**Item 804 - The Cafeteria and Kitchen Facilities**

The cafeteria and kitchen facilities shall not be used in a manner which would be in competition with local facilities and people who are engaged in the food business. These should be used solely for school and allied organizations and shall not be commercialized. Use of government commodities for any meal other than regular school meals is prohibited by law.

No outside organization will be loaned school facilities for any function where dancing is part of the planned program or where alcoholic beverages or drugs will be permitted.

**Item 805 – Loan of Equipment**

Equipment and furniture may be loaned to eligible groups and organizations for use at other than school buildings.

The movement of said furniture and equipment will be handled by the school custodians at the direction of the custodian. No charge will be made for this, except where unusual movement or hours are required. In such cases the Superintendent will determine appropriate charges.

Equipment and furniture will not be loaned in conflict with the individual programs where these items are needed.

In no case will school equipment be loaned to individuals.
Item 806 – Rules and Regulations Governing the Use of the School Bus

1. Make arrangements with the bus supervisor in advance to have the bus serviced preparatory to making a trip.

2. The organization or group using the bus shall:
   a. Submit an activity request form filled out to be approved by the school principal. No request will be honored without properly completed forms.
   b. No particular school group or public organization shall have preference.
   c. The head of each group or organization should consult the calendar in the office before making arrangements for the use of a bus and the driver’s service.
   d. Two sponsors should be in charge of the students. One sponsor must be a certified faculty member.
   e. No smoking in the bus at any time.
   f. The group which uses the bus should always sweep the inside after the trip and roll up all the windows.

Item 807 – School Barn Policies and Procedures

The Hennessey School Farm will be used for FFA and 4-H student livestock projects. It is the intent of the Hennessey School District to furnish this facility so students have a place to keep their livestock used for Supervised Agricultural Experience Programs. It is the duty of all the students keeping animals on the property to help maintain the property. Only students enrolled at Hennessey Schools and members of the FFA, Kingfisher County 4-H, or Hennessey Clover Buds will be allowed to keep livestock projects on the property. Students will also be able to access the Hennessey School Barn to prepare livestock for shows with the proper animal health documentation and permission from the Agriculture Education instructor.

Guidelines

1. The purpose of this facility is to house SAE SHOW project animals: cattle, sheep, and goats weaning age through eligibility. Hogs can be housed during the following dates: June 1st - October 31st, and September 15th - April 30th. Specialty shows (Jackpots, Kansas City American Royal, NAILE, Arizona Nationals, Denver National Stock Show, etc.) will be at the discretion of the FFA Advisor.
2. Prior to arrival at the Hennessey School Barn all livestock must have a Certificate of Veterinary Inspection stating the health of the livestock signed by a local veterinarian.
3. Pre-arrangements shall be made with the FFA advisor if independent livestock purchases are made by the exhibitors, parents, or acquaintances and must be approved by the FFA instructor before being brought to the school barn in order to prevent disease outbreaks.
4. If livestock appear to be sick, it is the responsibility of the exhibitor to contact the FFA Advisor or a veterinarian. If such action is not taken, the FFA advisor will take action accordingly which may include, but is not limited to, isolation in an outside pen for 21 days.
5. Absolutely no changes to the facility will be permitted.
6. Only market livestock show projects will be allowed with the exception of heifers, gilts, does, and ewes that are being raised for exhibition.
7. Exhibitors shall be responsible for supplies needed and the care of their own animal(s) - feeding, daily care, show supplies, bedding, etc.
8. Hennessey Public Schools and/or the Hennessey FFA advisor is not accountable or responsible for any feed/property stolen or destroyed at the school farm.
9. Any malicious destruction of the facilities or public or private property stored at the facilities, will be compensated by the individual responsible and banned from further access to the Hennessey School Barn.
10. Each pen will have a maximum of two animals per pen.
11. In the event that the school farm reaches maximum occupancy, those students who live in town and have no means of housing their animal(s) shall have the opportunity to keep their livestock in the barn before those with a rural address.
12. Pen(s) AND pen areas must be cleaned twice a week. Goat/sheep pens must be cleaned weekly. Waste products are to be deposited outside in a designated area or removed in accordance with the FFA advisor’s directions. All trash, loose wire, paper, litter, etc., are to be removed from the facility daily.
13. Portable heat lamps or other electrical appliances are permitted only with the approval of the FFA advisor.
14. No one may utilize any Hennessey equipment or facilities without the consent of the FFA advisor.
15. By keeping livestock at the school farm, exhibitors and parents agree to allow the FFA advisor to use the livestock for teaching purposes and or livestock judging classes.
16. Exhibitors/parents are responsible for turning off all lights when leaving the barn.
17. If an exhibitor is deemed ineligible to show (based on school policy) they are still able to keep their livestock in the barn. However, they must have their livestock removed by October 15th if intended to show in the fall and May 1st if intending to show in the spring.
18. It is the responsibility of the exhibitor to properly care for their animal and to follow the facility rules and regulations. The following are the minimum consequences that will occur for violations.
   1st violation - verbal warning
   2nd violation - written notice
   3rd violation - all livestock will be removed and use privileges of the Hennessey School Barn revoked.
19. In the event of any unethical activity use of illegal drugs/steroids banned from the state shows by the state veterinarian office that are used to alter the natural state of an animal, and/or inhumane treatment, the student is to remove all of their livestock immediately.
   There will be NO WARNING. Additionally, the FFA advisor will not sign any weight cards or entry forms for livestock shows.
20. In the event that pen(s) and surroundings are not cleaned after the completion of a show animal project, Rule #18 will be enforced. If the exhibitor still does not clean after themselves, they will lose the privilege to use the school barn in the future.
21. All disputes that cannot be worked out between the FFA advisor and the exhibitor will be left to the Hennessey School Superintendent and that decision will be final.
22. Removal and/or sale of exhibitor’s animal(s).
a. If a student must remove one of their livestock for a rule or regulation violation, all of their livestock are to be removed from the facility.
   1. Students will receive written notice to remove all of their livestock. Within three (3) days of receipt of the notice, (hand delivery is acceptable), the student may appeal the Agriculture Education instructor’s directive to remove all livestock to the Superintendent of Schools. His or her decision is final.
   2. If the instructor’s decision is upheld, the students will have three (3) days to remove all livestock.

If the livestock remain three (3) days after the appeal, the livestock will be transported to the nearest livestock auction facility and sold in the student’s name. All proceeds of the sale shall be given to the student, less cost of any feed, vet bills, and/or medicine.

23. Every student utilizing the barn needs to have a signed contract on file for that school year. If bringing in multiple species, only one contract per student is needed as long as the number of animals/species are noted.
Hennessey School Farm Contract

I, ___________________________________________ have read, received and agree to abide by the attached Hennessey School Farm Policies and procedures. I understand that failure to comply with these rules will result in loss of school farm privileges and the removal of my animal(s) from the property.

Student Information

Student Name: ________________________________

Phone Number: ______________________________

Cell Phone Number: __________________________

Address: ____________________________________

Project Information

Species: (circle one) Cattle  Sheep  Goats  Swine

Number of animals: ____________________________

Breed(s): ____________________________________

Parent/Guardian Information

Parent/Guardian Names: _________________________

Home Phone Number: __________________________

Work Phone Number: __________________________

Cell Phone Number: __________________________

Address: ____________________________________

Student/Exhibitor Signature ____________________

Parent/Guardian Signature ______________________

FFA Advisor Signature _______________________
Item 808 – Fire Drills

The principal and faculty members of each school building in the Hennessey School District will develop and implement fire and emergency procedures for the orderly evacuation of all buildings upon the sounding of a distinctive audible signal designated as the fire alarm. Directions indicating where students are to go and the route to be taken should be posted in each classroom. Teachers are to instruct students in emergency and fire drill procedures and practice those procedures with their students in each class. These procedures will be developed to ensure the complete safety of children and other school personnel.

Fire and emergency drills will be practiced at least two times each semester of the school year. The first fire drill shall be conducted within the first 15 days of each semester. The second fire drill must occur after the first 30 days of each semester. All students and teachers shall participate. The drills will not be announced in advance to any school personnel.

Lockdown drills shall be conducted at least two times per year, with no more than two occurring per semester. No lockdown drill shall be conducted at the same time of day as a previous lockdown drill within the same school year.

Each drill shall be documented in writing at each school site. The records for each fire drill shall be preserved for at least three (3) years and made available to the State Fire Marshal or his designee upon request.

Fire Drill Procedures

The following instructions should be given all students:

1. Stop whatever you are doing, march out at a rapid walk. Don’t run, and don’t rush the stairways, but clear the bottom of the stairway as quickly as possible.

2. Keep your head. Don’t get excited. In large public building fires, more people are killed by stampede than by fire.

3. Don’t stop to get books, wraps or other personal property. To do so may cause loss of life by delaying the emptying of the building. One life is worth a thousand times more than all the property in these buildings. Our first concern is to empty the building as quickly as possible.

4. After all rooms are emptied, see that all doors are closed to prevent drafts.

5. If air is full of smoke, crawl on the floors. Air within six inches of the floor is usually free from smoke; if necessary, open a window for air, get a few breaths and close it again as soon as possible, in order to prevent drafts.

6. Alarms for practice fire drills are to be sounded only upon instruction from the principal and then only by persons designated by him. In case of fire, the first one seeing the school building on fire, should sound the fire alarm and telephone the fire department giving the location of the fire.

7. Custodians will see that all outside doors are unlocked during school hours.
8. Check the fire drill regulation in each room where you have classes.

**Item 809 – Inspections**

Local or state officials will inspect all buildings during the second semester and make recommendations to the superintendent of schools who shall see that all requirements are met.

**Item 810 – Traffic**

Principals shall be careful to observe traffic patterns around their buildings and shall correct or cause to be corrected as many hazards as practicable. Major violations should be referred to the board of education through the superintendent.

**Item 811 – Impressions**

First impressions are usually based on the general appearance of our school grounds, the buildings as a whole and more especially the individual classroom and school offices. Store rooms are revealing; particular attention should be paid to the offices.

If the building is “messy”, lockers overcrowded and open, paper on the floor, students and facility loafing, it is indicative of the kind of learning that goes on in that school.

An improved climate for learning can happen only when all school personnel work continually and cooperatively for that purpose. Every day is different and effort should never cease. Each one must find a way to help. Good housekeeping is a part of good teaching----almost as important as good discipline. Responsibility extends beyond the classroom door. Training students to be cooperative in this matter is a challenge and should be a continuing project within each school.

**Item 812 – Interference with the Peaceful Conduct of School District Activities**

The Superintendent of schools or anyone designated by the superintendent or the board of education to maintain order in the school district shall have the authority and power to direct any person to leave school district property who is not a student, officer or employee thereof and who:

1. Interferes with the peaceful conduct of activities on school district property;

2. Commits an act that interferes with the peaceful conduct of activities on school district property; or

3. Enters school district property for the purpose of committing an act that may interfere with the peaceful conduct of activities on school district property.

For purposes of this policy, the term “interferes with the peaceful conduct” includes but is not limited to, actions that directly interfere with classes, study, student or faculty safety, housing or parking areas or extracurricular activities or any lawful activity occurring on school property; threatening or stalking any person; damaging or causing waste to any property
belonging to another person of the school district; or direct interference with administration, maintenance or security of property belonging to the school district.

Any person to whom this policy applies, who fails to leave school district property as directed or returns within six (6) months thereafter, without first obtaining written permission from the superintendent or anyone designated by the superintendent or the board of education, shall be guilty of a misdemeanor.

**Appeal Process**

After receiving a directive to leave school district property under this policy, the person issued the directive may request reconsideration by taking the following steps:

**First Level of Appeal:** The person may request review of the initial decision by letter to the superintendent. If no written request is received within (5) calendar days of the person’s receipt of written notification of the directive to leave school district property, the directive will be final and nonappealable. If the superintendent issued the initial directive to leave school district property, the person issued the directive may proceed directly to the final level of appeal.

**Final Level of Appeal:** The person may request review of the superintendent’s decision by letter to the superintendent or the clerk of the board of education. If no written request is received within five (5) calendar days of the person’s receipt of the superintendent’s written notification of his or her decision, the superintendent’s decision will be final and nonappealable. The person will be notified in writing of the date, time and place of the board meeting at which the decision will be reviewed. The board’s decision will be final and nonappealable.

The superintendent or person who issues the directive to leave school district property will give the person to whom the directive is issued a copy of this policy within a reasonable amount of time after issuing the directive. During any appeal process, the person given the directive to leave school property must remain off school property unless the superintendent, in writing, instructs that the directive is to be stayed pending the appeal process.

**Item 813 – Records Removal Schedule**

Records will be retained and destroyed according to the following schedule:

<table>
<thead>
<tr>
<th>Record</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Financial Record</td>
<td>7 years</td>
</tr>
<tr>
<td>Teacher Lesson Plan Books</td>
<td>4 years</td>
</tr>
<tr>
<td>Teacher Grade Books</td>
<td>4 years</td>
</tr>
<tr>
<td>Student Drop Files</td>
<td>4 years</td>
</tr>
</tbody>
</table>
Item 814 – Sale of School District Surplus Property

When district-owned real estate is no longer needed for public school purposes, the Board of Education may declare the property to be surplus to the needs of the district. Following such a declaration surplus real estate may be sold at any time using the following procedure:

1. Prior to requesting bids for a property, the School District will have the property appraised by at least one (1) independent appraiser chosen by the superintendent of schools. If the superintendent deems it appropriate additional appraisals may be obtained. All appraisals will be confidential until after the property is sold. When the property is sold, all appraisals will be made available for public inspection. Any appraisal must be made within six (6) months of the date on which the property is offered for public bid.

2. The superintendent will prepare a notice to bidders advising that sealed bids for the purchase of a property will be received by the district at a time and place designated in the bid notice. The bid notice will require each bidder to state, in his or her bid, the intended use of the property. This use may be a factor in determining the successful bidder.

3. The bid notice will be published at least ten (10) days prior to the bid opening in at least one (1) issue of a newspaper of general circulation in Hennessey, Oklahoma. The bid notice may be published in additional newspapers in Kingfisher County at the discretion of the superintendent or by direction of the Board of Education.

4. The bids will be opened at the time and place specified in the bid notice and the bids will be referred to the Board of Education for acceptance or rejection. The Board of Education will reserve the right to reject any and all bids or to accept any particular bid.

5. Surplus real estate will not be sold at private sale unless the real estate has first been offered for sale by public sale or public bid and all such bids have been rejected.

6. Any conveyance of real estate by private sale to a non-profit organization, association, or corporation to be used for public purposes, unless for exchange, will contain a reversionary clause which returns the real estate to the district upon cessation of the use without profit or for public purposes by the purchaser or the assigns of the purchaser.
SECTION 900

Item 901 – Fair Labor Standards Act Policy

It is the intent of the Hennessey Public Schools to comply fully with the Fair Labor Standards Act, its regulations, and relevant court decisions. In order to make every effort to comply with the Fair Labor Standards Act, Hennessey Public Schools agrees to inform all employees of the Act through proper posting of all information as disseminated by the U.S. Dept. of Labor. The district will also cooperate with all state agencies. The following attachments are part of the Fair Labor Standards Act Policy of Hennessey Public Schools.

Attachment 1A

Class Guide

<table>
<thead>
<tr>
<th>Exempt</th>
<th>Nonexempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Custodians</td>
</tr>
<tr>
<td>Principals</td>
<td>Maintenance</td>
</tr>
<tr>
<td>Teachers</td>
<td>Cafeteria worker</td>
</tr>
<tr>
<td>Counselors</td>
<td>Bus drivers</td>
</tr>
<tr>
<td>Librarians</td>
<td>Ground Maintenance</td>
</tr>
<tr>
<td>Coordinators</td>
<td>Secretary</td>
</tr>
<tr>
<td>Coaches</td>
<td>Aide</td>
</tr>
<tr>
<td>Administrative Asst.</td>
<td></td>
</tr>
</tbody>
</table>

Attachment 2A

1. No overtime shall be allowed employees of Hennessey Public Schools unless previous approval has been given by an administrator or supervisor.

2. It is the intent of the Hennessey Public Schools that overtime worked without prior authorization given by their supervisor as to overtime hours to be worked will not be compensated.
HENNESSEY PUBLIC SCHOOLS

Overtime Report Form

During the month of ________________________________ I
worked ________________________________ hours of overtime.

Signature ___________________________________________

Employee

Signature ___________________________________________

Supervisor
I. Introduction

An important goal of Hennessey Public Schools is to identify and provide appropriate educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas, and who require learning opportunities or experiences to fully develop such capabilities.

Initiatives to provide these appropriate educational experiences will include:

- Assessing the instructional level of identified students and considering the unique learning characteristics of each child,
- Expanding curriculum opportunities to allow gifted students to move through the core curriculum at the appropriate flexible pace,
- Providing differentiated curriculum to meet unique needs,
- Appropriately matching the programs and support services to the individual and;
- Structuring learning environments that address the unique needs of gifted students and accommodate a variety of learning rates and styles.

II. Identification of students for gifted educational programming

a. District committee on gifted educational programming
   i. The committee may include the district coordinator for gifted programming, the principals or his/her designee, plus teachers, counselor, library media specialist and others as appropriate.
   ii. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations and state statutes.

b. Process for identifying students
   i. Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
   ii. Nominations will be sought from a wide variety of sources.
      1. Professional educators
      2. Parents
      3. Community Members
      4. Peers
      5. Self
      6. Others as appropriate
   iii. Data will be collected on nominated students to aide in making decisions for selection of students who are in need of gifted educational programming. Data obtained through a variety of procedures and from many independent sources.
      1. Testing methods may include
a. Standardized tests of intellectual ability. These may be either individual or group administered tests.
b. Standardized norm-referenced achievement tests
c. State mandated criterion referenced tests
d. Grades and evidence of student classroom performance or ability
e. Other as appropriate

2. Non-testing methods may include
   a. Checklist rating the behavioral characteristics of superior students
   b. Student work portfolios
   c. Student achievement outside the school’s curriculum
d. Teacher recommendation
e. Other as appropriate

iv. District committee analyzes data and makes placement decisions.
   1. A score in the top 3% on a nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into appropriate gifted programming options with parental approval.
   2. Students’ placement decisions in the capability areas will be based on multiple criteria. No single criterion or cut-off score will be used to exclude a student from needed educational programming.
   3. Uniform identification procedures will be used to identify students for specific gifted educational programming options. These procedures will be communicated to the entire school staff.
   4. To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists or other relevant information. The committee on gifted education may authorize the use of alternative assessment procedures when appropriate for a student.
   5. Placement will be made in programming options appropriate to the student’s educational needs, interest and/or abilities agreed upon by the District Committee with parental approval.
   6. Instructional useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement.

v. Identification of gifted students is an ongoing process extending from PK through grade twelve.
   1. Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
   2. Identification of students based on a nationally standardized test of intellectual ability will be valid for the student’s educational experience.
   3. Students who were identified as gifted and talented in another school district will be considered for identification and placement by the site committee in a timely manner.
   4. Evaluation of the appropriateness of student’s placement in gifted educational programming will be ongoing.
5. Students may be removed from a programming option which is not meeting their educational needs following a conference with parents.
6. Students whose needs are not met by current placement will be considered for other programming options which may be more appropriate to their needs.
7. Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.
8. Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or as long as needed for educational decisions.

vi. The identification process and placement process includes parental involvement.
1. Parents will be asked to grant written permission for individual testing.
2. An additional evaluation will be available upon request.
3. Parents will be given written notice that their child has been identified for placement in gifted educational programming.
4. Parents will be provided with a summary of the gifted educational programming to be offered their child.
5. Parents may appeal a placement decisions with which they disagree. Appeal will be made to the district committee.

III. Differentiated Education

a. Differentiated education includes multiple programming options and curriculum which is modified in pace, breadth and depth.
   i. Programming Options
      1. Programming options will be coordinated by the district gifted education coordinator and committee to guide the development of gifted students from the time they are identified through graduation from high school.
      2. Students will be placed in programming options based on their abilities, needs and interests.
      3. Gifted child educational programming is ongoing and a part of the school schedule. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.
   
   ii. Curriculum
      1. Curriculum for the gifted extends or replaces the regular curriculum.
      2. Curriculum is differentiated in content, process and/or product.
         a. Content is differentiated in breadth, depth and/or pace.
         b. Processes for gifted students stress creativity and higher level thinking skills.
      3. Curriculum is planned to assure continuity.
   
   b. Appropriate learning opportunities will be provided for identified gifted students at each school site through a site developed program which is an integral part of the total school program.
      i. The district will complete or update the gifted plan when necessary for the following year by April 15 each year.
ii. The district will plan curriculum opportunities to allow students to move through the curriculum at the appropriate flexible place, provide differentiated curriculum to meet unique needs, and facilitate academic/social support.

iii. When appropriate, differentiation will occur in content, process, product and learning environment.

iv. Staff development opportunities will be an integral component of the program.

c. The District plan will include selections from appropriate flexible pacing, enrichment, academic/social support and staff development. Components that may be incorporated into the site based plan will be selected from one or more of the following:

i. District Gifted Plan

1. Appropriate Flexible Pacing may include one or more of the following service deliveries per site:

a. Individualization of Instruction – Instruction of an individual student focused on the specific educational needs of that student.

b. Proficiency Based Promotion – Elementary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level on approved assessments.

c. Advanced Placement® Courses – College-level courses provided at the secondary level for which students may receive college credit by examination (administered by the Advanced Placement® program of the College Board).

d. Differentiated or Enriched Classes – Include differentiated curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.

e. Independent Study – Individually contracted in-depth study of a topic; also a course of unit study taken through an individual arrangement.

f. Continuous Progress – The content and pacing of curriculum and instruction are matched to students’ abilities and needs. Students move ahead on the basis of mastery.

g. Cluster Groups – any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.

h. Cross Grade Groups – Opportunity for a student to work in an advanced grade-level setting with one or more students sharing a similar readiness for learning task and performance expectations.

i. Curriculum Compacting – A system designed to adapt the regular curriculum to meet the needs of above average students by either limiting previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

j. Acceleration – Administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

k. Dual Enrollment – Qualified students taking middle level or high school courses while at the middle level.
1. Honors, Differentiated or Enriched Classes—Include curriculum and accelerated content designed for able students. These classes need not be limited to identified gifted students.

m. Concurrent Enrollment—Qualified students will be allowed to enroll concurrently in university or college level courses with proper authorization from counseling staff and administration. High school staff will work with student schedules in order to make this program successful.

2. Enrichment may include one or more service deliveries per site:
   a. Enrichment of Content in the Regular Classroom—Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material.
   b. Mentorships—A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor and role model.
   c. Seminars—Special short-term sessions where students focus on one area of study such as ACT and SAT workshops.
   d. Resource Room—A class for students released from their regular classroom on a schedule basis to work with a teacher trained in education of the gifted.
   e. Creative and Academic Competition—Organized opportunities for students to enter local, regional, state or national contests in a variety of areas.
   f. Interest Groups—Any group organized from one or more classrooms on the basis of interest in a topic, usually short term in duration.
   g. Differentiated or Enriched Classes—Include differentiated curriculum and accelerated content designed for able students.

3. Academic/Social Support may include one or more service deliveries per site:
   a. Guidance and Counseling—Planned activities, sessions and policies that assist gifted and talented students in planning their academic career in school and after high school, and that also address the specific social-emotional needs of the gifted including underachievement.
   b. Duke Talent Search—Conducted by Duke University to identify academically talented youth and inform them about their abilities and academic options.
   c. Special career days will be incorporated into some site schedules designed to assist students in planning their academic career in school and after high school.
   d. Career units will be taught at some sites throughout the school year encouraging students to begin planning for their future.

4. Staff Development
   a. Examples of programs may include:
      i. Implementation of district gifted program
      ii. Components of appropriate flexible pacing
iii. Integrated curriculum/thematic units
iv. Learning styles
v. Higher level thinking skills
vi. Problem finding and problem solving
vii. Other

IV. Evaluation

a. A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. This plan will include a combination of the evaluation methods used at each site. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning.
b. Students, teachers, parents and/or administrators may annually evaluate gifted educational programming. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the site level, district level and as appropriate to students, parents and the public.
c. The evaluation process assesses each component of gifted educational programming. These may include:
   i. Identification
   ii. Professional development
   iii. Programming options
   iv. Curriculum
   v. Community involvement
   vi. The evaluation process
d. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
e. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
f. Data for evaluation will be obtained from a variety of instruments, procedures and information sources, included but not limited to: gifted students’ scores from pre and post norm reference tests, criterion referenced scores, student’s portfolios, teachers and community member questionnaires.
g. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.
h. Advanced content courses will be noted on students’ transcripts.

V. Local Advisory Committee

a. The Local Advisory Committee members will be appointed by the board of education upon the recommendation of the superintendent. The committee will consist of at least three (3) but no more than eleven (11) members, at least one-third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.
b. The Local Advisory Committee will be demographically representative of the community.
c. The Local Advisory Committee will be appointed no later than September 15 of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district.
d. The first meeting may be called by the District Superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice chair.

e. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings of the committee will be subject to the provisions of the Oklahoma Open Meeting Act.

f. The school district will furnish staff that has training in gifted education for the advisory committee.

g. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted educational programming and perform other advisory duties as requested by the board of education.

VI. Qualifications and responsibilities of gifted child educational program staff

a. Qualifications of staff:
   i. Teachers will hold a valid Oklahoma teacher certificate appropriate to the grade level(s) included in the program.
   ii. Gifted educational program coordinators will hold a valid Oklahoma teaching certificate.
   iii. Teachers whose duties include direct involvement with gifted and talented students shall be encouraged to participate in inservice training or training designed to educate and assist them in the area of gifted education each year.
   iv. Gifted educational program coordinators shall be encouraged to participate in inservice training or college training designed to educate and assist them in the area of gifted education each year.
   v. Administrators responsible for gifted educational programming shall be encouraged to attend professional development related to the educational needs of gifted students each year.

b. Responsibilities of gifted educational program staff
   i. The district coordinator for gifted educational programming will be responsible for working with the local advisory committee, overseeing district plans, and filing such reports and information as are required by the State Department of Education gifted educational programming.
   ii. The principal or district coordinator for gifted educational programming will be responsible for working with the district committee, coordinating gifted educational programming related to the district gifted plan and completing such reports and information as required by the district coordinator for gifted educational programming.
   iii. The district committee on gifted educational programming will work with the District coordinator to update the district gifted plan as needed each year. The district gifted education specialist or designee is responsible for coordinating the district programming options.
   iv. Under the direction of the district coordinator for gifted educational programming, an organizational document will be developed at each site with clearly delineated roles, responsibilities and coordination.
   v. Delivery is addressed by both the regular classroom teachers and the gifted educational specialist. They work closely together to implement appropriated flexible pacing, plan enrichment, coordinate resources and facilitate academic/social support when needed.
1. The gifted education specialist provides professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assists classroom teachers in finding and securing resource material and/or resource persons.

2. The gifted education specialist is responsible for coordinating gifted student identification, monitoring student progress and record maintenance.

3. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in place, breadth and depth.

VII. Budget

a. The district coordinator will compile the budget and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted educational programming.

b. The district budget for gifted educational programming will submitted to the State Department of Education as required.

c. The budget for gifted educational programming will be approved by the board of education before filing with the State Department of Education.

VIII. Expenditure Reports

a. An expenditure report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307 (D).

b. The report will outline the expenditures made by the district during that year for gifted child educational programming (70 O.S. 1210.307 (D)).

c. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System (OCAS).
**SECTION 1100**

Item 1101 – Occupational Safety and Health Act – Hazard Communication Law – Governmental Tort Act

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Hennessey Public Schools Safety Policy Handbook

This guide to safety for the Hennessey Public School employees is written in compliance with the Occupational Safety and Health Act, 1985 (OSHA) and the Hazard Communication Law, 1986, and the Governmental Tort Claims Act of October, 1985.

The school administration shall meet with the school employees at the beginning of each school term for an in-service session on general operation and safety in the public school.

The following are school board of education policies designed to establish safety guidelines regarding safe practices for pupils, staff and visiting patrons.

The Chemical Information List, Material Safety Data Sheets, Injuries and Illnesses File and all pertinent safety records will be filed at the Central Office of the Superintendent.

All employees of the Hennessey Public Schools are receiving a copy of this safety handbook and have had or will have in-service training in the contents of this outline.

ADMINISTRATION OF SAFETY PROCEDURES AT SCHOOL

A. Bomb Threat:
In case of a bomb threat the school buildings will be totally evacuated. The alarm will be the same as for the fire drill. The alarm will be a long continuous ringing of the bells. Students will then remain with their instructors and follow their directions. The civil and legal authorities will be notified and the building(s) checked by trained personnel. No one person shall re-renter the building until cleared to do so by the authorities. Teachers are to stay with their students and take a second head count after the building is evacuated.

B. Civil Preparedness:
The elementary school building is a concrete tilt up wall building with a concrete pre-case T roof. This building is designed to act as a storm shelter. The band room and gym dressing rooms are approved storm shelters. In case of the need to evacuate the school, procedures of the attached evacuation plan is used.
***In case of a civil defense directive: To evacuate the town proper-School busses and drivers will be dispatched immediately and we will follow the instructions of the civil defense authorities.

C. Fire Safety:
A fire alarm drill will be schedules at regular intervals. The fire alarm will be a long continuous ringing of the bells. Teachers will remain with their students and will not stop until 100 feet or more away from the buildings. Teachers are to take a head count of students as they leave the classroom and a second count after evacuation of the building to make sure each student is accounted for. An evacuation plan will be posted in each classroom.

D. Responsibility of School Personnel for Pupils Enroute to and from School:
All bus drivers are certified by the State Department of Education and have had instruction in safe driving practices. Bus rider evacuation drills will be held at least once each semester of the school term.
E. Safety Responsibilities of School Employees

1. Student Safety:
   a. **Industrial Arts Shop** – Students shall follow the instructor rule book and be instructed to use eye protection when operating equipment.
   b. **Art Education** – Follow rules of instructor and wear eye protection when required by the project. Proper storage of paints and solvents are required in locked cabinets.

2. Science Education:
   a. The following is a partial list of Chemicals not recommended for use in public schools:
      - Carbon Tetrachloride
      - Metallic Sodium
      - Potassium Chlorate
      - Metallic Potassium
      - Hydrogen Peroxide (full strength)
      - Calcium Carbonate
      - Calcium Oxide (to be kept in an air-tight, waterproof container)
      - Chlorine Gas
      - Ammonium Dichromate
      - Mercuric Oxide

3. Disposal and handling of Hazardous Materials:
   a. Contact State Health Department
   b. Environmental Protection Agency
   c. Teachers will instruct students in areas of safety in science labs, and require students to wear eye protection.
   d. Science teachers will keep all chemicals in a locked cabinet when not in supervised use.

F. Elementary School Safety:

Appropriate signs will be used to indicate danger areas (wet floors, etc.). Playground equipment will be maintained and safeguards taken to provide a safe and hazard free environment. The playground supervisor will advise the principal of any potentially hazardous condition so it may be rectified. Safety procedures (fire, storm, use of equipment, etc.) shall be discussed with students at the beginning of each school year and reviewed periodically during the year. Safety procedures will be observed in Art and Science classes when working with paints, solvents, etc. Proper storage will be used. Accidents shall be reported to the teacher and principal and each case will be handled as needed. Regular fire and tornado drills will be held at least once each semester. An evacuation plan will be posted. Fire extinguishers will be maintained and of easy access. The students and teachers of the building will help the custodian maintain a clean and safe well-cared for building.

G. Secondary School Safety:

1. All accidents shall be reported to the building principal by the classroom teacher.
2. Custodians shall make sure that walkways and school building entrances are cleared of snow and ice before student arrival during inclement weather.
3. Wet Floor signs will be placed on any floors being mopped by the custodians.
4. All hall ways and exit doors will be kept clear of obstructions such as mop buckets, vacuum cleaners, etc.
5. Fire and Tornado drills will be conducted on an irregular basis. A building evacuation plan will be posted in each classroom.
6. Fire extinguishers are serviced regularly and placed near exits for easy access in case of fire.
H. Physical Education:
Instructors of physical education shall be certified teachers with training in first aid and cardiovascular resuscitation. Physical education classes are not to be left unattended. Students will be instructed of the possible safety hazards of any particular sport.

I. Family and Consumer Sciences Education:
Students shall be made aware of possible hazards of cooking (hot pans, hot grease, etc.) using a micro-wave oven, and use of sewing machines. Students will be taught necessary safety precautions by the instructor.

J. Vocational Shops:
Each instructor shall instruct students at the beginning of each term in safety procedures for the class and warn students of safety hazards of operating power equipment such as saws, sanders, routers, and grinders. Welders will not be operated by students until given proper safety instruction.

K. Vocational Agriculture
Each project has its unique type of consideration regarding safety. The handling of livestock and or chemicals requires that the instructor warn and instruct students of possible hazards and give rules for safe handling of livestock, equipment and/or chemicals.

L. Teacher Training and Liability
Major areas resulting in judgments against the teachers and large settlements (in and out of court) that involved students were from teachers’ failure to:
1. Explain basic safety procedures
2. Warn of possible dangers
3. Anticipate unsafe events
4. Exercise reasonable care—examples: provide labeling, and leaving class unsupervised
5. Provide proper supervision to pupils in the selection and handling of hazardous materials
6. See that pupils use safety equipment for example: safety glasses, hard hats, etc.
7. Insist on the use of safety guards
8. Use a supplemental safety textbook or rulebook.
Any potential hazard to the health or safety of a student shall be explained to the student at the beginning of the term in the class having such potential. Example: Wear a hard hat while batting in baseball.

M. Science Lab
Science Lab chemicals may not be ordered until approved by the administration. The list of needs will be reviewed first by the best qualified chemistry teacher for the system and then presented to the administration for final approval. If there is doubt about the stability or safety of a chemical in question, the Oklahoma State Fire Marshall’s office is a local source of information for approved chemicals for use in state institutions. All laboratory classes shall be properly vented. No equipment shall be used that is in improper working order.

N. Eye Protection
Eye protection devices shall be:
1. Adequate protection against hazards for which they are designed.
2. Comfortable, fit snugly, not unduly interfere with movement and durable.
3. Capable of being disinfected and cleaned and in good repair.
4. Safety glasses must be worn in each vo-ag shop, industrial arts shop, welding shop, paint shop, science lab, or any class of this type that is in session.

O. Overall Policies for School Safety
1. Classroom Supervision – Teachers are not to leave students unsupervised in the classroom, shop, gym, or laboratory.
2. School Grounds – Noon or lunch time supervision shall be accomplished by assigned staff or faculty to supervise students’ free movement during the lunch break.
3. Bus loading and unloading supervision shall be a team effort of bus drivers, teachers and administrators to provide for safe conditions for student.
4. All accidents shall be recorded and a report given to the building principals.

P. Record Keeping – School Personnel
1. Each instructor will establish a file, listing all the chemicals used in their particular classroom, lab, or shop. This list will be kept up to date. The instructor will retain a copy and turn in one copy to the central office file.
2. All accidents will be recorded and a full report made to the administration or building principal

R. Training and Testing
Where classroom rules for safety are required the instructor is responsible to train and test the students in safety procedures before operation of equipment or handling of chemicals.

S. Support Personnel Responsibility
1. A list of the chemicals used will be made and one copy retained and one copy turned into the central office.
2. A list of the chemicals not to be used should be placed on the custodian bulletin board. They are:
   a. Flammable liquids – those with a flash point below 100°F.
   b. Toxic – corrosive chemicals
      Carbon Tetrachloride
      Potassium chloride
      Hydrogen peroxide (full strength)
      Calcium carbonate
      Calcium oxide
      Ammonium dichromate
      Chlorine Gas
      Mercuric Oxide
     c. Other important items for custodians’ bulletin boards
        1. List of new chemicals being introduced
        2. Copy of New Material Data Sheets (MSDS) or where kept
        3. Emergency Telephones Numbers
           1 800 424 9300
           Washington D. C.
           Chemical Emergency Control (have CAS# ready on chemical when placing call)
4. Name, address, and telephone number of chemical vendor or manufacturer
5. General information pertaining to where certain pieces of equipment are kept
6. Safety meetings and announcements
d. Keep all chemical supply rooms locked to prevent access by untrained personnel or students.
e. A copy of the OSHA law should be placed on custodian’s bulletin board.
f. Report any safety violations and/or accidents to the administration
g. Train new employees
h. Keep records on chemicals used.
i. Real label on container of all products before use.

T. Placards and Safety Precautions
   Signs for:
   1. Wet Floors and restroom closed for cleaning
   2. Label each doorway as to where it goes: example—restroom, shop, storage or microwave in use, etc.
   3. Electrical boxes (high voltage sign)
   5. Chemical storage, electrical/mechanical rooms (no admittance signs, chemical and electrical warning signs)
   6. Custodian cleaning cart (chemical labeled)
   7. Storage room (authorized personnel only)
   8. Baseball Field Area—lights; switch box locked, high voltage signs.
   9. High voltage areas should be fenced off, or behind a locked door.
  10. Showers—hot and cold water should be marked
  11. Label Kiln in art classes (Caution extreme high temperatures)
  12. Chemical Storage rooms need definite storage instructions to indicate the way to store chemicals—custodians or teachers follow guidelines or list of what is to be stored and where it is to be stored.
  13. Out of Order signs – No machine is to be used that is in improper working order.
  14. Wear Eye Protection Signs – All employees or students shall wear proper safety equipment while operating any machine. Eye protection or glasses are to be marked with the manufacturer’s safety label which will be in accordance with the American National Standard and Occupational and Educational Eye and Face Protection Act.
  15. Equipment operators with long hair are required to contain their hair in hats or hairnets.

U. Kitchen Employees
   The cooks, cooks’ helpers, and dish washers are to be made aware of safety hazards in connection with their daily work schedule.
   1. Be aware of possibility of slick floors when grease or soapy water is spilled. These are to be cleaned up immediately to prevent possibility of injury.
   2. Be aware of hot grease, extremely hot or boiling water, and the dangers in handling both.
   3. Take care when operating power or electrical equipment, not to be standing on a wet surface. Check all electrical cords for worn or bad insulation.
   4. Be aware of hazards when working with sharp tools, knives, or electric knives.
   5. Have adequate materials available to handle hot pots and pans to avoid burns.
6. First Aid Kit, fire extinguisher and eye wash must be located in close reach to kitchen and cafeteria employees.
7. The head cook is responsible to supervise other kitchen employees and make sure that they follow safety rules and that the work place is in order.

V. Employees Rights to Records
1. A list of the chemicals not to be used should also be placed on the custodian bulletin board.
2. Employees and students have the right of access to written records. This act should be posted on the workers’ bulletin board.
3. The employer has a one-day time limit to give the employee access and must provide a copy within 15 days.

W. Files Needed to Comply with Recordkeeping
1. Hazards or risks including the potential for fire, explosion, corrosion, and reactivity.
2. File made on: asbestos, MSDSs, injuries from chemicals, chemical exposures, training programs on safety, registering the name and social security number or persons educated, pupil safety training programs registered the same way, pupil training programs on specified equipment, and the test results of each.

X. Crowd Control for Emergency
1. Those persons responsible for student control or crowd control, will be the building principals and or superintendent of schools. In the event of a drill or actual emergency, the above named persons or staff designated by them shall be responsible for crowd control.
SECTION 1200

Item 1201 – Family Educational Rights and Privacy Act

This policy and the procedures included with it are designed to meet the provisions of the Family Educational Rights and Privacy Act (FERPA), and the Hennessey Public School District is committed to implement the policy and follow the procedures.

The Board of Education authorizes the school superintendent to inform parents, students, and public of the policy and to exercise his administrative resources to implement the policy as well as to deal with individuals who violate it.

In case a parent of a student, an eligible student, or a citizen of the Hennessey Public School District believes that the district is violating the FERPA, that person has a right to file a complaint with the Department of Health Education and Welfare. The address is:

The Family Educational Rights and Privacy Act Office
U. S. Department of Education
Room 4511 Switzer Building
Washington, D.C. 20202

The phone number is 202-732-2058

DEFINITIONS

For the purpose of this policy, the Hennessey Public 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 the Hennessey Public School District.

Eligible student—a student or former student who has reached age 18 or is attending a post-secondary school.

Parent—either natural parent of a student unless his or her rights under the FERPA have been removed by a court order, a guardian, or an individual acting as a parent or guardian in the absence of the student’s parent or guardian.

Education records—any record (in handwriting, print, tapes, film, or other medium) maintained by the Hennessey Public School District, an employee of the district, or an agent of the district which is related to a student except:

1. A personal record 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 personal possession of the individual who made it.
   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 Hennessey Public School District. (Employment for this purpose does not include activities for which a student receives a grade or credit in a course.

3. Alumni records which relate to the student after he or she no longer attends classes provided by the Hennessey Public School District and the records do not relate to the person as a student.

**Personal identifier**—is any data or information that make 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 which would make the student’s identity known.

**ANNUAL NOTIFICATION**

Within the first three weeks of each school year, the Hennessey Public School District will publish in the Hennessey Clipper 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 student’s parents and eligible students to inspect and review the student’s education records.

2. The intent of the Hennessey Public School District 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 circumstances, as permitted by FERPA.

3. The right of a student’s parent or an eligible student to seek to correct parts of the student’s education record 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 or eligible student’s request.

4. The right of any person to file a complaint with the Department of Health, Education, and Welfare if the Hennessey Public School District violates the FERPA.

5. The procedure that a student’s parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

The district will arrange to provide translations of this notice to non-English speaking parents in their native language.
STATEMENT OF RIGHTS

Parents and eligible students have the following rights under the Family Educational Rights and Privacy Act and this policy.

1. The right to inspect and review the student’s education record.
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 Health, Education and Welfare.
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 he or she reaches age 18 or enrolls in a post-secondary school. The student then becomes an "eligible student".

LOCATIONS OF EDUCATION RECORDS

<table>
<thead>
<tr>
<th>Types</th>
<th>Location</th>
<th>Custodian</th>
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<tbody>
<tr>
<td>Cumulative School Records</td>
<td>School Principal’s Office</td>
<td>School Principal</td>
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<td>Hennessey Elementary School</td>
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<td>130 North Mitchell</td>
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<td></td>
<td>Binkley Middle School</td>
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<td>Health Records</td>
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<td>Speech Therapy Records</td>
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<td>Psychological Records</td>
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<td>Special Test Records</td>
<td>School Principal’s Office</td>
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<td>Occasional Records</td>
<td>Principal will collect and make available at student’s school</td>
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<td>(Student Education Records</td>
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<td>not identified above, such as those in superintendent’s office, in the school attorney’s office, or in the personal possession of teachers)</td>
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PROCEDURE TO INSPECT EDUCATION RECORDS

Parents of students and eligible students may inspect and review the student’s education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

Since a student’s records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student’s school, so they may be inspected at one site. However, if parents and eligible students wish to inspect records where they are maintained, school principals will make every effort to accommodate their wishes.

Parents or eligible students should submit to the student’s principal a written request which identifies as precisely as possible the record or records he or she wishes to inspect.

The principal (or other 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 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 Hennessey Public 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 Hennessey Public School District will not deny parents or eligible student any right to copies of records because of the following published fees. Where the fee represents an unusual hardship, it may be waived in part or entirely by the record custodian. However, the district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or to colleges and universities for employment or admissions purposes. The school district may deny copies of records (except for those required by the FERPA) in the following situation:

1. The student has an unpaid financial obligation to the school

2. There is an unresolved disciplinary action against the student which 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.

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. This fee will be from no cost to twenty-five cents per page. (Actual copying cost less hardship factor.)

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 that is involved.

**RECORDS OF REQUESTS FOR ACCESS AND DISCLOSURES MADE FROM EDUCATION RECORDS**

The Hennessey Public 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, each 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, or 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.
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 requests for access or access granted to parents of the student or to an eligible student, request for access or access granted to officials of the Hennessey Public School District who have a legitimate educational interest in the student, 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 the disclosure is authorized by such prior consent, or for requests for, or disclosure of directory information designated for the student.
PROCEDURES TO SEEK TO  
CORRECT EDUCATION RECORDS

Parents of students and eligible students have a right to seek to change any part of the student’s record they believe is 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 of an eligible student finds an item in the student’s education record which he or she believes is inaccurate, misleading or in violation of student rights, he or she should immediately as 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 custodian cannot change the record to see the requester’s satisfaction or the record does not appear to be obviously incorrect, he 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, or
3. Violates student rights and why.

The request will be dated and signed by the requester.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the district’s response to the request), make a decision to
comply or decline to comply with the request, and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he will effect the change and notify the requester in writing that he has made the change. 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 custodian decides the record is correct, he will make a written summary of any discussions with other officials and of his finds in the matter. He 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). He 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 will take 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 will advise the record custodian to make the changes. The record custodian will advise the requester of the change as he would if the change had been made at the second level.

If the superintendent decided the record is correct he 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 designates, to discuss acceptable hearing officers, convenient time, 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.)

4. Advice that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester’s expense.

Fourth level decision—After the requester has submitted (orally or in writing) his 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 one 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. That 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 over-rule the hearing officer if he 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 which 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.
   c. Advice to the requester that he or she may place in the student’s education record an explanatory statement which states the reasons he or she disagrees with the school district’s decision and/or the reasons he or she believes the record is incorrect.

Final administration step in the procedure—When the Hennessey Public School District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student’s education record as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record and whenever the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

Item 1202 – District Parent Involvement Policy

**Part I General Expectations**

- The Hennessey Public School district will have programs, activities and procedures for the involvement of parents in all of its schools.
- The Hennessey Public School district will work with its schools to ensure that the parental involvement policies meet the requirements of the ESEA and include a school-parent compact. Each school will incorporate the district-wide parental involvement policy into its individual school plan.
The Hennessey Public School district will provide full opportunities for the participation of all parents and provide information and school reports in an understandable and uniform format and alternative formats upon request.

The Hennessey Public School district will submit any and all parent comments with the plan when the school district submits the plan to the State Department of Education.

The Hennessey Public School district will involve parents of children in decisions about how the parent involvement funds are spent.

The Hennessey Public School district will be governed by the following definition of parental involvement: Parental involvement means the participation of parents in meaningful, ongoing communication involving student learning and other school activities.

**Part II District Components**

A written parent involvement plan will be developed at the district level and at each school site through consultation of parents and teachers.

All parents, administrators and teachers will have an opportunity to give input regarding school and parent programs through an annual needs assessment program evaluation survey.

The survey will reflect the varying needs at each school site and will become a priority consideration for district and school plan revisions.

Professional development activities will be provided and monthly staff meetings conducted.

Hennessey Public Schools will work with other disciplines to develop parental involvement activities across the curriculum.

Each school site will provide the results of an annual parent involvement survey to the district. The results of this survey may require that information be provided to parents in their native language.

The Hennessey Public School District will develop and support a partnership among the school site involved, parents and the community to improve student academic achievement, through the following activities specifically described below:

Provide assistance and understanding of Oklahoma Academic Standards (OAS), Oklahoma College and Career Readiness Assessment (OCCRA), district required standards and assessments, and the district Parent Portal

Provide district and school site training for parents, administrators and teachers

Provide district parent conference days to monitor students' progress

Provide a website which will inform parents of parental involvement programs, a calendar and other services, district and site parent meetings, links to additional parent resources, and state standards.

Conduct an annual parent advisory council meeting

Strive to provide information in the parents' primary language
Provide parent resources to support this partnership, activities such as workshops and conferences may include:

- Title I page on the district website
- Author visits and guest speakers
- Content based parent meetings relating reading to other subjects
- State Department activities
- Providing take home materials for parents
- Professional development to educate teachers, pupil services personnel, principals and other staff, on how to reach out to, communicate with, and work with parents as equal partners.

**Title I District Parent Involvement Policy – Parents Right to Know**

The Hennessey Board of Education endorses the parent involvement goals of Title I and encourages 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, schools 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, and distribute to parents of children participating in the Title I program a written parent involvement policy. A meeting of parents of participating Title I students will be held annually to explain the goals and purposes of Title I programs. 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, offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

The required annual meeting will be held within the first month of school. Additional meetings, if deemed necessary, will be held throughout the school year at various times of the day and/or evenings, for parents of children participating in Title programs. 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. 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-Teacher Compact” outlining the manner in which parents, school staff, and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school’s (teacher and principal) responsibilities 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 standard.

2. Indicate the ways in which each parent will be responsible for supporting their child’s learning, such as monitoring attendance, homework completion, volunteering in the classroom, and participating, as appropriate, in decisions related to their children’s education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an on-going basis, with at 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

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 such as: Volunteering, parent education, home support of children’s education, and parent participation decision-making.

The school will provide opportunities for professional development and resources for staff and parent/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 their child’s education by reinforcing at home the skills and knowledge the student has learned at 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 extent practicable in a language the parents can understand.
3. Community: Community members who volunteer in the school have the responsibility to;
   Be aware of rules and regulations of the school,
   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 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.

My child has had the Hennessey Elementary School Handbook read to him/her and explained to him/her. My child ____________________________and ____________________________as parent/guardian both agree to abide by official school policy that is outlined in this book. The discipline codes and dress codes are clearly outlined and will be enforced.

Student Name __________________________________________________________

Parent Name(s) __________________________________________________________
SECTION 1300

Item 1301 – Communicable Disease

A. Reporting and Responsibility – The Hennessey Board of Education has a concern for the health of students and staff in the district. Any person with knowledge of suspected or confirmed cases of communicable disease is responsible for reporting this information to the appropriate personnel. (Administrator or county nurse.) Exclusions from school may be required when it is deemed necessary to promote the safety and well being of all students and staff. The Board of Education recognizes the possibility of students and staff acquiring and/or transmitting a communicable disease, which may or may not be life threatening. Communicable diseases condition shall be evaluated on an individual basis considering:

1. Degree of life threatening condition
2. Degree of communicability, and
3. Whether or not the communicable disease has been or should be medically confirmed with documentation.

Responsibility for evaluation of communicability and life threatening conditions shall rest with the county nurse or school appointed doctor, who shall report recommendation to the appropriate administrator. In the absence of the above, the appropriate administrator shall assume the responsibility.

B. Any child or employee with a communicable disease is to be excluded from school attendance until after the period of contagion has passed.

C. Exception to reporting – Reports of sexually transmitted diseases are kept by local physicians and they report to local health agencies.

D. Confidentiality – Information relating to students with communicable disease shall be confidential. The number of personnel needed to be aware of the condition be kept to a minimum.

Established by Law

Legal Rep:  O.S.L.  1982 Sec. 708

COMMUNICABLE DISEASES
“Procedures”

Any student or employee who has any of the following communicable diseases must follow the procedure recommended by the State Health Department and approved by the Hennessey Schools.

Communicable Diseases:

AIDS: The Hennessey Public School System will continue to monitor information available through the Center for Disease Control relative to children and adults diagnosed as having Acquired Immune Deficiency Syndrome (AIDS) or Aids Related Complex (ARC). Based on the most recent medical and educational information, the school
system will review each case on an individual basis by the Communicable Disease Evaluating Team to recommend the most appropriate course of action. All cases shall be reported to the State and/or County Health Department.

**CHICKEN POX:** Child may return to school one week (6 days) from day first eruption appeared. (Scabs may be present)

**CONJUNCTIVITIS:** (Red or inflamed eyes—“Pink eye”) All children are excluded from school and instructed to get medical care.

**IMPETIGO:** Child may return to school when skin has returned to normal smoothness (there may be still a slight redness).

**HEAD LICE:** Child with active infestation (crawling lice, nits within one-half inch of scalp and treatment history) must be sent home. Must be treated with medicated shampoo. May return to school the morning after he/she has been treated. Must be retreated in 7 to 10 days after first treatment. Encourage parents to check children’s heads daily to see that they are not re-infested. Must return to school within 5 days or case is turned over to juvenile department.

**HEPATITIS:** Type A hepatitis is most common type seen in school age children. It is only passed through oral-fecal route and unlikely to be communicable at school. No school exclusion required. Encourage proper hand washing technique—before eating and after going to the bathroom.

**RUBEOLA:** (Red Measles) Child may return to school when entirely recovered and skin is clear. This is a serious illness and we suggest your physician make the decision regarding recovery.

**RUBELLA:** (Three Day Measles) Child may return to school when skin is clear.

**MUMPS:** Child may return to school when all swelling has subsided—or 9 days has elapsed since first swelling.

**RINGWORM:** Each infected area must be covered while child is in school. If scalp ringworm, a washable cap must be worn.

**SCARLET FEVER OR SCARLATINA:** Child excluded from school until he/she has been on antibiotics for 48 hours. Contacts: child may attend school when a member of the family has scarlet fever or scarlatina providing he/she has no symptoms—fever or sore throat.

**SCABIES:** Excluded from school for 24 hours after treatment. Itching may persist for several weeks.

All exclusions and returns must be checked by the Principal of the school or the employee’s supervisory.

*Communicable Disease Evaluating Team:

1. A parent, guardian or legal representative of the student.
2. The student’s physician
3. A representative of the local superintendent’s office
4. A representative of the health department
5. A representative of the State Department of Education

Item 1302 – Handling Body Fluids In Schools

The body fluids of all people should be considered to contain potentially infectious agents (germs, bacteria or virus). The term “body fluids” includes blood, semen, drainage from scrapes and cuts, feces, urine, vomit, respiratory secretions (such as nasal discharge). Diseases such as hepatitis, shigella, salmonella and AIDS are transmitted through body fluids. The following guidelines are established for the protection of all personnel.

Handwashing Procedure:

Handwashing is the most important single way to prevent the spread of infectious diseases. Hands should be washed frequently during the day—always before eating, after going to the restroom, after any dirty cleaning job and particularly after cleaning up body fluids whether you touched the fluids or not.

1. Use soap and water with vigorous washing under a stream of running water for about 10 seconds.
2. Dry hands thoroughly with a paper towel. Use the paper towel to turn off the faucet. Discard towel in proper container.
3. Use hand lotion as needed. Dry, cracked hands leave openings in the skin for bacteria to enter.

Cleaning spilled body fluids:

1. Put on disposable, surgical gloves.
2. Pour sanitary absorbent on the fluid. Allow a few minutes to absorb the liquid.
3. Vacuum or sweep up the absorbent.
4. The vacuum bag or sweepings should be disposed of in a plastic bag. Brooms and dustpans should be rinsed in disinfectant. No special handling is required for the vacuuming equipment.
5. Grasp each glove by its cuff and turn it inside out as you remove it from your hand. Discard the gloves in a plastic bag lined trash can. Seal tightly before disposal.
6. Wash your hands.

Disinfection of hard surfaces:

1. Put on disposable gloves
2. Remove soil and apply a disinfectant (household bleach and water in a 1:10 solution will disinfect adequately. This solution must be freshly prepared for each use.)
3. Soak mops in disinfectant after use and rinse thoroughly.
4. Discard disposable cleaning equipment in a plastic bag. Contaminated water should be flushed down the toilet.
5. Non-disposable cleaning equipment should be thoroughly rinsed in the disinfectant.
6. Pour used disinfectant solution promptly down a drain pipe.
7. Remove gloves and discard in plastic bag.
8. Wash your hands.

Disinfection of rugs:
1. Put on disposable gloves.
2. Apply sanitary absorbent, let it dry and vacuum.
3. Apply a germicidal rug shampoo with a brush and vacuum again. If necessary wash vacuum brush with soap and water.
4. Discard gloves. **Wash your hands.**

Laundering clothing soiled with body fluids:
1. Wash items separately from other clothing. Pre-soak if heavily soiled.
2. Wash in hot soap and water. Add one-half cup household bleach to the wash cycle. (If articles are not colorfast, add one-half cup of non-Clorox bleach to the cycle.)
3. Discard gloves. **Wash your hands.**

Miscellaneous:
1. Line trash cans used for first aid refuse in nurses’ and secretaries’ offices with a plastic bag. Discard at the end of each day.
2. Wear plastic gloves to clean toilets and urinals.

Do not use re-usable plastic gloves to handle body fluids. It is impossible to clean them sufficiently to prevent the spread of bacteria.
SECTION 1400

Item 1401 – Procedures Under Section 504 of the Rehabilitation Act of 1973

NOTICE OF NONDISCRIMINATION

Applicants for employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Hennessey School District are hereby notified that this District does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the Hennessey School District's compliance with Section 504 of the Rehabilitation Act of 1973 (Section 504) is directed to contact:

Superintendent of Schools
604 East Oklahoma Ave.
Hennessey, OK  73742
(405) 853-4321

who has been designated by the Hennessey School District to coordinate the School District's efforts to comply with the regulations implementing Section 504.

Section 101. Purpose

Section 504 of the Act states as follows:

"No otherwise qualified handicapped (disabled) individual shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance."  29 U.S.C. § 794

Federal law prohibits school districts from discriminating against a "qualified handicapped" student in both academic and non-academic programs. A student with a physical or mental impairment that substantially limits a "major life activity, i.e., walking, talking, seeing, caring for oneself, learning, performing manual tasks, hearing, breathing and working," must be provided equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement in the most integrated setting appropriate to the student's needs.

Aids, benefits, and services are not required to produce the identical result or level of achievement for disabled and non-disabled students to be equally effective. Also, schools are not required to create new programs under Section 504, only assure equal access to both qualified disabled, and non-disabled students.

For example, a blind student could not require the school to create a chess club, however, if one exists at the school, the student cannot be denied equal access to the club solely because she is blind. The school would be required to provide the student with sufficient accommodations to allow her the same opportunity to participate in this extra-curricular activity.

All students who are disabled under IDEA are automatically entitled to the protections afforded under Section 504. However, there are other students who are entitled to the protections afforded under Section 504 because of their impairment.

These procedures have been approved and adopted by the Hennessey Public School District Board of Education to comply with the preschool, elementary, and secondary education provisions
Section 102. Definitions

For purposes of these procedures, the term:

(a) "adult student" means a student who has reached the age of majority under Oklahoma law and who has not been declared legally incompetent by a court.

(b) "disability" means a physical or mental impairment as defined in these procedures.

(c) "district" means the Hennessey Independent School District.

(d) "educational setting" means the academic setting, nonacademic setting, and comparable facilities as defined in 34 C.R.F. Section 104.34.

(e) "student with disability" means any student who:
   1. has,
   2. has a record of having, or
   3. is regarded as having

   a physical or mental disability which substantially limits one or more of their major life activities, such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The term "student with a disability" does not include an individual on the basis of homosexuality or bisexuality, voyeurism, gender identity disorders not resulting from physical impairments, other sexual disorders, compulsive gambling, kleptomania, pyromania, or psychoactive substance use disorders resulting from current illegal use of drugs. Current illegal drug users are not included in the term "student with a disability" when the district acts on the basis of such use. Students who have completed a supervised drug rehabilitation program or are completing such a program, and are not engaging in illegal drug use, or who are erroneously regarded as engaging in illegal drug use, are not excluded from the term "student with a disability".

(f) "physical or mental impairment" means:
   1. 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
2. any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term does not include homosexuality or bisexuality.

(g) "has a record of a physical or mental impairment" means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

(h) is regarded as having "a physical or mental impairment" means (1) has a physical or mental impairment that does not substantially limit major life activities, but that is treated by the district as constituting such a limitation, (2) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment, or (3) has no physical or mental impairment that substantially limits major life activities, but is treated by the district as having such an impairment.


(j) "Section 504 student" means a student with a disability who is receiving or has received, but no longer requires, special education or related aids and services under Section 504.

(k) "student" means a person (1) who resides or is domiciled in the jurisdiction of the district, and (2) who qualifies for preschool, elementary, or secondary services by being (i) of an age during which persons without handicaps are provided such services, (ii) of an age during which it is mandatory under Oklahoma state law to provide such services to persons with handicaps, or (iii) a person for whom the state of Oklahoma is required to provide a free appropriate education under the Individual With Disabilities Education Act, and (3) who is currently enrolled in the district.


Section 103. Dual Eligibility
A student with a disability may be eligible for services in the educational setting under both Section 504 and the Individuals With Disabilities Education Act (IDEA). These procedures apply only to eligibility under Section 504. The school board has adopted separate policies and procedures applicable to students who may qualify for services under the IDEA.

Section 104. Employment Practices
These procedures do not apply to employment practices of the district.
Section 105. Annual Location and Notice

On an annual basis, every reasonable effort will be made to identify and locate disabled children residing in the district's jurisdiction who are not receiving an education. As part of this process, the district will notify disabled children and their parents or guardian of their rights and the duties of the district established by Section 504. Notice may be made through one or more of the following methods: district forms, publications, the mass media, public agencies, personal contact, or any other means of communication available to the district.

Section 106. Section 504 Coordinator

The Section 504 Coordinator for the district may be contacted at 604 E. Oklahoma, Hennessey, OK 73742, or by telephone at (405) 853-4321.

Section 107. Campus 504 Committee(s)

(a) Campus 504 Committee Required

Every school in the district will have a Campus 504 Committee.

(b) Membership

A Campus 504 Committee will be composed of:

(1) the Section 504 Coordinator,

(2) one or more other qualified person(s) appointed by the school principal who has knowledge of the evaluation process and placement or educational options available under Section 504, and

(3) one or more other persons who have knowledge of the student referred to the committee and who are requested by the Section 504 Coordinator to assist the committee. Persons in this category may also have knowledge of the evaluation process and placement or educational options available under Section 504.

(c) Chairperson

The Section 504 Coordinator will serve as chairperson of the Campus 504 Committee. The chairperson may designate any Campus 504 Committee member to serve as co-chairperson.

Section 108. Referral Process

(a) Initial Referral

Any student, who because of disability, needs or is believed to need special education or related aids and services in order to receive an appropriate education, either academic or non-academic, may be referred to the Section 504 Coordinator by any person who has knowledge of the referred student's disability or suspected disability.
(b) Written Referral Required

The referral must be in writing and must include a description of the manner in which the referred student exhibits a substantial limitation in one or more major life activities. The referral must also state how the described limitation affects or is suspected of affecting the referred student in the educational setting. Otherwise, the referral will be considered incomplete and will return to the referring party for completion. Any documentation available to the referring party which may be useful in determining the eligibility or evaluating the needs of the student referred should be attached to the initial written referral.

(c) Referral to a Campus 504 Committee

A referral received and accepted by the Section 504 Coordinator will be forwarded to an appropriate Campus 504 Committee for further action.

Section 109. Section 504 Committee Process

(a) Notice to Parents, Guardian, or Adult Student

Following the receipt and acceptance of a referral, the Section 504 Coordinator will send a written Notice of Referral to the referred student's parents or guardian, or the adult student, informing them (1) that a referral has been made, (2) that an evaluation will be conducted, and (3) of parental and student rights under Section 504.

(b) Evaluation Requirement

An individual evaluation of the referred student will be completed by the Campus 504 Committee before any action is taken with respect either to (1) the initial placement of the student, (2) any significant change in that placement, (3) the furnishing of related aids and services, or (4) denial of placement. Parental or guardian consent to conduct an evaluation is not required, but may be obtained at the discretion of the district.

(c) Evaluation Defined

Evaluation will consist of the gathering of such information as the Campus 504 Committee deems necessary from a variety of sources in order to (1) determine if the referred student is eligible for services under Section 504, and (2) make programmatic, placement, and accommodation decisions. The evaluation will consist of the information collection of existing information and data regarding the student referred. If the Section 504 Committee believes it is necessary, evaluation may also include the formal testing of the student.

(d) Evaluation Information and Data

Evaluation information and data drawn from a variety of sources may include, but is not limited to, attendance records, aptitude and achievement tests, teacher recommendations, report cards, anecdotal reports, discipline reports, parent
(e) Formal Test Data

Formal test data, if any, may be relied upon by the Campus 504 Committee in the evaluation process, only if the test is validated for the specific purpose for which it is used and was administered by trained personnel in conformance with the instructions provided by the test's producer.

(f) Specialized Tests

Any test relied upon by the Campus 504 Committee for placement purposes which is administered by a referred student with impaired sensory, manual, or speaking skills must 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 the test purports to measure one or more of these specific skills).

(g) Assessment of Specific Areas of Need

Tests, both formal and informal, and other evaluation assessment information and data relied upon by the Campus 504 Committee for placement purposes, must include materials tailored to assess specific areas of need in the educational setting. A single general intelligence quotient will not constitute an evaluation.

(h) Independent Evaluations

The Campus 504 Committee may take independent evaluations into consideration in arriving at its decision regarding a student referred to it for identification, evaluation, and placement under Section 504. The cost of any independent evaluation required by the Campus 504 Committee will be paid by the district. The district is, however, under no obligation to pay and will not pay the cost of, or reimburse, the parents or guardian for the cost of any independent evaluation performed by third parties solely at the request of the parents or guardian.

(i) Documentation of Evaluation Information and Data

All evaluation information and data received by the Campus 504 Committee will be documented and will be carefully considered in its decision making process.

(j) Campus 504 Committee Determination of Eligibility

When sufficient information and data to make an informed decision regarding the referred student has been received, the Campus 504 Committee will make a determination that the referred student either is or is not eligible for regular or special education or related aids and services under Section 504. The Campus 504 Committee's decision will be made within a reasonable length of time not to exceed 30 days following its receipt of the student referral, provided, the time within which the Campus 504 Committee has to make its decision may be extended for an
additional 30 days, at the discretion of the Committee, if a decision cannot reasonably be reached during the initial 30 day period.

1. Individual Accommodation Plan Developed

If the Campus 504 Committee determines that the referred student is disabled and that there is a substantial limitation of one or more major life activities attributable to the student's disability, the Campus 504 Committee will develop an Individual Accommodation Plan for the student. The Individual Accommodation Plan will (i) describe the nature of the student's disability and how it substantially affects one or more of the student's major life activities, (ii) set forth the scope and nature of regular or special education or related aids and services determined by the Campus 504 Committee to be necessary to provide the student with a free appropriate education, regardless of the nature or severity of the student's disability, and (iii) identify the persons responsible for implementing the plan. To the maximum extent appropriate to the student's disability, the Individual Accommodation Plan developed by the Campus 504 Committee will provide for placement of the student with a disability in an educational setting with nondisabled students. The Individual Accommodation Plan will be implemented no later than 10 days from the date the plan is completed by the Campus 504 Committee.

Prior to implementation of an Individual Accommodation Plan, a Notice of Placement and a copy of the plan will be provided by the Section 504 Coordinator to the student's parents or guardian, or the adult student, together with a notice informing them of parent and student rights under Section 504. Copies will also be provided to appropriate school campus administrators, the Section 504 Coordinator, and other persons who will be involved in implementing and monitoring the student's progress under the plan.

2. No Further Action Taken If No Eligible

If the Campus 504 Committee determines that the referred student is not eligible under Section 504 because no substantial limitation of one or more major life activities exists, the Campus 504 Committee will not proceed further with the referral. The Section 504 Coordinator will give written notice of the Campus 504 Committee's decision to the student's parents or guardian, or the adult student, that no further Campus 504 Committee action will be taken, together with a brief explanation of the reason(s) for the Committee's decision, and informing them of parent and student rights under Section 504. Copies of the Campus 504 Committee's decision will also be provided to appropriate school campus administrators and the Section 504 Coordinator.

3. Monitoring

One or more persons will be designated by the Section 504 Coordinator to monitor the effectiveness of any Individual Accommodation Plan developed for a student with a disability and to refer any deficiency in the plan to the Campus 504 Committee for further action.
Section 110. Reevaluation

(a) Periodic Reevaluation

The appropriate Campus 504 Committee will periodically reevaluate each student with a disability who has a current Individual Accommodation Plan at the time a reevaluation is required under these procedures. A reevaluation will be conducted at least every three (3) years, or more often (1) if requested by a teacher, (2) as needed for major disciplinary actions, (3) as needed prior to a significant change in placement for other than disciplinary reasons, or (4) as otherwise determined by the Campus 504 Committee.

(b) Procedures Applicable

The procedures applicable to an initial evaluation of a student with a disability will apply to reevaluations except that Notice of Reevaluation and Notice of Parental and Student Rights under Section 504 will be given to parents or a guardian of the student with a disability, or the student if s/he is an adult student, only if a significant change in placement is to occur as a result of the reevaluation.

Section 111. Discipline

(a) Campus 504 Committee Reevaluation Requirements

Prior to the removal of a Section 504 Student from his or her current placement in the educational setting for disciplinary reasons, a Campus 504 Committee reevaluation will be necessary to determine whether the student's behavior is related to his or her disability will be necessary if:

1. the recommended removal of the student by expulsion or suspension is for an indefinite period of time;

2. the recommended removal of the student by expulsion or suspension is for a period of time in excess of 10 consecutive school days during the current school year;

3. the recommended removal of the student by expulsion or suspension is for a period of time which, when added to the student's previous in-school and out-of-school suspensions, would total more than 10 school days during the current school year and no reevaluation has been conducted by a Campus 504 Committee prior to any of the less than 10 days suspension periods; or

4. the recommended removal of the student by expulsion or suspension is for any other period of time which constitutes a significant change in placement under Section 504.

If it is determined that the student's behavior is related to his or her disability, the reevaluation will continue to determine whether or not the student's current placement in the educational setting is appropriate. If the Campus 504 Committee
determines that the student's current placement is inappropriate, it will determine what changes in placement will be necessary to appropriately serve the student in the educational setting.

(b) Substance Abuse

The district may take disciplinary action pertaining to the use or possession of illegal drugs or alcohol against a Section 504 student to the same extent that disciplinary action is taken against persons who are not Section 504 students. A Section 504 student who is recommended for suspension or expulsion solely on the basis of the current use of illegal drugs or alcohol is not entitled to:

1. a Campus 504 Committee placement reevaluation or determination of the relationship between such use or possession and the student's disability, or

2. the procedural safeguards afforded to students with a disability by these procedures.

This exception does not apply to students who are Section 504 students on the basis of drug or alcohol addiction, and in addition, have some other disability.

Mere possession of illegal drugs or alcohol by a Section 504 student will not justify a waiver of the student's right to a reevaluation and other procedural safeguards afforded by these procedures.

(c) Procedures Applicable

A Campus 504 Committee's evaluation and determination of the relationship between the disability and behavior, and, if necessary, a determination as to whether the student's current placement in the educational setting is appropriate, will be conducted in accordance with the procedures set forth in Section 109 herein. The Campus 504 Committee's decision will be based on an evaluation of current information and data, previously documented information and data in the student's cumulative file, or Section 504 file, and any other information or evaluation data the Campus 504 Committee deems necessary to make an informed decision regarding the student.

(d) Notice

If the Campus 504 Committee determines as a result of its reevaluation that there is no relationship between the Section 504 student's behavior and his or her disability, then the district may proceed with the recommended expulsion or suspension under its usual policies and procedures applicable to such actions. However, before an expulsion or suspension is implemented, the district will give notice to the Section 504 student and his or her parents or guardian of the Campus 504 Committee's decision and of the parents and students rights under Section 504.

(e) Services During Expulsion
The district will provide educational services to a Section 504 student during the period of the student's expulsion. The nature and extent of the services provided will be determined by the Campus 504 Committee.

SECTION 112. PROCEDURAL DUE PROCESS

(a) Parental Rights

Adult students, and parents or guardians of students who, because of disability, need or are believed to need special education or related aids and services, have the right under Section 504 to:

1. have notice of any proposed action by a Campus 504 Committee regarding the identification, evaluation, or placement of the student;

2. examine relevant school records concerning the student. Record examination must be done during school hours, and reasonable notice to the appropriate district.

3. a hearing before an impartial hearing officer for the purpose of challenging or questioning any action or proposed action by a Campus 504 Committee concerning the identification, evaluation, or placement of the student. Parents, guardians, and adult students will have the opportunity to participate in the hearing and to be represented by legal counsel; and

4. a review procedure to appeal the decision of an impartial hearing officer.

(b) Student Rights

Students with a disability have the right under Section 504 to:

1. an appropriate education designed to meet the individual educational needs of the student as adequately as the needs of nondisabled students are met;

2. free educational services except for those services requiring fees which are imposed on nondisabled students or their parents;

3. placement in the least restrictive environment;

4. facilities, services, and activities that are comparable to those provided for nondisabled students;

5. an evaluation prior to both an initial Section 504 placement, and any subsequent significant change in placement;

6. placement decisions made by a group of persons, including
persons knowledgeable about the student, the meaning of the
evaluation data, and appropriate placement options; and

7. periodic reevaluation.

c) Notice of Grievance

The parents or guardian of a student, an adult student, or the district, may challenge or question any action or proposed action by a Campus 504 Committee concerning the student by filing a Notice of Grievance with the Section 504 Coordinator. The Notice of Grievance may be filed at any time during which the student is eligible for services under Section 504.

d) Preliminary Action by Section 504 Coordinator

Within ten days of receipt of a written Notice of Grievance, the Section 504 Coordinator will give written notice of parental and student rights to a party, other than the district, who files the Notice of Grievance and further either will (1) offer mediation of the grievance to the parents, guardian, or adult student as an alternative to a hearing before an impartial hearing officer, or (2) select an impartial hearing officer to hear the grievance subject to the provisions of Section 112 of these procedures.

e) Acceptance of Mediation Offer

Parents, a guardian, or an adult student who are offered mediation by the Section 504 Coordinator and who elect, at their option, to accept the offer must do so within 10 days of the date of such offer. Acceptance of the offer must be made in writing and be received by the Section 504 Coordinator within the 10 day response period. A failure to respond or act does not constitute acceptance of the mediation offer. If the mediation offer is not accepted, the Section 504 Coordinator will select an impartial hearing officer to hear the grievance. Under no circumstances may the mediation process be used by any party to deny the right of the parents, guardian, or adult student to an impartial due process hearing before an impartial hearing officer.

f) Mediation

1) Notice of Mediation Meeting

Parents, a guardian, or an adult student who timely accept the Section 504 Coordinator's offer to mediate the grievance will be notified in writing by the person employed or appointed to mediate the grievance of the date, time, and place of the initial mediation meeting. Any subsequent meetings will be held at a time and place and on a date or dates mutually agreeable to the parties and the mediator.

2) Time Allowed for Mediation

All mediation activities will be completed within 30 days following acceptance of the mediation offer, provided, the initial 30 day period may be extended for an additional 30 days by the order of the mediator. A party
may withdraw from the mediation process at any time by giving written notice to the other party and to the mediator. Consent to withdrawal by the non-withdrawing party is not required. Mediation will be terminated upon the withdrawal of a party or if all issues being mediated have not been resolved within the initial or extended period of time allowed by these procedures for completion of the mediation process. Upon termination, the mediator will give written notice of termination to the parties and to the Section 504 Coordinator. Upon receipt of notice of termination of mediation, the Section 504 Coordinator will select an impartial hearing officer to hearing all issues which were the subject of mediation.

(3) Mediation Process

A. Informal

The mediation process will be informal in nature and will be conducted by a person selected by the Section 504 Coordinator. The person who serves as mediator must be trained in mediation procedures, as well as knowledgeable about Section 504. The mediator may be a district employee who is trained in mediation so long as the employee has had no prior involvement in the case being mediated, and so long as the district is not the party who filed the Notice of Grievance. Federal and state rules of evidence and civil procedure do not apply and neither the parents, guardian, or adult student, nor the district may be represented by legal counsel. A verbatim tape recording of the mediation proceedings may be made only with the consent of all of the parties and the mediator, but in no event may any tape recording made of the mediation proceedings be used by either party as evidence in any subsequent impartial due process hearing. Further, if mediation is terminated by either party or by the failure to reach agreement on all issues within the time allowed by these procedures for mediation, no written or verbal agreements between the parties reached during mediation on any issue will be binding on either party in any subsequent impartial due process hearing.

B. WRITTEN AGREEMENT

For any grievance resolved through the mediation process, a written agreement setting forth the entire agreement between the parties will be entered into and will become binding upon both the parents, guardian, or adult student and the district.

C. COSTS OF MEDIATION

All costs of mediation will be paid by the district.

(g) Impartial Due Process Hearing

(1) Hearing Officer Selection

The Section 504 Coordinator will select an impartial hearing officer within fifteen days of the last of the following events to occur:
i. receipt by the Section 504 Coordinator of a notice of Grievance where mediation is not offered to the parents, guardian, or adult student;

ii. non-acceptance by the parents, guardian, or adult student of the Section 504 Coordinator's offer to mediate where mediation is offered;

iii. receipt by the Section 504 Coordinator of a notice from a mediator that mediation has been terminated; or

iv. withdrawal from service by the impartial hearing officer employed to conduct the impartial due process hearing.

The 15 day period in which the selection is to be made will automatically be extended for an additional 15 days if the Section 504 Coordinator is unable to secure the services of a person qualified to serve as an impartial hearing officer during the initial 15 day period.

(2) Hearing Officers

i. Qualifications

The person selected by the Section 504 Coordinator to serve as an impartial hearing officer may be any person who:

A. is knowledgeable of the requirements of Section 504;

B. is not an employee of the district or a member of the district school board;

C. is not related to any party to the proceeding or to any member of the district school board;

D. is not an employee of another school district which has a contractual relationship with the district to provide services to students with disabilities;

E. has not previously been involved in the proceeding in any respect; and

F. does not have any personal or professional affiliations, biases, or interests which might conflict with the person's objectivity toward any party to the proceeding or to any of the issues to be decided in the hearing.

ii. Status

The relationship between the person employed to serve as an impartial hearing officer and the district shall be that of an independent contractor.
iii. Withdrawal From Service

The person employed to serve as an impartial hearing officer may at any time withdraw from service in a hearing in which s/he believes a personal or professional bias or interest in any of the issues to be decided in the hearing exists which might conflict with his or her objectivity. The hearing will be postponed or continued until a replacement impartial hearing officer is employed by the district.

3. Notice of Selection and Employment

Written notice of the selection and employment of an impartial hearing officer shall be given by the Section 504 Coordinator to all parties or their legal representatives within ten days from the date the impartial hearing officer is employed. The notice shall include the name, address, and telephone number of the impartial hearing officer.

4. Objection to Impartial Hearing Officer

A party's objection to the impartial hearing officer employed by the district will not be considered by either the Section 504 Coordinator, the district superintendent or school board, or the impartial hearing officer at any time prior to or during an impartial due process hearing. Objections of this nature may be raised only on appeal to a court of competent jurisdiction.

5. Notice of Hearing

Within a reasonable length of time after being employed, the impartial hearing officer will give all parties or their legal representatives written notice of the time, place, and date of the hearing.

6. Prehearing Matters

i. Prehearing Conference

A prehearing conference, after notice and at the sole discretion of the impartial hearing officer, may be held for such purposes as:

A. clarifying the issues to be considered at the hearing;

B. exchanging a list of witnesses and the subject matter of their testimony;

C. exchanging written materials which the parties intend to offer as evidence;

D. reviewing the hearing rights of the parties;
E. reviewing procedures for conducting the hearing and establishing the order of hearing;

F. submitting proposed findings of fact, if requested by the impartial hearing officer and only if both parties are represented by legal counsel; and

G. discussing or disclosing such other matters as may aid in settlement of the issues to be heard.

A tape recording of the prehearing conference proceeding may be made at the discretion of the impartial hearing officer. Further, the impartial hearing officer may direct the parties to provide or supplement witness lists and written materials prior to the hearing and may make such other and further orders or directives as necessary to reflect the action taken and recite the agreements reached at the prehearing conference.

ii. Prehearing Conference By Telephone

As an alternative to a prehearing conference personally attended by the parties or their legal representatives, the impartial hearing officer, after notice, may hold a prehearing conference by telephone conference call with the parties or their legal representatives. Except for the exchange of witness lists and written materials, prehearing conference proceedings may be made at the discretion of the impartial hearing officer. Further, the impartial hearing officer may direct the parties to provide or supplement witness lists and written materials prior to the hearing and may make such other and further orders or directives as necessary to reflect the action taken and recite the agreements reached at the prehearing conference.

iii. Orders or Directives

The impartial hearing officer may issue such orders or directives to the parties as may be reasonably necessary to comply with these procedures and the requirements of Section 504, to give notice, to assure that the hearing rights of each party are observed, and to facilitate the impartial hearing process. Any order or directive may be in letter form.

7. Hearing

i. Hearing Rights

Any party to the hearing has the right to:

A. be accompanied and advised by legal counsel;

B. present the oral testimony of the party and any witnesses;

C. present documentary evidence;

D. have reasonable access to the original recording or a verbatim
tape recording of the hearing and copies of all documents introduced into evidence at the hearing and, at the party’s expense, to obtain a copy of the verbatim tape recording and copies of all documents introduced into evidence at the hearing; and

E. obtain a written decision from the impartial hearing officer.

ii. Hearing Process

The hearing will be conducted by the impartial hearing officer in accordance with the following conditions:

A. the hearing will be informal and closed to the public unless the parents, guardian, or adult student request(s) a public hearing;

B. federal and state rules of evidence and civil procedure will not apply;

C. testimony of a party or witness will be given under oath administered by the impartial hearing officer;

D. oral testimony of a party or witness may be given in either narrative or question and answer form;

E. no testimony may be given by affidavit or deposition;

F. no party has the right to cross-examine the other party or any witness appearing on behalf of the other party;

G. no party has the right to object to documentary evidence sought to be introduced by the other party;

H. except for the student who is the subject of the hearing, witnesses for both parties may be excluded from the hearing room upon the request of either party and at the discretion of the impartial hearing officer;

I. the impartial hearing officer will develop the facts, and for that purpose may question a party or witness, request a party to appear as a witness, limit the testimony of a party or witness, limit the number of witnesses appearing on behalf of a party if the testimony would be cumulative of other witnesses or not relevant to the issues to be decided, request additional documentary evidence, limit the number of documents submitted as evidenced by a party to those which are not cumulative of the content of the other documents admitted into evidence and which are relevant to the issues to be decided, and request the appearance of third-parties as witnesses;
J. neither the impartial hearing officer nor any party will have the right or authority to subpoena or otherwise compel a party or witness to appear at the hearing or to require the production of documents by a party or witness;

K. the order of hearing, including the right to make opening and closing statements and to present evidence, will be determined by the impartial hearing officer and may be set forth in a prehearing conference order or directive; and

L. the impartial hearing officer may request that the parties submit briefs in support of their arguments only if both parties are represented by legal counsel.

iii. Written Decision

A written decision will be issued by the impartial hearing officer within 30 days of the close of the hearing. The decision will be based solely on the evidence submitted to or requested by the impartial hearing officer during the hearing and is binding upon the parties unless a party appeals the decision to a court having jurisdiction over the parties and the subject matter of the case.

(8) Postponements and Continuances

The impartial hearing officer may grant a postponement or continuance of either a prehearing conference or hearing only for good cause. Notice of a rescheduled prehearing or hearing date will be given by the impartial hearing officer to the parties or their legal representatives.

(9) Right to Withdraw Grievance

Any party who files a Notice of Grievance has the right to withdraw or dismiss the grievance, without prejudice to refiling, at any time before an agreement is reached in the mediation process, or before the introduction of all of the party's evidence in an impartial due process hearing.

(10) Time for Completion of Hearing Process

The impartial hearing must be completed and a final written decision rendered within 150 days from the date a Notice of Grievance is filed with the Section 504 Coordinator. The time for completion of the hearing process is not extended by continuances and postponements granted by the impartial hearing officer or by these procedures, but may be extended by written agreement of the parties.

(11) Costs of Hearing

All costs of the impartial hearing will be borne by the district, except that the district will not pay any attorney's fees incurred by the parties, guardian, or adult student as a result of the proceeding, nor does the impartial hearing officer have any authority to award attorney's fees to either party to the proceeding.
(12) Placement During Hearing Process

During any impartial due process hearing or review of the impartial hearing officer's decision, the student who is the subject of the hearing will be placed in the educational setting most appropriate to the student's needs. The interim placement decision will be made by the Campus 504 Committee, with the agreement of the student's parents or guardian. If no agreement can be reached, the interim placement will be made on the basis of the Campus 504 Committee's recommendation.

(13) Review Procedure

Either party may obtain a review of the impartial hearing officer's final decision by appealing it to a court having jurisdiction of the parties and the subject matter of the case.

Section 113. Complaints to OCR

A parent, guardian, or adult student may at any time file a complaint with the appropriate Office of Civil Rights, if he or she believes that the district has violated Section 504. Filing a complaint with the Office of Civil Rights will not affect the impartial hearing process set forth in these procedures.

Section 114. Notices

Any notice required by these procedures must be in writing and written in the English language. In addition, written notices to parents, guardians, or adult students must also be given in the native language of the parents, guardian, or adult student if English is not the recipients primary language. Following written notice, a notice may also be read aloud to a recipient in English or the recipient's native language, if necessary to assure effective notification. Written notice will be deemed properly given at the time it is personally delivered, or mailed by regular, certified, or registered mail, properly addressed with postage and delivery charges, if any, prepaid:

a. to the parents, guardian, or student at the address for each such recipient shown in the student's cumulative file or as otherwise made known by the recipient in writing to the district;

b. to the district at the address shown in Section 106 of these procedures, attention Section 504 Coordinator, and

c. to the legal representative of parents, a guardian, a student, or the district at the address furnished by the legal representative in writing to the district or impartial hearing officer.

Section 115. Computation of Time

In computing any period of time allowed or prescribed by these procedures, the day of the act, event, or default after which the designated period of time begins to run is not to be included. The last day of the period so computed is to be included, unless such day is a Saturday, Sunday, or legal holiday, in which event the period runs until the end of the next day, which is not a Saturday, Sunday, or legal holiday.
Section 116. Waiver; Amendment

No waiver of the provisions of these procedures will be permitted under any circumstances. These procedures may be amended only by action taken by the district school board.
NOTICE OF GRIEVANCE

Date:_________________________

TO:    Section 504 Coordinator
       Hennessey School District

Name of Grievant: ______________________________________________________
Address: ________________________________________________
City, State, Zip _________________________________________________________
Telephone (incl. AC) _____________________________________
Relationship to Student______________________________________

The above named Grievant files this formal Notice of Grievance with the Hennessey School District to challenge the ______ action ______ proposed action of the Campus 504 Committee at (name of school) _______________________________ concerning the following student:

Name of Student: _______________________________________________________
Grade:__________________ Date of Birth: _________________

The basis for this grievance is as follows (attach additional pages if necessary):
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

I request a due process hearing on this grievance before an impartial due process hearing officer, in accordance with the Hennessey School District's Procedures Under Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

___________________________________________
Signature of Grievant
NOTICE OF MEDIATION OFFER

Date: _________________________

TO: ____________________________

Name of Grievant
______________________________
Address of Grievant
______________________________
City, State, Zip Code
______________________________

FROM: Section 504 Coordinator
Hennessey School District
120 N. Mitchell Road
Hennessey, OK 73742

The Hennessey School District acknowledges receipt of your formal Notice of Grievance concerning the action or proposed action by the Campus 504 Committee at (name of school)_______________ concerning (name of student)__________________________.

As an alternative to the formal due process hearing before an impartial hearing officer you requested, the school district extends this Offer to Mediate the grievance before an impartial mediator. You are under no obligation to accept this offer, and if the offer is not accepted by you, a formal due process hearing will be scheduled.

To accept this Offer to Mediate, please sign and return this letter to the address shown above within 10 days from the date appearing above. If you do not wish to accept this Offer to Mediate, you are not required to respond to this letter.

If you do not accept this Offer of Mediation, a Notice of Appointment of a Hearing Officer will be sent to you in accordance with Section 113 of the School District's Procedures Under Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act.

______________________________
Signature of Section 504 Coordinator

I ACCEPT the School District's Offer of Mediation

______________________________
Signature of Grievant
NOTICE
OF
APPOINTMENT OF IMPARTIAL HEARING OFFICER

Date: ____________________________

TO: ________________________________________
Name of Grievant/Legal Representative

________________________________________
Address of Grievant/Legal Representative

_________________________________________
City, State, Zip Code

FROM: Section 504 Coordinator
Hennessey School District
120 N. Mitchell Road
Hennessey, OK  73742

You are hereby notified that the individual named below has been selected and
employed by the Hennessey School District to serve as the Impartial Hearing Officer in
connection with an impartial due process hearing concerning the action or proposed action
by the Campus 504 Committee at (name of school)
________________________________________ concerning (name of student)
________________________________________

Name of Impartial Hearing Officer:

________________________________________
Address: -----------------------------------

________________________________________
Telephone (incl. AC) _______________________

You will receive a Notice of Hearing and other information relating to the hearing
from the Impartial Hearing Officer.

______________________________
Signature of Section 504 Coordinator
SECTION 1500

Item 1501 – Procedures for Selection of Bus Driver

1. A proper application form on which information of a personal and occupational history is requested.

2. A check of applicant’s driving record with the State Department of Motor Vehicles. Any applicant with an undesirable record such as habitual violations will not be considered for employment.

3. One or more personal interviews.

4. Evidence of a satisfactory physical and mental condition by an approved, licensed physician.

5. A determination of educational attainment. An applicant for position as a school bus driver should demonstrate the ability to follow detailed written instructions.

Driver Qualifications – Legal Requirements

1. Oklahoma statutes require that any person who operates a school bus shall have a CDL chauffeur’s license and be at least eighteen (18) years of age. A special provision in the law will allow a person sixteen (16) or seventeen (17) years of age, who has successfully completed the special five day training course offered by the State board of Education to drive a school bus.

2. Completion of the five day training school for bus drivers.

3. Proper application to State Transportation Division for a Standard or Emergency Certificate.

Character Qualifications

1. Dependability and punctuality

2. Initiative, self-reliance, & leadership

3. Ability to get along with others

4. Personal habits of cleanliness

5. Good moral conduct and honesty

6. Freedom from use of habit-forming drugs
7. Freedom from use of alcoholic beverages while driving
8. Freedom from use of tobacco while driving
9. Good driving record

Bus Driver Duties and Responsibilities

1. Know the provisions of the uniform traffic code and the rules and regulations of the State Board of Education that apply to the driving of a school bus.
2. Carry out all policies set by the Board of Education.
3. Cooperate at all times with Supervisors and Co-workers.
4. Keep all certificates and licenses valid.
5. Carefully observe traffic laws and common courtesy.
6. Conduct thorough pre-trip and post-trip checks on the vehicle and its special equipment and report any deficiencies. (See Attachment “A” – Daily Vehicle Report.)
7. Keep bus in a clean condition by sweeping daily and washing the bus inside and outside as needed.
8. Account for the behavior of all students on the bus.
9. Provide maximum safety for passengers while on the bus and during loading and unloading.
10. Wear seat belt when bus is in operation.
11. Avoid making any changes in the assigned route until authorized by the Director of Related Services or Superintendent.
12. Report to the proper officials those traffic violations that affect the school bus and its passengers. (See Attachment “B”) 
13. Run the bus on a definite and consistent schedule.
14. See that the bus fuel tank is full before leaving.
15. Conduct emergency evacuation drills at least once each semester within two weeks of the beginning of school. (See Attachment “C”).
16. Safety equipment and first aid kit must be checked out through the bus barn before departure.

17. Request for sick leave and substitute driver must be arranged through the Transportation Director.

18. Each driver must file the school bus incident report with the Transportation Director.

19. Each driver must have their headlights on when transporting students.

20. Bus drivers are encouraged to use discretion in their dress. While cut off T-shirts or shorts, any short shorts or extremely tight fitting clothing should be avoided, loose fitting colored T-shirts, knee length shorts and comfortably fitted jeans are certainly appropriate.

Drug Screening

Every person who will be driving a school bus must be screened for use of habit forming drugs and will be subject to random drug screening. Anyone who has a positive test reading that is not due to the care of a physician, will be given the opportunity to resign his/her position. If resignation is not immediate, termination proceedings will be activated.

In-Service Training

In-service training is required for all drivers with presentations by various city, county and state agencies. Topics include all aspects of safety in the area of transportation and cover the importance of remaining drug free. In-service training will be scheduled through the Oklahoma Department of Safety.

**Item 1502 – Alcohol and Drug Testing Requirements for Commercial Motor Vehicle Drivers**

Published by the Federal Highway Administration February 15, 1994

Subject: 382.303 Post-Accident Alcohol and Controlled Substances Testing

As soon as practicable following an accident involving a commercial motor vehicle, each employer shall test for alcohol and controlled substances each surviving driver when either:

1. The accident involved a fatality; or
2. The driver receives a citation under state or local law for a moving traffic violation arising from the accident.

For the purpose of this rule an accident is defined as an incident involving a commercial motor vehicle in which there is either a fatality, an injury treated away from the scene, or a vehicle is required to be towed from the scene.
When a required controlled substances test has not been administered within a reasonable time frame following the accident, the following actions shall be taken:

<table>
<thead>
<tr>
<th>TIME ELAPSED</th>
<th>ACTION REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 hours</td>
<td>If the driver has not submitted to an alcohol test at this time, the employer shall prepare and maintain on file a record stating the reason a test was not promptly administered.</td>
</tr>
<tr>
<td>8 hours</td>
<td>Cease attempts to administer alcohol test, and prepare and maintain record described above.</td>
</tr>
<tr>
<td>32 hours</td>
<td>If the driver has not submitted to a controlled substance test at this time, the employer shall cease attempts to administer the test, and prepare and maintain the record described above.</td>
</tr>
</tbody>
</table>

IMPORTANT NOTE: Nothing in this document (or the rule itself) should be construed as to require the delay of necessary medical attention for injured people following an accident, or to prohibit a driver from leaving the scene of an accident for the period necessary to obtain assistance in responding to the accident, or to obtain necessary emergency medical care.

Driver’s responsibility:

A driver who is subject to post-accident testing must remain available, or the employer may consider the driver to have refused to submit to testing. The driver subject to post-accident testing must refrain from consuming alcohol for eight hours following the accident, or until he/she submits to an alcohol test, whichever comes first.

Subject: Types of Testing:

In order to enhance highway transportation safety, Congress passed the Omnibus Transportation Employee Testing Act of 1991. The Act required the Federal Highway Administration to establish regulations requiring drivers of commercial motor vehicles to be tested for use of controlled substances and the misuse of alcohol. The following are the types of tests required to be performed:

- 382.301 Pre-employment Testing
- 382.303 Post-Accident Testing
- 382.305 Random Testing
- 382.307 Reasonable Suspicion Testing
- 382.309 Return-to-Duty Testing
- 382.311 Follow-up Testing
- 391.93(b) Split Sample Testing
Controlled substances tests conducted on or after August 15, 1994 must follow split sample procedures. Under this provision, a driver whose urine sample has tested positive for a controlled substance has the option (within 72 hours of being notified by the MRO) of having the other portion of the split sample tested at another laboratory. If the second portion of the sample also tests positive, then the driver is subject to the sanctions contained in the regulations. If the second portion produces a negative result, or for any reason the second portion is not available, the test is considered negative and no sanctions are imposed.

Subject: 382.501 Consequences to Drivers Engaging in Conduct Prohibited by the Federal Highway Administration’s Drug Use and Alcohol Misuse Rules

Drivers who are known to have engaged in prohibited behavior, with regard to alcohol misuse or use of controlled substances, are subject to the following consequences:

- Drivers shall not be permitted to perform safety-sensitive functions.
- Drivers shall be advised by the employer of the resources available to them in evaluating and resolving problems associated with the misuse of alcohol or use of controlled substances.
- Drivers shall be evaluated by a substance abuse professional (SAP) who shall determine what assistance, if any, the employee needs in resolving problems associated with alcohol misuse and controlled substances use.
- Before a driver returns to duty requiring performance of a safety-sensitive function, he/she shall undergo a return-to-duty alcohol test with a result indicating a breath alcohol level of less than 0.02 if the conduct involved alcohol, or a controlled substance test with a verified negative result if the conduct involved controlled substance use.
- In addition, each driver identified as needing assistance in resolving problems associated with alcohol or controlled substances, shall be evaluated by a SAP to determine that the driver has followed the rehabilitation program prescribed.
- The driver shall also be subject to unannounced follow-up alcohol and controlled substance testing. The number and frequency of such follow-up testing shall be as directed by the SAP, and consist of at least six tests in the first 12 months.

Subject: 382.407 Medical Review Officer’s Notification of Test Results and Retention of Results

Employee Notification

Prior to verifying a “positive” result, the MRO shall make every reasonable effort to contact the driver (confidentially), and afford him/her an opportunity to discuss the test
result. If after making all reasonable efforts and documenting them, the MRO is unable to reach the driver directly, the MRS as soon as possible (within 24 hours).

Under *split-sample* collection procedures, the driver has 72 hours following notification of a positive result to request the secondary sample be analyzed. In the event a split-sample was not taken, or was of inadequate quantity, the original test would be voided, and the driver would not be subject to a retest.

Subject: 382.107 Definitions

“Refusal to submit (to an alcohol or controlled substance test)” – a driver (1) Fails to provide adequate breath for testing without a valid medical explanation after he or she has received notice of the requirement for breath testing, (2) fails to provide adequate urine for controlled substances testing without a valid medical explanation after he or she has received notice of the requirement for urine testing, or (3) engages in conduct that clearly obstructs the testing process.

“Safety-sensitive function” – any of those on-duty functions set forth in 395.2 On-Duty time, paragraphs (1) through (7) as listed below:

1. All time at a carrier or shipper plant, terminal, facility, or other property, waiting to be dispatched, unless the driver has been relieved from duty by the employer.
2. All time inspecting equipment as required by the Federal Motor Carrier Safety Regulations (FMCSR’s) or otherwise inspecting, servicing, or conditioning any commercial motor vehicle at any time.
3. All time spent at the driving controls of a commercial motor vehicle.
4. All time, other than driving time, spent on or in a commercial motor vehicle (except for time spent resting in the sleeper berth).
5. All time loading or unloading a commercial motor vehicle, supervising, or assisting in the loading or unloading, attending a vehicle being loaded or unloaded, remaining in readiness to operate the vehicle, or in giving or receiving receipts for shipments loaded or unloaded.
6. All time spent performing the driver requirements associated with an accident.
7. All time repairing, obtaining assistance, or remaining in attendance upon a disabled vehicle.

“Screening test (aka initial test)” – in alcohol testing it means an analytical procedure to determine whether a driver may have a prohibited concentration of alcohol in his or her system. In controlled substance testing it means an immunoassay screen to eliminate “negative” urine specimens from further consideration.

“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.
HENNESSEY SCHOOL BOARD POLICY
FEDERAL DRUG AND ALCOHOL TESTING PROGRAM
FOR HOLDERS OF COMMERCIAL DRIVERS’ LICENSES

PURPOSE

The purpose of this policy is to deter the use of drugs and alcohol in the workplace by establishing standard procedures for drug and alcohol testing for all employees required to hold a Commercial Drivers’ License.

AUTHORIZATION

Employers of persons performing safety sensitive functions and holding commercial drivers’ licenses are required to implement a drug and alcohol testing program pursuant to the Omnibus Transportation Employee Testing Act of 1991, regulations of the Federal Highway Administration contained in 49 CFR Parts 40 and 382, et al.

DEFINITIONS

- **Prohibited Substances of Drugs:** Any illegal drug or substance as identified in Schedules I through V of Section 202 of the Controlled Substance Act and as further defined by 21 CFR 1300.11 through 1300.15. This includes, but is not limited to, marijuana, amphetamines, opiates, phencyclidine (PCP) and cocaine. Illegal use includes use of any illegal drug, misuse of legally prescribed obtained prescription drugs.

- **Alcohol:** Alcohol use is the consumption of any beverage, mixture or preparation including any medication or product containing alcohol.

- **Covered Employees:** Covered employees include those school board employees who are required to hold a Commercial Drivers’ License as a condition of employment.

APPLICATION

This policy applies to all school board employees who are required to hold a Commercial Drivers’ License as a condition of employment and who perform safety sensitive functions.

Prohibited Substances or Drugs: No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to the instructions of a physician who has advised the driver that the substance does not adversely affect the driver’s ability to safely operate a vehicle.
Alcohol: No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of BAC.02 or greater. (No driver shall use alcohol while performing safety-sensitive functions.) No driver shall perform safety-sensitive functions within four hours after using alcohol. No driver shall be on duty or operate a commercial motor vehicle while the driver possesses alcohol.

TREATMENT AND NOTICE REQUIREMENTS

Notice to Affected Employees: The school board will communicate to all covered employees prior to conducting drug and alcohol testing and provide the reasons for conducting said test(s). The school board shall provide written notice of the required testing to covered employees and shall provide oral notice at the time of the actual testing.

Education and Training: The school board shall provide educational materials that explain the requirements of the program and its policies and procedures with respect to meeting the requirements.

Treatment Information: Each covered employee who engages in prohibited conduct shall be evaluated by a substance abuse professional who shall determine what assistance if any the employee needs in resolving problems associated with use of prohibited drugs or alcohol misuse.

Disciplinary Action: The board has determined the disciplinary action will be taken following positive test results. The disciplinary options will include but not be limited to the following: leave without pay, use of sick and annual leave accrued, alternative placement in non-safety sensitive positions or other action deemed appropriate by superintendent.

TESTING AND ANALYSIS

It is the intent of the school board to comply with all alcohol and controlled substance testing procedures contained in 49 Code of Federal Regulations Parts 382, 291, 192, and 395. The school board recognizes the need to protect individual dignity, privacy and confidentiality in the program. Specimen analysis shall be conducted in a manner to assure a high degree of accuracy and reliability and using laboratory facilities which are certified by the U.S. Department of Health and Human Services.

The following are conditions under which testing may be conducted as required by Federal regulations or when circumstances warrant.
1. **Pre-Employment Testing**

   All applicants for employment for positions requiring a commercial driver license shall undergo testing prior to employment except as otherwise specified pursuant to 382.301. (c). Written documentation must be provided by the candidate for employment to substantiate the exception.

2. **Reasonable Suspicion Testing**

   A supervisor who has been trained in accordance with the requirements of FHWA Regulations shall require a driver to submit to an alcohol or drug test when the employer has reasonable suspicion to believe that a driver has violated the prohibitions contained in the FHWA Regulations.

   Reasonable suspicion must be based on documented objective facts and circumstances which are consistent with the long- and short-term effects of alcohol or substance abuse including but not limited to physical signs and symptoms, appearance, behavior, speech and/or body odor.

   The required observations for alcohol and/or controlled substance reasonable suspicion testing shall be made by a supervisor or designee who has been trained for at least 60 minutes on alcohol misuse and an additional 60 minutes on controlled substance misuse.

3. **Post-Accident Testing**

   Alcohol or drug testing will be administered following an accident when the driver was performing a safety-sensitive function. Accidents are defined to very limited circumstances by the FHWA which include loss of human life; driver received a citation from a law enforcement officer and either a driver or passenger received immediate medical treatment away from the scene of the accident or, one of the vehicles involved was to be towed from the scene of the accident due to operational impairment. Such testing must be conducted within the time limits set forth in the FHWA Regulations.

4. **Random Testing**

   All covered employees shall be subject to random, unannounced drug and alcohol testing. The annual random rate for alcohol testing shall be 25% of the covered employees. The annual random rate for controlled substance testing shall be 50% of the covered employees.

5. **Return to Duty Testing**

   All employees who previously tested positive on a drug or alcohol test must submit to a return to duty test and test negative prior to returning to duty.
6. **Follow-up Testing**

Unannounced follow-up alcohol and/or controlled substance testing as directed by a substance abuse professional in accordance with FHWA Regulations shall occur when it is determined that a covered employee is in need of assistance in resolving problems associated with alcohol misuse and/or use of drugs. The number and frequency of follow-up testing shall be determined by the substance abuse professional.

Any employee who questions the results of a required drug test set forth in this policy may request that a test of the split sample be conducted. This test may be conducted at the same or a different testing laboratory. Should the employee elect to request the additional testing of the split urine sample, the employee shall be required to pay for this test.

Failure of the employee to submit to any required drug or alcohol test is considered a positive test result in accordance with FHWA Regulations.

**PREEMPTION OF STATE AND LOCAL LAWS**

The Omnibus Transportation Employee Testing Act and the regulations of the Federal Highway Administration contain express preemption of any State and Local requirements that are inconsistent with the federal drug and alcohol testing rules. The rules contemplate that many aspects of the employer/employee relationship will be subject to collective bargaining. School Board policies and/or bargaining agreements cannot change or ignore the requirement for drug and alcohol testing.

**POLICY TO SATISFY REQUIREMENTS OF O.S.L. 70.24-138**

**Reporting Students under Influence of Certain Prohibited Substances:** Whenever it appears to any public school teacher that a student may be under the influence of low-point beer, alcoholic beverages or a controlled dangerous substance, that teacher shall report the matter to the school principal. The principal shall immediately notify the superintendent of schools and a parent (or guardian) of the student of the matter.

According to the law, no officer or employee or board member shall be subject to civil liability for any action taken to comply with this policy. O.S.L. 70.24.138
Subject: SUBPART B Prohibited Alcohol and Controlled Substance-Related Conduct

The following alcohol and controlled substance-related activities are prohibited by the Federal Highway Administration’s drug use and alcohol misuse rules for drivers of commercial motor vehicles:

• 382.201 Reporting for duty or remaining on duty to perform safety sensitive functions while having an alcohol concentration of 0.04 or greater.

• 382.204 Being on duty or operating a commercial motor vehicle (CMV) while the driver possesses alcohol, unless the alcohol is manifested and transported as part of a shipment. This includes the possession of medicines containing alcohol (prescription or over-the-counter), unless the packaging seal is unbroken.

• 382.205 Using alcohol while performing safety-sensitive functions.

• 382.209 When required to take a post-accident alcohol test, using alcohol within eight hours following the accident or prior to undergoing a post-accident alcohol test, whichever comes first.

• 382.211 Refusing to submit to an alcohol or controlled substance test required by post-accident, random, reasonable suspicion or follow-up testing requirements.

• 382.213 Reporting for duty or remaining on duty, requiring the performance of safety-sensitive functions, when the driver uses any controlled substance. Except when instructed by a physician who has advised the driver that the substance does not adversely affect the driver’s ability to safely operate a CMV.

• 382.215 Reporting for duty, remaining on duty or performing a safety-sensitive function, if the driver tests positive for controlled substances.


