

**Ninnekah Public Schools
Board of Education Regular Meeting
Ninnekah Elementary School Library, 810 Dell Street, Ninnekah, Oklahoma 73067
Monday, August 10, 2026 at 6:00 PM**

AGENDA

1. Call meeting to order
2. Roll call.
3. Pledge of Allegiance
4. Discussion on the Title IX Plan Compliance Report.
5. Principal & Athletic Director Reports
6. Superintendent Report
7. Public Comment

Ninnekah Public Schools Policy AF

Adopted August 18th, 2022

Public Participation at Board Meetings: The purpose of a Board meeting is for the Board to conduct district's business and deliberate and act upon matters before the Board, unless the Board is specifically conducting a public hearing on a matter. The public is encouraged to attend and to observe meetings of the Board and to participate whenever a public hearing is being held. Members of the public shall not be recognized while the Board is conducting its official business.

Public participation time will be available at all regular meetings. Persons may complete the required form and request to address the Board during the Public Comment section of the agenda so long as such request is made more than twenty-four hours prior to the posting of the agenda. If the request to address the Board is approved, each person or group addressing the Board shall be allowed three (3) minutes to address the Board on matters/items which are listed on the agenda. Groups consisting of three (3) or more persons shall designate a spokesperson who shall speak for and represent the group. The Board President will recognize speakers, maintain proper order, and comply with time limits.

Persons addressing the board shall not be permitted to engage in defamatory conduct and shall not engage in disruptive behavior. The Board will not tolerate personal attacks on members of the Board, the administrative staff, or any employee.

Board Members and District Administrative Staff are not required to respond to questions or comments from the public since doing so could be in violation of the Oklahoma Open Meeting Act. The Board will not take any action on an item addressed by the public unless such item is properly posted on the agenda as an action item or is properly considered new business as defined by law.

8. Consent Agenda:

All of the following items, which concern items of a routine nature normally approved at board meetings, will be approved by one vote unless any board member desires to have a separate vote on

any or all items. The consent agenda consists of the discussion, consideration, and action of the following items:

8.a. Meeting Minutes:

Regular meeting July 6, 2026

8.b. Encumbrance & Payments

8.c.	8.d.	8.e.	8.f.	8.g.
8.h. Fund #	8.i. Fund	8.j. War rant s	8.k. Payme nts	8.l. Encumbr ances
8.m. 11	8.n. General	8.o. 001-69	8.p. \$371,595.29	8.q. \$702,009.34
8.r. 12	8.s. Cooperative	8.t.	8.u.	8.v. \$2,200.00
8.w. 21	8.x. Building	8.y. 001-37	8.z. \$27,251.22	8.aa. \$154,554.37
8.bb. 2	8.cc. Child Nutrition	8.dd. 001-12	8.ee. \$1,708.30	8.ff. \$102,950.00
8.gg. 1	8.hh. 2023 GOPC	8.ii. 001-2	8.jj. \$10,000.00	8.kk. \$23,450.00
8.ll. 34	8.mm. Building Bond	8.nn. N/A	8.oo. \$0.00	8.pp. \$0.00
8.qq. 8	8.rr. 2013 Bond	8.ss. N/A	8.tt. \$0.00	8.uu. \$0.00
8.vv. 9	8.ww. 2023 TB	8.xx. N/A	8.yy. \$0.00	8.zz. \$0.00
8.aaa. 1	8.bbb. Sinking	8.ccc. N/A	8.ddd. \$0.00	8.eee. \$0.00

8.fff. Treasurers Financial Report

8.ggg. Activity Fund Report

8.hhh. Surplus Items -

Black & White Copiers

#VJX8800647

#R4POY65170

#W347704729

#W347704539

#W347704647

#L8X6X05164

#L8X4100895

9. Discussion and possible action to approve increasing the cost of student lunches for the 2026-2027 school year. Under the OSDE Child Nutrition guidelines, the price would go up from \$3.15 to \$3.25 per meal.
10. Discussion and possible action to approve the Memorandum of Understanding with Alternative Education Cooperative Districts: Alex, Amber-Pocasset, Cement, Rush Springs, and Verden.
11. Review and Discussion regarding the CV Tech Program Information Sheets.
12. Discussion and possible action to approve the Oklahoma Department of Career and Technology contract.
13. Discussion and possible action to approve the Southwest Youth and Family Art/Life Skills Program.
14. Discussion and possible action to approve the revision/adoption of the following Ninnekah Public Schools Policies from the Center for Education Law:
 - A. AF - Board Meetings
 - B. BC - Safety Programs and Mandated Reporting Policy Statement
 - C. BJ - Internet Access and Acceptable Use Policy
 - D. DA - DAF - General Personnel Policies Affidavit
 - E. DG - Alcohol and Drug Free Workplace and Drug Testing
 - F. DI - Leave
 - G. EA - General Student Policies
 - H. EBA - Admission, Residency, Placement, and Withdrawal
 - I. EBB - Transfers
 - J. EC - Attendance

K. ED - Grading, Promotion, Retention, and Graduation

L. EIA - Student Code of Conduct

M. EIB - Bullying

N.EQ - Personal Electronic Devices

15. Discussion and possible action to approve the Ninnekah Emergency Action Plan.
16. Discussion and possible action to approve the Ninnekah Chase Morris Sudden Cardiac Arrest Response Plan.
17. Discussion and possible action to approve the purchase of a 72-passenger school bus under the 2023 Transportation Bond.
18. Discussion and possible action regarding proposed executive session to discuss:
 - 18.a. Employment, hiring, reassignment, retirement, and/or resignations of individual salaried and/or hourly public officers and/or employees listed on Exhibit A. Executive session authority: OKLA. STAT. TIT. 25, 307(B)(1).
 - 18.b. 2026-2027 Employment Contracts. Executive Session Authority: OKLA.STAT.TIT.25, 307(B)(1).
 - 18.c. Evaluation of the Superintendent. Executive Session Authority: OKLA. STAT. TIT. 25,307 (B)(1).
19. Acknowledge return to open session and Executive Session compliance statement.
20. Discussion and possible action regarding the hiring of the individual(s) listed in Exhibit A.
21. Discussion and possible action regarding the 2026-2027 Employment Contracts.
22. Discussion and possible action to approve Adjunct Teachers:
 - A. Rylee Merrell - Chemistry and Physical Science
 - B. Steven Zack Josey - Art, Drama, Speech/Debate
23. New Business
24. Adjournment

Agenda Posted by (Printed Name): _____

Signature: _____

Date Posted: _____ Time Posted: _____

Posted on the Ninnekah Public Schools Webpage & the Ninnekah Superintendent's Office Posting Box located at:

810 E. Dell Street, Ninnekah, Oklahoma 73067

NINNEKAH PUBLIC SCHOOLS810 EAST DELL STREET
NINNEKAH, OK 73067July, FY2027
MTD Summary**Summary Of Accounts**

August 05, 2026

For Bank Account: ** 5445 Date: <u>8/05/26</u>	This Report Is True And Correct To The Best Of My Knowledge. 
---	---

Beginning:	126,214.83
Receipts:	9,203.25
Checks:	(8,553.25)
Adjustments:	30.57
Ending:	\$126,895.40

Acct. Name	Beg.Month	Receipts	Checks	Adjust.	Ending
0801 HIGH SCHOOL	2340.15	0.00	0.00	0.00	2340.15
001 HIGH SCHOOL	2340.15	0.00	0.00	0.00	2340.15
0802 ATHLETICS	25833.06	495.00	1280.00	1031.67	26079.73
800 ATH PROG-COMPETITIVE	8516.63	172.00	1220.00	0.00	7468.63
802 Boys Basketball	4071.21	0.00	0.00	0.00	4071.21
803 Girls Basketball	1009.08	0.00	60.00	0.00	949.08
805 Boys Baseball	4959.82	323.00	0.00	1031.67	6314.49
806 Girls Softball	3200.27	0.00	0.00	0.00	3200.27
808 Powerlifting	28.50	0.00	0.00	0.00	28.50
811 Elementary Sports	1911.53	0.00	0.00	0.00	1911.53
812 Track	2136.02	0.00	0.00	0.00	2136.02
813 Golf	0.00	0.00	0.00	0.00	0.00
0805 PTO	2680.51	0.00	0.00	0.00	2680.51
001 PTO	2680.51	0.00	0.00	0.00	2680.51
0806 FFA	6333.45	0.00	0.00	0.00	6333.45
001 FFA	6333.45	0.00	0.00	0.00	6333.45
0807 STUDENT COUNCIL	1212.80	0.00	0.00	0.00	1212.80
001 STUDENT COUNCIL	1212.80	0.00	0.00	0.00	1212.80
0808 YEARBOOK	3901.24	0.00	0.00	0.00	3901.24
001 YEARBOOK	3901.24	0.00	0.00	0.00	3901.24
0809 HOME RUN CLUB	1031.67	0.00	0.00	-1031.67	0.00
001 HOME RUN CLUB	1031.67	0.00	0.00	-1031.67	0.00
0810 BASKETBALL BOOSTER	1929.07	0.00	0.00	0.00	1929.07
001 BASKETBALL BOOSTER	1929.07	0.00	0.00	0.00	1929.07
0811 ELEMENTARY	30178.50	0.00	600.00	0.00	29578.50
001 ELEMENTARY	30178.50	0.00	600.00	0.00	29578.50
0812 CLEARING REFUND ACCOUNT	40.00	0.00	0.00	0.00	40.00
001 CLEARING REFUND ACCOUNT	40.00	0.00	0.00	0.00	40.00

NINNEKAH PUBLIC SCHOOLS810 EAST DELL STREET
NINNEKAH, OK 73067July, FY2027
MTD Summary**Summary Of Accounts**

August 05, 2026

Acct. Name	Beg.Month	Receipts	Checks	Adjust.	Ending
0813 ADMIN-MISCELLANEOUS	1436.53	0.00	0.00	19.79	1456.32
001 ADMIN	1436.53	0.00	0.00	19.79	1456.32
0814 ARCHERY	9641.92	0.00	0.00	0.00	9641.92
001 ARCHERY	9641.92	0.00	0.00	0.00	9641.92
0815 CLASS OF...	7517.48	0.00	0.00	0.00	7517.48
001 CLASS OF...	7517.48	0.00	0.00	0.00	7517.48
0816 ELEM LIBRARY	34.65	0.00	0.00	0.00	34.65
001 ELEM LIBRARY	34.65	0.00	0.00	0.00	34.65
0817 CHEER	4077.94	0.00	0.00	0.00	4077.94
001 CHEER	1642.28	0.00	0.00	0.00	1642.28
002 JR. HIGH CHEER	2435.66	0.00	0.00	0.00	2435.66
0818 NPS SUMMER CAMP	35.00	0.00	0.00	0.00	35.00
001 NPS SUMMER CAMP	35.00	0.00	0.00	0.00	35.00
0819 STEAM	2569.68	0.00	0.00	0.00	2569.68
001 STEAM	2569.68	0.00	0.00	0.00	2569.68
0821 INTEREST	266.12	0.00	0.00	10.78	276.90
001 INTEREST	266.12	0.00	0.00	10.78	276.90
0827 FLOWER FUND	489.67	44.00	83.25	0.00	450.42
001 FLOWER FUND	489.67	44.00	83.25	0.00	450.42
0828 FACS	678.08	0.00	0.00	0.00	678.08
001 FACS	678.08	0.00	0.00	0.00	678.08
0829 MIDDLE SCHOOL	4750.95	0.00	0.00	0.00	4750.95
001 MIDDLE SCHOOL	4750.95	0.00	0.00	0.00	4750.95
0831 HS LIBRARY	276.88	0.00	0.00	0.00	276.88
001 HS LIBRARY	276.88	0.00	0.00	0.00	276.88
0833 MS ACADEMIC TEAM	304.98	0.00	0.00	0.00	304.98
001 MS ACADEMIC TEAM	304.98	0.00	0.00	0.00	304.98
0846 NATIVE AMERICAN STUDENT CLUB	122.19	0.00	0.00	0.00	122.19
001 NATIVE AMERICAN STUDENT CLUB	122.19	0.00	0.00	0.00	122.19

NINNEKAH PUBLIC SCHOOLS810 EAST DELL STREET
NINNEKAH, OK 73067July, FY2027
MTD Summary**Summary Of Accounts**

August 05, 2026

Acct. Name	Beg.Month	Receipts	Checks	Adjust.	Ending	
0848 MS STUCO	575.28	0.00	0.00	0.00	575.28	
001 MS STUCO	575.28	0.00	0.00	0.00	575.28	
0850 WASHINGTON DC	5523.76	0.00	0.00	0.00	5523.76	
001 WASHINGTON DC	5523.76	0.00	0.00	0.00	5523.76	
0852 CLASS OF 2026	488.96	0.00	0.00	0.00	488.96	
001 CLASS OF 2026	488.96	0.00	0.00	0.00	488.96	
0860 DRAMA CLUB	1915.30	0.00	0.00	0.00	1915.30	
001 DRAMA CLUB	1915.30	0.00	0.00	0.00	1915.30	
0861 SPED	235.68	0.00	0.00	0.00	235.68	
001 SPED	235.68	0.00	0.00	0.00	235.68	
0862 FFA BOOSTER CLUB	9793.33	8664.25	6590.00	0.00	11867.58	
001 FFA BOOSTER CLUB	9793.33	8664.25	6590.00	0.00	11867.58	
0885 CHILD NUTRITION LOCAL FUNDS	0.00	0.00	0.00	0.00	0.00	
001 CHILD NUTRITION LOCAL FUNDS	0.00	0.00	0.00	0.00	0.00	
MTD TOTALS:	(31 Accounts)	126,214.83	9,203.25	(8,553.25)	30.57	126,895.40

NINNEKAH PUBLIC SCHOOLS

810 EAST DELL STREET

NINNEKAH, OK 73067

July, FY2027

MTD Summary

Summary Of Accounts

August 05, 2026

Beginning MTD Account Balance:	\$126,214.83
Expense:	0.00
Revenue:	19.79
Less Bank Charges:	0.00
Refunds:	0.00
Interest:	10.78
Less NSF Checks:	0.00
Total Adjustments Less Voids:	\$30.57
Total Adjustments:	30.57
Add Void Checks:	0.00
Less Void Receipts:	0.00
Total Adjustments with Voids:	\$30.57
Receipts Issued:	9,203.25
Voided Receipts:	0.00
Total Receipts:	\$9,203.25
Checks Issued:	8,553.25
Voided Checks:	0.00
Total Checks:	\$8,553.25
Current Balance:	\$126,895.40
YTD Outstanding Checks:	1,000.00
Prior Year Outstanding Checks:	1,237.14

NINNEKAH PUBLIC SCHOOLS

810 EAST DELL STREET

NINNEKAH, OK 73067

Reconciliation

August 05, 2026

Bank account:
* * 5445Reconciliation date:
8/5/2026Prepared by:
Williams, JessicaFor applied period:
July, 2027

General ledger account balance	\$126,214.83	Balance per bank statement as of reconciliation date	\$129,132.54
Add debits	\$9,203.25	Add receipts in transit (outstanding)	\$0.00
Less credits	\$8,553.25	Less outstanding checks	\$2,237.14
Add adjustments	\$30.57	Interest not yet posted	\$0.00
		Charges not yet posted	\$0.00
		Investments	\$0.00
Bank Balance Per General Ledger (Activity Fund)	\$126,895.40	Bank Balance Per Statement Reconciliation	\$126,895.40

Variance: \$0.00 ***

NINNEKAH PUBLIC SCHOOLS

810 EAST DELL STREET

NINNEKAH, OK 73067

Reconciliation

August 05, 2026

Outstanding Receipts

No Transactions

Outstanding Checks

<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>
00001459	600.00	00001465	400.00	00001640	50.00
00001987	81.00	00001994	306.14	00002015	300.00
00002084	500.00				

Total Outstanding Checks:**\$2,237.14****Items:****7****Receipts Cleared This Month**

<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>
00000177	44.00	00000178	323.00	00000179	172.00
00000180	1736.00	00000181	284.00	00000182	754.25
00000183	700.00	00000184	5190.00		

Total Receipts Cleared:**\$9,203.25****Items:****8****Checks Cleared This Month**

<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>
00001458	500.00	00001460	60.00	00001461	120.00
00001462	83.25	00001463	600.00	00001464	1000.00
00001466	5190.00	00002116	199.99	00002121	50.00
00002122	162.00				

Total Cleared Checks:**\$7,965.24****Items:****10****Adjustments This Month**

<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>	<u>Number</u>	<u>Amount</u>
00005135	10.78	00005136	19.79		

Total Adjustments:**\$30.57****Items:****2****Receipts Voided This Month**

No Transactions

Checks Voided This Month

No Transactions

NINNEKAH PUBLIC SCHOOLS

810 EAST DELL STREET
NINNEKAH, OK 73067

Reconciliation

August 05, 2026

Legacy Checks Outstanding

No Transactions

Legacy Receipts Outstanding

No Transactions

Legacy Checks Cleared

No Transactions

Legacy Receipts Cleared

No Transactions

Alternative Education Cooperative

Memorandum of Understanding

Ninnekah Public Schools

This memorandum of understanding (hereafter referred to as the MOU) is entered into as of _____ (today's date), between Independent School District No. _____ of _____ County, Oklahoma, a/k/a _____ Public Schools (hereafter referred to as the "Cooperative District") and Independent School District No. 26-I051 of Grady County, Oklahoma, a/k/a Ninnekah Public Schools (hereafter referred to as the the "Local Education Authority (LEA)").

PURPOSE: The purpose of this MOU is to establish the terms and conditions of the partnership between the LEA and the Cooperative District for Alternative Education classes for at-risk students in grades 7-12, pursuant to Title 70 O.S. §5-117(b) and Title 70 O.S. §1210.568(i).

PROVISIONS: The LEA agrees to provide alternative education services for students referred to and accepted by the LEA from the Cooperative District for the school year 2026-2027. It is agreed that the criteria for these students will meet the state definition of "at risk" students and that the LEA placement will be in the student's and the Cooperative District's best interests. It is understood that the LEA has the right of refusal of any student if it is felt that the placement is inappropriate for any reason.

NOW, THEREFORE, in consideration of the mutual promises of the parties to this MOU, and in accordance with the terms and conditions set forth herein, the parties agree as follows:

A. The Cooperative District will:

1. Assign all Alternative Education funds to the LEA who will service the Cooperative Program's students at the LEA site. The Cooperative Program will complete an "Authorization to Pay" form annually to notify the State Department of Education of their election that the LEA shall operate as the education agency for the Cooperative Districts and shall receive state funding, including the alternative education allocation payment, directly to the LEA.

a. The Authorization to Pay form must be approved by the Cooperative Program's School Board by August 15th so it can be uploaded into the district's implementation plan by September 1st.

2. Pay (if applicable) the LEA an additional \$_____ for costs associated with utilities, building upkeep, personnel costs and curriculum costs. Online curriculum has a cost per student in addition to the onsite teacher.

3. Provide the LEA with access to existing academic, discipline, special education, and psychological records of their alternative education students enrolled in the Cooperative Program. LEA and Cooperative District personnel will maintain and release student data and records as required by federal and state law, and their own internal policies, regulations and guidelines. This shall include, but is not limited to the Federal Educational Rights and Privacy Act.
4. Provide a copy of all students' free/reduced meal applications to the LEA. If a student does not have a free/reduced meal application on file with the LEA, the student will be charged full price for meals served.
5. Maintain transcripts on all students enrolled in the Alternative Education Program and issue diplomas to graduates of the Program. Each student enrolled in the Program must meet requirements of their local Cooperative District for graduation.
6. Administer all Oklahoma State required testing to their Alternative Education students.
7. Provide transportation to and from the Alternative Education Program at the LEA. If the Alternative Program has multiple Cooperative Districts, nothing in this MOU would prevent those districts from entering into mutual agreements to provide transportation to the LEA's Alternative Program.
8. Provide Cooperative District staff to participate in intake meetings and counseling sessions as required.
9. Inform the student and his/her parents/guardians of the intake/interview/assessment process as the first step in the acceptance process. The Cooperative District will also inform the student and his/her parents/guardians if outside intervention is deemed appropriate, then that intervention may be a condition of acceptance.
10. Ensure that all Alternative Education students are provided the same opportunities to participate in vocational programs and extracurricular activities at the Cooperative District, including but not limited to athletics, band, and clubs. Student academic eligibility as to participation in said activities at the Cooperative District will be governed solely by the rules and regulations of the Cooperative District.
11. Provide timely access to information concerning activities at the cooperative District to ensure opportunities for Alternative Education students' participation in activities, field trips, prom, graduation, etc.

B. The LEA will:

1. Establish and maintain an Alternative Education program that conforms to the requirements of statutes and rules applicable to alternative education (Title 70 O.S. §1210.568). In addition the Alternative Education program will include:
 - a. LEA district staff to educate students from the Cooperative District in the program,
 - b. a program director with program guidance and oversight,

- c. notifications of program start dates, meeting times, locations and school holiday/break schedules to the Cooperative District,
 - d. classroom/office space, and utilities for operation of the program
 - e. all necessary academic materials, curriculum, and classroom supplies,
 - f. professional development for Alternative Education program staff,
 - g. engagement of community members and organizations in order to furnish community service opportunities for students,
 - h. and individualized instruction for students.
2. Furnish the Cooperative District with attendance and discipline records, and grades earned for each student enrolled from the Cooperative District (at a minimum of quarterly throughout the school year).
 3. Develop a discipline policy addressing out of school suspension, in school suspension, and/or detention procedures. At the LEAs' request, the Cooperative District will remove disruptive students from the Program.
 4. Keep enrollment records to ensure proper documentation of average daily attendance to each Cooperative District.
 5. Provide special education services to eligible students who are appropriately identified as needing those services in accordance with the provisions of his or her individualized education program ("IEP") or 504 plan .
 - a. An IEP shall be written for those students by Cooperative District personnel with a representative from the LEA on the team when the IEP is written and/or revised.
 - b. When the need for specialized educational services is such that the LEA is not equipped to meet the needs of the student, then the student will not be accepted into the Program.
 - c. Special education students admitted to the Program shall be included on the Cooperative District's special education count with the State Department of Education.
 6. Provide academic and social service counseling to all Alternative Education students.
 7. Provide nutritional meals for all Alternative Education students. The LEA will claim any free/reduced meals served when applicable. No other free/reduced count will be used by the LEA except meals served.

C. Enrollment

1. There is no maximum or minimum number of students the Cooperative District may admit to the Program.

2. The placement of students within the Program shall be based entirely upon the needs of the student and the agreement by LEA and the Cooperative District that such placement is appropriate and will benefit the student.

3. The Cooperative District acknowledges that the LEA is required to maintain a 15 student to 1 teacher ratio in the Alternative Education Program and that maintaining that ratio may affect the ability of some students to enroll in the Program.

D. Terms

1. The term of this MOU will begin on August 10, 2026 and will terminate on May 7, 2027.

2. This MOU may be terminated upon 10 days' written notice by any party for a material breach of the duties or obligations contained herein or, for any reason, upon 60 days' written notice.

3. No modification, amendment or alteration in the terms or conditions contained herein shall be effective unless contained in a written document prepared with the same or similar formality as this MOU and approved by the Cooperative District's and the LEA's Boards of Education.

4. This MOU may be executed and delivered by facsimile or by PDF attachment to email and such execution and delivery will have the same force and effect as an original document with original signatures.

5. Each person signing this MOU on behalf of their respective School District, individually warrants that he or she has full legal power to execute this MOU on behalf of the School District for whom he or she is signing, and to bind and obligate such School District with respect to all provisions contained in this MOU.

Executed by the **Cooperative District** as of the dates below written.

Dated as of _____ by **INDEPENDENT SCHOOL DISTRICT NO. _____ OF**
_____**COUNTY, OKLAHOMA, a/k/a**
_____**PUBLIC SCHOOLS**

ATTEST:

By: _____ By: _____
Clerk President,
Board of Education

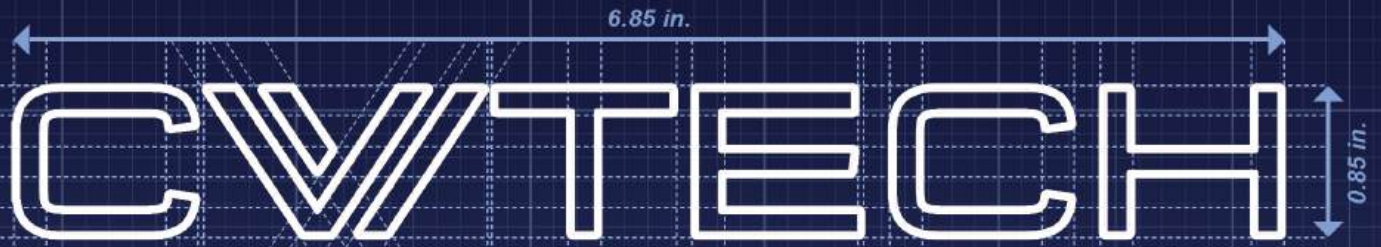
Notice Address:

Executed by the **Local Education Authority** as of the dates below written.

Dated as of _____ by **INDEPENDENT SCHOOL DISTRICT NO. 26-I051 OF GRADY COUNTY,**
OKLAHOMA, a/k/a NINNEKAH PUBLIC SCHOOLS

ATTEST:

By: _____ By: _____
Clerk President,
Board of Education



CVTECH

2026-2027

Program Information Sheets

Dr. Earl Cowan and El Reno Campuses



Dr. Earl Cowan Campus
1701 S Czech Hall Rd
Yukon, OK 73099
(405) 345-3333

El Reno Campus
16505 E HWY 66
El Reno, OK 73036
(405) 262-2629

Table of Contents

Information

About CVTech	1
Technology Center Information	2
Contact Information	3
Program Counselor and Administration	4

Program Information Sheets

3D Design and Modeling	7
Accounting and Business Management	8
Advanced Manufacturing - Automation	9
AI and Computer Programming	10
Automotive Collision Technology	11
Automotive Service Technology	12
Aviation Maintenance Technology (HS)	13
Aviation Maintenance Technology (Adult)	14
Basic Peace Officer Certification (Adult)	15
Biomedical Science (HS)	16
Computer Information Systems	17
Construction Trades	18
Cosmetology	19
Criminal Justice	20
Cybersecurity	21
Diesel Technology	22
Digital Media Technology	23
Early Childhood Education	24
Electrical Trades	25
Esthetician	26
Firefighter	27
Graphic Design	28
Health Careers CNA (HS)	29
Health Careers AUA+ (HS)	30
Heating, Ventilation, Air Conditioning & Refrigeration	31
Medical Assistant (HS)	32
Medical Billing and Coding	33
Physical Therapy Services	36
Plumbing (Adult)	37
Practical Nursing (Adult)	38
Precision Machining Technology	39
Pre-Engineering (HS)	40
Project Connect (HS)	41
Project Search (Adult)	42
Service Careers - Building and Ground Maintenance	43
Service Careers - Hospitality	44
Surgical Technology (Adult)	45

Table of Contents

Program Information Sheets (cont)

Teacher Prep (HS)	46
Underground Utility Locating Technician (HS)	47
Vision Care Assistant	48
Welding	49

Appendix

Academic Credits	51
Adult Enrollment Steps	53

Canadian Valley Technology Center

Our mission is to prepare people to succeed through quality career and technical education programs and services.

Since 1970, we have been providing educational opportunities for high school students and adults. Our programs and services help you if you're ready to enter the workforce, if you're going to college, if you're an adult ready to make a career change or simply ready to expand your skills. CV Tech is ready to help you focus on your future.

CV Tech's student body is a diverse group of high school students from 14 sending schools and adults from the communities we serve. We have three campuses and offer training in 29 career fields.

Each year, hundreds of students choose to maximize their education by adding Canadian Valley's career-focused curriculum to their class schedules. Students are taught the fundamental concepts of their chosen field and learn to apply them in a professional lab/shop environment, all while learning to apply math, science, literacy, and employment readiness into their studies. This approach helps our students master highly technical procedures and gives them a head start on developing the work ethic employers demand from employees. As a result, our graduates are prepared to keep up with today's rapidly changing job market.

At CV Tech, instructors utilize instructional delivery that consists of individualized, standards-based learning through the use of an online learning management system and hands-on, skills-driven, project-based learning that includes work-based learning opportunities and capstone projects. Employability skills and academic skills instruction are incorporated with occupational skills education throughout the program.

El Reno



Cowan



Chickasha



CV Tech Information

Schedule

We offer two daytime class sessions:

AM 8:15 - 11:15

PM 12:20 - 3:20

Class sessions are approximately three hours with a ten minute break. Students will spend the entire time in their program unless they are taking a math class at CV Tech.

Transportation

Bus transportation is provided from each high school campus or students may choose to drive to campus.

Industry Certifications

The District will pay up to \$350.00 per student, per program toward trade-specific certification examinations and licenses related to the student's approved program of study. To receive this benefit, a student must:

- be taking their first attempt; does not count for retakes
 - be currently enrolled or recently completed (within the current year)
 - be an in district student in good standing
 - have the program instructor's recommendation to take the exam.
-

High School Credit

Courses that qualify for credit are marked with this symbol  on the program syllabus. They will also be marked with one of the following symbols to identify the type of credit earned.

 = Science Credit

 = Computer Science Credit

 = Math Credit

All  marked courses qualify for Oklahoma Promise credit. OCAS codes are listed on the program information sheet. Awarding of high school credit for courses shall be at the option of the local independent board of education.

Check ODCTE website for continuous updates.

<https://oklahoma.gov/careertech/educators/ocas-codes.html>

College Credit

Our current partnership with Southwestern Oklahoma State University does allow students from certain programs to receive dual credits. This information is noted on the applicable program information sheets. For more information contact a CV Tech counselor. Many Oklahoma colleges use Prior Learning Assessments (PLAs) to award college credit for courses taken or certifications earned at technology centers.

See current Statewide PLA Technical Inventory at

<https://showwhatyouknowok.org/careertech-occupational-licenses/>.

Contact Information

El Reno Campus (405) 262-2629 6505 East HWY 66 El Reno, OK 73036 Director - Jennie Croslin	Administrators	
	Cary, Brandon	(405) 422-2267
	Cook, Alan	(405) 422-2314
	Croslin, Jennie	(405) 422-2348
	Herndon, Corey	(405) 422-2288
	Truelove, Markus	(405) 422-2383
	Counselors	
	Booth, Debra	(405) 422-2262
	Davis, Jennifer	(405) 422-2384
	Franks, Kasey	(405) 422-2315
	Jonsson, Melissa	(405) 422-2387
	Stephens, Kristi	(405) 422-2252
	Special Needs Coordinator	
	Stomprud, Kari	(405) 422-2284
	Outreach and Recruitment Specialists	
	Graham, Alexis	(405) 422-2344
	Voegeli, Katie	(405) 422-2522

Cowan Campus (405) 345-3333 1701 S Czech Hall Road Yukon, OK 73099 Director - Joe Meziere	Administrators	
	Meziere, Joe	(405) 422-2301
	Sneary, Karen	(405) 345-3345
	Counselor	
	Brunk, Carrie	(405) 345-3340
	Special Needs Counselor	
	Holdcomb, Melissa	(405) 345-3376
	Outreach and Recruitment Specialists	
	Graham, Alexis	(405) 422-2344
	Voegeli, Katie	(405) 422-2522

Program Counselor and Administrator

Please direct questions to the counselor and/or administrator that supports each program.

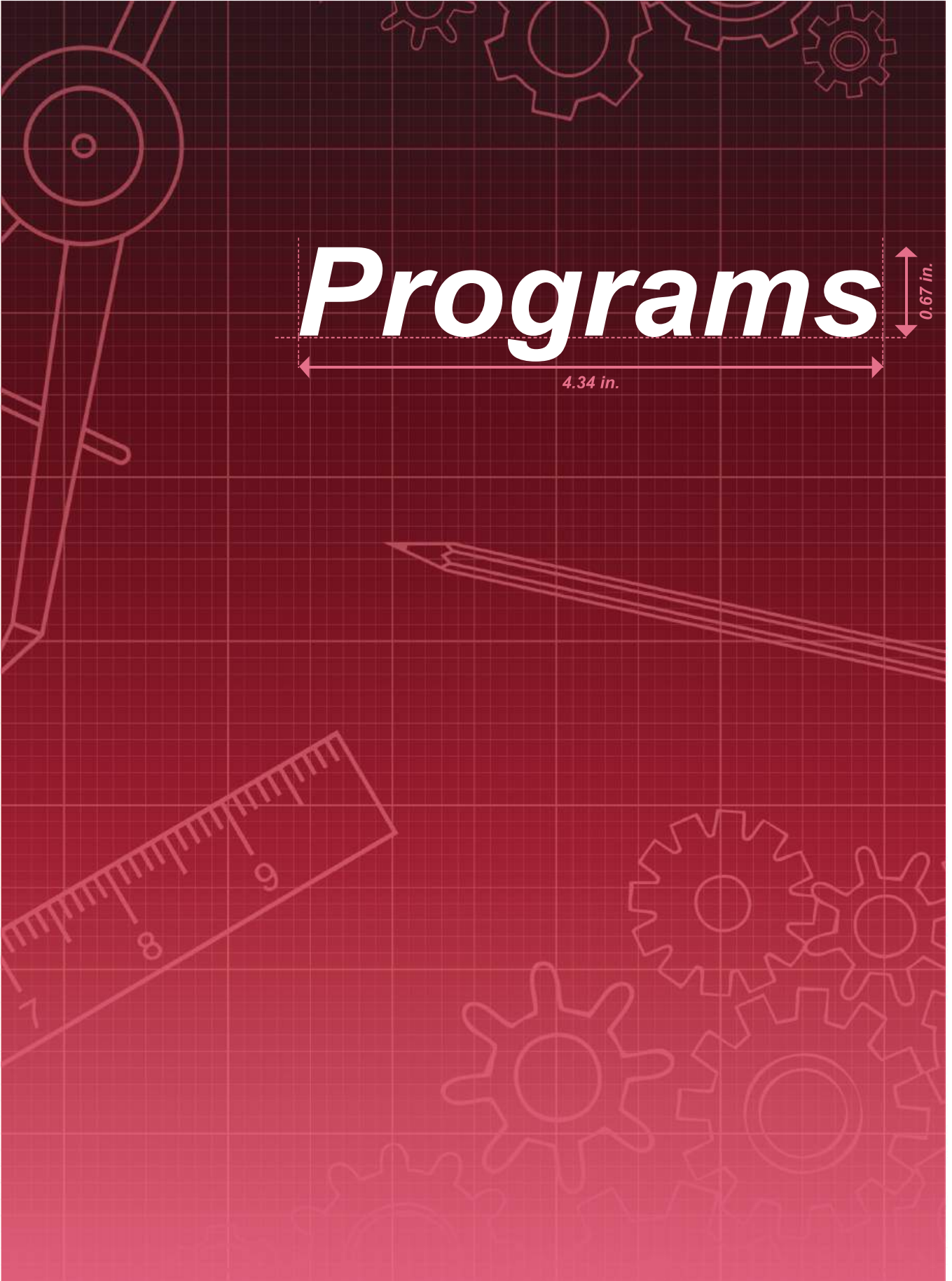
Daytime Program	Campus	Counselor	Administrator
3D Design and Modeling	El Reno	Jennifer Davis	Alan Cook
Accounting and Business Management	Cowan	Melissa Holcomb	Karen Sneary
Advanced Manufacturing - Automation	El Reno	Jennifer Davis	Alan Cook
AI and Computer Programming	El Reno	Jennifer Davis	Markus Truelove
Automotive Collision Technology	El Reno	Melissa Jonsson	Alan Cook
Automotive Service Technology	El Reno	Melissa Jonsson	Alan Cook
Aviation Maintenance Technology (Adult)	El Reno	Kristi Stephens	Brandon Cary
Aviation Maintenance Technology (High School)	El Reno	Kristi Stephens	Brandon Cary
Basic Peace Officer Certification	El Reno	Debra Booth	Alan Cook
Biomedical Sciences	Cowan	Carrie Brunk	Meziere/Sneary
Computer Information Systems	El Reno	Jennifer Davis	Markus Truelove
Construction Trades	El Reno	Jennifer Davis	Brandon Cary
Cosmetology	El Reno	Jennifer Davis	Brandon Cary
Criminal Justice	El Reno	Debra Booth	Alan Cook
Cybersecurity	El Reno	Jennifer Davis	Markus Truelove
Diesel Technology	El Reno	Melissa Jonsson	Alan Cook
Digital Media Technology	El Reno	Debra Booth	Alan Cook
Early Childhood Education	El Reno	Melissa Jonsson	Brandon Cary
Electrical Trades	El Reno	Melissa Jonsson	Brandon Cary
Esthetician	El Reno	Debra Booth	Brandon Cary
Firefighter	El Reno	Debra Booth	Alan Cook
Graphic Design	El Reno	Debra Booth	Alan Cook
Health Careers - CNA & AUA	Cowan	Melissa Holcomb	Meziere/Sneary
Heating, Ventilation, Air Conditioning & Refrigeration	El Reno	Jennifer Davis	Brandon Cary
Math	El Reno	All Counselors	Markus Truelove
Medical Assistant	Cowan	Carrie Brunk	Meziere/Sneary

Program Counselor and Administrator (Cont.)

Please direct questions to the counselor and/or administrator that supports each program.

Daytime Program	Campus	Counselor	Administrator
Medical Billing and Coding	Cowan	Melissa Holcomb	Karen Sneary
Physical Therapy Services	Cowan	Melissa Holcomb	Joe Meziere
Practical Nursing	Cowan	Carrie Brunk	Pam Roberts
Precision Machining Technology	El Reno	Melissa Jonsson	Brandon Cary
Pre-Engineering	El Reno	Debra Booth	Alan Cook
Project Connect	El Reno	Melissa Jonsson	Markus Truelove
Project Search	Cowan	Holcomb / Stomprud	Joe Meziere
Service Careers - Building and Grounds	El Reno	Kari Stomprud	Alan Cook
Service Careers - Hospitality	El Reno	Kari Stomprud	Alan Cook
Surgical Technology	Cowan	Carrie Brunk	Pam Roberts
Teacher Prep	El Reno	Melissa Jonsson	Markus Truelove
Underground Utility Locating Technician	El Reno	Kristi Stephens	Alan Cook
Vision Care Assistant	Cowan	Carrie Brunk	Joe Meziere
Welding	El Reno	Debra Booth	Brandon Cary

Evening Program - Adult Only	Campus	Counselor	Administrator
Cosmetology	El Reno	Kasey Franks	Corey Herndon
Electrical Trades	El Reno	Kasey Franks	Corey Herndon
Esthetician	El Reno	Kasey Franks	Corey Herndon
Heating, Ventilation, Air Conditioning & Refrigeration	El Reno	Kasey Franks	Corey Herndon
Plumbing	El Reno	Kasey Franks	Corey Herndon
Welding	El Reno	Kasey Franks	Corey Herndon



Programs

4.34 in.

0.67 in.

3D Design and Modeling

The 3D Design and Modeling program at CVTech emphasizes communication design through 3D modeling, texturing, animating, rigging, and game design. Students gain introductory skills in traditional design software (AutoCAD, Revit, Bentley Systems, Inventor) to prepare for skills and techniques of emerging technologies (advanced real-time rendering, interactive design and virtual reality using Twinmotion, Blender, and Unreal). Options are offered in civil, architectural, and mechanical design and drafting.

Local Program

Computer Aided Drafting, OCAS 9681/9682

Courses	Hours	OCAS
Fundamentals of Computer Aided Drafting and Design 	120	8905
Engineering Computer Aided Drafting and Design 	120	8904
Fundamentals and Applications in CAD	120	
Drawing and Document Management	190	
CAD Civil <i>Option 1</i> CAD Architectural <i>Option 2</i> CAD Mechanical <i>Option 3</i>	230	
Capstone	180	
Total Hours	960	

Occupations

CAD Drafter Designer
2D Drafter Designer
3D Drafter Designer

Entry Level Salary Range

\$12.00 - \$26.00 per hour

Licensure/Certification

AutoDesk-AutoCAD
AutoDesk-Inventor
AutoDesk-Revit
Bentley Systems

Suggested Entry Level Skills

9th grade reading level; Basic math skills;

Resources

- Solid Professor
- Bentley Systems
- Geometrix

Accounting and Business Management

The Accounting & Business Management program at CVTech provides students with technology and managerial skills needed for success in competitive business careers as well as valuable prerequisite skills for success in college business majors such as accounting, finance, marketing and management. Students choose an emphasis on either accounting or administrative support.

A focus on professional business communication, office procedures, and advanced Microsoft Office software programs including word processing, spreadsheet, database, and presentation software, assist with college readiness and provide professional training for immediate job placement in positions related to accounting and administrative support.

Local Program

Accounting Clerk/Administrative Assistant, OCAS 9202/9226

Option 1: Accounting Clerk

Option 2: Administrative Assistant

Courses	Hours	OCAS
Fundamentals of Technology 	120	8169
Fundamentals of Administrative Technologies 	120	8103
Office Administration & Management 	120	8105
Business Math	40	
Administrative Technologies II 	120	8104
Accounting I	120	
Accounting II <i>Option 1</i> Human Resources Concepts and Digital Marketing <i>Option 2</i>	120	
Payroll Accounting <i>Option 1</i> Customer Assistance <i>Option 2</i>	120	
Capstone	80	
Total Hours	960	

Occupations

Administrative Assistant
Receptionist
Financial Clerk
Accounts Payable and
Receivable Clerk
Payroll Clerk

Entry Level Salary Range

\$15.00 - \$23.00 per hour

Licensure/Certification

Microsoft Office
Specialist
Intuit Certified
Bookkeeping
Professional
Quickbooks Certified
User

Suggested Entry Level Skills

9th grade reading level;
Basic math skills

Resources

- Microsoft Office
- GCFLearnFree.org
- The Office: Procedures and Technology
- Records Management
- The Office Specialist
- Customer Service
- Accounting General Journal
- QuickBooks Pro
- Payroll Accounting

Advanced Manufacturing - Automation

The Automation program at CVTech prepares students for careers in the rapidly evolving manufacturing and automation industries. Career opportunities include roles such as electro-mechanical technician, controls technician, and programmable logic controller (PLC) technician.

Students gain hands-on experience in mechanical systems integration and maintenance, electrical controls, robotic automation, fluid power systems (including hydraulics and pneumatics), and programmable logic controllers. Graduates emerge as multi-skilled professionals equipped to succeed and grow across a wide range of industrial and automation technology fields.

Local Program

Industrial Automation, OCAS 9723/9724

Courses	Hours	OCAS
AC/DC Electrical Systems	104	
Electric Motor Control	82	
Variable Frequency Drives	36	
Fluid Power	203	
Mechanical Systems	122	
Programmable Applications	105	
Robot Integration	120	
Mechatronics/Instrumentations Systems	90	
Capstone - Communication	98	
Total Hours	960	

Occupations

Programmable Logic Control Technician
Programmable Logic Controller Controls Technician
Electromechanical Technician

Entry Level Salary Range

\$28.00 - \$35.00 per hour

Licensure/Certification

OSHA - Lockout/Tagout
SACA - Silver Level
Forklift Certification

Suggested Entry Level Skills

11th grade reading level;
Algebra; Geometry;
Trigonometry

Clothing Requirement

Long pants, short-sleeved shirts, closed-toe shoes with socks, and safety glasses are required.

Resources

- Amatrol: Industrial Maintenance Electrical Systems Advanced Manufacturing
- Universal Robotics UR Academy
- Tech Labs

AI and Computer Programming

The Computer Programming program at CVTech equips students with the skills to develop object-oriented and event-driven applications, as well as dynamic, interactive websites. The curriculum emphasizes proficiency in a variety of industry-relevant programming languages, including HTML/CSS, JavaScript, Python, C#, SQL, and others. In addition to technical training, students have the opportunity to earn multiple industry-recognized certifications and develop essential soft skills and job readiness strategies—ensuring they are fully prepared to pursue, secure, and succeed in careers within the technology sector.

Local Program

Web Applications Developer, OCAS 9557/9558

Courses	Hours	OCAS
Fundamentals of Web Design 	240	8153
Python 	240	8871
SQL and PL/SQL Database Applications Development 	240	8141
Network/Client Operating Systems 	240	8121
Total Hours	960	

Occupations

Web Designer
 .Net/C# Programmer
 Python Developer
 Artificial Intelligence

Entry Level Salary Range

\$15.00 - \$28.00 per hour

Licensure/Certification

ITS:
 HTML5 Application
 Development Fundamentals
 Software Development
 Fundamental - C#
 Introduction to JavaScript
 Introduction to Programming:
 Using HTML and CSS
 Database Fundamentals
 Python

Suggested Entry Level Skills

10th grade reading level; Basic
 math skills; Algebra

Resources

- W3 Schools Website
- Mozilla
- Stack Overflow
- React.dev
- Gmetrix

Automotive Collision Technology

CVTech's Automotive Collision Technology program, an I-CAR affiliate, prepares students for success in the collision repair industry. Students gain hands-on experience in auto detailing, nonstructural and structural repair, refinishing, shop management, and customer service. The program emphasizes industry standards, safety, and precision to develop well-rounded, job-ready technicians.

Local Program

Collision Repair Technician, OCAS 9904/9905

Courses	Hours	OCAS
General Safety	25	
Repair and Refinishing	75	
Damage Analysis, Estimating, and Customer Service	30	
Non-Structural Repair	155	
Plastic and Adhesives	75	
Structural Analysis and Repair	100	
Mig (GMAW) Welding	155	
Electrical / Electronics	40	
Painting and Refinishing	180	
Detailing	50	
Trim and Hardware	75	
Total Hours	960	

Occupations

Painter Helper
Body Technician Helper
Auto Detailer
Refinishing Technician
Collision Technician
Estimator / Appraiser
Service Writer
Industrial Refinishing
Parts Manager

Entry Level Salary Range

\$10.00 - \$22.00 per hour

Licensure/Certification

I-Car Academy Certifications

Student ASE:

Painting and Refinishing
Structural Analysis and
Damage Repair
Non-structural Analysis and
Damage Repair
Mechanical and Electrical

Suggested Entry Level Skills

9th grade reading level; Basic
math skills; Algebra, Geometry

Resources

- I-CAR Collision Repair PDP Online
- Auto Collision Repair and Refinishing
- Chief Measuring System
- CCC Estimating Software

Clothing Requirement

Students must wear long pants and close-toe shoes. Must wear clothes that can get dirty; be prepared to get dusty.

Automotive Service Technology

The Automotive Service Technology program at CVTech is a NATEF-aligned curriculum designed to prepare students for careers in the automotive industry through hands-on training and technical instruction. The program emphasizes the diagnosis, maintenance, and repair of passenger vehicles and light trucks, including modern, computer-controlled models. Students receive training across key automotive systems, including brakes, steering and suspension, electrical systems, heating and air conditioning, automatic and manual transmissions, drivetrains, and engine repair and performance.

Local Program

Automotive Technician, OCAS 9906/9907

Courses	Hours	OCAS
Automotive Brakes	120	
Automotive Heating and Air-Conditioning	120	
Automotive Electrical/Electronics	120	
Automotive Steering and Suspension	120	
Automotive Manual DriveTrain and Axle	120	
Automotive Automatic Transmission	120	
Automotive Engine Repair	120	
Automotive Engine Performance	120	
Total Hours	960	

Occupations

Automotive Technician
Automotive Service Advisor
Maintenance/Light Repair Tech
Parts Counter Associate

Entry Level Salary Range

\$12.00 - \$25.00 per hour

Licensure/Certification

EPA 609 Certification
Student ASE:
Brakes
Suspension and Steering
Electrical and Electronic Systems
Heating and Air Conditioning
Maintenance and Light Repair
Engine Performance
Engine Repair
Manual DriveTrain and Axles
Automatic Transmission/Transaxle
Automobile Service Technology

Suggested Entry Level Skills

10th grade reading level; Basic math skills; Algebra; Geometry

Clothing Requirement

Work shirt and work pants; valuable clothing should not be worn, as it could be ruined by contact with dirt and grease. Closed-toe shoes are required; leather, high top, steel toe work shoes, or boots with oil resistant non-slip soles are preferred. Safety glasses are required (1st pair provided).

Resources

- CDX Online Fundamentals of Automotive Technology
- AllData website
- ProDemand website

Aviation Maintenance Technology

High School Only

The high school Aviation program at CVTech is composed of training and course work that helps prepare students for a career as an Aviation Structural Technician. This program provides students with broad and varied experience in aviation science and theory related to aircraft shop practice, maintenance, and repair. Students prepare for a career as aircraft structural technicians and support personnel. Topics include flight line and shop safety, aircraft structures, metals, hand tools, and measuring devices, aircraft riveting, hardware, technical drawings, forming processes, structural repair, and corrosion control.

Local Program

Aviation Maintenance, OCAS 9901/9922

Courses	Hours	OCAS
Applied Sciences of Aircraft Maintenance 	120	8886
Basic Electricity 	120	8887
Aerospace General	246	
Aerospace General II	246	
Airframe I	228	
Total Hours	960	

Occupations

Aviation Structural Technician

Entry Level Salary Range

\$16.00 - \$28.00 per hour

Licensure/Certification

AMT - General

Completion of this course may lead to advanced standing in the Adult Aviation program at CVTech.

Suggested Entry Level Skills

11th grade reading level; Basic math skills; Algebra, Geometry

Clothing Requirement

Students are expected to dress appropriately for the industry including, but not limited to, long pants and closed-toe shoes. Students will be expected to wear protective clothing designated by the instructor. Protective clothing includes aprons, hard hats, shoes covering feet, lab coats, gloves, goggles, and safety glasses. Failure to wear such protective clothing can result in dismissal.

Resources

- Aircraft Structural Technician (Dale Crane)
- Texas Instruments TI30XIIS Calculator
- A&P Technician General Textbook
- A&P Technician Airframe Textbook
- ASA General Test Guide
- ASA Aircraft Inspection, Repair and Alterations AC43, 13 1B and 2B
- Federal Aviation Regulations

The Aviation Maintenance Technology program is composed of the training and course work that meet the eligibility requirements to take the Federal Aviation Maintenance (FAA) examinations for Airframe and Powerplant certification.

This FAA-approved program provides students with broad and varied experience in aviation science and theory related to aircraft shop practice, maintenance and repair. Students are prepared for jobs as aircraft maintenance technicians and support personnel. Topics include general information, basic electricity, airframe structure, airframe systems, reciprocating engines and systems, propeller systems, and gas turbines and systems. The curriculum is structured as follows.

Local Program

Aviation Maintenance Technician

Aviation consists of the three areas below. Individual courses for each area are listed on the next page

Courses	Hours	OCAS
General	566	
Airframe	788	
Powerplant	566	
Total Hours	1920	

Occupations

Aviation Maintenance Technician

Entry Level Salary Range

\$18.00 - \$25.00 per hour

Licensure/Certification

Preparation for assessment/certifications: FAA Mechanics Certificate with Airframe and Powerplant ratings
Federal Aviation Administration (FAA, part 147) approved program

Suggested Entry Level Skills

Minimum scores of 245 in reading and 245 in Quantitative Reasoning, Algebra, and Statistics on the Accuplacer exam.

Clothing Requirement

Students are expected to dress appropriately for the industry including, but not limited to, long pants and closed-toe shoes. Students will be expected to wear protective clothing designated by the instructor. Protective clothing includes aprons, hard hats, shoes covering feet, lab coats, gloves, goggles, and safety glasses. Failure to wear such protective clothing can result in dismissal.

Resources

- Texas Instruments TI30XIIS Calculator
- Aviation Mechanic Series General
- A&P Technician Airframe Textbook
- A&P Technician Powerplant Textbook
- ASA General Test Guide
- ASA Airframe Test Guide
- ASA Powerplant Test Guide
- ASA Aircraft Inspection, Repair and Alterations AC43.13 1B and 2B
- Federal Aviation Regulations (FAR-AMT)

Basic Peace Officer Certification

Adult Only

The Basic Peace Officer Certification (BPOC) at CVTech is made possible through a collaborative effort between the Council on Law Enforcement Education and Training (CLEET), the Oklahoma legislature, and Career Tech. The program prepares cadets for a career in law enforcement, corrections, and public safety. Cadets learn a variety of police fundamentals and functions including firearms, investigations, and forensics.

Courses	Hours	OCAS
Orientation / Intro to Law	4	
Ethics	16	
Report Writing	13	
Community / Human Relation	14	
Legal Matters	46.5	
NIMS 700	2	
Traffic	17.5	
SFST	32	
Radar / Lidar	4	
First Aid for Peace Officers	14	
Criminal Investigations	81	
Patrol	68	
Firearms Training	73	
Law Enforcement Driver Training	42	
Custody and Control	72	
EOI Practical Exercises	59	
Administrative and Exams	19.5	
Physical Training	54.5	
Crisis Intervention Team	40	
Taser Training	8	
LASER	16	
Emotional/Financial Planning for LE	4	
Total Hours	700	

Occupations

Law Enforcement
Security
Corrections
Public Safety

Entry Level Salary Range

\$39,981- 57,860- Annually

Licensure/Certification

Basic Peace Officer Certification
Basic Life Support

Resources

70 OS 3311 CLEET Training

Suggested Entry Level Skills

10th grade reading level; Basic math skills

Prerequisites

Must meet CLEET requirements (background check, fingerprints, physical assessment, POSSE Exam, MMPI, H.S. diploma or GED, age 21, U.S. citizen or resident alien), physical agility test, and physician's assessment.

Prior Learning Assessment:

Students that complete this program may receive credit from SWOSU for 29 hours of 4000 level course credit.

The Biomedical Science program at CVTech offers students an engaging, hands-on learning experience focused on the human body, cell biology, genetics, disease processes, and related biomedical topics. Utilizing the nationally recognized Project Lead the Way curriculum, the program is complemented by advanced coursework in science and mathematics. Designed for college-bound students, this program provides a strong foundation for those pursuing advanced studies in medicine, healthcare, and related fields.

Local Program

Biomedical Sciences STEM Academy, OCAS 9852/9870

Courses	Hours	OCAS
Sophomore		
Accelerated Algebra II  	120	4412
Accelerated Chemistry  	120	5051
PLTW Principles of Biomedical Sciences  	240	8706
Junior		
AP Pre-Calculus  	120	4614
AP Chemistry or Anatomy and Physiology  	120	5055 5333
PLTW Medical Interventions  	240	8708
Senior		
AP Statistics  	120	4760
AP Biology  	120	5035
PLTW Biomedical Innovation  	240	8719
Total Hours	1440	

Retention Criteria

It is recommended that students maintain a C or higher to progress to the next semester.

Credits and Certifications

NOCTI Biotechnology Certification

Students are expected to take AP exams and may earn college credit with qualifying scores

Suggested Entry Level Skills

Completed Biology I, Algebra I, and Geometry in high school with a grade of "B" or better in all math and science courses and a strong interest in the medical field. A grade of "C" or better in accelerated and AP courses. 90% attendance for the previous semester, or supporting documentation for extenuating circumstances.

Dual Credit Options:

CVTech Course:

AP Pre-Calculus
Anatomy and Physiology

SWOSU Course:

College Algebra
Anatomy and Physiology 1

Resources

- Biology In Focus: AP Edition
- Human Anatomy and Physiology
- Introductory Chemistry
- Chemistry: A Molecular Approach AP
- Pearson Algebra 2
- Practice of Statistics, 8th Ed
- Precalculus: Graphical, Numerical, Algebraic

Computer Information Systems

The Computer Information Systems program at CVTech prepares students to repair, maintain, and troubleshoot personal computers and related hardware, as well as install and configure operating systems and application software. Students also learn to install, configure, and support local area networks (LANs) within an organizational setting. The curriculum equips students with the technical skills necessary to pursue industry-recognized certifications.

Local Program

Network PC Support Technician, OCAS 9542/9543

Courses		Hours	OCAS
Computer Repair & Troubleshooting I		240	8136
Computer Repair & Troubleshooting II		240	8137
Routing & Switching I		240	8125
Routing & Switching II		240	8126
Total Hours		960	

Occupations

Entry Level Computer Technician
Client Support Technician
Help Desk Technician
Network Technician
PC Technician

Entry Level Salary Range

\$18.00 - \$20.00 per hour

Licensure/Certification

CompTIA
A+
Network+
Security+
Linux+
ITS
Device Configuration and Management
Network Security
Cybersecurity
Networking

Suggested Entry Level Skills

10th grade reading level;
Basic math skills;

Resources

- LabSIM TestOut

Construction Trades

The Construction Trades program at CVTech provides hands-on training in modern commercial and residential building techniques including frame and finish carpentry. Instruction covers roofing, wood and metal framing, siding, doors and trim, cabinetmaking, and basic flooring concepts.

Local Program

General Carpenter, OCAS 9098/9099

Courses	Hours	OCAS
Core Construction	120	
Structural Framing	360	
Cabinet Construction	250	
Cabinet Installation	80	
Interior Finishing	90	
Construction Principles	60	
Total Hours	960	

Occupations

Carpenter
Cabinet Maker's Assistant
Equipment Operator

Entry Level Salary Range

\$17.50 - \$22.00 per hour

Licensure/Certification

OSHA 10 - Construction
Forklift

Suggested Entry Level Skills

9th grade reading level; Basic
math skills

Clothing Requirement

Closed-toe shoes (work boots or tennis shoes); no loose-fitting clothing.

Resources

- Carpenters International Career Connections
- Project Book 3 Residential and Commercial

Cosmetology

The Cosmetology program at CVTech prepares students enrolled in the cosmetologist program for the State Board of Cosmetology licensing exam and to work in the cosmetology industry. Students will receive classroom instruction and hands-on training in sanitation, hair, scalp, nail, and facial treatments. Students must complete 1250 hours of training; high school students may have 250 hours waived if high school courses are successfully completed. Students must register with the State Board of Cosmetology which requires a \$10.00 fee and documentation of date of birth (must be 16 years old by November 1st) and social security number prior to attending class.

High school students may not be enrolled in a pull-out academic class.

Local Program

Cosmetologist, OCAS 9478/9488

Courses

**Hours
HS**

**Hours
Adult**

Introduction to Cosmetology/Theory

150

125

Scalp Treatments and
Shampoo/Conditioning

30

25

Hair Cutting and Hair Shaping

180

160

Hairstyling

120

250

Hair Color Tints and Bleaching

120

140

Hair Restructuring / Permanent Waving

180

200

Basic Manicure/Pedicure

60

70

Basic Facials

60

130

Professional Development/Customer
Service/Shop Management

100

150

Total Hours

1000

1250

Occupations

Cosmetologist
Nail Technician
Esthetician

Entry Level Salary Range

\$17.00 - \$35.00 per hour

Licensure/Certification

Cosmetologist License from the
State Board of Cosmetology

Suggested Entry Level Skills

10th grade reading level; Basic
math skills; Algebra

Clothing Requirement

Uniforms are required; the cost is typically between \$50 to \$60 for top and pants and \$20 for shoes.

Resources

- Pivot Point Cosmetology
- S/P2 Safety

Criminal Justice

The Criminal Justice program at CVTech is designed to prepare students for careers in public safety and emergency response. With a focus on foundational skills and real-world scenarios, students explore roles such as dispatcher, corrections officer, security professional, and are equipped to pursue further education toward becoming a police officer. The program includes training and certification opportunities, helping students develop into well-rounded, service-driven first responders committed to community safety.

Local Program

Criminal Justice, OCAS 9629/9638

Courses

Hours

OCAS

Police Function and Fundamentals	100	
First Aid & CPR	9	
911 Telecommunicator	90	
Criminal Law / Procedures	105	
Narcotics and Clandestine Lab Investigations	30	
Defensive Tactics and Physical Fitness	160	
Traffic Management & Accident Investigation	40	
Criminal Investigations and Evidence	195	
CLEET Phase 1	135	
CLEET Phase II	36	
Crisis Intervention and the Emotionally Disturbed	60	

Total Hours 960

Occupations

Emergency
Telecommunicator
Security Guard
Detention Officer

Requires additional education
or certifications:
Police Officer

Entry Level Salary Range

\$14.00 - \$37.00 per hour

Licensure/Certification

Basic Life Support
Recreational UAS Safety
Private Security, Phase I Basic
Private Security, Phase II Basic
Private Investigator, Phase III

Suggested Entry Level Skills

10th grade reading level; Basic
math skills

Resources

- Forensic Science Fundamentals & Investigations, 3rd Edition
- Law Enforcement I
- Private Security, Phase I Basic
- Private Security, Phase II Basic
- Private Investigator, Phase III

Clothing Requirement

Students must wear closed-toe shoes for all activities (no sandals allowed). Students are required to wear a uniform that will be purchased in the bookstore. If a hat is worn, the brim must be facing their face.

Cybersecurity

The Cybersecurity program at CVTech prepares students for the modern workforce through a hands-on, "Product Cyber Engineering" methodology. Operating as simulated CyberSec Contractors, students learn the complete engineering lifecycle: designing, building, securing, and validating complex enterprise environments from scratch based on real-world Statements of Work (SOW). Moving beyond basic theory, students deploy virtualization infrastructure, enforce Zero Trust architecture, conduct live-fire threat validations, and execute Incident Response playbooks. The program heavily emphasizes critical thinking, teaching students to bridge the gap between deep technical execution and strict regulatory compliance (such as NIST, CMMC, and HIPAA).

Local Program Cybersecurity Specialist, OCAS 9530/9564			Occupations SOC Analyst Cybersecurity Analyst Pentester	
Courses	Hours	OCAS	Entry Level Salary Range \$20.00 - \$29.00 per hour	
Network/Client Operating Systems 	150	8121	Licensure/Certification CompTIA Security+ CompTIA CySA+ Certified in Cybersecurity Cisco Certified Network Associate (CCNA) Cisco Certified Support Technician - Cybersecurity Cisco Certified Support Technician - Networking Systems Security Certified Practitioner (SSCP) Certified Information Systems Security Professional (CISSP) Certified Cloud Security Professional (CCSP) Microsoft Security Operations Analyst Association (SC200)	
Enterprise Security Management	270			
Network Security	270			
Cyber Forensics 	60	8134		
Regulatory Compliance & Auditing 	210	8186		
Total Hours	960		Suggested Entry Level Skills 10th grade reading level; Basic math skills	

Resources

- ISC²
- TryHackMe

Diesel Technology

The Diesel Technology program at CVTech is a NATEF-aligned curriculum designed to prepare students for careers in diesel maintenance and repair. With a focus on heavy-duty, over-the-road trucks and equipment, students receive hands-on training in servicing diesel engines, powertrain components, fuel and electrical systems, air brake systems, and cab air conditioning.

Local Program

Commercial Truck Technician, OCAS 9912/9913

Courses	Hours	OCAS
Fundamentals of Medium/Heavy Diesel Truck Technology	75	
Medium/Heavy Truck Steering and Suspension	90	
Medium/Heavy Truck Brakes	105	
Medium/Heavy Truck Preventive Maintenance	105	
Medium/Heavy Diesel Truck Drivetrain	45	
Medium/Heavy Truck Electricity	220	
Medium/Heavy Diesel Truck Heating and Air Conditioning Introduction	90	
Medium/Heavy Truck Engine Systems	230	
Total Hours	960	

Occupations

Diesel Technician
Hydraulic Equipment Technician
Diesel Drive Hydraulic Technician

Entry Level Salary Range

\$17.00 - \$25.00 per hour

Licensure/Certification

Student ASE:
Brakes
Steering and Suspension
Electrical
Diesel Engines

Forklift
ODCTE Competency Exams

Suggested Entry Level Skills

10th grade reading level; Basic math skills; Algebra; Geometry

Clothing Requirement

Jeans, steel-toe shoes or boots, and safety glasses are required and metatarsal guards are recommended. Lightweight coveralls may be used to protect clothing.

Resources

- CDX Medium/Heavy Vehicle
- AllData website
- Truck Pro website

Digital Media Technology

The Digital Media Technology program at CVTech prepares students for careers in video production and digital communication. Using Apple computers and industry-standard software, students produce a variety of media content while gaining hands-on experience in both creative and technical aspects of digital media. All students receive training in drone operation, with the opportunity to earn FAA commercial drone pilot certification. Video Production students focus on Adobe Premiere Pro and After Effects, while Digital Communications students develop marketing materials using Adobe Photoshop and InDesign, along with strategies for digital marketing through social media platforms.

Local Program

Multimedia Specialist, OCAS 9540/9541

Option 1 Digital Communications

Option 2 Video Producer

Courses

Hours

OCAS

Fundamentals of Technology 

120

8169

Digital Media Production

120

Multimedia & Image Management Techniques 

120

8150

Digital Editing and Production Photography

120

Digital Marketing *Option 1*

80

Broadcast Production *Option 2*

Non-Linear Digital Editing *Option 1&2*

80

Desktop Publishing and Graphic Design 

120

8149

Option 1

Audio Production *Option 2*

Advertising Strategies *Option 1*

120

Non-Linear Digital Production *Option 2*

Capstone

80

Total Hours 960

Occupations

Production Assistant

Digital Media Specialist

Photographer

Marketing Assistant

Entry Level Salary Range

\$14.00-\$25.00 per hour

Licensure/Certification

Adobe Certified Associate:

InDesign

Photoshop

Premiere Pro

FAA Certification:

Recreational Flyer

Commercial Unmanned

Aerial Systems (UAS)

Students will create a professional portfolio or demo reel

Suggested Entry Level Skills

9th grade reading level;

Basic math skills

Resources

- Gmetrix
- AccuSkills
- Stukent

Early Childhood Education

The Early Childhood Education program at CVTech prepares students for careers in early childhood education. Students gain hands-on experience through rotations at the on-site Child Development Center, accredited by the National Accreditation Commission for Early Care and Education Programs (NAC). The center serves children from six weeks to five years of age. As part of the program, students begin building a professional portfolio toward earning the nationally recognized Child Development Associate (CDA) Credential.

Local Program

Early Childhood Education, OCAS 9480/9489

Courses	Hours	OCAS
Planning a Safe, Healthy Learning Environment	120	
Advancing Children's Physical and Intellectual Development	120	
Supporting Children's Social and Emotional Development	120	
Building Productive Relationships with Families	120	
Managing an Effective Program	120	
Maintaining a Commitment to Professionalism	120	
Observing and Recording Children's Behavior	120	
Understanding Principles of Child Development	120	
Total Hours	960	

Occupations

Early Childhood Education
Master Teacher

Entry Level Salary Range

\$8.00 - \$18.00 per hour

Licensure/Certification

CECPD Certifications:

Entry Level Child Care Training
Sleep Safe
Early Learning Guidelines
American Heart Association
BLS / First Aid

ODCTE Competency Tests:

Teacher Assistant
Master Teacher
Pathway to Your National
Credential

After completing this program, students who complete the CDA process while working at a child development center may apply for their National Credential.

Suggested Entry Level Skills

9th grade reading level; Basic math skills

Clothing Requirement

Closed-toe shoes required in the Child Development Center kitchen. Clothing should be washable and fit to allow for movement, outdoor activities and sitting on the floor with children.

Resources

- Working with Young Children
- Child Development
- The Child Development Associate National Credentialing Program and CDA Competency Standards

Electrical Trades

The daytime and evening Electrical Trades programs at CVTech, affiliated with Oklahoma CareerTech, prepare students for both residential and commercial electrical work. Students gain hands-on experience and foundational knowledge in electrical installations, safety practices, blueprint reading, National Electrical Code (NEC) standards, NEC code calculations, and wiring methods. Graduates who meet specific requirements earn a certificate recognized by the Oklahoma Construction Industries Board as experience toward the Journeyman process.

Local Program

Electrician's Assistant, OCAS 9058/9086

Courses	Hours	OCAS
General Safety	100	
Tools and Meters	40	
Blueprint Reading	30	
Electrical Distribution in Construction	40	
Basic Conduit Theory	100	
Alternative Current Theory	60	
Electrical Wiring Installations	390	
Environmental Electrical Practices	80	
Electric Motor Control	80	
National Electrical Code	80	
Total Hours	1000	

Occupations

Electrical Apprentice
Electric Maintenance
Motor Control Apprentice
Junior Electrical Estimator
Generator Installation and
Maintenance Technician

Entry Level Salary Range

\$16.00 - \$24.00 per hour

Licensure/Certification

OSHA 10 - Construction

Preparation for assessment:
Residential Certification
Commercial Certification

Suggested Entry Level Skills

9th grade reading level; Basic
math skills; Algebra; Geometry;

Clothing Requirement

Personal Protective Equipment (PPE) including safety glasses, closed-toe shoes and coveralls or overalls.

Resources

- Construction Core Curriculum;
- 221 Trainee Guide
- Modern Residential Wiring
- Modern Commercial Wiring

Esthetician

The Esthetician program at CVTech prepares students enrolled in the esthetician program for the State Board of Cosmetology licensing exam and to work in the cosmetology industry. Students will receive classroom instruction and hands-on training in sanitation and facial treatments. Students must complete 600 hours of training. Students must register with the State Board of Cosmetology which requires a \$10.00 fee and documentation of date of birth (must be 16 years old by November 1st) and social security number prior to attending class.

High school students may not be enrolled in a pull-out academic class and must commit to attending in June to complete the program.

Local Program

Esthetician/Facialist/Facial Operator, OCAS 9481

Courses	Hours	OCAS
Bacteriology, Disinfection, Sanitation and Safety	80	
Sciences: Histology, Dermatology and Physiology of the Skin	180	
Facials	200	
Non-Permanent Hair Removal	40	
Salon Development	60	
Board Rules, Regulations and Statutes	40	
Total Hours	600	

Occupations

Esthetician
Facialist
Facial Operator
Skin Care Specialist

Entry Level Salary Range

\$18 - \$23 per hour

Licensure/Certification

Esthetician / Facialist License
from the State Board of
Cosmetology

Suggested Entry Level Skills

10th grade reading level; Basic
math skills

Clothing Requirement

Uniforms are required; the cost is typically between \$50 to \$60 for top and pants and \$20 minimum for shoes.

Resources

- Pivot Point

Firefighter

High School
Seniors Only

The Firefighter program at CVTech is a one year program targeted to high school seniors. The program provides a foundational understanding of firefighting and hazardous materials response. Through a combination of classroom instruction and hands-on training, students will study fire behavior, fire prevention, suppression techniques, rescue operations, and the use of personal protective equipment that will prepare them for industry certifications. Embedded in this course is CPR, National Incident Management Systems (NIMS), Traffic Incident Management Systems (TIMS) and Physical Fitness.

Local Program

Firefighter, OCAS 9630

Courses	Hours	OCAS
First Aid and CPR	10	
National Incident Management Systems	20	
Hazardous Materials Awareness	70	
Firefighter I	210	
Firefighter Physical Training	84	
Firefighter II	50	
Basic Vehicle Extrication	20	
Flammable Liquid and Gas Emergencies	16	
Total Hours	480	

Occupations
Firefighter

Entry Level Salary Range
\$21.00 - \$28.00 per hour

Licensure/Certification
Basic Life Support
Firefighter I
Firefighter II
NIMS/TIMS
Hazardous Material Awareness
Hazardous Materials
Operations

Suggested Entry Level Skills
10th grade reading level; Basic
math skills

Program Fee

Students will be required to pay a program fee estimated to be \$250. Price is subject to change.

Resources

- Hazardous Materials For First Responders 6th Edition
- Essentials 8 For Firefighting-Firefighter 1 & 2
- 2024 Emergency Response Guide
- National Incident Management Systems 100, 200, 700 and 800 online course

Clothing Requirement

Students must wear closed-toe shoes for all activities (no sandals allowed). Students are required to wear a uniform for class and for physical training that will be purchased in the bookstore. If a hat is worn, the brim must be facing their face.

Graphic Design

The Graphic Design program at CVTech prepares students for entry-level positions in the graphic design industry, including roles in print shops, sublimation studios, and related fields. Students gain proficiency in Adobe Creative Cloud software—InDesign, Illustrator, and Photoshop—along with various supporting tools used to create and edit visual content. The curriculum emphasizes core design principles in addition to providing hands-on training with industry-relevant production equipment. By the end of the course, students will have built a professional portfolio to showcase their creativity and skills.

Local Program

Graphic Designer, OCAS 9133/9144

Courses	Hours	OCAS
Desktop Publishing and Graphic Design 	180	8149
Multimedia & Image Management Techniques 	120	8150
Graphics Installation	80	
Typography	100	
Production Techniques	140	
Illustration	140	
Page Layout Advertising Design	180	
Fundamentals to Portfolio Development	20	
Total Hours	960	

Occupations

Graphic Artist
Print Shop Associate
Production Assistant
Sublimation Technician

Entry Level Salary Range

\$15.00 - \$25.00 per hour

Licensure/Certification

Adobe Certified Associate:
Illustrator
Photoshop
InDesign

Students will create a professional portfolio

Suggested Entry Level Skills

10th grade reading level;
Basic math skills
(understanding the marks on a ruler for example)

Required Materials

There is a \$50 materials fee that is required for all students in this program.

Resources

- Advertising and Design
- Creative Workshop
- GO: A Kidd's Guide to Graphic Design
- GMetrix
- CONDÈ Video Training
- The Print Handbook

The first year of the Health Careers program at CVTech prepares students in core medical knowledge, anatomy, physiology, medical terminology, CPR, health care communication, and long term care aide skills. Students who complete the program will take the certification test for Long Term Care Aide, also known as Certified Nursing Assistant (CNA), and have the opportunity to add Home Health Aide to their certification. Students who receive their CNA may choose to apply to the following for their second year: Advanced Unlicensed Assistant AUA+, Medical Assistant, Vision Care Assistant, Physical Therapy Services, or Medical Billing and Coding.

Local Program Health Careers CNA, OCAS 9301			Occupations Certified Nursing Assistant Home Health Aide
Courses	Hours	OCAS	Entry Level Salary Range \$15.00 - \$16.00 per hour
Medical Terminology	60		
Anatomy and Physiology 	120	5333	Licensure/Certification AHA BLS Provider CPR Long Term Care Aide LTCA / Certified Nursing Assistant CNA Home Health Aide
HealthCare Provider CPR	9		
Certified Nursing Assistant <i>includes National Health Science Standards (Core) and a minimum of 16 clinical hours in a long term care facility or setting</i>	275		
Home Health Care Nursing Assistant	16		Suggested Entry Level Skills 10th grade reading level; Basic math skills; Algebra
Total Hours	480		

Clothing Requirement

Students must wear scrubs every day (dark gray/pewter); you may wear a HOSA or CV Tech t-shirt instead of a scrub top. A sweatshirt or jacket is allowed with a HOSA or CV Tech short sleeve t-shirt under. Students must wear healthcare appropriate shoes (athletic, closed toe shoes that are clean and professional, no Croc type shoes).

Dual Credit Options:

CVTech Course:

Anatomy and Physiology

SWOSU Course:

Anatomy and Physiology 1

Resources

- Hartman Medical Terminology
- The Human Body in Health and Illness
- Hartman's Nursing Assistant Care – Long Term Care and Home Care

The Health Careers AUA+ program at CVTech offers students a comprehensive entry point into the healthcare field, beginning with training and certification as an Advanced Unlicensed Assistant (AUA). Students then advance to focused instruction in EKG technology and phlebotomy.

Those who meet additional qualifications may pursue a specialized track designed to serve as a foundation for nursing education. Each pathway within the program equips students with the knowledge, skills, and experience needed for continued education and long-term career advancement in the healthcare industry. *This program requires that a student has already completed Health Careers CNA.*

Local Program

Health Careers AUA+, OCAS 9331

Courses	Hours	OCAS
Advanced Unlicensed Assistant	240	
<i>Option 1</i>		
EKG Technician	120	
Phlebotomy	120	
<i>Option 2</i>		
Fundamentals of Nursing I	165	
Fundamentals of Nursing II	75	
Total Hours	480	

Occupations

Certified Nursing Assistant
Home Health Aide
Advanced Unlicensed Assistant
Phlebotomist
EKG Tech
Monitor Tech

Entry Level Salary Range

\$15.00 - \$19.00 per hour

Licensure/Certification

AHA BLS Provider, CPR
NCCT ECG Technician NCET
NCCT Phlebotomy Technician
NCPT
Advanced Unlicensed Assistant

Suggested Entry Level Skills

10th grade reading level; Basic math skills; Algebra

Required for Enrollment

- For AUA and Option 1 above: Must have Long Term Care Aide Certificate
- For AUA and Option 2 above: Must have Long Term Care Aide Certificate, Score of 250 or higher on Accuplacer Reading and Arithmetic Tests; an 80% or higher in MedTerm and Anatomy and Physiology

Clothing Requirement

Students must wear scrubs every day (dark gray/pewter); you may wear a HOSA or CV Tech t-shirt instead of a scrub top. A jacket is allowed with a HOSA or CV Tech short sleeve t-shirt under. Students must wear healthcare appropriate shoes (athletic, closed toe shoes that are clean and professional, no Croc type shoes).

Resources

- Lippincott Acute Care Skills for Advanced Nursing Assistants
- Basic Arrhythmias
- Blood Collection
- Fundamentals of Nursing Care
- The Human Body in Health and Illness

Heating, Ventilation, Air Conditioning, & Refrigeration

The HVACR program at CVTech provides an introduction to residential and light commercial systems. Students gain foundational knowledge and hands-on experience in key areas, including workplace safety, mechanical systems, refrigeration principles, electrical systems specific to HVACR, residential and light commercial air conditioning, domestic and commercial refrigeration, and sheet metal fabrication. *The evening program is adult only.*

Local Program

Residential and Light Commercial HVACR Technician,
OCAS 9059/9080

Courses	Hours	OCAS
Zoning, Ductless, and Variable Refrigerant Flow Systems	70	
Refrigeration Handling and Systems	85	
Heat Pumps	45	
HVAC System Installation and Start-Up	305	
Principles of Heat Transfer and Thermodynamics	195	
Electricity for HVAC	50	
Heat and Air Flow	105	
General Safety	90	
Career major Capstone - WBL/Internship	55	
Total Hours	1000	

Occupations

Apprentice HVAC Technician
Sheet Metal Fabrication
Apprenticeship

Entry Level Salary Range

\$15.00 - \$20.00 per hour
After obtaining a Journeyman's License, employees may earn \$20.00/hour or more.

Licensure/Certification

EPA 608 Certification
HC/HFO Certification
Techniques and Regulations for the Safe Handling of Flammable Hydrocarbon and Hydrofluoroolefin Refrigerants

OSHA 10 General Safety
Gastite Certification

Suggested Entry Level Skills

10th grade reading level; Basic math skills; Algebra; Geometry

Clothing Requirement

Closed-toe shoes and proper PPE are required and long pants are recommended in the shop.

Resources

- NCCER Core Curriculum Trainee Guide
- Your Role in the Green Environment
- NCCER HVAC Level 1-4 Trainee Guide
- Refrigerant Charging and Service Procedures for Air Conditioning

Medical Assistant

High School Only

The Medical Assistant program at CVTech prepares students for a dynamic career in healthcare. Students will learn essential clinical skills like assisting with patient exams, performing diagnostic tests, and conducting lab procedures, along with key administrative tasks such as scheduling and electronic health record management. Upon completion, students are eligible to sit for the NCCT Medical Assistant, ECG Technician, and Phlebotomy Technician exams. This program opens doors to employment in clinics, hospitals, and physician offices, and can also serve as a stepping stone toward other careers in nursing.

Local Program

Medical Assistant, OCAS 9326/9388

Courses	Hours	OCAS
Medical Terminology	60	5333
Anatomy and Physiology 	120	
Medical Assisting Simulation	60	
Law and Ethics for Medical Careers	120	
Clinical Procedures I	120	
Medical Assisting Lab Procedures	120	
Pharmacology	120	
Clinical Procedures II	120	
Administrative Medical Office	60	
Medical Assisting Practicum	60	
Total Hours	960	

Occupations

Medical Assistant
Phlebotomist

Entry Level Salary Range

\$14.00 - \$18.00 per hour

Licensure/Certification

NCCT Certified Medical Assistant
NCCT Phlebotomy Certification
NCCT EKG Technician

Suggested Entry Level Skills

9th grade reading level; Basic math skills

Clothing Requirement

Follow Canadian Valley Technology Center dress code policy for classroom, lab and clinical area.
Clean, neat scrubs, navy, are required for clinical rotation.

Resources

- Hartman Medical Assistant Textbook and Workbook
- HIPAA Online

Medical Billing and Coding - Medical Coding

The Medical Coding program at CVTech equips students with the knowledge and skills needed for careers in medical billing, coding, and administrative support. The curriculum includes training in administrative medical assisting, medical terminology, basic anatomy and physiology, medical coding, insurance processing, and electronic health records. This training prepares students for employment in medical offices and healthcare facilities in roles such as medical billing specialist, medical coder, or administrative medical assistant.

Local Program

Medical Coding Specialist, OCAS 9230/9231

Courses	Hours	OCAS
Foundations of Medical Office	100	
Electronic Health Record	60	
Medical Terminology and Disease Processes for Medical Coding	240	
Diagnostic Coding	180	
Procedure Coding	180	
Advanced Diagnostic Coding <i>Option 1</i> Advanced Procedural Coding <i>Option 2</i>	80	
Medical Insurance and Patient Billing	120	
Total Hours	960	

Occupations

Medical Insurance/Billing Specialist
Medical Coder
Medical Office Assistant
Medical Administrative Assistant
Patient Services Representative

Entry Level Salary Range

\$15.00 - \$19.00 per hour

Licensure/Certification

AHIMA Certified Coding Specialist
AAPC Certified Professional Coder
NHA Certified Billing and Coding Specialist
NHA Certified Electronic Health Record Specialist

Suggested Entry Level Skills

Keyboarding at 35 words per minute; 10th grade reading level; Basic math skills

Dual Credit Options:

CVTech Course:

Outpatient Coding
Inpatient Coding
Medical Terminology

SWOSU Course:

Coding 1
Coding 2
Medical Terminology

Prior Learning Assessment:

Students that receive a certification listed above may receive credit from SWOSU for Coding I, Coding II, and Coding III.

Resources

- Administrative Medical Assistant
- Med Term and Anatomy for Coding
- CPT - Step-By-Step
- CPT - Professional
- Icd-10-Cm/Pcs Coding
- Icd-10-Cm Expert for Hospitals
- Icd-10-Pcs Expert
- Insurance Handbook for Medical Office

Medical Billing and Coding - Patient Account Representative

Adult Only

The Patient Account Representative program at CVTech provides adult students with comprehensive training in administrative medical assisting, medical billing, and electronic health records. This program prepares students for employment in medical offices and healthcare settings in a variety of administrative roles. Students may also have the opportunity to earn nationally recognized certifications through the National Healthcareer Association (NHA), enhancing their qualifications and job readiness in the healthcare industry.

Local Program

Patient Account Representative, OCAS 9213

Courses	Hours	OCAS
Fundamentals of Administrative Technologies	120	
Medical Terminology	80	
Patient Billing and Medical Insurance	160	
Electronic Health Records	120	
Medical Office Procedures	120	
Total Hours	600	

Occupations

Patient Account Representative
Patient Services Representative
Medical Office Assistant
Medical Administrative Assistant

Entry Level Salary Range

\$14.00 - \$16.00 per hour

Licensure/Certification

Administrative Medical Assistant CTTC
NHA Certified Electronic Health Record
Specialist
NHA Certified Medical Administrative
Assistant

Suggested Entry Level Skills

Keyboarding at 35 words per minute
with 97% accuracy; 10th grade reading
level; Basic math skills

Clothing Requirement

Follow Canadian Valley Technology Center dress code policy for classroom, lab and clinical area.

Resources

- Medical Terminology Systems
- Kinns Administrative Medical Assistant

Medical Billing and Coding - Patient Account Specialist

High School Only

The Patient Account Specialist program at CVTech prepares high school students for careers in healthcare administration through focused training in administrative medical assisting, medical billing, and electronic health records. The curriculum equips students with the skills necessary for employment in medical offices and healthcare facilities in a variety of administrative roles.

Students also have the opportunity to earn nationally recognized certifications through the National Healthcareer Association (NHA) and Microsoft Office. This allows students to demonstrate proficiency in essential software applications commonly used in healthcare environments and enhance students' professional credentials and readiness for both immediate employment and future educational opportunities.

Local Program

Patient Account Specialist, OCAS 9230/9231

Courses	Hours	OCAS
Fundamentals of Technology 	120	8169
Fundamentals of Administrative Technologies 	120	8103
Office Administration and Management 	120	8105
Medical Terminology	180	
Electronic Health Records	100	
Patient Billing and Medical Insurance	160	
Foundations of Medical Office	120	
Business Math	40	
Total Hours	960	

Occupations

Patient Account Representative
Patient Services Representative
Medical Office Assistant
Medical Administrative Assistant

Entry Level Salary Range

\$14.00 - \$16.00 per hour

Licensure/Certification

Administrative Medical Assistant
CTTC
NHA Certified Electronic Health
Record Specialist
NHA Certified Medical
Administrative Assistant

Suggested Entry Level Skills

Keyboarding at 35 words per
minute with 97% accuracy; 10th
grade reading level; Basic math
skills

Clothing Requirement

Follow Canadian Valley Technology Center dress code policy for classroom, lab and clinical area.

Resources

- Medical Terminology Systems
- Kinns Administrative Medical Assistant

Physical Therapy Services

High School Only

The Physical Therapy Services program at CVTech is a one year program designed to prepare students to perform the duties of physical therapy technician. Students will gain knowledge of functional musculoskeletal anatomy, basic evaluation skills, gait training/ambulation/patient transfers, therapeutic modalities, therapeutic functional and sports specific rehabilitation/fitness testing, orthotics/prosthetics, taping/bracing, and patient charting/insurance/billing. They will experience hands-on in class instruction, clinical observations, and perform direct patient care. Students also prepare to earn a physical therapy aide certification from the American Medical Certification Association (AMCA).

Local Program

Physical Therapy Aide, OCAS 9382

Courses	Hours	OCAS
Healthcare Provider CPR	15	
Medical Terminology	45	
Functional Anatomy	60	
Essentials of Physical Therapy	60	
Introduction to Sports Medicine & Therapy Careers	60	
Therapeutic Modalities & Rehabilitations for the Physical Therapy Aide	90	
Sports Med & Rehab Essentials	90	
Physical Therapy Aide Mentorship	60	
Total Hours	480	

Occupations

Physical Therapy Aide
Rehabilitation Technician Aide
Occupational Therapy Aide

Entry Level Salary Range

\$15.00 - \$20.00 per hour

Licensure/Certification

Physical Therapy
Technician/Aide Certification
(PTTC)
AHA BLS Provider, CPR, First
Aid

Suggested Entry Level Skills

9th grade reading level; Basic
math skills

Clothing Requirement

Students must wear black jogger style scrub pants with a CVTech t-shirt. CVTech (or sending high school) sweatshirts and jackets are allowed. No torn, ripped, or stained clothing is allowed. Students must wear healthcare appropriate shoes (athletic/tennis shoes- closed toe that are clean and professional, no Croc type shoes).

Resources

- Sports Medicine Essentials: Core Concepts in Athletic Training
- Physical Therapy Aide
- Introduction to Medical Terminology

The Plumbing program at CVTech is designed to prepare students for entry-level employment as plumbing technicians. The curriculum provides a strong foundation in plumbing fundamentals, including trade safety, proper use of tools and equipment, and the responsibilities associated with working in the construction industry.

This program serves as an introduction to the plumbing trade and may lead to further education and career advancement, including the pursuit of licensure as a Journeyman Plumber. Students also have the opportunity to earn credit toward apprenticeship requirements with the Oklahoma Construction Industries Board, accelerating their path to professional certification. *This is an adult only evening program.*

Local Program

Plumbing Technician, OCAS 9067/9095

Courses	Hours	OCAS
Introduction to Plumbing Tools and Materials	100	
Calculations and Drawings	100	
Plumbing Utilities	100	
Rough-In for Final Phase	360	
Plumbing System Repair and Diagnosis	340	
Total Hours	1000	

Occupations

Commercial or Residential
Plumbing Apprentice
Underground Utilities
Apprentice
Commercial or Residential
Maintenance

Entry Level Salary Range

\$17.50 - \$20.00 per hour

Licensure/Certification

OSHA 10 - General

Suggested Entry Level Skills

10th grade reading level; Basic
math skills; Algebra; Geometry

Clothing Requirement

Personal Protective Equipment (PPE) including safety glasses, closed-toe shoes or boots, and long pants are required in the shop.

Resources

- PHCC Plumbing 101, 201, 301, and 401

The Practical Nursing program at CVTech is designed to prepare adult students for a career as Licensed Practical Nurses (LPNs). Upon successful completion of the program, graduates are eligible to sit for the National Council Licensure Examination for Practical Nurses (NCLEX-PN), the required step for obtaining licensure and entering the workforce as a qualified LPN.

Local Program

Practical Nursing, OCAS 9323

Courses	Hours	OCAS
Medical Terminology	45	
Anatomy & Physiology	120	
Intro to Nursing	40	
Fundamentals of Nursing I	165	
Fundamentals of Nursing II	70	
Pharmacology and Intravenous Therapy Skills	60	
Clinical Level II	167	
Medical Surgical Nursing I	85	
Pediatric Nursing	65	
Clinical Level III	241	
Maternal/Newborn Nursing	65	
Mental Health Nursing	40	
Clinical Level IV	205	
Medical Surgical Nursing II	95	
Total Hours	1463	

Occupations

Licensed Practical Nurse

Entry Level Salary Range

\$12.00 - \$27.00 per hour

Licensure/Certification

Students able to apply for NCLEX examination for Practical Nursing licensure

Entry Level Skills

Minimum scores of 250 in reading and 250 in arithmetic on the Accuplacer exam.

Prerequisite

Must complete a Medical Terminology and Anatomy & Physiology course at an approved post secondary institution prior to being admitted into the Practical Nursing program. Canadian Valley also offers prerequisite courses through our Flex Health program. See program director or counselor for more information on these courses.

Clothing Requirement

Students are required to wear scrubs of any color to class every day. School uniform scrubs (specific color with specific patches) are only required during clinicals and are purchased from the CV Tech bookstore.

Resources

- Human Body in Health & Illness
- Fundamentals of Nursing Care
- Nursing Leadership
- Calculate with Confidence
- All in One Care Planning
- Med-Surg Nursing Concepts and Practice
- CPR – BLS for Healthcare Provider
- CPR Training Mouthpiece
- Introduction to Maternity and Pediatrics
- Mental Health Nursing
- Understanding Pharmacology

Precision Machining Technology

The Precision Machining program at CVTech prepares students for a career in the machining field. Students learn blueprint reading, math, measuring tools, and setup and operation of manual machine tools such as lathes, grinding machines, mills and are introduced to CNC machining during their first two years in the program. Students may return as an adult to learn Advanced CNC machining where they will set up, operate, and write programs for CNC mills and lathes and complete an introduction to CADD.

Local Program: Machining, OCAS 9679/9680

Courses	Hours	OCAS
General Safety	30	
Industrial Print Reading	60	
Precision Measurement	50	
Fundamentals of Manufacturing	190	
Manual Milling I	220	
Manual Lathe I	220	
CNC Machining I	190	
Total Hours	960	

Occupations

Machinist

Entry Level Salary Range
\$20.00 - \$22.00 per hour

Licensure/Certification
ODCTE Competency Tests:
Drill Press Operator
Lathe Operator
CNC Machine Center Operator

Suggested Entry Level Skills
11th grade reading level;
Algebra; Geometry; Trig

Resources
Immerse2Learn
Precision Machining Technology
Turning and Machine Center
Programming and Operation
HAAS training manual

Local Program (Adult Only): Advanced CNC Machining

Courses	Hours	OCAS
CNC Lathe Programming	240	
CNC Mill Programming	240	
CADD / Cam	120	
Total Hours	600	

Prerequisite

Complete the Machinist program or have comparable, documented work experience

Occupations
CNC Machine Operator / Programmer

Entry Level Salary Range
\$22.00 - \$24.00 per hour

Licensure/Certification
ODCTE Competency Tests:
CNC Machine Center Operator

Clothing Requirement

Long pants, short-sleeved shirts, closed-toe shoes with socks, and safety glasses are required.

Pre-Engineering

High School Only

The Pre-Engineering program at CVTech is a college preparatory curriculum designed for sophomores, juniors, and seniors. It integrates advanced mathematics and science with hands-on, real-world applications of engineering principles. Students apply these principles to design, construct, and program a variety of innovative projects. Project-based learning includes robotics, rocketry, circuitry, computer-aided design (CAD), and drone technology. Course placement within the program is determined based on each student's prior coursework completed at their home high school. As a result, individual course schedules may vary.

Local Program			Retention Criteria
Pre-Engineering Academy, OCAS 9862/9871			A student must make a B or higher each semester to progress to the next semester.
Courses	Hours	OCAS	
Sophomore			Credits
Accelerated Algebra II  	120	4412	Many students earn college credit in the AP courses
Accelerated Chemistry  	120	5051	Project Lead the Way college credit hours may be earned
PLTW Introduction to Engineering and Design  	120	8709	
PLTW Principles of Engineering  	120	8710	Resources
Junior			Flamingo Math
Accelerated Pre-Calculus  	120	4611	College Physics
AP Physics I  	120	5213	Mechanics and Electricity and Magnetism Physics for Scientists and Engineers
PLTW Aerospace Engineering  	120	8715	Algebra 2 Common Core
PLTW Computer Integrated Manufacturing  	120	8712	TI-Nspire CX calculator
Senior			TI-Nspire CX2 CAS calculator
AP Calculus BC  	120	4616	Chemistry: A Molecular Approach
AP Physics C - Mechanics  	120	5216	World of Chemistry
PLTW Digital Electronics  	120	8711	
PLTW Engineering Design and Development	120	8716	
Total Hours	1440		Suggested Entry Level Skills / Academic Criteria
			A student who meets pre-ACT/SAT college readiness benchmarks in STEM or math and science and has a grade B or higher in high school math and science courses may be accepted.

Project Connect is an alternative education program designed to help high school students ages 16-19 acquire a marketable skill while earning the credits necessary to receive a high school diploma. The school week includes 15 hours of academic instruction and 15 hours of occupational instruction. During the six hours in the school day, students are in Project Connect for three hours and they are in a tech program for the other three hours.

Local Program

Project Connect

Goals

1. Assist students with gaining the knowledge and understanding of required academic courses with 80% accuracy as presented in individual academic contracts.
2. Practice effective communication and life skills.
3. Provide students with the writing, grammar and math skills necessary to become a successful employee.
4. Provide students with the study skills and critical thinking skills needed to prepare them for higher education and training.
5. Develop character traits that will contribute to success in the workplace and society.

Students must be referred by partner school principals or counselors.

Intake Schedule will be provided to sending schools through the Counseling Department.

Contact the following to make a referral or submit completed applications:

Markus Truelove - PC Principal
405.422.2383
mtruelove@cvtech.edu

Melissa Jonsson - PC Counselor
405.422.2387
melissa.jonsson@cvtech.edu

Diploma Requirements

Students must meet graduation requirements of their partner schools. Through one-on-one counseling, students contract to earn the credits needed for a high school diploma. Credits are transcribed by the partner high school.

Project SEARCH provides employment and educational opportunities for post-secondary technology center students with disabilities. This nine-month, non-paid internship program is designed to prepare students for entry-level employment through training and career development. Emphasis is on employability skills and the desire to work.

The Project SEARCH “classroom” is in a business setting provided by INTEGRIS Hospital. Students’ immersion in the workplace encourages teaching and learning to take place through continuous feedback and the acquisition of work skills. Project SEARCH is made possible through a partnership of INTEGRIS Canadian Valley Hospital in Yukon, Canadian Valley Technology Center Cowan Campus, and a variety of support agencies.

Local Program

Project Search, OCAS 9321

Framework	Hours	OCAS
Rotation	550	
Employability Skills	50	
Total Hours	600	

Possible Course / Rotations

Nursing	Patient Materials
Dietary	Building Maintenance Services
Outpatient Surgery	Environmental Services
Materials/Warehouse	Women’s Center
Admissions	Mail Room
Physical Therapy	Medical Records

Qualifications and Requirements

- One-year successful attendance at career tech or work-study during high school
- Preference given to prior CV Tech students
- Active Department of Rehabilitation Services case file
- Basic math, reading, and communication skills
- Employee Health Screening including a drug screen, two Tuberculosis tests, and any other tests requested by INTEGRIS Employee Health Department

Clothing Requirement

Closed-toe, non-slip shoes are required. Interns will wear washable, properly fitting scrubs that allow for movement and physical activities required by the program. Scrubs will be a designated color and require Project SEARCH and Canadian Valley Technology Center logos. Students must wear a hospital-issued identification badge. If lost or ruined, students are required to pay fifteen dollars (\$15) to replace the badge.

Service Careers - Building and Grounds

The Service Careers Building and Grounds Maintenance program at CVTech provides students with hands-on training in horticulture, landscaping, floral design, and facilities cleaning. Students gain practical experience by working in the on-site greenhouse, maintaining the Service Careers garden, and applying landscaping and floral design techniques in real-world settings. The program places a strong emphasis on developing employability skills, including professionalism, a positive attitude, teamwork, and a strong work ethic—qualities essential for success in the building and grounds maintenance industry.

Local Program

Service Careers - Building and Grounds, OCAS 9071/9076

Courses	Hours	OCAS
Introduction to Service Careers	360	
Groundskeeping and Tool Operation	300	
Facility Care/Basic Grounds Care	120	
Professional Service	180	
Total Hours	960	

Occupations

Greenhouse Assistant
Landscape Assistant
Custodian
Florist Assistant
Home and Garden Store Associate

Entry Level Salary Range

\$8.00 - \$15.00 per hour

Licensure/Certification

Forklift

ODCTE Competency Test:
Facilities Maintenance Tech

Suggested Entry Level Skills

Basic reading and math skills but most important is a willingness to learn, work, and be employable upon completion of this program.

Clothing Requirement

Closed-toe shoes are required for all activities. Long pants are required for custodial and landscape labs. Students should wear old clothes or may keep a set of work clothes in their lockers.

Resources

- Teacher Created and Industry-Based

Service Careers - Hospitality

The Service Careers Hospitality program at CVTech prepares students for entry-level employment in the hospitality and service industries by developing essential skills in customer service, event setup, hotel housekeeping and laundry operations, and office cleaning services. The program also emphasizes effective communication, teamwork, and organizational abilities. A strong focus is placed on the development of employability skills, including a positive attitude, professionalism, and a strong work ethic—qualities highly valued by employers in the hospitality sector.

Local Program

Service Careers - Hospitality, OCAS 9434/9442

Courses	Hours	OCAS
Introduction to Hospitality & Tourism	30	
Sanitation and Cleaning	90	
Customer Service	120	
Lodging Services	240	
Food & Beverage Services	240	
Event Services	120	
Employment Readiness	120	
Total Hours	960	

Occupations

Housekeeper
Event Staff
Breakfast Attendant
Laundry Attendant
Room Service Server
Dining Room Attendant

Categories

- Accommodations
- Transportation
- Food and Beverage
- Attractions

Entry Level Salary Range

\$8.00 - \$18.00 per hour

Licensure/Certification

ServSafe Exams

Suggested Entry Level Skills

Basic reading and math skills but most important is a willingness to learn, work, and be employable upon completion of this program.

Clothing Requirement

Students must wear closed-toe shoes for all activities (no sandals allowed). Students should wear shirts that cover their shoulders (no tank tops allowed). If a hat is worn, the brim must be facing their face.

Resources

- Teacher created and Industry-Based

The Surgical Technology program prepares competent entry-level surgical technologists through education in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Graduates will be equipped to provide high-quality healthcare to a diverse patient population, with consideration for individuals of all ages and cultural backgrounds. Students are encouraged to remain engaged in continuing education to stay current with evolving trends in healthcare. Throughout the program, emphasis is placed on developing professional behavior that aligns with legal standards and the ethical principles outlined in the Association of Surgical Technologists (AST) Code of Ethics.

Local Program

Surgical Technologist (Accredited Program), OCAS 9343

Courses	Hours	OCAS
Medical Terminology	40	
Anatomy and Physiology	120	
Surgical Techniques I	30	
Introduction of Surgical Technology	60	
Basic Sciences of Surgical Technology	50	
Essentials of Surgical Asepsis	120	
Surgical Case Management	120	
Surgical Procedures I	120	
Surgical Technology Practicum I	210	
Surgical Procedures II	120	
Surgical Technology Practicum II	210	
Total Hours	1200	

Occupations

Surgical Technologist

Entry Level Salary Range

\$20.00 - \$25.00 per hour

Licensure/Certification

CST Nationally Certified
Surgical Technologist
TS-C Tech in Surgery - Certified
CPR

Entry Level Skills

9th grade reading level; Must score 250 in reading and 238 in arithmetic on Accuplacer to apply.

Clothing Requirement

The Surgical Technology Program dress code requires students to wear black scrubs every day. See classroom rules and ST Policy and Procedure book for any further clothing requirements.

Prerequisite:

Students must have already completed Medical Terminology and Anatomy & Physiology. A transcript with grade must be submitted as documentation. Canadian Valley also offers prerequisite courses through our Flex Health program. See program director or counselor for more information on these courses.

Resources

- Surgical Technology for the Surgical Technologist: A Positive Care Approach, 6th Ed. with MindTap
- Surgical Case Counts
- Practical Pharmacology for the Surgical Technologist 1st Ed.
- Surgical Instrumentation, 3rd Ed. with MindTap

The Teacher Prep program at CVTech is designed to give high school students an early start toward a career in education, whether as a future teacher or in support roles such as a paraprofessional. This one-year program introduces students to a variety of teaching careers and provides valuable hands-on experience through internships in local school classrooms. Students have the opportunity to earn certification as a teacher's aide and build a strong foundation for entry into a college-level teacher education program. The curriculum emphasizes both practical experience and career exploration within the field of education.

Local Program

Teacher Prep, OCAS 9241

Courses	Hours	OCAS
The History of Education	30	
Human Growth and Development	90	
Instructional Methods	150	
Diverse Learners	90	
Internship	60	
Educator of Tomorrow	60	
Total Hours	480	

Occupations

Paraprofessional
Teaching Assistant

Requires additional education
or certifications:
Teacher

Entry Level Salary Range

\$11.00 - \$15.00 per hour

Licensure/Certification

Praxis ParaPathways

Suggested Entry Level Skills

10th grade reading level; Basic
math skills

Prior Learning Assessment:

Students that complete this program may receive credit from SWOSU for Foundations of Education and The Art & Science of Teaching.

Resources

- Teach Oklahoma
- Teaching Textbook, 4th edition
- Teaching Workbook
- First Days of Teaching
- The Classroom Management Book

Underground Utility Locating Technician

High School
Seniors Only

The Underground Utility Locating Technician program at CVTech prepares students with the skills required to be a line locating technician. Students will be introduced to utility types, installation methods and the theory of electromagnetic locating and will apply their knowledge of safe work techniques and industry best practices. Students will learn how locating underground utilities is necessary for the excavation and construction industry not only to keep excavators and homeowners safe while digging but also to prevent the disruption of vital utility services such as electric, gas, phone, cable, and fiber optics.

Local Program

Underground Utility Locating Technician, OCAS 9737

Courses	Hours	OCAS
Industry Orientation	30	
Theory of Electromagnetic Locating	50	
Equipment Orientation	50	
Cable TV Facilities	40	
Telephone Facilities	40	
Electric Facilities	50	
Natural Gas Facilities	50	
Fiber Optic Facilities	50	
Capstone - Work Based Learning	120	
Total Hours	480	

Occupations

Underground Utility Locating Technician

Entry Level Salary Range

\$20.00 per hour

Licensure/Certification

OSHA 10 - General Industry
Basic Life Support (CPR)

Suggested Entry Level Skills

10th grade reading level; Basic math skills; Algebra; Geometry

Requirements:

- Must have a valid driver's license and a good driving record
- Must be able to pass a DOT-level drug screening.

Clothing Requirement

Personal Protective Equipment (PPE) including safety glasses and closed-toe shoes

Resources

- USIC: U.S. Infrastructure Corporation

Vision Care Assistant

The Vision Care Assistant program at CVTech prepares students for entry-level positions in the eye care field through comprehensive training in diagnostic testing, clinical assistance, and administrative support. Students learn to perform and document a variety of diagnostic procedures under physician supervision, record patient information and medical history using electronic medical records, and maintain ophthalmic instruments. The program also emphasizes supporting physicians during patient appointments, delivering exceptional customer service, and providing patient care. In addition, students gain skills in patient instruction and education regarding the proper care and use of corrective lenses.

Local Program

Vision Care Assistant, OCAS 9346

Courses	Hours	OCAS
Vision Care Introduction	30	
Optics	120	
Ocular Anatomy and Physiology	80	
Ocular Medical Terminology	40	
Photography and Imaging	80	
Ocular Disease and Ocular Pharmacology	60	
Clinical Skills	70	
Total Hours	480	

Occupations

Ophthalmic Assistant
Optometric Assistant
Ophthalmic Photographer

Entry Level Salary Range

\$16 - \$19 per hour

Licensure/Certification

AHA BLS Provider / CPR
Optometric Assistant

Suggested Entry Level Skills

10th grade reading level; Basic Algebra

Clothing Requirement

Students must wear scrubs every day (gray); you may wear a CV Tech t-shirt instead of a scrub top in class but a full set of scrubs is required for clinicals. A sweatshirt (no hoodies) or jacket is allowed with a CV Tech short sleeve t-shirt under. Students must wear healthcare appropriate shoes (athletic, closed toe shoes that are clean and professional, no Croc type shoes). Long fingernails can interfere with completing the skills of a technician, please keep nails to a modest length; consider no more than a quarter of an inch beyond your fingertip.

Resources

- The Ophthalmic Assistant
- Anatomy & Physiology Overview

Welding

The Welding program at CVTech prepares students for careers in the welding and metal fabrication industry. The program offers hands-on training in a variety of welding processes, including Shielded Metal Arc Welding (SMAW/Stick), Gas Metal Arc Welding (GMAW/MIG), Flux Cored Arc Welding (FCAW), and Gas Tungsten Arc Welding (GTAW/TIG). Students also receive instruction in oxy-fuel cutting and weld shop blueprint reading, equipping them with the foundational skills needed for success in industrial, construction, and manufacturing settings. *The evening program is for adults only.*

Local Program:

Pipe/Structural Welder/Fitter, OCAS 9707/9708

Courses	Hours	OCAS
Fundamentals of Metal Fabrication	240	
Shielded Metal Arc Welding	120	
Advanced Shielded Metal Arc Welding	120	
Gas Tungsten Arc Welding	120	
GMAW <i>option 1</i> FCAW <i>option 2</i>	120	
Advanced Metal Cutting and Fabrication	240	
Total Hours	960	

Occupations

Welder
Fabricator
Fitter
Inspector
Retail Sales

Entry Level Salary Range

\$15.00 - \$30.00 per hour

Licensure/Certification

Certified Welder

Suggested Entry Level Skills

9th grade reading level; Basic math skills

Clothing Requirement

Steel-toe high-top boots, welding shirt or jacket, safety glasses, welding cap and welding gloves. Adult students must purchase a welding hood.

Resources

- Welding Technology Fundamentals
- Hobart Institute of Welding Technology Step-by-Step Books
- Miller Open Book Online



Appendix

4.28 in.

0.67 in.

Academic Credits

Secondary students who complete one of the following CareerTech programs at CVTech will have gained the set of academic credits below.

Program	OK Promise Credit with OCAS Code
3D Design and Modeling	• 8905 Fundamentals of Computer Aided Drafting and Design • 8904 Engineering Computer Aided Drafting and Design
Accounting and Business Management	• 8169 Fundamentals of Technology • 8103 Fundamentals of Administrative Technologies • 8105 Office Administration & Management • 8104 Administrative Technologies II
AI and Computer Programming	• 8153 Fundamental of Web Design • 8871 Python • 8141 SQL and PL/SQL Database Applications • 8121 Network/Client Operating Systems
Aviation Maintenance Technician	• 8886 Applied Sciences of Aircraft Maintenance • 8887 Aviation Electricity
Biomedical Sciences	• 8706 Principles of Biomedical Sciences • 8708 Medical Interventions • 8719 Biomedical Innovation • 4412 Accelerated Algebra II • 5051 Accelerated Chemistry • 4614 AP Pre-Calculus • 5055 AP Chemistry • 5333 Anatomy and Physiology • 4760 AP Statistics • 5035 AP Biology
Computer Information Systems	• 8136 Computer Repair & Troubleshooting I • 8137 Computer Repair & Troubleshooting II • 8125 Routing & Switching I • 8126 Routing & Switching II

Academic Credits

Program	OK Promise Credit with OCAS Code
Cybersecurity	• 8121 Network/Client Operating Systems • 8134 Cyber Forensics • 8186 Regulatory Compliance & Auditing
Digital Media Technology	• 8169 Fundamentals of Technology • 8149 Desktop Publishing and Graphic Design • 8150 Multimedia & Image Management Techniques
Graphic Design	• 8149 Desktop Publishing and Graphic Design • 8150 Multimedia & Image Management Techniques
Health Careers CNA	• 5333 Anatomy and Physiology
Medical Assistant	• 5333 Anatomy and Physiology
Medical Billing and Coding - Patient Account Specialist	• 8169 Fundamentals of Technology • 8103 Fundamentals of Administrative Technologies • 8105 Office Administration and Management
Pre-Engineering	• 8709 Introduction to Engineering Design • 8710 Principles of Engineering • 8715 Aerospace Engineering • 8712 Computer Integrated Manufacturing • 8711 Digital Electronics • 8716 Engineering Design and Development • 4412 Accelerated Algebra II • 5051 Accelerated Chemistry • 4611 Accelerated Pre-Calculus • 5213 AP Physics I • 4616 AP Calculus BC • 5216 AP Physics C - Mechanics

Adult Enrollment Steps

How do I apply?

Step 1: Submit your testing waiver or complete placement testing.

Do I qualify for a testing waiver? The following can be used as a testing waiver for enrollment. Test scores are valid for 5 years from the test date.

- ACT: Composite of 19 or higher
- SAT: Composite of 980 or higher
- Pass at least 12 hours of level one college courses or Associate Degree (within the last 5 years). Students must be in good standing with the previous school.
- Bachelor or Master's Degree (can be older than 5 years, no time restriction)
- Prior Assessment
 - Accuplacer Next Gen scores: 235 in Reading; 238 in Arithmetic
 - Workkeys: 3 in all areas
 - ASVAB: 65 or higher

If you do not meet any of the above criteria, schedule the Accuplacer Assessment

- Call: El Reno Campus (405) 422-2318; Cowan Campus (405) 422-2382. The first test is free; retest or no show will result in a fee.
- Cut scores: Reading 235 / Arithmetic 238
 - Exceptions: Practical Nursing program: Reading 250; Arithmetic 250
Surgical Technology: Reading 250; 238 Arithmetic
Aviation Maintenance Technician: 245 Reading; 245 QRAS
- If accommodations are needed: Prior to scheduling your assessment,
Call: El Reno Campus (405) 422-2284 ; Cowan Campus (405) 345-3376

Once you submit your testing waiver or complete your accuplacer testing, you will meet with the appropriate program counselor. At this point, you will be enrolled, placed on a waiting list, or offered remediation.

Step 2: Payment options

- Students may complete the FAFSA application online:
<https://studentaid.gov> Use school code: 009965
- Determine if you qualify for the Next Step Scholarship.
 - Are you 23 years of age or younger?
 - Do you have a high school diploma or GED?
 - Do you live in one of our partner school districts?
 - All adult students must complete the FAFSA in order to be considered for the Next Step Tuition waiver from CVTech.
- Self pay or other scholarships awarded.

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION
CONTRACT FOR SECONDARY CAREER AND TECHNOLOGY EDUCATION PROGRAM(S) FOR SCHOOL YEAR 2026-2027

It is understood and agreed that Oklahoma Career and Technology Education funds will be used to assist in the development and maintenance of a Career and Technology Education program that meets the standards, provisions, and requirements contained in the State Plan for Career and Technology Education, the CareerTech state rules and regulations, and policies pertaining to Career and Technology Education, state laws, and federal policies pertaining to Career and Technology Education. The aforementioned district will provide the funds necessary for quality programs and report such expenditures to the Oklahoma Department of Career and Technology Education (ODCTE). All programs supported under this contract have been coordinated with other training agencies and institutions in the area.

It is also understood and agreed that necessary records shall be kept, and all reports required by the State Board shall be submitted to the appropriate area of ODCTE by the established due date. The **Salary and Teaching Schedule due on September 30**, is one of these reports and is considered a part of this contract in addition to **CESI Enrollment due October 31** and the **Follow-up Reports due November 30**. Those programs delinquent in submitting accurate reports are subject to having reimbursement withheld or withdrawn by ODCTE.

The program(s) on the listed attachment shall have an established local advisory committee to assist in their development and/or direction.

The teacher(s) of the program(s) listed herein shall have a valid teaching certificate in the specific subject matter area. Other Career and Technology Education personnel involved in the delivery of the programs listed shall meet the minimum requirements for the duties and responsibilities for which funds are requested.

It is understood that program(s) provided for in this contract, as indicated on the list of programs included with this contract, and the Salary and Teaching Schedule, shall be operated for ten or twelve calendar months. Ag Education is a twelve (12) month program. All other CTE programs follow the school calendar. Should any program(s) not be operational for the entire period and led by a certified instructor(s) as indicated on this contract, it is understood that funding will be reduced proportionately.

Program assistance funds received from ODCTE shall be spent on CareerTech programs and will be coded to 412. Salary supplement received from ODCTE shall be coded to 411.

Furthermore, the aforementioned school district certifies that all such program(s) listed in this contract are open with respect to equal access to males and females and that disabled students who, under the direction of a planning committee, apply for admission, are provided Career and Technology Education as specified in the Individual Education Plan (IEP) as appropriate.

If you have any questions, contact Katha Cinnamon at Katha.Cinnamon@careertech.ok.gov or (405) 743-5195.

This signed contract should be returned to secondarycontracts@careertech.ok.gov no later than **September 30**.

Approved:



Brent Haken, State Director

7/28/2026

Date

President, Board of Education

Date

Superintendent of Schools

Date

Ninnekah School System

District Name (please print)

**ART/LIFE SKILLS PROGRAM
MEMORANDUM OF UNDERSTANDING**

PURPOSE

The purpose of this Letter of Agreement is to establish a formal understanding between Ninnekah Public Schools (NPS) and Southwest Youth and Family Services, Inc. (SWYFS) for the provision of curriculum-based services.

BACKGROUND

Southwest Youth and Family Services mission is to promote the general welfare of children, youth and families in Grady, Caddo, and Cotton Counties with the aid of an agency that administers social services that are designed to facilitate individual, family, and community growth; to implement programs that prevent juvenile delinquency; and to provide alternatives for the diversion of troubled children from the Juvenile Justice System.

PROGRAM DESCRIPTIONS

Services will be provided during school either as part of a student's regular class schedule or individually. The Botvin LifeSkills and Building Resiliency Through Visual Arts curriculums will be utilized. While students are learning about the basic elements of art and principles of design they will also be developing social skills. In this unique class lessons on the basic elements of art and principles of design are woven with life lessons on responsibility, bullying, gangs, peer pressure, relationships, values, communication, stress, anxiety, life skills, problem solving, culture, anger, character, alcohol and other drugs, and manners.

ROLES AND RESPONSIBILITIES

I. Southwest Youth and Family Services, Inc. will:

1. Provide at least 1 staff to facilitate programs for each period assigned.
2. Provide all curriculum, materials, and training necessary to facilitate programs.

II. Ninnekah Public Schools will:

1. Provide a classroom for instructional use.
2. Provide a substitute, upon request, in the extremely rare instance that SWYFS does not have staff available for facilitation.
3. Require all students to complete a permission slip for enrollment in the Health/Art/Life Skills Program.
4. Notify SWYFS a day prior if no students will be available at the scheduled time of instruction. Failure to provide adequate notice may result in the discontinuation of services.

COMMUNICATION

Both parties maintain an open line of communication and it is understood that _____ is the primary decision maker for NPS and Shanna Rice for SWYFS. Though program implementation may be delegated to other staff, significant changes in programming will not be made without consultation with both decision makers.

This agreement shall be in effect beginning in the 2026-2027 school year and will continue until either party notifies the other in writing of their intent to modify the agreement giving of a thirty (30) day's notice.

Ninnkah Public Schools

Date

Shanna M. Rice, CEO/Executive Director - Southwest Youth and Family Services, Inc.

Date

BOARD MEETINGS

Meetings: Meetings of the board shall be held in an orderly, professional manner. Robert's Rules of Order shall be used to conduct business of the board unless otherwise stated.

Regular Meetings: Regular meetings of the Board shall be held on the third Thursday of each month at 6:00 P.M. in the Administration Office, East Side of the Gym, Located at the corner of Maple and Dell Street, unless otherwise scheduled.

Special Meetings: A special meeting may be called by the Superintendent or by the Board President as authorized by law. Business transacted at any special meeting shall be limited to that permitted by law.

Emergency Meetings: Emergency meetings of the Board may be called by the Superintendent or by the Board President as permitted by law.

Notice of Meetings: Notice of all meetings shall be given as required by law.

Agenda: As executive officer of the Board, the Superintendent, in consultation with the President, and appropriate members of the staff, is responsible for the preparation of the agenda for Board meetings. The agenda shall be posted in a prominent public view as required by law. Items requested by Board members for inclusion on the agenda will be placed on the appropriate agenda unless the Board President removes the item from consideration. All matters to be discussed at a meeting must be listed on the agenda for the meeting, including proposals for executive session.

The finalized, approved agenda for all meetings shall be prepared by the Superintendent in accordance with the law and distributed to each Board member with any supporting material prior to any regular Board meeting. In addition, a copy of the agenda and any information which is not confidential shall be made available electronically for any employee bargaining representatives.

Information on Website: District shall make information regarding its meetings and agendas available on its Website as required by law.

Quorum and Voting: A majority of the members of the Board shall constitute a quorum for the transaction of business. If a quorum is not present when the meeting is called to order, the only action that the members may take is to continue the meeting to another date and/or time. Each member shall have one (1) vote, and all votes shall be publicly cast and recorded. All motions shall be carried by a majority of the members present or as otherwise required by law. An abstention from voting by a member present at a meeting shall be deemed a "no" vote for purposes of determining a majority vote.

AF

Minutes: The Minutes Clerk shall keep, or cause to be kept, complete records of meetings of the Board. These minutes shall include:

1. Those members present and absent and all matters considered by the Board;
2. In the case of an emergency meeting, the nature of the emergency and the proceedings occurring in such meeting, including the reasons for declaring an emergency meeting;
3. A record of all actions taken by the Board, with the vote of each member recorded;
4. Resolutions and motions in full; reports and documents relating to a formal motion may be omitted if they are referred to and identified by title and date;
5. A record of the disposition of all matters which the Board considered but on which the Board did not take action.

Copies of the minutes shall be made available to all Board members before the meeting at which the minutes are to be approved. The minutes shall become permanent records of the Board and shall be in the custody of the Minute Clerk. The Minute Clerk shall make them available to interested persons upon request according to District's Open Records Policy.

Executive Sessions: Executive sessions, which are closed to the public, may be held as prescribed by law. The fact that an executive session was held and the purpose for which it was held shall be recorded in the minutes; however, the discussions held in executive session shall be confidential and shall not be made public. The Superintendent shall attend all executive sessions, unless the Board President shall determine otherwise. The Board President may also invite other persons to attend an executive session or a portion of an executive session. No official action may be taken while the Board is in executive session.

Electronic Recording: All meetings of the Board may be electronically recorded in order to assist the Minute Clerk in preparing the official minutes of a Board meeting. Any recordings of Board meetings shall be retained until the Board has approved the minutes. Recordings of Board meetings may be requested according to District's Open Records policy.

Public Decorum at Board Meetings: In order that Board meetings operate smoothly and without disruption, the following guidelines shall be followed:

1. Members of the audience shall not interrupt any person who has been recognized as having the floor by the Board President.
2. Members of the audience or persons attending Board meetings shall not display or place any banners or signs in the room where the Board meeting is to be held.

3. Persons who cause a disruption or disturbance of a Board meeting shall be warned once by the Board President that such disruption or disturbance may result in eviction from the Board meeting. If the person continues such disruption or disturbance, the Board President may contact the appropriate law enforcement agency and request that the person be removed from the Board meeting. In addition, the person may be charged with any possible criminal violations for the disruption or disturbance if District decides to pursue such charges.

Public Participation at Board Meetings: -The purpose of a Board meeting is for the Board to conduct District's business and to deliberate and act upon matters before the Board, unless the Board is specifically conducting a public hearing on a matter. The public is encouraged to attend and to observe meetings of the Board and to participate whenever a public hearing is being held. Members of the public shall not be recognized while the Board is conducting its official business.

Public participation time will be available at all regular meetings. Persons may complete the required form and request to address the Board during the Public Comment section of the agenda so long ~~as~~ such request is made ~~more than twenty-four hours~~ at least thirty (30) minutes prior to the ~~posting of the agenda~~ beginning of the meeting. If the request to address the Board is approved, each person or group addressing the Board shall be allowed three (3) minutes to address the Board on matters/items which are listed on the agenda. Groups consisting of three (3) or more persons shall designate a spokesperson who shall speak for and represent the group. The Board President will recognize speakers, maintain proper order, and comply with time limits.

Persons addressing the Board shall not be permitted to engage in defamatory conduct and shall not engage in disruptive behavior. The Board will not tolerate personal attacks on members of the Board, the administrative staff, or any employee.

Board members and District's administrative staff are not required to respond to questions or comments from the public since doing so could be in violation of the Oklahoma Open Meeting Act. The Board will not take any action on an item addressed by the public unless such item is properly on the agenda as an action item or is properly considered new business as defined by law.

Adopted: August 18, 2022
Revised: August 22, 2022; July 1, 2026

SAFETY PROGRAMS

General: The regulations, practices, and procedures of District shall promote safety throughout District and shall establish and maintain conditions which are reasonably safe and healthful for District employees, students, and visitors. The Superintendent or the Superintendent's designee shall have overall responsibility for the safety programs of District. General areas of emphasis shall include, but not be limited to, in-service training, accident record-keeping, facility inspection, driver and vehicle safety programs, fire prevention, emergency procedures, traffic safety, and the safety of all persons present on District property or attending District-sponsored events.

Emergency Drills: The Superintendent or the Superintendent's designee shall prepare and publish a plan for the evacuation of each of District's buildings in case of emergency. District shall have written plans and procedures for protecting students, staff, and visitors from natural and man-made disasters and emergencies such as tornados. Disaster plans shall be placed on file with District and with the local emergency management organization. Annually, the Administration shall report to the Board the status of emergency preparedness and identified safety needs for each school. Each fire drill shall be documented in writing, and such records shall be preserved for at least three (3) years and made available to the State Fire Marshall/or his/her agent upon request. Documentation of other emergency drills shall be maintained in writing with a copy at the school site, a copy filed with District's administrative offices, and a copy submitted to the Oklahoma School Safety Institute as created by the Oklahoma Office of Homeland Security.

Security and Safety Drills: Each public school within the District shall perform at least four (4) security drills per school year as required by law. No security drill shall be conducted at the same time of day as a previous security drill conducted in the same school year, and no more than two security drills shall be conducted in one semester. One security drill shall be conducted within the first fifteen (15) days of each semester. Additional drills may be conducted at the discretion of the District. Security drills shall be conducted for the purpose of securing school buildings to prevent or mitigate injuries or deaths that may result from a threat around or in the school. The drills shall conform to the written plans and procedures adopted by the District. All students and employees shall participate in the drills with the extent of student involvement to be determined by the District.

In addition to the four (4) security drills, all districts are required to conduct a minimum of six (6) safety drills as follows:

1. **Tornado Drills:** Disaster/Tornado drills shall be conducted at least two (2) times each

school year with at least one (1) drill being conducted in September and one (1) being conducted in March.

2. **Fire Drills:** Principals shall prepare and publish a plan for the evacuation of their respective buildings in case of fire. Fire drills shall be conducted at each school site at least once per semester and must occur within the first fifteen (15) days of each semester. Fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.
3. **Additional Drills:** In determining the additional safety drills to be performed, the principal and the superintendent shall consider conducting additional drills of any type provided for herein, one (1) or more drills developed by the District that are consistent with the risks assessed for the particular facility, or to conduct one (1) or more drills in accordance with the recommendations of the Safe School Committee and/or local fire and law enforcement.

Emergency Closings: The Superintendent or the Superintendent's designee may close the District's schools, dismiss school early, delay the beginning of school, or take other appropriate measures in the event of hazardous weather or other emergencies which necessitate such action.

Health and Safety Emergency: District's primary concern in any emergency situation is the health and safety of the students, staff and their families. In the event of an emergency that endangers health and safety in such a manner that a person's physical presence in a school building could potentially expose them to pathogens which could lead to illness, no students or families are permitted to be inside a school building until the Superintendent has declared that it is safe. In addition, no staff member shall enter a school building unless the purpose is to provide "essential" services. Any staff members who the Superintendent classifies as "essential" or necessary to perform "essential" duties may be required to be physically present on school property at certain times as designated by the Superintendent. Any staff member who is required to be physically present in a school building shall strictly follow all health and safety guidelines established by the Center for Disease Control ("CDC") and/or the Oklahoma State Department of Health ("OSDH").

Bomb Threats: Bomb threats shall be handled according to District's Emergency Procedures Guide.

Sexual Abuse of Students: Three essential practices for employees to keep in mind with respect to the prevention of sexual abuse of students are as follows:

- I. Avoid engaging in behaviors which could be mistaken for boundary invasion or grooming behaviors. Keep interactions with students on a professional level. Refer students who need emotional or other support to appropriately trained staff such as counselors or school psychologists. Staff can be caring while maintaining professional boundaries.
- II. Report situations where such behaviors by other employees take place.

- a. Do not make your own inferences or waste time determining whether or not to report the behavior, inform the principal immediately.
 - b. Do NOT confront or discuss the matter with the adult engaging in the boundary invasions unless immediate intervention is necessary.
- III. Maintain confidentiality. Do not discuss concerns with anyone other than the appropriate administrator, Child Protective Services, or the police.
- a. Maintain your own documentation. Document who you notified, where and when, and what you reported.

Reporting Child Abuse: District shall post in a clearly visible public area of the school, a sign that is written in English and Spanish and contains a toll-free telephone number operated by the Department of Health Services to receive reports of child abuse or neglect. In accordance with state law, any District employee who has reasonable cause to know or to suspect that a student under the age of eighteen (18) has been subject to abuse or neglect by a person responsible for the child's health or welfare or who has observed the child being subjected to circumstances of abuse or neglect by a person responsible for the child's health or welfare shall **immediately** report or cause to be reported such situation to the Department of Human Services ("DHS") and local law enforcement. The statewide toll-free hotline for DHS is 1-800-522-3511. Any District employee who has a reason to believe that a student who is eighteen (18) years of age or older is a victim of abuse or neglect shall report the matter **immediately** to local law enforcement. The employee making the report shall also inform the building principal who will inform the superintendent.

Employees shall not contact the student's family or others to investigate any suspected abuse or neglect. All disclosures or allegations made in accordance with this provision of law will be reported to local law enforcement prior to any formal investigation or questioning of the subject of the accusation by the district. No school investigator, administrator, or official will conduct formal interviews of the subject of the accusation or engage in disciplinary proceedings until local law enforcement has been notified, has had the opportunity to interview the involved parties, or has determined that an immediate school response is necessary to protect student safety.

Local law enforcement will keep confidential and redact any information identifying the reporting school employee unless otherwise ordered by the court. Any school employee with knowledge of a report made by another school employee shall not disclose information identifying the reporting school employee unless otherwise ordered by the court or as a part of an investigation by local law enforcement or DHS.

~~The employee making the report shall also inform the building principal who will inform the superintendent. Employees shall not contact the student's family or others to investigate any suspected abuse or neglect.~~

For purposes of this section, "local law enforcement" means a law enforcement agency

that is independent of the district or a full-time district police department that is fully commissioned by the state. This does not include a school resource officer (SRO) employed by the district unless directed by an independent law enforcement agency.

When an SRO is utilized under this section of law, the officer will submit a written report to the independent law enforcement agency describing the circumstances and any corresponding actions taken.

In addition to the reporting requirements provided herein, any superintendent or school administrator who has reason to believe, or is made aware of an allegation or disclosure, that a school employee is involved in the abuse or neglect of a student shall report the matter to local law enforcement within twenty-four (24) hours. Any Superintendent or school administrator who knowingly and willfully fails to promptly report or who interferes with the prompt reporting of child abuse and neglect shall, if convicted, be guilty of a felony punishable as determined by law. For the purposes of this section, a "school administrator" includes a principal, assistant principal, or any other person who serves in a supervisory or administrative capacity.

Any district employee who has reason to believe or is made aware of an allegation or disclosure that a student is the victim of sexual abuse, sexual assault, or sexual misconduct shall report the disclosure, allegation, or information within twenty-four (24) hours to local law enforcement. Any individual, who is not an administrator or superintendent, who knowingly or willfully fails to promptly report any suspected child abuse or neglect or who interferes with the prompt reporting of suspected child abuse or neglect may neglect may be reported to local law enforcement for criminal investigation and if convicted, shall be guilty of a misdemeanor. Any individual, who is not an administrator or superintendent, with prolonged knowledge of ongoing child abuse or neglect who knowingly and willfully fails to promptly report such knowledge may be reported to local law enforcement for criminal investigation and if convicted, shall be guilty of a felony. For the purposes of this section, "prolonged knowledge" means at least six (6) months of child abuse or neglect.

~~Any Superintendent or school administrator who knowingly and willfully fails to promptly report or who interferes with the prompt reporting of child abuse and neglect shall, if convicted, be guilty of a felony punishable as determined by law. For the purposes of this section, a "school administrator" includes a principal, assistant principal, or any other person who serves in a supervisory or administrative capacity.~~

The resignation, termination, transfer, or other separation from employment of the subject of an allegation or disclosure shall not relieve any person of the duty to report to local law enforcement as required by law and district policy. The reporting obligations provided herein are required by law and are individual. Knowingly and willfully failing to report suspected abuse or neglect pursuant to law and district policy is grounds for dismissal or non reemployment. No employer, supervisor, or administrator shall impede or inhibit the reporting nor shall any employer, supervisor, or administrator discriminate or retaliate against an employee or other person who, in good faith, fulfills his or her reporting obligations. Immunity is provided from civil or criminal liability to individuals acting in good faith as provided for by law. However, any person who knowingly and willfully makes a false report of suspected child abuse or neglect

may be reported to local law enforcement for criminal investigation and if convicted, shall be guilty of a misdemeanor.

In addition, during the first year of employment for a certified teacher and then once at least every fifth academic year, a program including the following information shall be completed:

1. Training on the recognition of child abuse and neglect;
2. Recognition of child sexual abuse;
3. Proper reporting of suspected abuse including the reporting requirements specifically provided for by law and associated penalties for failure to report; and
4. Available resources.

Attestation: Every District employee shall annually sign an attestation acknowledging his or her responsibility to report suspected child abuse or neglect pursuant to state law and District policy. It is the responsibility of each employee to read and understand the District policies and state laws related to child abuse, its definitions, its reporting requirements, and the consequences for failure to comply. Failure to sign such attestation does not relieve personnel from their legal obligations and could result in criminal liability.

Safety Education: The practice of safety shall also be considered a facet of the instructional plan of the District by virtue of educational programs such as traffic and pedestrian safety, fire prevention, and emergency procedures which are appropriately suited for students of different grade levels. In addition, safety education shall be provided as is necessary and appropriate to students participating in laboratory science activities, shop activities, and physical education courses. The Superintendent shall be responsible for the supervision of such safety programs.

Safe Schools Committee/Healthy and Fit School Advisory Committee: District and the families of the District's students should work together to address concerns of safety and the threat of violence in schools. Therefore, the District hereby authorizes the establishment of a single committee to perform the functions of both the Healthy and Fit School Advisory Committee and the Safe School Committee at each school site. The Committee shall be composed of at least seven (7) members and shall include teachers, parents of enrolled students, students, and a school official who investigates reports of bullying. The Committee may also include school staff, school volunteers, community representatives, and local law enforcement agencies.

Each school site's principal shall appoint the members of the Committee. The Committee will be involved in the monitoring, implementation and evaluation of the law with respect to access to foods of minimal nutritional value. The Committee will also assist the District in promoting a positive school climate by assisting with the planning, implementing, and evaluating the effectiveness of bullying prevention and response. In addition, the Committee

shall study and make recommendations to the principal at least once each year regarding:

Health Issues:

- 1) health education;
- 2) physical education and physical activity; and
- 3) nutrition and health services.

Safety Issues:

- 1) unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and any other issues which relate to the providing and the maintaining of a safe school environment for all students;
- 2) student bullying, including reviewing the District policy regarding bullying and research-based programs for bullying prevention;
- 3) professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation, and bullying;
- 4) methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and the use of problem-solving teams that include counselors and other behavioral health and suicide prevention resources within or outside the school system; and
- 5) professional development needs of faculty and staff to recognize and report suspected human trafficking.

The Committee may study and make recommendations to the board regarding the development of a rape or sexual assault response program that may be implemented at the school site pursuant to state law. The principals shall provide a copy of the recommendations of each Committee to the Superintendent.

Accidents: Accidents involving employees, students, or visitors shall be reported to the Superintendent or the Superintendent's designee and investigated as deemed appropriate.

Safe Room: The safe room will be available to students and staff during school hours. The community will not be permitted to utilize the safe room when school is not in session as these are not open to the public.

Hazard Communication Standard: The Superintendent or the Superintendent's designee shall maintain and make available to District employees such accident and safety reports and chemical hazard information as required by law, including, but not limited to Material Safety Data

("MSD"), Asbestos Containing Materials ("ACM") and Chemical Information Listing ("CIL"). District shall report any health and safety information as required to the appropriate governing agency. Any accident resulting in the hospitalization of five (5) or more employees or the death of one (1) or more employees shall be reported to the Oklahoma Department of Labor within forty-eight (48) hours of the accident.

The Administration, in conjunction with other appropriate officials, shall identify hazardous substances on District property, shall maintain proper labeling, notice, and storage of containers of hazardous substances, and shall provide appropriate safety training and equipment as set forth in Administrative Regulations.

Searches for Contraband: District will occasionally use trained dogs to search for drugs, alcohol, or contraband on District property. Searches of District property and grounds will be conducted during periodic unannounced visits either during school hours or non-school hours at the discretion of the Superintendent. All lockers, vehicles, school desks, and any area of concealment are subject to search. If a search dog indicates the possible presence of any material which the dog is trained to detect, that area or place or thing of concealment will be further searched by law enforcement officers or by designated school personnel. No student, employee, or other person will be the target of a search by a search dog. However, if the search dog indicates the possible presence of material which the dog is trained to detect on a person, a further search of that person's outer garments, purse, containers, or other items of concealment will be conducted by law enforcement officers or by designated school personnel. Searches which disclose the presence of any material which the dog is trained to detect, or any material or items which is forbidden by school policy may lead to further investigation by school officials or law enforcement officers, and/or disciplinary action by the school.

Threatening Behavior: An employee of the District or a member of the Board shall notify law enforcement of any verbal threat or act of threatening behavior which reasonably may have the potential to endanger students, school personnel, or school property. Threatening behavior means any verbal threat or behavior, whether or not it is directed at another person, which indicates potential for future harm to students, school personnel, or school property. Persons making such reports in good faith will be immune from employment discipline as well as civil liability. For guidance on the direct threat assessment inquiry process, see policy EP, EP-R, and EP-F.

Suicide Awareness and Training: District will provide training to all staff members in their first year employed by District, and then no less than once at least every fifth academic year that addresses suicide awareness and prevention. District will select curriculum for its training in accordance with the standards provided for by law and will post the course outline for the curriculum on its website. The board may also provide training to address suicide awareness and prevention to students in grades seven (7) through twelve (12).

Immediately upon determining that a student is at risk of attempting suicide, teachers, counselors, principals, administrators, or other school personnel shall notify the parents or legal guardians that such risk exists. Teachers, counselors, principals, administrators, and other school personnel shall be immune from liability and discipline as provided for by law.

Rain's Law: District will annually provide research-based instruction related to fentanyl abuse prevention and drug poisoning awareness to students in grades six (6) through twelve (12). The instruction will include: suicide prevention, prevention of abuse of and addiction to fentanyl, awareness of local resources and how to access those resources, and health education including information about youth and adult substance use and abuse of fentanyl.

Mental Health Protocol: –A mental health crisis is any situation in which a person's behavior or distress puts them at risk of hurting themselves or others and/or prevents them from being able to function or care for themselves. District staff members are trained to identify warning signs including, but not limited to, self-harm or substance abuse, an inability to perform daily tasks, increased agitation, isolation, loss of touch with reality, paranoia, and rapid mood swings. In the event of a suspected or identified mental health crisis, District staff members shall begin with an assessment of the situation followed by holding a conversation with the student in a safe, quiet space. The student should be supervised at all times and safety protocol will be followed, which may include a referral to crisis services. The 9-8-8 Mental Health Lifeline offers 24/7 call, text and chat access to trained crisis counselors for those who are experiencing mental distress including but not limited to suicidal thoughts and mental health crisis. Parents/guardians will be contacted as soon as possible and asked to come to the school. District staff will provide the parent/guardian with Form BC-F and will provide additional referral information as it deems necessary, up to and including services provided through its mental health partner.

In the event that a student is out of school for more than two (2) school days due to a mental health crisis, the student's caregiver should expect to meet with the student and District's counselor prior to returning to school. The meeting will consist of discussing and documenting a re-entry procedure relating to both academic and emotional transition as well as address any concerns the student or parent/guardian may have. Any necessary accommodations should be documented and designated staff, in addition to the counselor, should continue to monitor and communicate with the student and the parent/guardian regarding the ease or difficulty of the transition. District staff will maintain detailed documentation regarding the steps taken and concerns addressed. District staff will comply with the Health Insurance Portability and Accountability Act ("HIPAA") and Family Educational Rights and Privacy Act ("FERPA") at all times.

Restrooms and Changing Areas: In accordance with 70 O.S. § 1-125, every multiple occupancy restroom or changing area on District property shall be designated for the exclusive use of the male sex or for the exclusive use of the female sex. District will provide a reasonable accommodation for individuals who do not wish to comply with this policy, which may include a single occupancy restroom or changing room. The provisions of this policy shall not apply to individuals entering a multiple occupancy restroom or changing area designated for use by the opposite sex when entering under the following circumstances: 1) for custodial, maintenance, or inspection purposes; 2) to render emergency medical assistance, including, but not limited to, assistance with hygienic needs and/or disciplinary issues; or 3) if a suitable meeting room or area is unavailable, a coach may enter a locker room or changing area before, during, or after a school-sponsored athletic activity provided that:

1. All students present are fully clothed;
 2. The coach is accompanied by at least one additional adult at all times; and
 3. Any coach who is the opposite sex of the students present is accompanied by at least one adult of the same sex of the students present who is not a current high school student.
- I. Discipline.** Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:
- a. **Students:** Students may be subject to disciplinary methods listed in the student discipline code.
 - b. **Staff:** Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
 - c. **Patrons:** Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 and 1376.
- II. Definitions.**
- a. **Sex:** the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate.
 - b. **Multiple Occupancy Restroom or Changing Area:** an area that is designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. This may include, but is not limited to, a school restroom, locker room, changing room, or shower room.
 - c. **Individual:** any student, teacher, staff member, or other person on District property.
 - d. **Coach:** a person who is employed by the District and who is involved in the teaching or training of students who participate in school-sponsored athletic activity.
 - e. **School-sponsored athletic activity:** a sporting event that is supposed and affiliated with the school such as games, matches, and tournaments.

Adopted: August 18, 2022

Revised: August 30, 2022; July 18, 2023; December 5, 2023; July 18, 2024;
August 4, 2025; July 1, 2026

NINNEKAH PUBLIC SCHOOLS: -DISTRICT POLICY

DA

GENERAL PERSONNEL POLICIES

The District's personnel are an important resource for achieving a successful educational program. The District shall seek to employ those persons who have the highest capabilities, the strongest commitment to quality education, and the greatest probability of effectively implementing the District's educational program.

Categories of Employees: The District may employ certified administrators, certified teachers, and support employees. Full-time employment shall be employment on a regular basis, as opposed to temporary, for at least 6 hours per day, 5 days per week, for 10 months or more, except for certified teachers who shall be considered to be full-time if employed at least 7.6 hours, 5 days per week, for 10 months. Part-time employment shall be any employment for less than full-time employment. Temporary employment is employment to fill a position for a stated period of time on a non-continuing basis.

Employment: The Board shall determine whether to create new positions upon the Superintendent's recommendation which shall be accompanied by a proposed job description which contains the qualifications for the responsibilities of the proposed position. The Superintendent shall be responsible for recruiting and recommending qualified persons for employment with the District. In determining the qualifications of candidates, the Superintendent may consult with other personnel and shall ensure that recommended candidates can produce legally sufficient proof of citizenship status. The Board shall employ those persons whom it determines should be hired after reviewing and considering the Superintendent's recommendation. Unless otherwise provided by law, no person shall have any right to employment in the District until such employment has been approved by the Board. However, when it is necessary to meet the best interests of the District, the Superintendent shall have the right to employ persons on a temporary basis until the Board can take action on the Superintendent's recommendation for a term not to exceed sixty (60) days. The District shall utilize a Status Verification System to verify the federal employment authorization status of all new employees as required by law.

Employment Contracts: Every person employed by the District shall enter into a written contract of employment which shall describe the position in which the person is to be employed and set forth the term of the employment contract. All contracts of employment must be approved by the Board and may be signed by the Board President, the Clerk of the Board, or the Superintendent. Any person who fails to sign a contract of employment which accurately conveys the Board's offer, including salary and fringe benefits, within thirty (30) days after presentation shall be considered to have refused the offered employment, and the position shall be declared vacant.

Employment Vacancies: When a vacancy exists, notice of the vacant position shall be posted at the Superintendent's office for a reasonable amount of time and shall be posted and/or

mailed as required by any applicable negotiated agreement. In addition, the District may advertise vacancies in local, statewide, or national newspapers, school-related publications, or such other sources as may be determined by the Superintendent or the Board.

Employment Applications: Applicants for employment may be required to complete an employment application on a form to be provided by the District. Applicants may be required to be tested as to certain skills, may be required to authorize the District to conduct various investigations as to the applicant's experience, employment history, and personal history, and shall be required to submit information for a felony record search. Any person who is determined to have falsified information on his or her employment application may be dismissed.

Compensation: The Administration may prepare and submit to the Board for review and approval compensation plans for the various categories of employees, including certified administrators, certified teachers, and support personnel. Such compensation plans may include the provision of fringe benefits, including, but not limited to, retirement, health insurance, disability insurance, and social security benefits.

District will provide all employees with the benefits afforded by the Oklahoma Workers' Compensation Act ("Act"). At the option of the employee, temporary total disability benefits may be supplemented by any sick leave or personal leave, or fractional use thereof, available to the injured employee, to the extent that the injured employee shall receive full wages during the employee's temporary absence. The sum of all temporary total disability payments and sick leave shall in no case combine to exceed one hundred percent (100%) of the employee's net pay as it existed prior to injury.

Job Descriptions: The Administration shall prepare, periodically review, and update job descriptions for all positions within the District.

Felony Record Searches: The Administration shall conduct a felony record search for all new employees as required by law. Employment contracts issued to any new employee shall be on a temporary basis for sixty (60) days pending the results of any felony record search. If the District has not received the results within the sixty (60) day period, the temporary employment will automatically terminate. The applicant for employment shall pay the fee required for such search; however, the District shall promptly reimburse the employee in full if he or she is employed by the district at the time the national criminal history record check request is made unless the person was employed pending receipt of the results.

Substitute Teachers: At the discretion of the board, a person who was employed as a substitute teacher during the last school year may not be required to complete a criminal history record check. Any person applying for employment as a substitute teacher in more than one district shall only be required to complete one national criminal history check, which shall be sent to all districts where the substitute teacher is applying to teach at the request of the substitute teacher.

Substitute Teachers applying as Full-time Teachers: Any person employed as a substitute teacher by an Oklahoma school district for a minimum of five (5) years immediately preceding application for employment as a full-time teacher in an Oklahoma school district may not be

DA

required to complete a national criminal history check if the teacher produces a copy of the record check completed within the preceding five (5) years, a letter stating that the teacher was in good standing at her last employment, and whether the teacher was the subject of any allegation of inappropriate behavior with a student.

Full-time Teachers: Any person who has been employed as a full-time teacher by a school district in the state of Oklahoma and applies for employment as a full-time teacher in another school district in the state of Oklahoma may not be required to complete a national criminal history record check if he or she can produce a copy of the record check completed within the preceding five (5) years and an affidavit letter from the district in which the teacher was employed stating the teacher left in good standing, and The affidavit should attest to whether the teacher was the subject of any allegation of inappropriate behavior with a student and whether there was any pending or ongoing investigation of inappropriate behavior between the teacher and a student. If an allegation of inappropriate behavior was investigated by an employing district, the affidavit shall state whether the allegation was substantiated, unsubstantiated, or closed with no finding of misconduct. The affidavit shall include the contact information for the prior employing district, which the prospective district shall contact in order to validate the affidavit.

Full-time Teachers applying as Substitute Teachers: Any person employed as a full-time teacher by an Oklahoma school district in the five (5) years immediately preceding application for employment as a substitute teacher may not be required to complete a national criminal history record check if the teacher produces a copy of the record check completed within the preceding five (5) years and an affidavit from the district where the teacher was last employed, a letter stating that the teacher left was in good standing, at her last employment, and The affidavit shall attest to whether the teacher was the subject of any allegation of inappropriate behavior with a student, and whether there was any pending or ongoing investigation of inappropriate behavior between the teacher and a student. If an allegation of inappropriate behavior was investigated by an employing district, the affidavit shall state whether the allegation was substantiated, unsubstantiated, or closed with no finding of misconduct. The affidavit shall include the contact information for the prior employing district, which the prospective district shall contact in order to validate the affidavit.

Full-time Teacher for ten (10) or more years applying as a Substitute Teacher: Any person employed as a full-time teacher by an Oklahoma school district for ten (10) or more consecutive years immediately preceding an application for employment as a substitute in the same school district may not be required to complete a national criminal history check for as long as the person remains employed for consecutive years by the same school district as a substitute teacher, if the teacher left full-time employment in good standing. If the teacher applies as a substitute teacher in another school district, a national criminal history check would be required.

Except as otherwise provided by law, any teacher employed by an Oklahoma public school district prior to May 19, 2020, who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation ("OSBI") as well as a national criminal history record check on file with his or her employing district, shall complete the criminal history record checks upon the next renewal of his or her Standard Teaching Certificate.

Except as otherwise provided by law, any other person employed by an Oklahoma public

school district prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the OSBI as well as a national criminal history record check on file with his or her employing district shall have until July 1, 2022 to complete the criminal history record checks.

Any teacher eligible to retire from the Teachers' Retirement System of Oklahoma who does not have an Oklahoma criminal history record check from the OSBI as well as a national criminal history record check on file with his or her employing district shall complete the criminal history record checks by the earlier of: July 1, 2022 or the next renewal of his or her Standard Teaching Certificate.

If a felony record search reveals a prior felony, the applicant may not be hired and any temporary contract may be terminated. District may take into account such factors as age at time of the offense, the seriousness and the nature of the felony, the relationship of the felony to the job applied for, any rehabilitation of the applicant, length of time since the offense, whether the State Department of Education has issued certification, and the subsequent employment history of the applicant in determining whether to recommend the applicant for employment with District. If a felony record search reveals a prior felony and the District determines that the person should not be recommended for employment based on the prior felony, the employment relationship may be terminated by notice from the Superintendent or the Superintendent's designee.

Any person who willfully submits an affidavit under this section, which the person knows to be false, shall, upon conviction, be guilty of a misdemeanor punishable by imprisonment in the county jail for not more than one (1) year, or by a fine of not more than five hundred dollars (\$500.00), or both. The school board shall be prohibited from hiring a full-time teacher who fails to provide the affidavit required by law.

Personnel Files: The Administration shall maintain a personnel file for each employee of the District. Each personnel file shall contain the employee's application for employment and any other documents submitted during the application process, all evaluations, admonishments, reprimands, complaints, commendations, plans of improvement, and any other documents which Administrative Regulations may designate for inclusion. Personnel files shall be confidential and shall not be released except as provided in this policy. However, an employee's personnel file may be provided to the following without the employee's notification and/or consent:

1. members of the Board with an established need to know;
2. administrators and/or supervisors with an established need to know;
3. agents of the District authorized by the Administration; or
4. when ordered to be released by court order or subpoena.

Except as otherwise provided by law, all records created pursuant to the Oklahoma Teacher and Leader Effectiveness Evaluation System ("TLE") which identify a current or former public employee and contain any evaluation, observation, or other TLE record of such employee should be kept confidential. These records shall not be subject to disclosure under the Oklahoma Open Records Act and where disclosure of TLE records is required, all individually identifying information shall be removed to the fullest extent possible.

Gifts and Solicitations: Employees shall not engage in any activity involving commercial solicitations of students, parents or colleagues except for District-sponsored fund raisers. All gifts or donations not of a personal nature, such as books, magazines, materials, or equipment, become the property of the school district and cannot be removed.

Conflicts of Interest: A conflict of interest represents a conflict between the private interest and the public obligations of a person in an official position. Listed below are employee standards of conduct which prohibit specific acts which could lead to a conflict of interest.

Standards of Conduct:

1. Except for a substitute teacher, no person shall be employed who is related to a member of the Board within the degree prohibited by law. No employee shall directly supervise any other employee who is a member of the employee's family within the second degree of consanguinity or affinity.
2. Supervisors involved in romantic or sexual relationships with those they supervise or evaluate erode confidence in their leadership and interject questions regarding possible conflicts of interest and favoritism in decisions. Therefore, no supervisor may influence (directly or indirectly) salary, promotion, performance evaluation, work assignments or other working conditions for an employee with whom such a relationship exists. Supervisors involved in a consensual romantic or sexual relationship, in the context of supervision, must discuss the matter on a confidential basis with their own supervisor or with the Human Resources Office to assess the implications for the workplace and make arrangements to ensure that employment-related decisions are made in an appropriate and unbiased setting. Although both employees involved in consensual relationship are individually responsible for disclosure, a supervisor's failure to report such a relationship will be regarded as a serious lapse in the management of the workplace and grounds for appropriate disciplinary action, including termination (particularly in cases where bias or harassment has occurred in connection with a benefit).
3. Family members related to an assistant principal or principal shall not be assigned to the same building as their related assistant principal or principal but may be employed in other departments or other division positions, including teaching positions. Teachers presently employed who are family members of a District administrator shall not be assigned to the same work site as the administrator. Non-certified individuals who are family members of an administrator shall not be assigned to the same supporting departments. Administrators shall not supervise a family member, and, in the event of a conflict, the administrator shall remove him or herself from any decision or attempt to influence decisions regarding a family member.
4. No employee, officer or agent may participate in the selection, award, or administration of contract(s) supported by a Federal award if he or she has a real or

DA

apparent conflict of interest. Such a conflict of interest could arise where an 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.

5. No employee, officer, or agent of District may solicit or accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts unless the financial interest is insubstantial, or the gift is an unsolicited item of nominal value. District defines nominal value to mean a value of Fifty Dollars (\$50.00) or less.
6. Employees shall be in compliance with all statutes, regulations, and case law governing conflicts of interest involving school districts.
7. District and its employees shall fully disclose any instances of conflict of interest or relevant violations of Federal criminal law involving fraud, bribery, or gratuity violations in Title 18 of the United States Code, as effective measures to help prevent or prosecute instances of waste, fraud, or abuse.
8. Employees may be disciplined in accordance with State law as well as District policy and procedure for violating the above referenced instances of waste, fraud or abuse, as well as conflict of interest guidelines in addition to any other situation which fails to be mentioned herein, but which leads to a real or apparent conflict of interest for a District employee, officer, or agent.

Alternative Arrangements: -Alternative arrangements may be made when necessary to avoid real or perceived conflicts of interest. Alternative arrangements mean removing the responsibility or influence to hire, promote, reclassify, supervise, direct, evaluate, make a salary recommendation, assign work or resources, approve leave requests, give any benefit, recommend termination of employment, and recusal from influencing any employment related decision. This includes relationships that are established post-hire.

Individuals currently employed but whose employment would have been prohibited under this policy shall not be deemed in violation of this policy, but individuals may be reassigned as considered feasible by the administration. No current employee will be terminated because of such nonconformity with these standards or because reassignment was not feasible.

Outside Employment: District employees shall not accept outside employment which requires that the employee perform services during the employee's normal working hours for the District unless the employee utilizes vacation or personal leave. This provision shall not apply to employees who participate in military activities in accordance with federal and/or state statutes or who are on approved leave.

Assignments and Transfers: Employees shall be assigned to a position by the Superintendent and may be transferred to a position on the basis of the needs of the District, the

DA

employee's qualifications, and the employee's expressed desires and in accordance with any applicable negotiated agreement. The needs of the District shall be the primary criteria in determining any assignments or transfers, and the secondary criteria shall be the employee's qualifications.

Work Hours: The Administration shall establish the work hours of the different categories of employees and shall notify employees of their work hours.

Overtime: The District shall comply with the Fair Labor Standards Act ("FLSA"). Employees who are not exempt from the overtime provisions of the FLSA shall be entitled to overtime compensation or compensatory time for hours worked in excess of forty (40) per work week. The District's work week shall commence on Sunday at 12:00 a.m. and end on Saturday at 11:59 p.m. An employee shall not work overtime unless authorized in writing by the employee's supervisor.

Substitutes: The Administration may develop and maintain a list or lists of qualified substitutes who may be called upon to temporarily replace or substitute for employees when required by an agreement or the needs of the District. A substitute teacher who holds a valid Oklahoma teaching certificate may teach for an unlimited number of days during the school year in areas and grade levels in which he or she holds a valid certificate. A substitute teacher without a current Oklahoma certificate (and who does not possess a lapsed or expired certificate, or a bachelor's level college degree) shall be employed for a maximum period of one hundred thirty-five (135) school days during a school year. A substitute teacher without a current Oklahoma certificate (and who possesses a lapsed or expired certificate, or a bachelor's level college degree) shall be employed for a maximum period of one hundred forty-five (145) school days during the school year. At the discretion of the District, a substitute teacher without a current Oklahoma certificate may be employed in the same teaching assignment for up to one hundred thirty-five (135) school days during the school year, or up to one hundred forty-five (145) school days during the school year if the teacher holds a lapsed or expired certificate or has a bachelor's level college degree.

Volunteers: District recognizes that volunteers may make valuable contributions to District's educational programs. Therefore, when appropriate, volunteers will be encouraged and utilized. The Administration may develop appropriate regulations regarding the use of volunteers.

Supervision and Evaluation: Supervisory personnel will observe the performance of any employee for whom the supervisor will be required to complete an evaluation. The Superintendent shall prepare appropriate forms for the evaluation of teachers, administrators, and support personnel. Unless otherwise provided for by law or policy, all District employees shall be evaluated in writing, according to the standards provided for in law, at least once during each fiscal year by a supervisor. All evaluations and any responses shall be maintained in the employee's personnel file. In addition to its policy of evaluation, District must also create and maintain a corresponding professional development policy for all teachers and administrators.

It will be District's policy of professional development to:

1. Establish an annual professional growth goal for the teacher or administrator that is

- developed by the teacher or administrator in collaboration with the evaluator;
- 2. Address a specific area or criteria identified through the qualitative component of the TLE;
- 3. Allow the teacher or administrator to actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement; and
- 4. Refer to resources, in drafting and reviewing its policy of professional development, that are easily available and supplied by District and the State Department of Education.

District will monitor compliance with each individualized program of professional development. All professional development completed pursuant to an individualized program of professional development shall count toward the total number of points a teacher or administrator is required to complete as established by District's Board.

Individualized programs of professional development required by this subsection may include but are not limited to the following learning practices:

- 1. Presenter-led workshops;
- 2. Individual or faculty studies of books, scholarly articles and video productions,
- 3. Peer observations;
- 4. Committee studies to address student achievement issues;
- 5. Work related to a specific subject area or areas associated with obtaining an advanced degree or professional certification;
- 6. Action research projects designed to improve student achievement; and
- 7. Participation in local, regional or state initiatives associated with the development or implementation of curriculum standards.

Resignation and Retirement: Any employee who wishes to resign or to retire from employment with the District must do so in writing submitted to the Superintendent. Except as otherwise provided, such resignation or retirement shall be effective and may not be revoked when submitted to and accepted by the Superintendent unless otherwise determined by the Board. In accordance with Oklahoma law, teachers shall be required to give notice of resignation or retirement by the date required by law or else the teacher will be bound to perform pursuant to a continuing contract.

The superintendent shall report the names of all individuals tendering a resignation to the Board, no later than the next scheduled Board meeting, for the purpose of keeping them informed regarding resignations and employment.

Medical Examinations: In accordance with applicable laws, an employee or applicant for employment may be required to undergo a physical and/or medical examination to determine the employee's or applicant's ability to perform the essential functions of the job. The District shall pay for any required medical examination.

Recommendation for Dismissal or Non-reemployment: When a superintendent decides to recommend that a teacher or administrator be dismissed or not reemployed, the superintendent shall state that recommendation in writing, setting forth the basis for the recommendation, and shall submit such recommendation to the board. If the recommendation includes grounds that could form the

DA

basis of criminal charges sufficient to result in the denial or revocation of certification or if it includes such grounds and is based on an agreement between the teacher or administrator and the district to avoid civil litigation or a settlement of a civil action unless the court orders the terms of the settlement to be confidential,, a copy of the recommendation shall also be forwarded to the State Board of Education (SBE) when the recommendation is made pursuant to the due process procedures provided for by law regardless of whether the teacher or administrator resigns before or after a recommendation for termination is made, provided that the resignation occurs while the teacher or administrator is under investigation for conduct that could form the basis for criminal charges or certificate revocation. A report of the resignation and any investigatory findings to date shall be forwarded to the SBE as well as to the teacher or administrator who may provide supplementary information.

If the investigation into the conduct of the teacher or administrator concludes withing findings to support criminal charges, certificate revocation, or termination, the individual's report shall be expunged from the SBE records and written notification of the clearance shall be sent to all affected parties. Any request for a copy of the recommendation will be handled in accordance with applicable law.

Absent a presidential or gubernational pardon, a teacher shall be dismissed or not reemployed, if, during the term of employment, the teacher is convicted of:

1. Any sex offense subject to the Sex Offenders Registration Act in this state or subject to another state's or the federal sex offender registration provisions;
2. Knowingly or willfully failing to report suspected abuse or neglect of a child as provided for by law; or
3. Any felony offense.

Breastfeeding: District will provide a private, secure and sanitary location for any employee who is lactating to express her milk or breastfeed her child. This location will not be a bathroom. District will provide an employee with a reasonable break time for breastfeeding or pumping for up to one year after the birth of the employee's child and will not lose any pay as a result.

Employee Produced Materials: Any work product of employees which is produced during normal school hours or with the use of District-owned equipment and/or supplies shall be the property of the District. District shall not be obligated to compensate employees for material produced under these conditions.

Code of Ethics: All employees shall adhere to and conduct themselves in a manner consistent with the following:

- a) Upholding the honor and dignity of the profession in all actions and relations with students, colleagues, board members, and the public;

DA

- b) Carrying out in good faith all policies and Administrative Regulations;
- c) Rendering services to the best of one's ability;
- d) Honoring the public trust of the position above any economic or social award; and
- e) Not permitting considerations of private gain or personal economic interest to affect the discharge of responsibilities.

Adopted: August 18, 2022

Revised: July 18, 2023; August 4, 2025; July 1, 2026

NINNEKAH PUBLIC SCHOOLS: DISTRICT FORM

DA-F**Affidavit of Employee Good Standing**

State of Oklahoma)

)

County of _____)

I, _(name, title, school district)_____, declare under penalty of perjury under the laws of the State of Oklahoma, that the following is true and correct to the best of my knowledge:

Employee Name: _____

Position Held: _____

School/Site: _____

Dates of Employment: _____ to _____

Based on the District's employment records as of _____ (date):

☐ The employee left employment with Ninnekah Public Schools in good standing.☐ Based on the District's records, the employee has not been the subject of any allegation of inappropriate behavior involving a student.**OR**☐ The employee **was** the subject of an allegation of inappropriate behavior with a student.

If an allegation of inappropriate behavior with a student was investigated by Ninnekah Public Schools, indicate the status of the allegation:

☐ Unsubstantiated☐ Substantiated☐ Pending or ongoing investigation at the time employment ended

☐ Closed with no finding of misconduct

This letter reflects information contained in the District's records as of the date below and is not intended to serve as a recommendation or guarantee of future employment.

I declare under penalty of perjury that the foregoing information is true and correct to the best of my knowledge, information, and belief.

Name, Title

Date: _____

School District

Phone Number

Email Address

Prospective Employing District ONLY

☐ Affidavit Verified

☐ Affidavit Not Verified

Additional Information:

Name and Title of Person Contacted at Ninnekah Public Schools: _____

Date Contacted: _____

Contacted by: _____

Signature: _____

**ALCOHOL AND DRUG FREE WORKPLACE
AND DRUG TESTING**

Alcohol and Drug Free Workplace: Student and employee safety is of paramount concern to the Board. Employees under the influence of alcohol, drugs, or controlled substances are a serious risk to themselves and to other employees. The Board hereby commits itself to a continuing good faith effort to maintain a drug-free workplace. The Administration shall provide a copy of this policy to all present and future employees, and each employee of this District is hereby notified that, as a condition of employment, the employee must abide by the terms of this policy.

While on District property or engaged in District activities, employees of District shall not manufacture, use, possess, sell, distribute, or be under the influence of drugs, controlled dangerous substances, or alcohol (including low-alcohol beer). Any person who has a reasonable belief to suspect that an employee on District property or engaged in District activities may be under the influence of or in possession of controlled dangerous substances or alcohol shall report the belief to the employee's supervisor or the Superintendent. When it is evident that an employee has consumed alcoholic beverages or used illegal drugs off District property and/or before a District activity, the employee shall not be allowed on District property and/or shall not be allowed to participate in District activities. Any employee who violates this policy may be subject to disciplinary action which may include suspension, demotion, dismissal, non-reemployment, or termination.

Each employee shall notify the Superintendent, or the Superintendent's designee, of any criminal drug statute conviction for a violation occurring in or on the premises of this District or while engaged in regular employment. Such notification must be made to the Superintendent, or the Superintendent's designee, no later than five (5) days after conviction. The Superintendent, or the Superintendent's designee, shall provide notice of such violation to the Impact Aid Program, United States Department of Education, or other appropriate government agency within ten (10) days after the Superintendent, or the Superintendent's designee, receives such notification. Within thirty (30) days following receipt of the above notification, the District shall take appropriate disciplinary action which may include termination or require the employee to participate satisfactorily in a drug abuse assistance or rehabilitation program; provided that nothing herein will preclude the District from taking disciplinary action prior to any such notice when cause exists.

Each employee shall have an opportunity to attend a drug-free awareness program at which employees shall be informed about the dangers of drug abuse in the workplace, available drug counseling, rehabilitation, employee assistance programs, and the penalties that may be imposed upon employees for drug abuse violations occurring in the workplace. The Board recognizes that employees who have a drug abuse problem should be encouraged to seek

professional assistance. An employee who requests assistance shall be referred to a treatment facility or agency in the community if such facility or agency is available.

Alcohol and Drug Testing: Drug and alcohol testing of employees may be conducted in accordance with applicable federal and/or state law as set forth in Administrative Regulations. District shall comply with the Omnibus Transportation Testing Act of 1991, which helps to prevent accidents and injuries resulting from misuse of alcohol and controlled substances by employees who serve in safety-sensitive positions.

A safety-sensitive position is any position in which the employee performs one or more of the following duties, including, but not limited to:

- a. The handling, packaging, processing, storage, disposal or transport of hazardous materials;
 - b. The operation of a motor vehicle, other vehicle, equipment, machinery or power tools;
 - c. Repairing, maintaining or monitoring the performance or operation of any equipment, machinery or manufacturing process, the malfunction or disruption of which could result in injury or property damage;
 - d. Performing firefighting duties;
 - e. The operation, maintenance or oversight of critical services and infrastructure including, but not limited to, electric, gas, and water utilities, power generation or distribution;
 - f. The extraction, compression, processing, manufacturing, handling, packaging, storage, disposal, treatment or transport of potentially volatile, flammable, combustible materials, elements, chemicals or any other highly regulated component;
 - g. Dispensing pharmaceuticals;
 - h. Carrying a firearm; or
- Direct patient care or direct child care.

During hours of employment, on school grounds, in school vehicles or buses, or at school-related activities, employees are not permitted to be under the influence of marijuana, including medical marijuana. Medical marijuana is not permitted upon school grounds, in school vehicles or buses or at school-related activities except as stated in policy BQ. An employee who possesses a medical marijuana license is not subject to discipline solely upon the results of a drug test showing positive for marijuana or its components. This policy may not apply to a non-safety-sensitive employee or applicant who meets the requirements under state law and policy BQ. However, an applicant for employment in or employee employed in a safety sensitive position shall be subject to a zero-tolerance drug and alcohol standard. A positive test for marijuana components or metabolites is a result that is at or above the cutoff concentration level established by the DOT or Oklahoma law, whichever is lower.

LEAVE

General: The Board recognizes that District employees must occasionally be absent from work. Therefore, the Board will provide various forms of leave as required by law. This policy shall apply to all employees of District except those covered by an applicable collective bargaining agreement which has conflicting provisions for leave or unless otherwise specified by a contract.

Sick Leave: An employee who is absent from duty because of personal illness, injury, or pregnancy, or serious illness in the immediate family shall be allowed sick leave. Immediate family includes the employee's spouse, parents, grandparents, children, or corresponding in-laws. Sick leave may be used for dental and/or medical appointments. Hours per day of paid sick leave shall not exceed the number of hours per day for which the employee is regularly employed. Sick leave for part-time employees shall be proportionate to the hours worked by the employee.

The following accrual rates will apply to employees who are not covered by an applicable collective bargaining agreement:

Support Employees:

10-month contract (200 contract days or less) = 10 days per school year

11-month contract (201-220 contract days) = 11 days per school year

12-month contract (238 contract days or more) = 12 days per school year

Central office Administrators who work 12 months will be provided 15 days per school year.

Accrued but unused sick leave may be transferred to another school district, to the Oklahoma School for the Blind, or the Oklahoma School for the Deaf or may be used for service credit with the Oklahoma Teachers' Retirement System("OTRS"). According to applicable law, employees may transfer up to 60 accumulated and unused days of sick leave from another school district, and such transferred days shall be used first in case of illness.

District shall not compensate an employee for any accrued, unused sick leave, except in the case of an employee declaring full retirement. Full retirement is defined as an employee meeting OTRS guidelines for full retirement, declaring and subsequently beginning withdrawals from OTRS, and resigning employment from his/her current position with District. Any unused sick leave may be bought back by District at \$25.00 per day upon retirement. Unused sick leave days from other agencies or districts are not eligible for reimbursement.

When an employee is unable to work due to personal illness, injury, or pregnancy, or

serious illness in the immediate family, the employee or employee's designee will notify his/her immediate supervisor or designee at the work site at a time as established by existing District/department policy/practice, unless extenuating circumstances preclude this notification.

Any employee who attempts to take unfair advantage of sick leave benefits shall be subject to dismissal or other disciplinary action. Any employee may be required to submit appropriate evidence concerning the cause of his absence in order to qualify for sick leave benefits. Claiming sick leave on unusual or inclement weather days, claiming excessive sick leave during the last two months of employment, claiming sick leave on days immediately preceding or immediately following holidays or non-work days other than weekends, absences exceeding five (5) consecutive days or more, or presenting behaviors and/or patterns creating a reasonable suspicion that sick leave is being abused are all situations in which appropriate evidence may be requested from the employee by a supervisor. Appropriate evidence may include:

1. Medical professional's statement endorsed by the employee;
2. Employee statement endorsed by the principal or immediate supervisor;
3. Copies of claim submitted for insurance benefits; and
4. Other information, to include District form(s), as may be indicated by the circumstances.

Sick Leave Sharing: District hereby adopts a Sick Leave Sharing program to be administered in accordance with the applicable law and District Regulation.

Personal Leave: Unless otherwise specified by contract or negotiated agreement, full-time employees shall be entitled to three (3) days for personal business leave. Personal business leave is not cumulative. Unused personal business leave shall be either be paid out in the amount of twenty-five dollars (\$25.00) per day or converted to sick leave at the end of the fiscal year. Except in situations which are beyond the control of the employee, personal business leave may not be taken during the following periods of time, without Board approval:

1. The first or last week that school is in session; or
2. The day preceding or following a holiday or vacation period.

Emergency Leave: Full-time employees, upon application and prior approval by the Superintendent, may be granted five (5) days of non-cumulative emergency leave for use upon occurrence of unforeseen circumstances that call for immediate action and that cannot be handled during non-school time.

The Superintendent will determine whether a request for emergency leave meets the requirements of this section. Emergency Leave is not cumulative, and employees shall not be compensated for such leave if not used.

Bereavement Leave: District will provide up to five (5) days of paid bereavement leave each year in the event of the death of one of the following relatives of a full-time employee: spouse, child, step child, parent, step parent, sibling, grandchild, or grandparent of the employee or the

employee's spouse. An employee may use up to two (2) of the five (5) days of bereavement leave for persons not listed above. Bereavement leave must be approved by the employee's supervisor. The loss of the employee's child shall include a miscarriage. Bereavement leave following a miscarriage shall be in addition to and not in place of sick leave due to the miscarriage or subsequent recovery. Bereavement leave is not cumulative, and employees shall not be compensated for such leave if not used.

Jury or Witness Leave: All employees shall be excused from employment without loss of pay when summoned for jury service or when subpoenaed in a criminal or civil proceeding.

Military Leave: All employees shall be excused from employment for military leave according to applicable law. Upon receipt of the proper military orders, such leave shall be granted without loss of status and shall include his/her regular salary for a period of up to thirty (30) days.

Family Medical Leave: Pursuant to the Family and Medical Leave Act of 1993 ("FMLA"), an employee who has worked at least one thousand two hundred fifty (1250) hours during the previous twelve (12) month period and all full-time certified teachers shall be allowed up to twelve (12) weeks of unpaid leave for the following reasons: 1) the birth or adoption of a child; 2) because of any qualifying exigency arising out of the fact that the spouse, son, daughter, or parent of the employee is on active duty or has been notified of an impending call to active duty status in support of a contingency operation; 3) for the employee's own serious health condition; or, 4) to care for the employee's spouse, child, or parent who has a serious health condition.

In addition, an eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member who is recovering from a serious illness or injury sustained in the line of duty is entitled to up to 26 weeks of leave in a single 12-month period to care for the service member. The single 12-month period for military caregiver leave begins on the first day the employee takes leave for this reason and ends 12 months later. An eligible employee is limited to a combined total of 26 workweeks of leave for any FMLA qualifying reason during the 12-month period. Up to 12 of the 26 weeks may be for an FMLA-qualifying reason other than military caregiver leave. Military caregiver leave is available to an eligible employee once per veteran, per serious injury or illness.

Prior to taking unpaid leave, an employee must utilize any accrued paid leave to which the employee is entitled. An employee may be required to provide certification from a physician of the necessity of such leave, including the date the condition began, the anticipated duration, and the medical facts regarding the condition.

With the exception of leave approved for military care-givers, District will abide by the Rolling 12-Month Period. The 12-month period is to be measured backward from the date an employee uses any FMLA Leave. Under the Rolling 12-Month Period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months.

Maternity Leave: Full-time employees in the District shall be entitled to six (6) weeks of paid maternity leave following the birth or adoption of the employee's child provided that:

1. The employee has been employed by the District for at least one (1) year;
2. The employee has worked at least one thousand two hundred fifty (1,250) hours during the preceding twelve-month period;
3. The child is under the age of four (4) months old; and
4. The leave is used immediately following the birth or adoption of the employee's child.

Paid maternity leave provided pursuant to state law shall be in addition to sick leave taken due to pregnancy and no employee who takes maternity leave pursuant to state law shall be deprived of any compensation or other benefits to which the employee is otherwise entitled. In addition, maternity leave shall run concurrently with the first six (6) weeks of any qualifying FMLA leave.

Qualifying employees may utilize accrued sick leave to extend the duration of their maternity leave beyond six (6) weeks in order to recover from childbirth, bond with a newborn, or infant, or care for a newborn or infant, without requiring additional approval of the Board or administration. The employee must have sufficient sick leave to cover the extended duration of the leave and the additional sick leave shall not exceed six (6) weeks or a combined total of twelve (12) weeks of FMLA leave, unless a licensed medical professional provides the district with written certification recommending additional leave for the employee due to medical necessity related to recovery from child birth, or to care for the newborn.

An employee seeking to use sick leave to extend the duration of their maternity leave shall notify their employer in accordance with FMLA. FMLA leave shall run concurrently with the extended duration of the paid sick leave.

Once sick leave and maternity leave are exhausted, a full-time teacher, who with proper Board approval, takes not more than ninety (90) school days of leave without pay to care for the teacher's child during the first year of life, shall receive full credit for days on leave without pay as though the teacher had been on leave with pay for purposes of computing experience for the minimum teacher salary schedule. A teacher on leave without pay pursuant to this section shall have the period during which such leave is taken counted toward retirement service credit as though the teacher had been on leave with pay so long as the requirements of Oklahoma law and OTRS are met.

Additional Leave Less Cost of a Substitute Teacher: If a certified teacher is absent from his or her duties due to personal accidental injury, illness, or pregnancy, and all applicable sick leave and maternity leave have been exhausted, the teacher shall receive, for a period not to exceed twenty (20) days, his or her full contract salary less the amount:

1. Actually paid to a certified substitute teacher for his or her position if a certified substitute teacher is hired; or
2. Normally paid a certified substitute teacher for his or her position if a certified substitute teacher is not hired.

Leave of Absence: Any certified employee who has been employed full-time for at least three (3) consecutive years with District may request an unpaid leave of absence for a period which shall not exceed one (1) school year in duration. Requests for such leave must be made in writing, submitted to the superintendent, and contain sufficient detail as to the reasons for the leave so that a decision may be made based on the merits of the request. Requests for an initial Leave of Absence must be submitted no later than June 1 and be for an approved reason. Requests submitted after June 1 will be contingent on District's ability to find a suitable replacement. As a condition of approval, the employee must state that the reason for the leave is not for the purpose of accepting other employment or other activities for direct personal financial gains. A leave of absence may be used when all other applicable leave has been exhausted and the employee is unable to return to work. The Board shall determine if an employee's request for a leave of absence is to be approved, and approval of a leave of absence is contingent upon the needs of District. An employee who returns to work after an approved leave of absence shall be returned to the position previously held or to another comparable position for which the employee is qualified. Except for employees on an approved leave of absence to hold office as an officer, director, trustee or agent of a national, statewide, or school district employee association, employees on an approved leave of absence may participate in and pay for continued insurance coverage or professional memberships, however, sick leave, personal business leave, and vacation leave shall not accrue for the period of time the employee is on an approved leave of absence. Salary increments or years of experience will not increase and/or accumulate during a Leave of Absence except in those cases involving military leave and/or teaching assignments that qualify as teaching experience according to the regulations of the Oklahoma State Department of Education, provided said teaching experience is not a paid position.

Employees who are on an approved Leave of Absence must submit a written request for reinstatement or request an extension of the approved Leave of Absence by certified mail to the Superintendent on or before April 1 prior to the contractual year in which the employee wishes to return. An employee who is on an approved Leave of Absence who fails to submit a request for reinstatement or a request for extension of the approved Leave of Absence shall be considered to have resigned his/her employment with District. A Leave of Absence may only be extended one time, except in the case of an elected/appointed officer.

Leaves of absence may be granted for the following reasons:

1. Parental Leave: Parental leave may be granted for the purpose of child rearing
2. Illness: Personal illness or caring for a sick member of the immediate family. Requests for such leave must be accompanied by a physician's statement. Immediate family is defined as spouse, children, step-children, parent(s), step-parent(s) and legal guardian of the employee.
3. Educational Leave: Employees pursuing the completion of an advanced degree or additional certification from an institute of higher learning. Proof of satisfactory completion of at least six (6) hours per semester will be required.

4. Election/Appointed Officer: Employees serving as a full-time elected/appointed officer of a professional organization at the state or national level for the duration of the term.

Decisions on whether to grant a leave of absence will be based on the benefit of the employee, the benefit of the District, and the availability of a replacement teacher who is willing to sign a Duration of Need contract. This does not apply to parental leave requested prior to June 1.

Vacation Leave: District will provide annual vacation with pay to those employees assigned to twelve-month positions. The following provisions will apply to all twelve-month employees unless otherwise specified by contract or negotiated agreement:

- Vacation days are cumulative, up to a maximum balance of 15 days. It is the employee's responsibility to monitor his or her vacation balances.
- No employee will be credited any days of vacation that result in the balance exceeding the maximum allowance of 15 days.
- Vacation days up to 15 days will be paid out to the employee on an annual basis at a rate of twenty-five dollars (\$25.00) per day.

A full year of service is measured from July 1 to June 30. Vacation time will be accumulated only for months during which the employee works the majority of the month. Absences of an employee on sick leave, vacation leave, or other paid approved leave are considered days worked for the purpose of vacation time accrual. Paid vacation leave will not be accrued for leave taken for unapproved reasons, or for reasons that result in unpaid leave. The following accrual rates will apply to those employees eligible for paid vacation days:

0 to 4 consecutive years in District	10 days per year
5 consecutive years in District	11 days per year
6 consecutive years in District	12 days per year
7 consecutive years in District	13 days per year
8 consecutive years in District	14 days per
year 9 or more consecutive years in District	15 days per
year	

Unless otherwise specified in a contract or negotiated agreement, an employee who leaves employment with District will be compensated at a rate of twenty-five dollars (\$25.00) per day, up to a maximum of 15 days.

Both the supervisor and the employee should strive to arrange vacation times during periods that are the least disruptive to the mission of the District.

Professional Leave: The Board may authorize leave for certified employees to attend professional conferences, conventions, and/or meetings which contribute to the basic functioning of the certified employee's assignment in accordance with District Regulation.

Holidays: District shall provide those holidays which are set forth on a school calendar and those which are specified by the Superintendent.

Adopted: August 18, 2022

Revised: July 18, 2023; August 1, 2024; August 4, 2025; December 12, 2025;
July 1, 2026

GENERAL STUDENT POLICIES

School Calendar: School shall actually be in session and classroom instruction offered:

- Beginning with the 2027-2028 school year, ~~F~~for not less than 1,086 hours with a minimum of ~~173~~¹⁷⁴ days of instruction each school year, if the board adopts a school-hours policy and notifies the SBE prior to October 15 of the applicable school year;
- For not less than 1,086 hours each school year, if a district board adopts a school-hours policy, notifies the SBE prior to October 15 of the applicable school year; or
- For not less than 1,086 hours each school year if the Board adopts a school-hours policy, notifies the SBE prior to October 15 of the applicable school year, and the district meets or exceeds the minimum guidelines for student performance and school district cost savings established by the SBE.

Annually, the Superintendent or the Superintendent's designee shall prepare and present for Board approval a school calendar which indicates the dates of the opening and the closing of school and all applicable instructional and professional days. The District will not count more than 30 hours of attendance at professional meetings each school year toward the 181 days or the 1,086 hours of classroom instruction time required by law. In addition, the superintendent shall have the authority to make short-term adjustments to the calendar as necessary, including but not limited to distance learning schedules and related planning and redefining attendance and absence requirements for students and staff.

For the purposes of this subsection, "virtual instruction" means the use of the Internet or other means of digital information transmission systems as a form of academic instruction. ~~Beginning with the 2026-2027 school year, t~~^h~~he~~ district shall not count days or portions of days when school is closed and virtual instruction is provided towards the 181 days or 1,086 hours of classroom instruction. However, a district may count up to two (2) days or twelve (12) hours when school is closed and virtual instruction is provided towards the 181 days or 1,086 hours of classroom instruction time only if certain requirements are met as required by law, including but not limited to annual approval by the district's board as well as the State Superintendent. This provision does not apply to full-time virtual education programs operated by a district.

School Day: A school day shall consist of not less than six (6) hours devoted to school activities except as allowed by law or as a result of extenuating circumstances such as a health and safety emergency. The Administration shall establish the school hours within the school day and class schedules for the schools within District and may provide for flexible

scheduling and a longer school day to accommodate flexible scheduling. That information will be provided to students, parents and the public in the school handbooks.

Class Size: The Administration shall maintain appropriate class sizes as required by state law and applicable regulations.

School Ceremonies and Observances: According to state law, each school may lead its students in a daily, but not less than weekly, pledge of allegiance to the flag of the United States of America and may fly the United States and Oklahoma flags on school grounds on school days when weather permits. The United States Flag will be on display, either inside or outside, on school property as required by law. Any person who mistreats or dishonors the Flag will be subject to consequences pursuant to state law and district policy. In addition, students who do not wish to participate in the pledge will not be required to do so or penalized for noncompliance, so long as it is respectful. Schools within District may observe the holidays of various religions and present assembly programs with songs and decorations in accordance with the traditional and historical significance of the religious holiday. Schools within District may conduct programs commemorating events in the history of Oklahoma and the United States. Student assemblies shall be considered part of the school program and shall be held during school hours.

Minute of Silence: At the beginning of each school day in which students are present at school, District shall observe approximately one minute of silence for the purpose of allowing each student, in the exercise of his or her choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices. Students or staff shall not coerce or attempt to coerce any person to engage in any particular activity during the minute of silence. After a minute of silence, the administrative staff shall indicate that the minute of silence is concluded.

The minute of silence shall commence with an announcement substantially mirror the following statement: "We now pause for a minute of silence in which students may reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices." Any complaints regarding violations of this policy will be addressed promptly and in accordance with law and District's complaint procedures.

Voluntary Prayer: District acknowledges the right to engage in voluntary prayer. Those who wish to participate in voluntary prayer will be permitted to do so pursuant to the Oklahoma Administrative Code at OAC 210:35-3-251. Voluntary prayer is permitted at school events, including but not limited to sporting events or graduation ceremonies, so long as it is non-disruptive and respectful of the rights of other individuals present. Any complaints regarding violations of this policy will be addressed promptly and in accordance with law and District's complaint procedures.

Release of Students: All students are to remain on the school campus between the time of arrival and the close of the school day. Parents and/or guardians must check out students through the school office before taking the student from campus. Students shall only be

released from schools to a parent or guardian unless the parent or guardian has provided the Principal with a written statement authorizing the release of the student to a third party without proper authorization. The Principal may contact the parent or guardian to authenticate or verify the written authorization. Students who leave campus without permission shall be subject to disciplinary action.

Adopted: August 18, 2022

Revised: August 12, 2024; February 3, 2025; August 4, 2025; July 1, 2026

**ADMISSION, RESIDENCY, PLACEMENT,
~~TRANSFER,~~ AND WITHDRAWAL**

Admission: The following students shall be admitted to District if they meet the age, immunization, and good standing requirements set forth in this policy:

- A. Students who are legal residents of District;
- B. Students who have a legal transfer into District;
- C. Students who have been accepted by District on a tuition basis; and
- D. Foreign students who have been accepted by District as Non-immigrant (F-1) Students.

A home-schooled student who wishes to be admitted to District may only be enrolled on a full-time basis. Part-time admission or enrollment is not allowed.

Age Requirements:

- A. Minimum Age: A child must be four (4) years old on or before September 1 in order to enroll in District's early childhood program. A child must be five (5) years old on or before September 1 in order to enroll in kindergarten. A child must be six (6) years old on or before September 1 in order to enroll in first grade, unless otherwise entitled to enroll by law.
- B. Maximum Age: All students who have not completed the twelfth grade shall be eligible to attend school in District until they reach twenty-one (21) years of age on or before September 1 of the school year in which enrollment is sought; provided that upon submitting evidence to the Board of Education in the student's resident district, or the Board's designee, showing that a student who is a resident of the State of Oklahoma, is lawfully present in the United States, and was unable to attend school because of reasons provided for by law which made it impossible to complete the twelfth grade before the age of twenty-one (21), a student may attend school in District until the student attains the age of thirty (30). Persons applying for and approved under this subsection shall only be eligible if the district offers a full-time virtual education program, which the student utilizes to complete their high school education.
- C. Students with Disabilities: Students with disabilities may be entitled to attend school from three (3) years of age. District's Special Education Director should be

contacted to determine eligibility of students with disabilities for early admission.

- D. Proof of Age: Unless identified as homeless in accordance with the McKinney-Vento Homeless Education Assistance Act, any student who is enrolling in school for the first time shall present upon enrollment a birth certificate which verifies the student's age. If a birth certificate is not presented within four (4) weeks after its request, the student's enrollment may be terminated depending on the circumstances.

Immunization Requirements: No student shall be permitted to enroll in District unless the student presents to the school at the student's initial enrollment either:

- A. Certification from a licensed physician or authorized representative of the State Department of Public Health that such student has received, or is in the process of receiving, immunizations required by the Department of Public Health, or that such student is likely to be immune as a result of the disease; or
- B. A Certificate of Exemption form stating that the child is exempt from the immunization requirements on the ground that (1) the physical condition of the student is such that immunization would endanger the life or health of a student, signed by a physician; (2) the parent, guardian or person having legal custody of the child objects to such tests or immunizations for religious reasons; or (3) the parents, guardian or person having legal custody of the student claims an exemption for personal reasons. A copy of the Certificate of Exemption will be forwarded to the Department of Public Health for review and approval.

Good Standing Requirement: A student must be in good standing at the time of withdrawal from any previous school in order to enroll in District. A student who has been suspended from a public or private school in the State of Oklahoma or another state for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students shall not be entitled to enroll in District, and no public school shall be required to enroll such student, until the terms of the suspension have been met or the time of suspension has expired.

Residency Requirements:

Categories of Residency: The following students shall be considered legal residents of District:

1. Students whose parent, legal guardian or legal custodian holds legal residence in District.
2. Students who have been placed in a foster home within District (a) by the person or agency holding legal custody pursuant to court order, or (b) by a state agency having legal custody; provided that "foster home" means a family home, other than the home of a parent, step-parent, grandparent, brother, sister, uncle, or aunt, which provides

full-time care for five or fewer children.

3. Qualified students under a Special Power of Attorney as required by the Compact on Educational Opportunity for Military Students.
4. Students whose full-time care and custody is provided by an orphanage or a child care facility supported by charity.
5. Students who reside in District and are supporting themselves entirely by their own efforts.
6. Students who have been placed in a public or private residential child care or treatment facility and whose place of legal residence cannot be determined.
7. Students who are homeless persons as defined by the law.
8. Any other students provided for by law.

Procedures for Determining Residency - The following procedures shall be used to determine the residency of a student in District:

1. An admissions form shall be completed for each student initially enrolling to attend school in District. All other students may be requested to complete an admissions registration form at enrollment or at other times at the discretion of the Administration.
2. In determining the residency of a student, the Administration may require proof of residency and/or affidavits or verification of residency. Such proof may include but is not limited to proof of payment of local ad valorem taxes, proof of rental payment or title to residential property in district, utility bill voter or car registration.
3. If a student is denied admission to a school in District by the Administration, the student shall be notified of the reasons for the denial in writing. The student may appeal the denial to District's Residency Officer in writing, stating the reasons for the appeal. District's Residency Officer shall be the Superintendent. District's Residency Officer shall consider the appeal and shall notify the student of the appeal decision in writing, stating the reasons for the decision. The decision of District's Residency Officer shall be final.
4. If a student has been admitted to attend school in District after establishing a bona fide legal residence in District, and thereafter moves and is no longer a resident of the district, the student shall be permitted to complete the current school year; provided that, if District determines that the student did not in fact establish a bona fide legal residence in District, the student's permission to attend school shall be revoked and tuition shall be charged for the days attended. ¶

Power of Attorney: A parent or legal custodian of a child, through a properly executed power of attorney and without compensation, may delegate to another person, for a period to exceed twenty-four (24) hours but not to exceed one (1) year, certain powers regarding the care and custody of the child as provided in law. The parent or guardian may withdraw or revoke the power of attorney at any time. The attorney-in-fact shall have those powers specified by law, including the right to enroll the child in school and to have access to all education records., or those powers specifically delegated to the attorney-in-fact.

Withdrawals: Students who attend school as
school: resident students may be withdrawn from

- A. By the submission of proof that the student's residence for school purposes has changed or is about to change to another school district;
- B. By the submission of proof that the student has attained the age of eighteen (18);
- C. If the student has attained the age of sixteen (16), upon written agreement between the principal and the parent, guardian or custodian of the student that such withdrawal is in the best interests of the student and/or community, and that the student shall thereafter be under the supervision of the parent, guardian or custodian until the student has reached the age of eighteen (18); and
- D. By administrative action, if the student has had ten (10) consecutive unexcused absences.

Placement and Assignment: Students, including students who have been home-schooled, shall be assigned to a grade level or class based upon an assessment of the student's age, maturity, grades received, standardized test results, and/or abilities in accordance with Administrative Regulations.

Students transferring into District from a school not accredited by the Oklahoma State Department of Education ("OSDE") or enrolling in District immediately after being a home-schooled student, shall be required to take comprehensive written examinations in the subjects studied or grades attended in the nonaccredited school. Results of the examinations will be utilized in determining the academic units or grade levels for which a student is to receive credit. In order for a student to enroll in courses that have prerequisites, the student must have passed the proficiency exam for that prerequisite. Proficiency must be demonstrated by exam on all courses required for graduation from District. Exams will be given only for courses offered at District. Copies of the exams and their results will be placed in the student's file.

A parent or guardian of multiple-birth siblings may request that the children attend the same school and be placed in the same classroom or in separate classrooms if the children are in the same grade level at the same school and meet the eligibility requirements of the class. The parent or guardian must request the classroom placement no later than fourteen (14) days after the first day of each school year or fourteen (14) days after the first day of attendance of the children during a school year if the children are enrolled in the school after the school year commences.

The school may recommend classroom placement to the parents and provide professional education advice to the parents to assist them in making the best decision for their children's education. A school must provide the placement requested by the children's parent or guardian, unless the Board makes a classroom placement determination following the school principal's request. At the end of the initial grading period, if the school principal, in consultation with the children's classroom teacher, determines that the requested classroom placement is disruptive to the classroom environment, the school principal may request that the Board determine the children's classroom placement.

Placement of Student Victims: Upon the Superintendent's receipt of notice from a juvenile bureau that a student of District has been adjudicated, or that adjudication has been withheld, an offense subject to the Juvenile Sex Offender Registration Act, District shall notify the victim and parent or guardian of the victim of their right to request to be separated from the offender at school and during school transportation. If the victim requests to be separated from the offender, District shall take appropriate action as required by law. The decision of the victim shall be final and not reversible.

~~**Student Transfers:** Subject to certain exceptions provided for by law, the transfer of a student from the district in which the student resides to District or within the District by a student attending a different school site within the District shall be granted at any time during the school year unless the requested transfer exceeds the capacity of the grade level sought for each school site or the desired school site within the District. District's Board will meet by the first day of January, April, July and October each year to establish the number of transfer students the school has the capacity to accept in each grade level for each school site within the District. District's capacity will be published on District's website and reported to the State Department of Education ("SDE"). District's capacity is as follows.¶¶~~

¶¶

- ~~• **Pre-kindergarten:** No more than 20 students per classroom or 10 students per adult in the classroom.¶¶~~
- ~~• **Kindergarten:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher's assistant is hired.¶¶~~
- ~~• **Grades 1-3:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher's assistant is hired.¶¶~~
- ~~• **Grades 4-6:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 16 students.¶¶~~
- ~~• **Secondary:** No more than 140 students per day (excludes PE and music classes).¶¶~~

~~In order for a student to be transferred, the parent or guardian of the student must first submit an application form specified by the State Board of Education ("SBE") and in accordance with the SBE's procedures. District will approve or deny transfer applications and notify the parents of the decision in writing within thirty (30) days of receiving an application. If the capacity of a grade level for each school site or the desired school site within the District is insufficient to enroll all eligible students, District shall select transfer students in the order in which District received the student transfer applications. If the transfer application is accepted, the parent or~~

~~guardian shall notify District in writing within ten (10) days of receiving notice of approval that the student will be enrolling in the District. Failure to provide such notice may result in District's decision to cancel the transfer, which will be provided in writing immediately upon the cancellation. If the transfer application is denied, the parent or guardian may appeal such denial as set forth in law and regulation.~~¶

¶
~~A transfer may be denied if it will exceed enrollment capacity, or for student discipline as provided for in § 24-101.3 or attendance issues. "Attendance issues" as defined are ten (10) or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness. District will begin receiving new applications for the subsequent school year on or after July 1st each school year. However, any currently approved transfers may be approved for the next school year beginning on May 1st.~~¶

¶
~~All student transfers are good only for the school year during which the transfer is granted. For all subsequent school years, students already attending school in the District on a transfer will be automatically placed at the top of the applicant list for the following school year. No new applications will be needed. All student transfers previously granted will remain in effect unless the District takes action to deny the continued transfer based on discipline or attendance issues as provided for by law. If District intends to deny a student's continued transfer, the parents or guardians will be notified by or before July 15th.~~¶

¶
~~If the grade a student is entitled to pursue is not offered in the student's resident district, the transfer will be automatically approved. A student whose parent or guardian is employed by the District shall be allowed to transfer to the District regardless of capacity. The child of a District employee who resides in the District, but wishes to attend a different school site within the District where the student resides may be granted an intra-district transfer as long as the student does not meet the criteria as a basis for denial as provided for herein. In addition, any student who has attended school as a resident student for at least three (3) years prior to moving out of the District may be allowed to transfer regardless of capacity provided that the student does not meet a criteria for denial as provided for herein.~~¶

¶
~~Any child in the custody of the Department of Human Services ("DHS") in foster care who is living in the home of a student who transfers to the District or to another school site within the District may attend school in the District or at the school site as provided for by law. Except for a child in the custody of DHS in foster care, a transfer student shall not transfer more than two (2) times per school year to one or more districts in which the student does not reside or to other school sites within the District where the student resides, provided that the student may reenroll in his or her district or school site of residence at any time.~~¶

¶
~~The brother or sister of a student who transfers to District may attend school in the District so long as the District has capacity and the brother or sister does not meet the criteria as a basis for denial. Applications will be considered in the order in which they are received by the District and a separate application must be submitted for each student who desires a transfer. The brother or sister of a student who transfers intra-district may attend the school site to which his or her sibling transferred so long as the district has capacity and the brother or sister does not meet a basis for denial as provided for herein.~~¶

¶
~~A student who changes residence within the District, but wishes to attend the same school~~

~~site may be granted an intra-district transfer provided that the student does not meet the criteria as a basis for denial as provided for herein. ¶~~

~~¶~~

~~On or before the first day of January, April, July and October, the Superintendent will file with the SDE and each resident district a statement showing the names of the students who were granted transfers, their resident districts and their grade levels. ¶~~

~~¶~~

~~If a transfer request is denied by the District, the parent or guardian of the student may appeal the denial to District's Board within ten (10) days of the notification of the denial as provided for by law and regulation. District's Board will consider the appeal at its next regularly scheduled board meeting so long as the appeal is received prior to the statutory deadline for posting the Board agenda. If the appeal is not received prior to the deadline for posting the agenda, the Board shall schedule a special meeting to consider the appeal. The appeal process will be paper-only and the review of documents will take place in executive session in order to protect student privacy. During executive session, the Board will review written documentation from the Superintendent regarding reasons for the transfer denial and information from the parent/guardian regarding why the transfer should have been approved. The vote to uphold or reject the Superintendent's transfer denial will be held in open session. ¶~~

~~¶~~

~~If the Board upholds the denial, the parent or guardian may appeal the denial to the SDE within ten (10) days of the notification of the Board's decision. The SDE will adopt guidelines for this process. ¶~~

~~¶~~

~~**Special Education and Gifted Education Transfers:** Transfers regarding students with disabilities will be considered in accordance with the law and SDE regulations. Prior to approving the transfer of a student with disabilities, the receiving district shall establish availability of the appropriate program, staff, and services. In addition, a joint IEP conference shall be required between the district of residence and the receiving district prior to approval of the transfer. If a request to transfer a student with disabilities to a district other than the resident district is denied, the parent or guardian or an adult student who is eighteen (18) years of age or older, but under the age of twenty-two (22) may appeal the denial within ten (10) days of notification of the denial to the receiving district's board of education. The receiving district's board shall consider the appeal at its next regularly scheduled meeting. If the receiving district's board denies the appeal, the parent, guardian, or qualifying adult student may appeal the denial to the State Board of Education within ten (10) days of notification of the denial. The appeal process shall be conducted as provided for in law and regulation. ¶~~

~~¶~~

~~**Military Parent Transfers:** Students who are dependent children of a member of the active uniformed military services of the United States on full-time active duty status and students who are the dependent children of a member of the military reserve on active duty orders shall be eligible for admission to the District regardless of its capacity, but in accordance with state law, if at least one (1) parent or guardian of the student has a Department of Defense issued identification card. ¶~~

~~¶~~

~~Specifically, students who are the dependent children of a member of the active uniformed military services of the United States on full-time active duty status, and students who are the dependent children of a member of the military reserve on active duty orders, shall be provided provisional eligibility for intra-district transfers regardless of capacity except that the number of~~

~~intra-district transfers specific to military dependents shall be based on two (2) military dependents per one hundred (100) enrolled students at the elementary school level, four (4) military students per one hundred (100) students at the middle school level, and six (6) military dependents at the high school level.~~ ¶

~~For purposes of this policy.~~ ¶

~~"Elementary school" means kindergarten through fifth grade;~~ ¶

~~"Middle school" means sixth grade through eighth grade; and~~ ¶

~~"High school" means ninth grade through twelfth grade.~~ ¶

~~A student shall be considered in compliance with residency provisions if his or her parent or guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. District shall accept enrollment applications by electronic means, including enrollment in a specific school or program within the District and course registration. The parent or guardian shall provide proof of residence in the District within ten (10) days of the published arrival date provided on the official documentation. The following may be provided to show proof of residence.~~ ¶

~~1. A temporary on-base billeting facility;~~ ¶

~~2. A purchased or leased home or apartment, or~~ ¶

~~3. Federal government or public-private venture off-base military housing.~~ ¶

~~A student shall not be precluded from enrollment prior to residency for any of the following reasons:~~ ¶

~~1. Having an individualized education program (IEP) or an individualized family service plan (IFSP) under the Individuals with Disabilities Education Act (IDEA);~~ ¶

~~2. Receiving or qualifying for special education courses or services; or~~ ¶

~~3. Receiving or qualifying for accommodations or services under Section 504 of the Rehabilitation Act of 1973 (Section 504).~~ ¶

~~If the enrolling student is transferring with an IEP, IFSP, or a Section 504 Plan, the District's Board shall take the necessary steps including but not limited to, the transfer of records and any prior evaluations, the performance of reevaluations, if necessary, and meeting to ensure that comparable services are in place prior to the student's first day of school in the state.~~ ¶

~~For purposes of this policy.~~ ¶

~~"Active military duty" means a full-time military duty status in the active uniformed service of the United States including members of the National Guard and Military Reserve on active duty orders; and~~ ¶

¶

~~“Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship or other installation under the jurisdiction of the Department of Defense or the United States Coast Guard. ¶~~

McKinney-Vento Act: The Education for Homeless Children and Youth (“EHCY”) program is authorized under the McKinney-Vento Homeless Assistance Act (“McKinney-Vento Act”), as amended by Every Student Succeeds Act (“ESSA”). The mission of the EHCY program at the Oklahoma State Department of Education (“OSDE”) and District is to ensure educational equity and success for students experiencing homelessness by providing support according to the McKinney-Vento Act.

Homeless children and youth are defined as those who lack a fixed, regular, and adequate nighttime residence. Determinations will be made on a case-by-case basis as provided for in the Student Handbook. The District McKinney-Vento Liaison is the Holly Dabbs and may be reached at cristie.oliver@ninnekah.k12.ok.us or 405-224-4299. Each site will also have a McKinney-Vento liaison, who can be reached through the Administration office at each school site.

The McKinney-Vento Act provides homeless children and youth the following rights:

1. To immediately enroll in school;
2. To attend school in school of origin or in the attendance area where the family currently resides;
3. To receive transportation to school of origin if requested by parents/guardians/unaccompanied youth and is in the best interest of the child;
4. To receive comparable services as other schoolmates including but not limited to transportation and supplemental services;
5. To attend school along with children who are not homeless;
6. To have their rights posted in all schools and other places around the community that low-income families and high-risk families may visit.
7. To be free of segregation and stigmatization with the nature of their living situation remaining confidential under the Family Educational Rights and Privacy Act (“FERPA”).

District Responsibilities: The State of Oklahoma will require a parent or guardian of a student, or the student if he or she is not in the physical custody of a parent or guardian, to complete the form provided by the OSDE for students who are identified as homeless children and youth at the time of enrollment.

District will immediately enroll the child or youth, even without records that are normally required for enrollment, or if the child or youth has missed application or enrollment deadlines during a period of homelessness. District will assist with obtaining immunizations or other required health records. District will presume that the school of origin is in the child’s best interest and will continue such enrollment even if the child becomes permanently placed during the academic year unless contrary to the request of the parent, guardian or unaccompanied youth. District will enroll the homeless child or youth with non-homeless students who live in the attendance area in which the child or youth is living and eligible to attend. District will consider student-centered factors related to the child or youth’s best interest and will provide a written explanation of the reasons for the decision, including information regarding the right to appeal if

District sends the child to a school other than the one requested. District will enroll the child or youth immediately in the school in which enrollment is sought if a dispute arises pending final resolution of the dispute and will provide services comparable to those received by other students in the school. Information regarding the homeless child or youth's living situation will be confidential and coordination efforts with local agencies providing services to homeless children or youth and their families will be made.

Dispute Resolution: Parents, guardians, or unaccompanied youth experiencing homelessness may disagree with District on issues related to McKinney-Vento services, enrollment, and/or school selection. In most cases, issues can be resolved without outside intervention. When a dispute arises over eligibility, school selection, or enrollment and cannot be resolved independently, the following procedures will be invoked:

- The child or youth "shall be immediately enrolled in school in which enrollment is sought, pending final resolution of the dispute, including all available appeals.
- The parent, guardian, or unaccompanied youth must be provided with a written explanation of any decisions related to school selection or enrollment made by the school, district or state involved, including the rights of the parent, guardian, or unaccompanied youth to appeal such decisions.
- The parent, guardian, or unaccompanied youth must be referred to the local liaison, who will carry out the dispute resolution process as expeditiously as possible.

McKinney-Vento dispute procedures apply to any dispute arising under the McKinney-Vento Act, including disputes over questions such as: eligibility, school selection, participation, and transportation. Every effort will be made to resolve the complaint or dispute at the District level before it is taken to the OSDE. District will inform the Complainant of District's Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.

1. Notify District's homeless liaison:
 - a. Request a copy of or access to District's Board policies addressing the education of homeless children and youth and review them. Make an appointment with the homeless liaison to discuss the complaint.
 - b. If the dispute is not resolved at the point, Complainant may file a Complaint in writing to District's homeless liaison for further review.
 - c. The Complaint should include a request that a written proposed resolution of the dispute or a plan of action be provided within five (5) days of the date the Complaint was received by the homeless liaison. A review of the proposal or plan of action with the homeless liaison should follow. An extension may be mutually agreed upon; however, every effort should be made to resolve the Complaint in the shortest time possible.
2. If the dispute is not resolved at the District homeless liaison level, the Complaint may be forwarded to the Superintendent for review followed by a meeting with the Superintendent to discuss the dispute. The Complainant should request from the Superintendent a written resolution within five (5) days of the date of the discussion. The parties may mutually agree upon an extension; however, every effort should be made to resolve the Complaint in as short a time as possible.
3. If the dispute is not resolved at the Superintendent level, the Complainant may take the matter before the Board for resolution. If this effort for resolution fails, the Complaint

may be taken to the OSDE.

Adopted: August 18, 2022

Revised: May 24, 2023; July 18, 2023; July 3, 2024; August 4, 2025; July 1, 2026

TRANSFERS

Student Transfers: Subject to certain exceptions provided for by law, the transfer of a student from the district in which the student resides to District or within the District by a student attending a different school site within the District shall be granted at any time during the school year unless the requested transfer exceeds the capacity of the grade level sought for each school site or the desired school site within the District. District's Board will meet by the first day of January, April, July and October each year to establish the number of transfer students the school has the capacity to accept in each grade level for each school site within the District. District's capacity will be published on District's website and reported to the State Department of Education ("SDE"). District's capacity is as follows:

- **Pre-kindergarten:** No more than 20 students per classroom or 10 students per adult in the classroom.
- **Kindergarten:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher's assistant is hired.
- **Grades 1-3:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher's assistant is hired.
- **Grades 4-6:** No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 16 students.
- **Secondary:** No more than 140 students per day (excludes PE and music classes).

In order for a student to be transferred, the parent or guardian of the student must first submit an application form specified by the State Board of Education ("SBE") and in accordance with the SBE's procedures. District will approve or deny transfer applications and notify the parents of the decision in writing within thirty (30) days of receiving an application. If the capacity of a grade level for each school site or the desired school site within the District is insufficient to enroll all eligible students, District shall select transfer students in the order in which District received the student transfer applications. If the transfer application is accepted, the parent or guardian shall notify District in writing within ten (10) days of receiving notice of approval that the student will be enrolling in the District. Failure to provide such notice may result in District's decision to cancel the transfer, which will be provided in writing immediately upon the cancellation. If the transfer application is denied, the parent or guardian may appeal such denial as set forth in law and regulation.

A transfer may be denied if it will exceed enrollment capacity, or for student discipline as provided for in § 24-101.3 or attendance issues. "Attendance issues" as defined are ten (10) or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness. District will begin receiving new applications for the subsequent school year on or after July 1st each school year. However, any currently approved transfers may be approved for the next school year beginning on May 1st.

All student transfers are good only for the school year during which the transfer is granted. For all subsequent school years, students already attending school in the District on a transfer will be automatically placed at the top of the applicant list for the following school year. No new applications will be needed. All student transfers previously granted will remain in effect unless the District takes action to deny the continued transfer based on discipline or attendance issues as provided for by law. If District intends to deny a student's continued transfer, the parents or guardians will be notified by or before July 15th.

If the grade a student is entitled to pursue is not offered in the student's resident district, the transfer will be automatically approved. A student whose parent or guardian is employed by the District shall be allowed to transfer to the District regardless of capacity. The child of a District employee who resides in the District, but wishes to attend a different school site within the District where the student resides may be granted an intra-district transfer as long as the student does not meet the criteria as a basis for denial as provided for herein. In addition, any student who has attended school as a resident student for at least three (3) years prior to moving out of the District may be allowed to transfer regardless of capacity provided that the student does not meet a criteria for denial as provided for herein.

Any child in the custody of the Department of Human Services ("DHS") in foster care who is living in the home of a student who transfers to the District or to another school site within the District may attend school in the District or at the school site as provided for by law. Except for a child in the custody of DHS in foster care, a transfer student shall not transfer more than two (2) times per school year to one or more districts in which the student does not reside or to other school sites within the District where the student resides, provided that the student may reenroll in his or her district or school site of residence at any time.

The brother or sister of a student who transfers to District may attend school in the District so long as the District has capacity and the brother or sister does not meet the criteria as a basis for denial. Applications will be considered in the order in which they are received by the District and a separate application must be submitted for each student who desires a transfer. The brother or sister of a student who transfers intra-district may attend the school site to which his or her sibling transferred so long as the district has capacity and the brother or sister does not meet a basis for denial as provided for herein.

A student who changes residence within the District, but wishes to attend the same school site may be granted an intra-district transfer provided that the student does not meet the criteria as a basis for denial as provided for herein.

On or before the first day of January, April, July and October, the Superintendent will

file with the SBE and each resident district a statement showing the names of the students who were granted transfers, their resident districts and their grade levels.

If a transfer request is denied by the District, the parent or guardian of the student may appeal the denial to District's Board within ten (10) days of the notification of the denial as provided for by law and regulation. District's Board will consider the appeal at its next regularly scheduled board meeting so long as the appeal is received prior to the statutory deadline for posting the Board agenda. If the appeal is not received prior to the deadline for posting the agenda, the Board shall schedule a special meeting to consider the appeal. The appeal process will be paper-only and the review of documents will take place in executive session in order to protect student privacy. During executive session, the Board will review written documentation from the Superintendent regarding reasons for the transfer denial and information from the parent/guardian regarding why the transfer should have been approved. The vote to uphold or reject the Superintendent's transfer denial will be held in open session.

If the Board upholds the denial, the parent or guardian may appeal the denial to the SBE within ten (10) days of the notification of the Board's decision. The SBE will adopt guidelines for this process.

Special Education and Gifted Education Transfers: Transfers regarding students with disabilities will be considered in accordance with the law and SDE regulations. Prior to approving the transfer of a student with disabilities, the receiving district shall establish availability of the appropriate program, staff, and services. In addition, a joint IEP conference shall be required between the district of residence and the receiving district prior to approval of the transfer. If a request to transfer a student with disabilities to a district other than the resident district is denied, the parent or guardian or an adult student who is eighteen (18) years of age or older, but under the age of twenty-two (22) may appeal the denial within ten (10) days of notification of the denial to the receiving district's board of education. The receiving district's board shall consider the appeal at its next regularly scheduled meeting. If the receiving district's board denies the appeal, the parent, guardian, or qualifying adult student may appeal the denial to the State Board of Education within ten (10) days of notification of the denial. The appeal process shall be conducted as provided for in law and regulation.

Military Parent Transfers: Students who are dependent children of a member of the active uniformed military services of the United States on full-time active duty status and students who are the dependent children of a member of the military reserve on active duty orders shall be eligible for admission to the district of their choice if their parent or legal guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to official military orders. Students are eligible if at least one (1) of their parents has a Department of Defense-issued identification card. For purposes of enrollment, qualifying students who currently reside outside of a district they are transferring into shall be treated by the receiving district as residing within the receiving district's boundaries.

Specifically, students who are the dependent children of a member of the active uniformed military services of the United States on full-time active duty status, and students

who are the dependent children of a member of the military reserve on active duty orders, shall be provided provisional eligibility for intra-district transfers regardless of capacity except that the number of intra-district transfers specific to military dependents shall be based on two (2) military dependents per one hundred (100) enrolled students at the elementary school level, four (4) military students per one hundred (100) students at the middle school level, and six (6) military dependents at the high school level.

For purposes of this policy:

“Elementary school” means kindergarten through fifth grade;

“Middle school” means sixth grade through eighth grade; and

“High school” means ninth grade through twelfth grade.

A student shall be considered in compliance with residency provisions if his or her parent or guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to an official military order. District shall accept enrollment applications by electronic means, including enrollment in a specific school or program within the District and course registration. The parent or guardian shall provide proof of residence in the District within ten (10) days of the published arrival date provided on the official documentation. The following may be provided to show proof of residence:

1. A temporary on-base billeting facility,
2. A purchased or leased home or apartment, or
3. Federal government or public-private venture off-base military housing.

A student shall not be precluded from enrollment prior to residency for any of the following reasons:

1. Having an individualized education program (IEP) or an individualized family service plan (FSP) under the Individuals with Disabilities Education Act (IDEA);
2. Receiving or qualifying for special education courses or services; or
3. Receiving or qualifying for accommodations or services under Section 504 of the Rehabilitation Act of 1973 (Section 504).

If the enrolling student is transferring with an IEP, ISP, or a Section 504 Plan, the District’s Board shall take the necessary steps including but not limited to, the transfer of records and any prior evaluations, the performance of reevaluations, if necessary, and meeting to ensure that comparable services are in place prior to the student’s first day of school in the state.

For purposes of this policy:

“Active military duty” means a full-time military duty status in the active uniformed service of the United States including members of the National Guard and Military Reserve on active duty orders; and

“Military installation” means a base, camp, post, station, yard, center, homeport facility for any ship or other installation under the jurisdiction of the Department of Defense or the United States Coast Guard.

Adopted:

Revised: July 7, 2026

ATTENDANCE

General: Every student shall attend school regularly. Regular attendance at school is necessary for students to successfully progress in and fully benefit from the educational experience, teaches students the necessity of regular attendance in preparation for work, and teaches students to be personally responsible. The Administration shall notify a student's parent or guardian regarding the student's absences and tardies as set forth in Administrative Regulations or Student Handbook.

Absences: Students are expected to attend all classes if possible. Absences from scheduled classes due to participation in school-sponsored or endorsed activities shall be excused absences but shall not exceed ten (10) days unless approved by the Superintendent or the Superintendent's designee or otherwise excepted as set forth herein. Absences due to activities for which the student is attempting to earn or has earned the right to compete on a state or national level and absences due to participation in a remote Internet-based course approved by the Board shall not be considered for purposes of the ten (10) day limitation. Additionally, the sponsor of an extra-curricular activity may submit a request for an exception to the principal when a student has a GPA for the current semester of 3.0 or higher. Included in the excused absences shall be absences for the purpose of receiving speech therapy, occupational therapy, or any other service related to the child's IEP so long as the parent, guardian, or other person with custody or control over the child submits a prior written request for the absence and provides subsequent documentation from the provider.

In addition, students who are absent in order to participate in a scheduled 4-H activity or program as approved by the 4-H educator shall receive an excused absence under this policy so long as the absence is not during scheduled statewide student assessments or during any period for which the student is subject to discipline that would preclude participation in an educational field trip or extracurricular activity. Students shall be given the opportunity to make up any missed schoolwork without having their grades adversely affected due to participation in activities or programs sponsored by 4-H. Documentation of proof of student participation shall be provided by a 4-H educator upon request by a school principal or attendance officer.

Released Time Courses: A student will be excused from school to attend a course in religious or moral instruction that is conducted off of District property and by an independent entity. The student may be excused for up to three (3) class periods per week, but no more than one hundred twenty-five (125) class periods per school year. The student's parent or legal guardian must provide the District with written consent prior to the student's participation in the course and any transportation provided to and/or from the place of instruction is the sole responsibility of the independent entity, the student, or the student's parent or legal guardian. District and its board shall be provided access to the independent entity's attendance records

regarding District students. The student will be responsible for any missed school work and will complete such work in accordance with District policy. The student will not be excused to participate in the course during any classes in which the subject matter is subject to the assessment requirements of Section 1210.508 of Title 70 of the Oklahoma Statutes.

A student who attends the course will still be considered in attendance at the District. The student may also be awarded elective credit for the course provided that the work is substantiated by a valid transcript from the independent entity and additional criteria is met as provided for by law.

Chronic Absenteeism: Chronic absenteeism is occurs when a student is absent from school at least ten percent (10%) of the time that school is in session and the student is included in membership, eighteen (18) or more days on a one hundred and eighty-one (181) day school calendar or ten percent (10%) or more of school days on a one thousand and eighty-six (1,086) hour school calendar. The District recognizes that medical exemptions from chronic absenteeism may be appropriate in addition to other absences provided for by state law and/or regulation. Student absences which are due to a significant medical condition may be exempt from inclusion in the school site's chronic absenteeism indicator upon determination of eligibility by district's medical exemption review committee. District's medical exemption review committee consists of a teacher, the principal and the counselor.

A significant medical condition, for the purposes of this policy, means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma that meets the following criteria:

- A. The condition affects the student so severely that it incapacitates the student from attending school for an identifiable time period or number of school days, or for which the student must receive regular medical care that requires him or her to be absent from school;
- B. The student is unable to receive instruction through homebound education services for an identifiable time period or number of school days due to the medical condition or treatment of the medical condition, or homebound education is not appropriate due to brief recurring absences for treatment purposes;
- C. The school or school district has been provided with written documentation of the condition that has been verified in writing by a physician licensed to practice in Oklahoma, or by a physician licensed to practice in another state if the treatment is in another state. A copy of the documentation verifying the student's condition shall be filed in the student's educational record. For qualifying circumstances, such as sexual assault or other events of a traumatic nature, that may not include official documentation, a letter from a school counselor or administrator explaining the student's qualifying circumstance may qualify as documentation. District's medical exemption review committee shall respect and protect the privacy of students and others in its review of medical exemption requests.

D. Examples of significant medical conditions may include, but are not limited to:

- a. Student has a terminal disease or degenerative illness, or has been placed in hospice care;
- b. Student is comatose;
- c. Student has a serious chronic medical condition (lasting 3 months or more) and is absent for the purpose of receiving condition-related treatment (ie. chemotherapy, dialysis);
- d. Death or life-threatening injury of an immediate family member of the student (ie. parent/guardian, sibling, child, or another member of the household); or
- e. Student has sustained serious medical or physical injury as a result of a catastrophic event, such as:
 - i. A natural disaster or other event;
 - ii. An act of violence (ie. physical assault, sexual assault, kidnapping, homicide, torture, or terrorism);
 - iii. Drowning;
 - iv. Poisoning, fall, or a traumatic brain injury; or
 - v. Fire or explosion in student's home.

E. Absent another qualifying condition, a significant medical condition does not include:

- a. Minor illness or injury that does not incapacitate the student or require recurring treatment;
- b. Short-term illness or injury resulting in absences of ten (10) or fewer consecutive instructional days, including those that require short-term hospitalization of ten (10) or fewer consecutive instructional days;
- c. Pregnancy, unless complications of the pregnancy otherwise meet the requirements of this policy; or
- d. Refusal of a parent/guardian to permit the student to attend school or receive homebound services due to illness, injury or trauma.

Student absences that are classified as "excused" under Oklahoma law and/or district policies should be classified as "excused" in the student information system and do not automatically qualify for a medical exemption for purposes of the chronic absenteeism indicator. In order to qualify for consideration under a chronic absenteeism medical exemption, an absence must fall under the definition of a "significant medical condition". Furthermore, if a student has been determined to have a significant medical condition under the terms of this policy, only absences that are related to the student's identified condition(s) or qualifying circumstances may be exempted from inclusion in the chronic absenteeism indicator.

District shall report any absences determined to be medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability. All documentation considered during the medical exemption review committee's consideration of potentially eligible absences shall be maintained by the district.

Attendance Policy: The student Attendance Policy is set forth in the Student Handbook.

Students must comply with the attendance policy. However, the Superintendent has the specific discretion to grant a waiver to qualified students under the Compact on Educational Opportunity for Military Children.

Virtual Attendance Policy: District recognizes that circumstances may create a need for the implementation of its virtual education program. ~~Beginning with the 2026-2027 school year,~~ District may not count days or portions of days when school is closed and virtual instruction is provided toward the 181 days or 1,086 hours of classroom instruction unless the district has met the requirements provided for by law, including but not limited to, approval by the Superintendent of Public Instruction of the district's virtual education plan. In the event these requirements are met, the district may count up to two (2) days or twelve (12) hours when school is closed and virtual instruction is provided toward the 181 days or 1,086 hours of classroom instruction time. Exceptions to this requirement may be on an individualized basis including but not limited to, a student's needs under a medical plan, IEP, or Section 504 Plan. Nothing in this provision is intended to negate a student's education pursuant to a qualifying full-time virtual education program.

In the event that the need for participation in a virtual education program arises, the first date of attendance for a student beginning a virtual education program with District shall be the first date the student completes a virtual instructional activity. "Instructional activities" shall include instructional meetings with a teacher, completed assignments that are used to record a grade for a student that is factored into the student's grade for the semester during which the assignment is completed, testing, and other activities identified as such by the District.

A student who is attending a virtual educational program through District shall be considered in attendance for a quarter if the student:

- a. Completes instructional activities on no less than ninety percent (90%) of the days within the quarter,
- b. Is on pace for on-time completion of the course as defined by District's board of education, or
- c. Completes no less than seventy-two (72) instructional activities within the quarter of the academic year.

For students who do not meet any of the above-mentioned criteria, the amount of the attendance recorded shall be the greater of:

- a. The number of school days during which the student completed instructional activities during the quarter,
- b. The number of school days proportional to the percentage of the course that has been completed, or
- c. The number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter.

Students are expected to login and work daily on assignments and tasks as assigned by District employees or the assigned learning platform. All assignments must be completed by the assigned due date and will be graded and recorded in the gradebook weekly. The same grading scale and policies with respect to completion of work will be applicable. Teachers will monitor student work on a regular basis and meet with each student virtually at least one (1) or

two (2) times each week. Teacher attendance will be monitored with respect to their availability to their students and performance of their daily teaching duties. Students who violate the District's attendance requirements are subject to disciplinary action, including but not limited to academic probation.

For students who are participating in a part-time or temporary remote learning program, attendance and participation will be monitored in accordance with district policy and through documented student/teacher/course interaction that may include, but is not limited to, online chats, e-mails, posting/submission of lessons. A student may be counted as "present" or "in attendance" when the student/teacher/course interaction demonstrates student progress toward learning objectives as well as regular engagement in course activity. Regular engagement in the course activity includes, but is not limited to, daily log-ins to the assigned learning platform and completion of required activities. Daily log-in times must meet duration requirements necessary to complete the required activities.

Students who are interested in participating in extracurricular activities must attend at least one (1) class period on campus each day. This class period can be the class for the co-curricular or extra-curricular activity if it is a part of the school day.

Adopted: August 18, 2022
Revised: July 11, 2024; August 4, 2025; July 1, 2026

GRADING, PROMOTION, RETENTION, AND GRADUATION

Grading: The grading system is designed to promote continuous evaluation of student performance, communicate student progress, and celebrate student successes. Administrative Regulations or Student Handbook may set forth District's grading system, including class ranking. Any students attending school on a virtual platform will be subject to the same grading scale and policies as all other District students.

Testing: No minor student shall be required to submit to psychiatric or psychological examination, testing or treatment without the prior written consent of the parent or guardian. No District employee (without written parental consent) shall elicit by written survey or written examination from any student information of a personal or private nature concerning any of the following areas:

1. Political affiliations;
2. Religious beliefs;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Mental or psychological problems potentially embarrassing to the student or his family;
6. Critical appraisals of other individuals with whom the student has a close family relationship;
7. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians and ministers; and
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

This policy does not require parental consent to regular classroom activities, the curriculum, or any teaching techniques or methods.

Homework: Teachers may assign homework to students. The type, frequency, and quantity of homework to be assigned shall be determined by the teacher based on the needs of the students and the subject matter being taught.

Supplies: Students may be required to buy material for use in classroom activities or projects that are optional and/or extra-curricular projects that may be taken home when student has completed the project.

Report Cards and Progress Reports: District shall make report cards available to parents and/or guardians at the end of each semester. In addition, teachers may send progress reports, may make telephone calls, and may schedule personal visits as needed to report student progress to parents and/or guardians. Parent-teacher conferences are scheduled each semester.

Transcripts: A transcript is any record of a grade or grades given to a student by a teacher such as a report card. Students requesting a copy of their transcript shall be provided a copy. However, if a student has failed to return any textbook or failed to make payment for a textbook which has not been returned, District shall withhold the transcript until such time as payment is made. The Superintendent may waive the withholding of a student's transcript because of failure to return a textbook or failure to remit payment for a textbook depending on the circumstances involved.

Promotion: Students may be promoted based on proficiency as provided by law and the regulations of the State Department of Education.

Retention: In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. However, some students may benefit from staying another year in the same grade, and under certain circumstances, a student may be retained more than once.

Each school shall form a committee to review and make decisions regarding retention and promotion. The committee shall be composed of a classroom teacher, a counselor when available, the building principal, and any additional personnel assigned by the principal. Criteria to be considered by the committee shall include attendance, testing, assignments, and the student's level of maturity. Retention may be considered when:

1. The student is achieving significantly below ability and grade level;
2. Retention would not cause an undue social and emotional adjustment; and
3. Retention would have a reasonable chance of benefitting the student's development.
4. In addition, retention of certain students may be mandated by state law if the student achieves below the requisite score on statewide criterion-referenced tests.

Whenever the committee recommends that a student be retained at the present grade level or recommends that a high school student not be passed in a course, the student's parent or guardian shall be notified of such recommendation. If the student's parent or guardian is dissatisfied with the recommendation for retention on the basis of items 1-3 set forth above, the parent or guardian may appeal the decision to the Board by submitting a written request for an appeal to the Superintendent. The decision of the Board shall be final. There shall be no appeal procedure for mandatory retention on the basis of item 4 set forth above.

Strong Readers Act: The Strong Readers Act ensures that the progression from one grade to the next is at least partially determined by proficiency in reading and that reading instruction and intervention services are implemented to address student reading needs, and that each student and his or her parent or legal guardian are informed of the student's progress. ~~Students and their parents or legal guardians will be informed of reading progress.~~ Identification, instruction, and intervention are implemented within the Multi-tiered System of Supports (MTSS) framework, including phonological awareness, decoding, encoding, spelling, sentence-level writing, language development, fluency, vocabulary, and comprehension, recognizing the reciprocal relationship between reading and writing proficiency.

District is committed to compliance with the Strong Reader's Act and working towards the goal that every student read at or above grade level by the end of third grade. In order to identify students who have a reading deficiency or characteristics of dyslexia that lead to or cause reading difficulty, each student enrolled in kindergarten, first grade, second grade, and third grade shall be screened at the beginning, middle, and end of each school year for monitoring progress and for measurement of reading skills. These reading skills shall include, but not be limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. District will utilize an approved screening instrument and students and parents or legal guardians will be informed of any identified reading deficiencies and reading progress. ~~that meets the requirements under the law.~~

~~The State Board of Education (SBE) will approve screening instruments that meet the criteria provided for by law.~~ Students who provide documented evidence that they meet at least one of the following criteria may be exempt from the screening requirements:

1. The student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods;
2. The student's primary expressive or receptive communication is sign language;
3. The student's primary form of written or read text is Braille; or
4. The student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

If an exemption is granted, evidence of progression toward English language acquisition will be provided with the same frequency as administration of screening instruments.

Students who are administered a screening instrument and are determined not to be meeting grade-level targets shall be provided with a ~~program of reading instruction that is designed to enable students to acquire appropriate grade-level reading skills. The program shall~~

be based on scientific research and align with SBE standards and shall include: reading intervention plan, which shall identify the intensity of instruction needed to remedy the student's specific reading deficiency as quickly as possible. Reading intervention services will not occur during math instruction.

1. ~~Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;~~
2. ~~If funding is available and it is determined to be necessary, tutorial instruction outside of regular school hours;~~
3. ~~Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's reading instruction program;~~
4. ~~High quality instructional materials grounded in scientifically based reading research; and~~
5. ~~A means of providing every prekindergarten, kindergarten, first grade, second grade, and third grade student's family access to free online, evidence-based literacy instruction resources to support literacy development at home.~~

The parent or legal guardian of a student ~~who is enrolled in kindergarten, first grade, second grade, or third grade and with a~~ he shows a deficiency in reading deficiency identified by, ~~based on the results of the screening instrument administered by the district, shall~~ be notified in writing and the student shall receive an individual reading intervention plan no later than thirty (30) days after the reading deficiency is identified. The parent or legal guardian will also be informed in writing of the student's progress toward grade-level reading at least every thirty (30) days and provided with strategies to assist at home.

A student who is enrolled in kindergarten, first grade, second grade, or third grade who is identified as having a reading deficiency based on the results of the screening instrument administered by the district and any fourth grade student promoted for good cause pursuant to law shall receive an individual reading intervention plan not later than thirty (30) days after the reading deficiency is identified. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students, and shall:

1. ~~Describe the research-based reading intervention services that the student will receive to remedy the reading deficiency;~~
2. ~~Provide explicit and systematic instruction in phonological awareness, decoding, fluence, vocabulary, and comprehension, as applicable;~~
3. ~~Monitor each student's reading skills progress throughout the school year and adjust instruction according to the student's needs; and~~

4. ~~Continue until the student is determined to be meeting grade level targets in reading based on the results of the screening instruments or assessments administered pursuant to law.~~

The reading intervention plan for each student identified as having a reading deficiency in reading shall be developed by a Student Reading Proficiency Team composed of the parent or legal guardian of the student, the teacher assigned to the student who was responsible for reading instruction during that academic year, a teacher who is responsible for reading instruction in the next grade level of the student, and a certified reading specialist or interventionist, certified personnel with an early literacy micro credential, or an individual with advanced training or specialization in literacy instruction, if available, and the principal, vice principal, or designee. Reading intervention will include a majority of direct instruction from a teacher or reading specialist trained in the science of reading and will not be provided solely by digital technology. District will update the plan annually if changes have been made.

~~District shall adopt and implement a strong readers plan with input from administrators, teachers, parents and legal guardians, and a reading specialist, where possible. District shall update its strong readers plan annually taking into consideration all of the requirements prescribed in law as well as the input of school administrators, teachers, parents and legal guardians, and if possible a reading specialist. Any first grade, second grade, or third grade student who demonstrates proficiency in reading through a grade level appropriate screening instrument approved pursuant to law shall not require a program of reading instruction or an individual reading intervention plan. . Upon demonstration of proficiency, the District shall notify the parent(s) or legal guardian(s) of the student that he or she has satisfied the requirements of the Strong Readers Act. District shall continue to monitor the student in the next successive grade level in order to ensure that he or she maintains proficiency.~~

~~If a third grade student is identified as having a significant reading deficiency, which means that he or she is not meeting grade level targets on a screening instrument, district shall provide the student with intensive intervention services for the appropriate amount of the instructional day consistent with the student's individual reading intervention plan and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at his or her grade level based on the administration of a screening instrument.~~

Beginning with the 2027-2028 school year, if a first or second-grade student has demonstrated the need for reading intervention services and is not meeting grade-level targets by the end of the school year, district will place the student in a stand-alone transitional classroom or promote the student while providing targeted Tier 2 or Tier 3 intervention instruction in compliance with the Strong Readers Act. The student may be subject to voluntary retention with the written consent of the student's parent or legal guardian.

Beginning in the 2027-2028 school year, district shall administer the statewide third-grade English Language Arts assessment to students in second grade provided that the parent or legal guardian does not opt his or her student out of the assessment. Second-grade students who score at the proficient level or above on the assessment are exempt from the third-grade retention

requirements provided for by law. A second-grade student's performance on the assessment will not be counted against him or her in classroom grading. No student will be assigned to a grade level based solely on age or other factors constituting social promotion.

~~The parent of a student who is determined to have a reading deficiency and is not meeting grade level reading targets and has been provided a program of reading instruction as provided for by law shall be notified in writing of the following:~~

- ~~a. That the student has been identified as having a substantial deficiency in reading;~~
- ~~b. A description of the services being provided to the student pursuant to law;~~
- ~~c. A description of the proposed intensive intervention services and supports that will be provided to student and are designed to remediate the identified area of reading deficiency as provided for by law;~~
- ~~d. That a student who is promoted to the fourth grade shall receive supplemental intensive intervention services;~~
- ~~e. Strategies for parents to use in helping the student succeed in reading proficiency; and~~
- ~~f. The grade level performance scores of the student.~~

~~No student will be assigned to a grade level based solely on age or other factors constituting social promotion. Any incoming third-grade student identified with a reading deficiency will be provided with Tier 2 or Tier 3 intervention services to remedy his or her specific reading deficiency.~~

Beginning in the 2027-2028 school year, third-grade students shall demonstrate sufficient reading skills for promotion to fourth grade. If a third-grade student cannot demonstrate sufficient reading skills and does not qualify for a good-cause exemption, the student will be retained in the third grade for the next school year.

District's board may only exempt students from mandatory third-grade retention for good cause. A student who is promoted to the fourth grade with a good-cause exemption, except for students who meet the definition of a student with the most significant cognitive disabilities, shall continue to receive reading intervention services, including specific reading strategies as prescribed in the student's reading intervention plan until the deficiency is remedied. Good cause exemptions shall be limited to the following:

- a. Students with disabilities whose IEP indicates that participation in the statewide student assessment system is not appropriate for the student;
- b. Students identified as English language learners who have had less than two (2)

consecutive school years of instruction in an English-learner program;

- c. Students with disabilities who participate in the statewide English Language Arts assessment and who have an IEP that reflects that the student has received reading intervention for more than two (2) school years, but still demonstrates a reading deficiency, or who was previously retained for one (1) year in kindergarten, first, second, or third grade; and
- d. Students who have received reading intervention services for two (2) or more years, but still demonstrate a reading deficiency, and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

The parent or legal guardian of a third-grade student eligible for a good-cause exemption may elect to have the student retained for one (1) year.

A teacher who determines that a student in kindergarten or first through third grade is not reading at grade level by the end of the second quarter of the school year, shall notify the parent or legal guardian— ~~as required by law of the student's reading level, the program of reading instruction for the student as required by the Strong Readers Act, and the potential need for summer academy or another program designed to assist students in attaining grade-level reading skills.~~

Beginning one (1) year after implementation, the requirements outlined above will be expanded to students in the fourth grade, expanding each subsequent year until they apply to students in third through eighth grade.

Dyslexia Screening: -Any student enrolled in kindergarten-third grade who is assessed through the Strong Readers Act and is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening may also be requested by a parent or legal guardian, teacher, counselor, speech-language pathologist or school psychologist. All processes and characteristics of ~~the dyslexia~~ dyslexia screening shall follow State Department of Education and state law guidelines.

Oklahoma Math Achievement and Proficiency Act: The Oklahoma Math Achievement and Proficiency Act ensures that student achievement in math is encouraged and progression from one grade to another is determined, in part, upon proficiency in mathematics, advanced math instruction and intervention services are ~~promoted~~ implemented to address student math needs, and that each student and his or her parent or legal guardian are informed of the student's progress in mathematics.

In order to identify students who have a math deficiency including students with characteristics of dyscalculia, each student enrolled in second, third, fourth, and fifth grade shall be screened at the beginning, middle, and end of each school year for math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. District will utilize an approved screening instrument that measures both math and reading skills starting in the 2027-2028 school year. ~~meets the requirements under the law.~~

~~Beginning in the 2026-2027 school year, the State Board of Education will approve a list of screening instruments for use at the beginning, middle, and end of the school year for monitoring progress and measurement of math proficiency as provided for by law.~~ Students who provide documented evidence that they meet at least one of the following criteria may be exempt from these screening requirements:

1. The student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods;
2. The student's primary expressive or receptive communication is sign language;
3. The student's primary form of written or read text is Braille; or
4. The student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

If an exemption is granted, evidence of progression toward English language acquisition will be provided with the same frequency as administration of screening instruments.

Students who are administered a screening instrument and are determined to be exceeding grade-level targets shall be provided advanced learning opportunities in mathematics approved for the student's grade level. A student may only be removed from the advanced learning opportunity if the parent or legal guardian of the student provides written consent for the student to be excluded or removed after being adequately informed that the student's placement was determined by the student's achievement on the screening instrument.

Students who are administered a screening instrument and are determined not to be meeting grade-level targets shall be provided with a program of math instruction that is designed to enable students to acquire appropriate grade-level math proficiency. ~~The program shall be based on scientific math research and align with SBE standards and shall include:~~

~~Sufficient additional in-school instructional time for the acquisition of mathematical proficiency, which is a combination of real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions;~~

~~If funding is available and it is determined to be necessary, tutorial instruction outside of regular school hours; however such instruction may not count toward the day or hour requirements provided for by law;~~

~~Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of math proficiency including, but not limited to, real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as identified in the student's program of math instruction;~~

~~High-quality instructional materials grounded in scientifically based math research; and~~

~~A means of providing every family of a student in second, third, fourth, and fifth grade access to free online, evidence-based math instruction resources to support the student's math development at home.~~

The parent or legal guardian of any student in second, third, fourth, and fifth grade who exhibits a deficiency in math at any time based on the screening instrument administered by the district shall be notified and the student shall receive an individual math intervention plan no later than thirty (30) days after the math deficiency is identified. ~~The math intervention plan shall be provided in addition to core math instruction and shall:~~

~~Describe the research-based math intervention services that the student will receive to remedy the math deficiency;~~

~~Provide explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions, as applicable;~~

~~Monitor the math progress of each student's math proficiency throughout the school year and adjust instruction according to the student's needs; and~~

~~Continue until the student is determined to be meeting grade-level targets in math based on the screening instruments administered or assessments identified for diagnostic purposes and periodic monitoring pursuant to law.~~

The math intervention plan for each student identified as having a deficiency in math shall be developed by a student math proficiency team and shall include supplemental instructional services and supports in addition to core math instruction. The team shall be composed of the parent or legal guardian of the student, the teacher assigned to the student who was responsible for math instruction during that academic year, a teacher who is responsible for math instruction in the next grade level of the student, and a teacher who specializes in math interventions, if available.

By the start of the second quarter of the school year, if a teacher determines that a student in second, third, fourth, and fifth grade is performing above grade level in mathematics o below grade level in mathematics, the parent or legal guardian shall be notified of as required by law.

1. ~~The math proficiency level of the student;~~
2. ~~The program of advanced math instruction available for the student; and~~

3. ~~The potential for the student to participate in a summer academy or other program designed to assist the student in excelling in mathematics.~~

~~By the start of the second quarter of the school year, if a teacher determines that a student in second, third, fourth, and fifth grade is not performing at grade level in mathematics, the parent or legal guardian of the student shall be notified of:~~

1. ~~The math proficiency level of the student;~~
2. ~~The program of math instruction for the student; and~~
3. ~~The potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level math proficiency.~~

A teacher who determines that a student in second, third, fourth, ~~and or~~ fifth grade is exceeding or not meeting grade-level targets for mathematics may, after consultation with the student's parent or legal guardian, recommend that the student participate in and complete a summer academy or other program. ~~Summary Academy or other programs approved by the district must meet the requirements provided for by state law and the OSDE.~~

Dyscalculia: Beginning with the 2027-2028 school year and for each school year thereafter, any student enrolled in second, third, fourth, and fifth grade who is assessed through the Oklahoma Math Achievement and Proficiency Act and is not meeting grade-level targets in mathematics after the beginning-of-the-year screening instrument shall be screened for dyscalculia. Screening may also be requested by a parent or legal guardian, teacher, or counselor. A student who is identified with the characteristics of dyscalculia shall not be required to be rescreened unless requested by his or her parent or legal guardian. All processes and characteristics of dyscalculia screening shall follow State Department of Education and state law guidelines.

Acceleration: Based on results of assessments, students may be accelerated ahead of grade level. Such acceleration shall only occur after discussion with the student's teachers and counselors and approval of the student's parent or guardian and principal.

Credit for Advanced Courses: The Board believes that an important part of the educational process is the encouragement of students to strive for their intellectual limits.

Concurrent College Enrollment: As an additional opportunity, and in compliance with state law, the Board will approve the enrollment of high school students in college courses. A ~~S~~ students who meets the concurrent enrollment credits established by the State Regents and the State Board of Education shall be entitled to receive a tuition waiver for up to eighteen (18) credit hours during ~~their~~ his or her senior year. Subject to the concurrent enrollment program for seniors being fully funded, each high school junior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver for up to nine (9) credit hours

during ~~their~~ his or her junior year. A student who meets the requirements of concurrent enrollment shall not be prohibited from participating if he or she is at least thirteen (13) years old and younger than twenty-one (21) years old.

Individual Career and Academic Plan ("ICAP"): Beginning with students entering the ninth grade in the 2019-2020 school year and for each school year thereafter, every student shall be required to complete the process of an ICAP in order to graduate with a standard diploma. An ICAP is an individualized plan developed by the student and the student's parent/legal guardian, in collaboration with the student's school counselors, school administrators, teachers and other school personnel. The ICAP is used to help establish personalized academic and career goals, explore postsecondary career opportunities, including but not limited to, military careers, apprenticeship programs, and career and technology programs leading to certification or licensure, educational opportunities, align coursework and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce. Each year following a student's ninth grade year, students shall update their ICAP. The ICAP shall include, but not be limited to:

- a. career and college interest surveys,
- b. written postsecondary workforce goals and information of progress toward these goals,
- c. intentional sequence of courses that reflect progress toward the postsecondary goal,
- d. the student's academic progress, including courses taken, assessment scores, any remediation or credit recovery, and any Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements, and
- e. experience in-service learning and/or work environment activities.

Graduation Requirements: In order to graduate from District, students must complete certain course requirements and tests and be enrolled in District as set forth in Administrative Regulations or Student Handbook and state law.

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.

Graduation Attire: Students who can verify their enrollment in a federally recognized Indian tribe or tribe of another country will be allowed to wear tribal regalia during the District's official graduation ceremonies.

No alterations may be made to the graduation robe and any beading shall be attached to the mortar board and shall not exceed the edge of the mortar board such that it impedes an

individual's ability to see or be seen. No discriminatory, intimidating or harassing items of any kind, profanity, anything relating to drug paraphernalia or the like, or any other obscenities of any kind may be incorporated with the regalia. Prior to the beginning of the graduation ceremony, each student celebrating their tribal heritage through expression on their regalia must check in with District personnel for approval of the items. For purposes of this policy, students are considered students of this District until graduation ceremonies have been completed and are required to abide by the District's policies and procedures. Failure to follow the aforementioned guidelines may result in disciplinary action and/or prohibition from participation in graduation exercises.

"Tribal Regalia" is defined as traditional garments, jewelry, other adornments such as an eagle feather, an eagle plume, a beaded cap, a stole, or similar objects of cultural and religious significance. Tribal regalia shall not include a firearm or any other weapon. Tribal regalia also does not include any object otherwise prohibited by federal law unless it is in compliance with a properly obtained federal permit.

Adopted: August 18, 2022

Revised: July 18, 2023; August 8, 2024; August 4, 2025; July 1, 2026

STUDENT CODE OF CONDUCT

Students are expected to conduct themselves as ladies and gentlemen at all times and shall adhere to all rules, regulations, and policies formulated by the Administration and the Board as set forth in District Policy and applicable student handbook. Students shall at all times respect the rights of fellow students and of District personnel and shall not provoke any other individual or inflict physical harm upon another, except in self-defense. Courtesy and good manners should be the key to a student's conduct at school. A good attitude towards teachers, staff, and fellow students will make school enjoyable for all. Students shall respect District property and the property of others and may be required to pay for damages intentionally inflicted on District property or the property of others.

Students who engage in conduct or activities which are prohibited by this policy may be subjected to disciplinary action up to and including suspension from school. The disciplinary action taken shall depend upon the nature and severity of the violation and the student's past record of violations, if any. While students are (a) in attendance at school or any function authorized or sponsored by District; (b) in transit to or from school or any function authorized or sponsored by District; or (c) on any property subject to the control and authority of District, students are prohibited from engaging in the following conduct or activities:

1. Smoking, using, and/or possessing tobacco products as defined in Policy BB;
2. Using, consuming, possessing, or being under the influence of, selling, transferring, distributing, or bartering any alcoholic beverage or low-point beer as defined by state law;
3. Using, consuming, possessing, or being under the influence of, selling, transferring, distributing, or bartering any narcotic drug, stimulant, barbiturate, depressant, hallucinogenic, opiate, inhalant, counterfeit drug, or any other controlled dangerous substance as defined by federal or state law or regulation including any substance which is capable of being ingested, inhaled, or absorbed into the body and affecting the central nervous system, vision, hearing, or other sensory or motor function.
4. Using, possessing, selling, transferring, distributing, or bartering any drug paraphernalia;
5. Use of a wireless telecommunication device in a way contrary to Policy EQ, BJ or to Administrative Regulation BJ-R.

6. Possessing, using, transferring possession of, or aiding, accompanying, or assisting another student to use any type of weapon, which term includes but is not limited to: guns; rifles; pistols; shotguns; ammunition; any device which throws, discharges, or fires objects, bullets, or shells; knives; explosive or incendiary devices, including fireworks; hand chains; metal knuckles; or any object that is used as a weapon or dangerous instrument, and any facsimile weapon, including B-B guns;
7. Disobeying, showing disrespect for, defying the authority of, or being insubordinate to a teacher, administrator, or other District employee, including bus drivers, secretaries, custodians, and cafeteria workers;
8. Leaving school grounds or activities at unauthorized times without permission; or loitering in parking areas or between school and town during school hours or activities;
9. Refusing to identify or falsely identifying one's self to District personnel;
10. Entering, without authority, into classrooms or other restricted school premises;
11. Engaging in conduct which endangers or jeopardizes the safety of other persons;
12. Engaging in bullying which is defined as any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student;
 - a. This includes engaging in acts of Antisemitism, which is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.
13. Engaging in threatening behavior which is defined as 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;
14. Using profanity, vulgar language or expressions, or obscene gestures;
15. Committing acts of sexual harassment as defined by District Policy or sexual assaults;
16. Assaulting, battering, inflicting bodily injury on, or fighting with another person;

17. Creating or attempting to create a classroom disturbance, acting in a disorderly manner, inappropriate displays of affection, disturbing the peace, or inciting, encouraging, prompting, or participating in attempts to interfere with or disrupt the normal educational process;
18. Showing disrespect, damaging, vandalizing, cutting, defacing, or destroying any real or personal property belonging to District or any other person;
19. Engaging in extortion, theft, arson, gambling, immoral behavior, forgery, possession of stolen property, and cheating; and
20. Refusing to do required assignments, refusing to go to assemblies directly from class, leaving class before being dismissed, being out of class during class period, failure to take books and supplies to class, passing notes in class, chewing gum or candy in class, and any behavior in class that interferes with the learning of others. Violating District's policies, Administrative Regulations, Student Handbook provisions, rules, practices, or state law.
21. Immorality at school or school activity, use of foul language or obscene gestures at school or school activity, public displays of affection, or showing poor sportsmanship at activities.
22. Running or being excessively noisy in hallway, lunchroom misconduct, bringing any audio, radio or tv appliance to school without permission.
23. Not parking in assigned parking areas, reckless driving on campus or any street adjacent to campus at any time.
24. Violating District's policies, Administrative Regulations, Student Handbook provisions, rules, practices, or state law.
25. Engaging in the original or relayed transmission of obscene material or child pornography which includes but is not limited to the uncovered genitals, buttocks, or female breasts of persons under the age of 18, via electronic media in the form of digital images, videos, or other electronic images. This provision applies to those students that originate the transmission as well as those students who distribute or post it in any manner other than to submit it to appropriate school or law enforcement authorities. School officials will provide all such material to appropriate law enforcement authorities.
26. Engaging in any form of hazing. Hazing is an activity that recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or

authorized by the board of education. Hazing is prohibited by Oklahoma law.

Any student conduct or activity which does not a) occur on school property, b) while the student is in transit to or from school or a school function, or c) on any property subject to the control and authority of District shall be prohibited if such conduct or activity is: a) a continuation of activity which began on school property, b) adversely affects or poses a threat to the physical or emotional safety and well-being of other students, employees, or school property, c) any form of communication specifically directed at students or school personnel which is considered to be bullying or threatening behavior, or d) disrupts school operations.

In addition to disciplinary actions, District, acting through the Superintendent or a principal, may refer matters to local law enforcement for investigation and prosecution and may pursue criminal complaints and/or charges when a student's actions are criminal in nature.

District will provide instruction and guidance to students and employees with respect to prevention and prohibition of improper conduct, including harassment and bullying, during the course of each year. To the extent feasible, District will implement suggestions of the Safe School Committee(s) in providing this instruction.

~~**Additional Procedures Related to Bullying:** It is District's policy that bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school sponsored activities, or at school sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the District. The Administration will develop and implement appropriate regulations regarding bullying.~~

Adopted: August 18, 2022
Revised: August 4, 2025; July 7, 2026

BULLYING

Definitions, Explanations, and Types of Bullying: District is committed to providing a learning environment that is free from threats, harassment, or bullying of any kind, including all use of electronic communication that is specifically directed at students or school personnel and is used to perpetuate incidents at school which meet the definition of bullying. Bullying, often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects bullying. This results in a reluctance or resistance to attend school.

Bullying: ~~includes, but is not limited to, any~~ pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication, directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student, ~~that a reasonable person should recognize will:~~

At School: on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

Electronic Communication: involves the communication of any written, verbal or pictorial information or video content by means of an electronic device, including but not limited to, a telephone, a mobile or cellular telephone or other wireless communication device, including a computer. 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.

Threatening Behavior: any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates the potential for future harm to students, school personnel, or school property.

- 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.~~

~~Harassment may include, but is not limited to, the following:~~

- A. ~~— Verbal, physical, or written harassment or abuse;~~
- B. ~~— Repeated remarks of a demeaning nature;~~
- C. ~~— Implied or explicit threats concerning one's grades, achievements, etc.;~~
- D. ~~— Demeaning jokes, stories, or activities directed at the student;~~
- E. ~~— Unwelcome physical contact.~~

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.

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.

E. ~~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.~~

F.

G. ~~Electronic Communication involves the communication of any written, verbal or pictorial information or video content by means of an electronic device, including but not limited to, a telephone, a mobile or cellular telephone or other wireless communication device, including a computer. 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.~~

Procedures Applicable to the Understanding of and Prevention of Bullying of Students

Student and Staff Education and Training: All staff, volunteers, parents, guardians, and students will be notified annually of the district's bullying policy and its posting will be provided with a copy of District's policy on the prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request, at various locations within each school site as required by law, as well as posting on the district's website, and in all student and employee handbooks.

District is committed to providing appropriate and relevant annual training to staff regarding identification of behavior constituting bullying of students and the prevention, reporting, and response developed by the OSDE, and management of such conduct. Training for administrators and school employees shall be completed the first year of employment and then

once at least every fifth academic year.

Students shall participate in an annual education program regarding identifying, preventing, addressing, and reporting incidents of that sets out expectations for student behavior and emphasizes an understanding 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.

District'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 an adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding: identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; the locations of the District Bullying Report Form; 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.

Reporting: All reports of bullying will be kept confidential and private to the extent necessary to ensure the comfort of individuals in reporting without fear of retribution or retaliation. Reports may be made anonymously through District's Bullying Report Form. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports shall be made immediately to the building principal or designee by any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying. Failure by school employees to report incidents of bullying may result in disciplinary action, up to and including termination.

Any student who is aware of an incident of bullying should also report such incident immediately to the building principal or designee. All reports of bullying will be tracked using methods that will enable the district to identify emerging patterns of bullying over extended periods of time. District will establish procedures for documenting incidents of bullying, reporting such incidents to the OSDE, and making determinations as to the severity of the incidents and potential to result in future violence.

Investigative 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. Detailed information should be provided to the building principal in written form to allow for a thorough investigation.
2. Upon receipt of a written report, the building principal shall contact the superintendent ~~and or his/her~~ designee and begin an investigation to determine the severity of the incident and the potential for future violence within three (3) school days of receipt of a report of bullying.
3. Parents or legal guardians of an alleged victim and alleged perpetrator will be contacted within twenty-four (24) hours of receipt of a report of bullying. All interviews with individuals involved in the incident(s), their parent(s) or legal guardian(s), and/or witnesses shall be documented in writing. A student's parent, legal guardian, or attorney may be present during the interview of a student upon the request of the student or the student's parent or legal guardian.
4. All investigations should be documented on a form that includes the following:
 - The date the report was received by the principal;
 - The date the investigation of the report was initiated;
 - Name and title of individual(s) assigned to conduct the investigation;
 - Identification of all individuals involved;
 - Identification of all witnesses;
 - Summary of the alleged incident;
 - List of documentation available to investigate the incident (ie. Written statements, medical reports, police reports, incident forms, etc.);
 - Summary of the actions taken to investigate;
 - Determination of whether sufficient evidence exists to verify the occurrence of the alleged conduct;
 - Identification of follow-up actions taken with the alleged victim and alleged perpetrator;
 - Identification of any consequences implanted for the perpetrator;
 - Identification of any remedial measures implemented to address harm to the alleged victim, alleged perpetrator, witnesses, and/or family members;
 - Date and method of all notifications to parents or legal guardians of alleged victims and alleged perpetrators; and
 - Any other relevant information.
5. If, during the course of the investigation, it appears that a crime may have been committed, the building principal and/or superintendent or designee shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.

6. If it is determined that District's Student Code of Conduct has been violated, the building principal shall follow District policies regarding the discipline of the student. The building principal shall make a determination as to whether the conduct is actually occurring. If it is determined that an act of bullying has occurred, a referral will be made to a delinquency prevention and diversion program administered by the Office of Juvenile Affairs.

7. Upon completion of the investigation, the principal or superintendent or designee may recommend that available community mental health care substance abuse or other counseling options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information. Referrals may also be made for academic intervention, protection for students who are targets of bullying, or any other appropriate services necessary to ensure the safety of all students involved in incidents of bullying and prevent further incidents of bullying.

8. Upon completion of an investigation, timely notification shall be provided to the parents or guardians of a victim of documented and verified bullying. This information should be provided within 3 school days of the conclusion of the investigation.

9. Upon completion of an investigation, timely notification shall be provided to the perpetrator of the documented and verified bullying. This information should be provided within 3 school days of the conclusion of the investigation.

~~Reports may be made anonymously. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports shall be made immediately to the building principal by any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying.~~

The Superintendent shall be responsible for enforcing this policy and will receive additional training as required by law, along with any individuals who are designated as school site investigators. The building principal should notify the Superintendent or designee within twenty-four (24) hours of any report of bullying. Upon completion of an investigation, the building principal should notify the Superintendent or designee of the findings of the investigation. Documentation should also be provided to the Superintendent or designee to establish that timely notification was provided to the parents of the victim and the parents of the perpetrator.

Consequences: Consequences and remedial action will be appropriate to the age of the perpetrator and severity of the incident and will also apply to any party found to have made a false accusation of bullying. May include, but will not be limited to:

- a. Verbal or written warnings;
- b. Conferences with parents and/or guardians;
- c. Detention;
- d. Loss of school privileges;
- e. Course and/or teacher reassignment;
- f. Prohibition or suspension of participation in school activities;
- g. In-school or out-of-school suspension in accordance with state law and district policy;
- h. Meetings or conferences with school counselor, school psychologist, or school social worker;
- i. Restitution of a victim's property that has been damaged as a result of a documented and verified bullying incident;
- j. Reassignment, suspension, and/or termination of employment with the district;
- k. Referral to law enforcement.

Targets of bullying will not be impacted directly or indirectly by any consequences assigned to a perpetrator.

Adopted: August 18, 2022

Revised: July 18, 2023; July 7, 2026

BULLYING INCIDENT FORM

Date:

Time:

Room/Location:

Student(s) Initiating Bullying/Harassment:

Grade:

Class:

Grade:

Class:

Student(s) Affected:

Grade:

Class:

Grade:

Class:

Type of Harassment Alleged:

Racial

Sexual

Religious

Other

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

Name Calling

Stalking

Inappropriate Gesturing

Staring/Leering

Writing/Graffiti

Threatening

Taunting/Ridiculing

Inappropriate Touching

Other

Spitting

Demeaning Comments

Stealing

Damaging Property

Shoving/Pushing

Hitting/Kicking

Flashing a Weapon

Intimidation/Extortion

Describe the incident:

Witnesses Present:

Physical evidence: Graffiti Notes E-mail Web sites
Video/audio

Other

Parent(s) contacted: Date Time

Administrative Determination of Investigation:

Bullying **was** substantiated

Bullying **was not** substantiated

Disciplinary Actions Taken:

Conference with student	Restriction of privileges
Conference with parent	Involvement of local authorities
In-School suspension	Referring student to appropriate social
	Suspension
Detention	Removal from activities
Behavioral Contract	Law Enforcement
Changing student's seat assignment	
Referral to OJA Program (age 12 & up) other:	
Referring student to appropriate social agency	
Require student to clean or straighten items or facilities damaged by student's behavior	
Requiring student to make financial restitution	

Parent notification of investigation outcome: (occurs within 3 days of completion of the investigation)

EIB-F

Target's Parent(s) contacted: Date Time

Alleged Bully's Parent(s) contacted: Date Time

Recorded in PowerSchool: Date

Staff Signature:

Adopted: August 18, 2022
Revised: July 7, 2026

PERSONAL ELECTRONIC DEVICES

Students are prohibited from using cell phones or any other personal electronic devices while on district property from the time the first bell rings to start the instructional school day in the morning until the dismissal bell rings to end the instructional school day in the afternoon.

Personal electronic devices include any personal device that is capable of connecting to a smart phone, the Internet, a cellular or Wi-Fi network, or directly connecting to another similar device. This includes, but is not limited to, smart watches, smart headphones, laptops, tablets, and smart glasses. This does not include school-issued or school-approved devices that are limited to use for classroom instruction only.

Exceptions:

1. Students are permitted to use personal electronic devices in the event of an emergency. For purposes of this policy, an emergency means a circumstance that requires immediate action to protect students and/or staff well-being or safety or an actual or imminent threat which may result in loss of life, injury, or property damage. Examples include, but are not limited to, an active fire, tornado, earthquake, or other natural disaster, an intruder on school grounds, an evacuation of school grounds, the need to close or dismiss school for weather or other conditions, or a medical emergency.
2. Students with disabilities are allowed access to and use of a personal electronic device or cell phone during the school day when necessary due to a documented medical need or a documented need based on the student's disability. Decisions regarding students with disabilities will be made on a case-by-case basis and any exceptions as they relate to the student's needs under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504) will be listed clearly in the student's Individualized Education Program or Section 504 Plan.
3. Students may use cell phones or personal electronic devices to monitor health issues as approved by the administration.

Discipline:

Students who violate this policy may be subject to disciplinary consequences including, but not limited to the following:

- A. Loss of internet access (while on school property) and/or network access for a specified period of time according to the offense.

- B. Notice to the student's parent/guardian of a violation of the policy.
- C. Daily check in/check out procedures for all cell phones and personal electronic devices.
- D. Other discipline according to District Policy EK – Student Discipline, up to and including out of school suspension.

Adopted:
Revised: July 1, 2026

Ninnekah Board of Education Policy Mandated Reporting Policy

I. Purpose

The purpose of this policy is to ensure that all school district employees understand their legal and ethical obligations to report suspected child abuse or neglect. The district is committed to protecting the safety and well-being of all students and complying with state and federal laws regarding mandated reporting, including the annual teacher attestation requirement as outlined in Oklahoma Statute 70 O.S. § 1210.163 and 10A O.S. § 1-2-101.

II. Definitions

A. Attestation Form:

A standardized document that must be signed annually by employees of the school district affirming their awareness and understanding of applicable laws, policies, and professional responsibilities.

B. Mandated Reporter:

Any person with legal obligations to report child abuse or neglect.

III. Policy Statement

It is the policy of Ninnekah Public Schools that all employees of the district are required, in accordance with Oklahoma state law, to immediately report any suspected incidents of child abuse or neglect to the appropriate authorities. All certified instructional staff shall sign an annual attestation form at the beginning of each academic year acknowledging their legal responsibility to report suspected child abuse or neglect, as well as their obligation to comply with other applicable state and district mandates.

IV. Reporting Procedures

A. Immediate Action:

1. Suspected abuse or neglect shall be reported immediately to the Oklahoma Department of Human Services (DHS) via the statewide hotline: **1-800-522-3511** and local law enforcement for victims under the age of eighteen.
2. Suspected abuse or neglect shall be reported immediately to local law enforcement in students age eighteen years or older.

B. Personal Responsibility:

Reports must be made directly by the individual who has knowledge of or suspects abuse. Reporting to a supervisor does not fulfill the legal obligation.

C. Timeliness:

Reports must be made as soon as possible, ideally within 24 hours of suspicion.

D. Documentation:

A written report shall be submitted to the school principal or designated administrator for internal recordkeeping.

V. Annual Attestation Requirement

A. Attestations:

All employees must sign an attestation form at the beginning of each school year confirming:

1. Their understanding of mandated reporting laws and regulations
 2. Their obligation to report directly to DHS
 3. Their awareness of the consequences for failure to report
- B. Recordkeeping:
Signed attestations shall be maintained in personnel files and reviewed during audits or investigations.
- C. Attestation:
Attachment A

VI. Confidentiality and Protection

- A. Confidentiality:
Reports and reporter identities are protected under Oklahoma law.
- B. Immunity:
Reporters acting in good faith are immune from civil or criminal liability.
- C. No Retaliation:
Retaliation against reporters is prohibited and subject to disciplinary action.

VII. Training

- A. Annual Training:
All staff shall receive training on recognizing and reporting abuse and neglect.
- B. New Hire Orientation:
Mandated reporting responsibilities shall be included in onboarding.

VIII. Prohibited Actions

- A. No Internal Investigations:
School personnel must not investigate suspected abuse or neglect. Doing so may interfere with DHS or law enforcement investigations.
- B. No Interference:
Administrators may not prevent or delay any employee from making a report.

IX. Failure to Report

Any failure to report may result in disciplinary action, termination, and legal consequences.

X. Legal Authority

This policy is adopted pursuant to Oklahoma statute 70 O.S. § 1210.163 and 10A O.S. § 1-2-101.

Approved by the Ninnekah Board of Education on August 10, 2026

Board President: _____

Superintendent: _____

Legal Reference: 70 O.S. § 1210.163 and 10A O.S. § 1-2-101

Oklahoma Mandated Reporter Acknowledgment Form

EMPLOYEE ACKNOWLEDGMENT OF DUTY TO REPORT CHILD ABUSE AND NEGLECT

(Pursuant to 70 O.S. § 1210.163 and 10A O.S. § 1-2-101)

Employee Name: _____

Position/Title: _____

School District / Agency: NINNEKAH PUBLIC SCHOOLS

In accordance with Oklahoma Statutes 70 O.S. § 1210.163 and 10A O.S. § 1-2-101, I understand and acknowledge the following:

1. I am a mandated reporter of suspected child abuse and neglect as defined by Oklahoma law.
2. If I have reason to believe that a child under the age of 18 is a victim of abuse or neglect, I am required by law to immediately report it to the Oklahoma Department of Human Services (DHS) via the statewide abuse hotline: 1-800-522-3511 and to local law enforcement.
3. If I have reason to believe that a student age 18 or older is a victim of abuse or neglect, I am required by law to immediately report it to local law enforcement.
4. I understand that this reporting requirement is individual and non-delegable. I may not rely on another person or administrator to make the report on my behalf.
5. I am aware that failure to report suspected child abuse or neglect is a misdemeanor and may result in criminal charges.
6. I understand that as a mandated reporter, I am protected from civil and criminal liability if I report in good faith.
7. I have been provided with information regarding the indicators of child abuse and neglect and the procedures for reporting.
8. I acknowledge that this signed statement will be retained in my personnel file for the duration of my employment.

Employee Signature: _____ **Date:** _____

Administrator/Witness Signature: _____ **Date:** _____



2500 South Meridian • Oklahoma City, OK 73108-1744
Office: 405-681-6691 • Toll Free: 800-965-7677 • Fax: 405-681-6693

DISTRIBUTORS OF **BLUE BIRD** SCHOOL BUSES

Corporate Office

Ryan Ross, General Manager

Oklahoma Bus Sales

Todd Miller Sales Representative

BID TO: Ninnekah Public Schools
ADDRESS: 904 Dell Street
CITY/STATE/ZIP: Ninnekah, Oklahoma 73067

CONTACT: Ms. Regina Jones, Supt.
TELEPHONE: 405-224-4092
BID DUE DATE: Immediate

GENERAL DESCRIPTION:

2027/28 Model Year, Blue Bird, BBCV3303 Conventional (Type C) School Bus

71 Passenger Capacity – Gasoline Powered

SPECIFICATIONS:

AIR CONDITIONER:		133,000 Total BTU: FRT & Rear Bulkhead Mounted Evaporators w/ Skirt mounted Condensers & Dash A/C
ALTERNATOR:		280 amp, Leece Neville, 12 volt
AXLES, SPRINGS & SHOCK ABSORBERS:		
Front axle:		12,000# rating, oil lubed bearings
Front springs:		8,500# capacity, "Softek" Parabolic tapered leaf
Rear axle:		21,000# capacity, 5.29:1 ratio, oil lubed bearings
Rear springs:		21,000# capacity, 1-Stage
Shocks absorbers:		Front and rear
BACKUP ALARM:		112DB Safety alarm - operates while in reverse gear
BATTERIES:		Three (3), 12 volt, Group 31, 2100 cca rating w/ Cut-off Switch
BRAKE SYSTEM:		Hydraulic System w/ABS
CAMERA (Body):		Disc type front & rear, 9 x 3 park brake
CHILD REMINDER:		FRT and Rear Exterior View in Instrument Cluster w/ Switch
CIRCUIT PROTECTION:		Blue Bird, Sleeping Child Check System, Warning Light Activated
COWL STEPS & GRIP HANDLES:		Circuit breakers on body circuits
DOORS:	Entrance:	Mounted LH & RH at windshield
	Exit:	Double Outward type with Manual Door Control
		3-step stepwell with ribbed vinyl step treads
		Rear center mounted with upper/lower glass, tinted 30% light transmittal
		Retainer to hold door open
		Entrance & Exit Doors, Black Upholstery
		Entrance door equipped with key lock
		Exit door equipped with sliding bolt lock
ELECTRONIC STABILITY CONTROL:		Included
EMERGENCY EQUIPMENT:		Per Oklahoma Requirements
EMERGENCY EXITS:		Fire Extinguisher, First Aid Kit, Warning Devices, Body Fluid Cleanup Kit
	Roof Hatches:	(2) combination escape hatch/vents
	Pushout windows:	(2) per side - 4 per body
ENGINE:		Ford®, 7.3L, V-8 Engine, 2026 Ford Calibration
	Number of Valves/Cylinders:	Two (2) Valve
	Cylinder Block Material / Cylinder Head Material:	Cast Iron / Aluminum
	Oil Capacity / Type:	8.0 quarts / 5W-30
	Horsepower rating:	335hp @ 3750rpm
	Torque rating:	468 lb-ft @ 3750rpm
	Governor, Road Speed:	75MPH
ENGINE COOLING SYSTEM:		De-aeration system with tank & sight glass
ENGINE EQUIPMENT:		-34 Degrees Fahrenheit, POAT, Yellow
		Engine warning system, low oil pressure/high water temperature
		Cruise Control

2027/28 model BBCV3303 – 71 passenger Conventional School Bus

ROUSH® Clean Tech Technology:

ENGINE NOISE REDUCTION:

EXHAUST:

FLOOR COVERING:

FUEL TANK:

GAUGES:

GLOVE BOX:

HEADROOM:

HEATERS:

HOOD & FENDERS:

HORNS:

INSULATION:

LETTERING:

LIGHTS:

MIRRORS:

MUD FLAPS & FENDERS:

PAINT:

POWER SOCKET:

RADIO:

REFLECTIVE TAPE:

RUB RAILS:

SEATS:

STEERING:

STOPARM:

SUNVISOR:

SWITCHES:

TIRES & RIMS:

TOW HOOKS:

TRANSMISSION:

UNDERCOATING:

WINDOWS:

WINDSHIELD:

WINDSHIELD WIPERS:

WHEELBASE/TURNING RADIUS:

WARRANTY:

Left front heater & defroster:
Right front heater & defroster:
Rear under seat heater:
Heater water booster pump:
Dual defroster fans:

Backup lights:
Clearance lights:
Cluster lights:
Directional lights:
Directional lights, side:
Dome lights:

Monitor:
Stepwell light:
Stop & Tail lights:
Strobe Light:
Warning lights:

Exterior rearview:

Exterior cross-view:

Interior rearview:

Exterior:
Exterior roof:

Passenger:
Upholstery:
Driver:

Front:
Rear:
Rims:

Side, split sash:
Rear, fixed panel:
Entrance Door-& Driver Window:

Body & Chassis:

Ford® / ROUSH® Clean Tech: Powertrain / Fuel System:

Advanced Fuel System Filtration

Electronically Controlled Fuel Pump

Firewall Insulation, Driver's Area

First two (2) ceiling panels (driver & 1st section): acoustic headlining, Solid aft to Rear
Primary Ford: Piping Catalytic Converter, Muffler and mounting hardware

Aluminized Tailpipe exits through rear bumper

Heavy Duty Black Rubber with aluminum trim

5/8" plywood subflooring over steel floor, affixed with screws

100 gallon capacity, mounted between frame rails w/ ORVR

Floor mounted inspection plate, Locking fuel tank access door

Speedometer w/tripometer, tachometer, clock, voltmeter

Oil pressure, water temperature, transmission temperature gauge, fuel gauge

Below windshield, right side, with latch

Extra height headroom, 77 inches (6'5") at center aisle

90,000/btu

50,000/btu

80,000/btu

12 volt, on/off switch

Mounted upper center & upper left, 2-speed switch

Fiberglass tilting hood & fenders

Dual electric horns

Fiberglass/mineral wool, full body insulated

Name of school district on beltline

Clear lens, 4", LH/RH, LED

(2) amber front/2 red rear, LED

(3) amber front/3 red rear, LED

(2) amber front / (2) amber rear, 7", LED

(1) amber light per side, LED

Two rows, mounted above passenger seats, Incandescent

Single dome light for driver's area, separate switch, Incandescent

Doran 16-light monitor mounted in driver area

Operates with door control, LED

(2)-4" and 2-7" red lens, LH/RH, LED

Rear Roof Mounted, LED, Wired to Separate Switch

8 light system with hoods, LED

ROSCO, Mirror System with Remote Control Feature

Rearview exterior mirrors have black powder coated steel brackets

ROSCO, Eye-Max-LP Asymmetric Shaped Mirrors

Bell-Mount brackets for Cross-view Mirrors

All exterior mirrors are electrically heated

6x30 flat mirror, padded edge

Black rubber mud flaps, front and rear

Black rubber fenders at rear wheel-housing opening

National School Bus Yellow with black trim

White

12 volt, mounted in switch panel, for cell phone, etc.

AM-FM-USB-AUX-BT-PA Radio with 8 interior speakers

3M™ reflective vinyl, yellow

"SCHOOL BUS" 8" on roof cap emboss, front & rear

Side & rear marker strips, marker strip surrounds each emergency exit

4-exterior body rub rails, painted black

DOT approved High Back School Bus Seats, without belts

Grey Fire Block Upholstery

National Hi-back seat with Manual pedestal and RH armrest

Charcoal Upholstery with cloth inserts with vinyl trim, Bright Orange Shoulder harness & lap belt restraint

Hydraulic power, tilt & telescoping wheel, 50 degree wheel cut - **Driver's Air Bag**

18" octagon sign w/flashing red lights, electric, LED

6.5X30, Green plexiglass

Rocker type switches w/circuit breakers

Kumho 11R22.5, 16 ply, Tubeless Radial, Highway tread

Kumho, 11R22.5, 16 ply, Tubeless Radial, Traction tread

22.5 x 8.25, 10-Stud, Hub Piloted, Disc Rims

Dual hooks, front and rear, chassis frame mounted

Ford®, 6R140 - 6 Speed Automatic, Calibrated for "Power-shift" (Performance)

High efficiency fluid filter and thermostatically controlled cooler circuit

Premium Low viscosity transmission fluid

Underneath body fully undercoated

Tinted to allow 30% light transmittal

Tinted to allow 30% light transmittal

Tinted to allow 70% light transmittal

Two (2) piece curved, tinted, shaded safety plate

Electric, intermittent speed, w/washers

273" wheelbase/36" turning radius (wall)

5 year/100,000 mile Limited Warranty

Five (5) year/Unlimited mile Limited Warranty

~~~~~  
This School Bus must meet the State of Oklahoma and Federal School Bus requirements, effective on date of manufacture  
~~~~~

TOTAL UNIT COST, FOB: School ----- **\$136,177.00, per bus**

ESTIMATED DELIVERY TIME: ----- **90 - 120 Days Upon PO**

Note: delivery is based on current factory information as of 07/28/2026 and is subject to change without prior notice.

Ryan Ross
ROSS TRANSPORTATION, inc.

BID ACCEPTED BY SCHOOL DISTRICT OFFICIAL

07/28/2026
Date of Bid

Date of Acceptance



1735 W RENO AVENUE OKLAHOMA CITY, OK 73106 • (405) 236-2792 • FAX (405) 235-2541

Ninnekah Public Schools

- IC Bus, 71 Passenger Route Bus (Gasoline): **\$155,547.00** per unit (factory order)
 - Includes: Cummins 220HP **gasoline** engine, Allison transmission with a seven-year warranty, hydraulic brakes with electronic stability control, air conditioning system with drivers AC to include skirt mounted A/C condensers, electric entrance door, battery disconnect, and roof mounted strobe light
- Delivery: approximately 10 months from receipt of purchase order
- **IC Bus is Made in Tulsa and Employs Approximately 1,600 Oklahomans**
- Quote is good for 45 days 8/3/26

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

Base Chassis, Model CE SCHOOL BUS with 276.00 Wheelbase, N/A CA, and 139.00 Axle to Frame.
Bus Body Plan, AABS000030
Seat Capacity, 71
TOW HOOK, FRONT (2) Frame Mounted
TOW HOOK, REAR (2)
AXLE CONFIGURATION 4x2
FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL
CROSSING GATE, FRONT Omit Item
BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty
CROSSMEMBER, REAR, AF (1)
WHEELBASE RANGE 276" (700cm) Only
AXLE, FRONT NON-DRIVING {Hendrickson Steertek NXT} Fabricated Type, 10,000-lb Capacity
SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers
BRAKE SYSTEM, HYDRAULIC {Wabco} Split System, with Automatic Adjustment and Four Channel ABS
DUST SHIELDS, FRONT BRAKE for Hydraulic Brakes
DUST SHIELDS, REAR BRAKE for Hydraulic Brakes
BRAKE, PARKING {Bosch} DSSA Type, 12" x 3"; for Hydraulic Brake Chassis; Foot Operated in Cab; Differential Mounted
TRACTION CONTROL, HYDRAULIC Automatic; Hydraulic Brake System, with Electronic Stability Control
PARKING BRAKE INTERLOCK Parking Brake Cannot be Released Until Ignition Switch is in "ON" Position and Service Brake Pedal is Applied, Use with Hydraulic Brake Chassis Only
GVWR LIMITATION FOR BUS with Hydraulic Brakes, Limited to 29,800-lbs Maximum to meet FMVSS 105 Requirements, for Conventional Bus
BRAKES, FRONT {Meritor Quadraulic} Hydraulic Disc Type, with Four 70mm Diameter Pistons, 12,000-lb Capacity
BRAKES, REAR {Meritor Quadraulic} Hydraulic Disc Type, with Four 70mm Diameter Pistons, 21,000-lb Capacity per Axle
STEERING COLUMN Tilting and Telescoping
STEERING WHEEL 4-Spoke; 18" Dia., Black
STEERING GEAR {TRW TAS66} Power
PROPSHAFT GUARD
DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2
EXHAUST SYSTEM Horizontal Muffler, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe, for use with Gasoline Engines
TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper
ELECTRICAL SYSTEM 12-Volt, Standard Equipment
HORN, ELECTRIC (2) Trumpet Style
ALTERNATOR {Leece-Neville BLP} Brushless, 12 Volt, 325 Amp Capacity, Pad Mount, with Remote Sense, for use with Gasoline Engines
BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 1980CCA Total, Top Threaded Stud
BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted
ANTENNA Shark Fin, Roof Mounted
RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System
BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail
COLLISION MITIGATION SYSTEM Omit
HEADLIGHTS ON WWIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On
INDICATOR, LOW COOLANT LEVEL with Audible Alarm
HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
BRAKE WARNING INDICATOR Light and Audible Alarm; Parking Brake/Motion Warning System for Engaged Parking Brake
CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
BK WARN IND, PARK BK NOT SET Visual and Audible Alarm, Active Upon Ignition Off and Parking Brake Not Set, Reminder to Set Parking Brake
HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled
STARTING MOTOR {Mitsubishi Electric Automotive America 90P47} 12-Volt, with Soft-Start
LOGOS EXTERIOR Model Badges
LOGOS EXTERIOR, ENGINE Badges
GRILLE Molded in Black
HOOD TILT ASSIST {EASY TILT} Mechanical
FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

CHASSIS PAINT Full Chassis
PAINT SCHEMATIC, PT-1 Single Color, Design 100
PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
CONNECTED PLATFORM Includes Connectivity Module and Five Year Data Plan
VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle.
KEYS - ALL ALIKE, ID I-1624 Compatible with Z-250
MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension
PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2500 Series Transmission on School and Commercial Buses (Supplied directly through Allison)
CLUTCH Omit Item (Clutch & Control)
ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free
ENGINE, GASOLINE {Cummins B6.7 220} EPA 2027, 220HP @ 1930 RPM, 600 lb-ft Torque @ 1800 RPM, 3200 RPM Governed Speed, 220 Peak HP (Max)
FAN DRIVE {Warner Electric FC550} On/Off Type, Electronically Activated and Controlled
THROTTLE, HAND CONTROL Electronic
AIR CLEANER Single Element, Fire Retardant Media
EMISSION, CALENDAR YEAR {Cummins B6.7 GAS} EPA Certified for Calendar Year 2026
CRUISE CONTROL Electronic
OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines
RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler
TRANSMISSION, AUTOMATIC {Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 5-Speed with Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, for Allison 1000 & 2000 Series Transmission
TRANSMISSION OIL Synthetic; 20 thru 28 Pints
NEUTRAL AT STOP OMIT
SHIFT CONTROL PARAMETERS {Allison} 1000 or 2000 Series Transmissions, Performance Programming
AXLE, REAR, SINGLE {Dana Spicer S140} Single Reduction, 21,000-lb Capacity, 190 Wheel Ends . Gear Ratio: 5.57
SUSPENSION, REAR, SINGLE 21,000-lb Capacity, Vari-Rate Springs
SHOCK ABSORBERS, REAR (2)
FUEL TANK, GASOLINE Top Draw, Stainless Steel, Rectangular, 100 US Gal (379L) Capacity, Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle, Onboard Refueling Vapor Recovery System (ORVR)
COWL Flat Back
HEATER SHUT-OFF VALVES (2) Ball Valve Type
AIR CONDITIONER with Integral Heater and Defroster, Driver Area Tie-In with Body Air Conditioner System
GAUGE CLUSTER Premium Level; English with English Electronic Speedometer
IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
CAB INTERIOR TRIM Classic, for Day Cab
WINDSHIELD Three Piece, Bonded, with Shaded Band
LOW WASHER FLUID INDICATOR
INSTRUMENT PANEL Wing Panel
WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
BODY, BUS Conventional; 78" Headroom, 32'8" Body Length, +9 Section Front, 72 Passenger, 276 WB
BODY CERTIFICATION TAG Mylar Label
BODY TAG, METAL Capacity to Include the Total Number of Passengers
HEADLINER, BODY Conventional; 25'11"-35'08" Body Length, Perforated Full Length with Sound Insulation Full Length
FASTENERS, HEADLINER Rivets
BOWS, ROOF 14 ga., One Piece Construction
LIGHT BARS Plastic
SKIRT, BODY Conventional, 20", 16ga., 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths, Includes Snow Rail
BODY, REAR Includes Emergency Door

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
FLOOR, BODY with Wheel Wells
BUMPER, REAR Painted, 12" High, 3/16" Thick
SUPPORTS, REAR BUMPER Bolted to Frame
LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated
SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port
LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow
On Front and Rear Cap
STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish
FASTENERS, REAR DOOR Lag Screws, Rear Door To Body
COVER, REAR DOOR INSIDE HANDLE Partial Coverage
HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover
LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
LOCK, REAR DOOR with Ignition Starter Interlock
HANDLE, EXTERIOR, REAR Emergency Door; Yellow
SWITCH, LOCATION Left of Driver; Includes Master Flasher, Amber Flasher, and 3 Position Door Control with Red Override
KEYS ALIKE, LOCKS Entrance Door, 545 Keys
PAINT, RUB RAIL Flange to Flange, Including Top Flange of Window Line Rub Rail
HOLD DOWN, BATTERY For Up To 3 Batteries
LOCK, ENTRANCE DOOR in External Release, with Key
MONITOR, POST TRIP INSPECTION {Leave No Student Behind} Accessory Controlled, with Push Button Alarm Disable at Rear of Bus
Prompts Driver to Walk to Back of Bus to Disable Alarm
DISARM, POST TRIP INSPECTION Button Located on Light Bar at Rear of Bus
INSULATION, ROOF/SIDES/BULKHEAD 1.5"
UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
ARROW, RR DOOR, INSIDE Decal; Red, .75" Stroke, Indicating Handle Direction
ARROW, RR DOOR, OUTSIDE Decal; Black .75" Stroke, Indicating Handle Direction
STRIPING, E/E WINDOW, LEFT (02) Perimeter, 1" Yellow
LETTERS, E/E WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside
STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective
STRIPING, REAR END 2" Yellow
STRIPING, ROOF HATCH, FRONT Decal, Perimeter, 1" Yellow
STRIPING, ROOF HATCH, REAR Decal, Perimeter, 1" Yellow
STRIPING, SEATLINE 2" Yellow
WIRING DIAGRAM Schematic, Electrical
STRIPING, E/E WINDOW, RIGHT (02) Perimeter, 1" Yellow
LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
PAINT COLOR, RUB RAILS 0001 Canyon Black
SEAL, RUB RAILS Top Edge, All Rails
LETTERS, E/E WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside
PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow
PAINT FLASHER BACKGRD 0001 Canyon Black
PAINT COLOR, BUMPER Rear, 0001 Canyon Black
PAINT COLOR, ROOF 9219 Winter White
PAINT COLOR, BODY INTERIOR 9384 Spring White
OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door
LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
PAINT HOOD AND FENDER To Match Body Exterior
HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
DOOR, ENTRANCE, FRONT Electric, Outward Opening, with Single Pane Glass
SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

WINDOW, DRIVER Laminated, Clear
WINDOW, STOPS 12" Opening, Only with 78" Headroom
WINDOW, SASH (18) 27" Sections, 9"x 23" Opening
WINDOW, SASH +9 SECTIONS (2) 9" x 32 1/4" Opening
WINDOW, E/E, LEFT (2) Vertical Hinge
BARRIER, CRASH, AFT ENTRY DOOR 39", 2 Leg
COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish
WINDOW, E/E, RIGHT (2) Vertical Hinge
WINDOW, PASSENGER, TINT Conventional; 28% Light, Tempered Glass, 78" Headroom, with 34'11", 31'2", 31'11", 32'8", 33'5", 34'2", 35'8" Body Lengths
HEATER, STEPWELL with Fixed Angle Louver to Door Glass
HAND RAIL, ENTRANCE DOOR, AFT 1" Dia, Stainless Steel
HAND RAIL, ENTRANCE DOOR, FWD 1" Dia, Stainless Steel
AIR CONDITIONER, BODY IC Air, 120,000 BTU, Evaporators FM55 Front & Rear Flush Mounted, Condensers SMC3L Skirt Mounted, Compressors TM21, #16 Suction Hose, with EC4.0 Control System
WHEEL POCKET COVER Plastic, ABS
AISLE POSITION Center, for balanced seating
FLOOR COVERING, COLOR Black
UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (23-24) Seats
FLOOR COVERING, TRIM Aluminum
FLOOR COVERING, TYPE {Koroseal} All Body Lengths
FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
FAN, DEFOG RIGHT CENTER 6.50" Diameter, Black, Mounted Over Windshield, 15" Right of Centerline, 2-Speed Switch in Panel
HEATER, PASS, LT REAR 84,500 BTU
HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing
ROOF VENT, FRONT Static
UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert
UPHOLSTERY, PASS SEATS, COLOR Gray, for Seats, Barriers and Head Bumpers
UPHOLSTERY, DRIVER SEAT, TYPE Vinyl, 42 oz.
UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.
BARRIER, CRASH, AFT DRIVER 39", 1 Leg
PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier
CUSHION, SEAT 15" Depth
UPHOLSTERY, SEAT, STITCHING Single
SEAT, 26", WALL, LT (01)
SEAT, 39", WALL, LT (11)
SEAT, 39", WALL, RT (12)
SEAT BACK, PASSENGER High Back
ARM REST, DRIVER Left and Right
UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Graphite
SEAT, DRIVER {National 2000} Static, Mechanical Height Adjust, High Back, with Mechanical Lumbar
ROOF HATCH, FRONT {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
ROOF HATCH, REAR {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps
BODY PLAN, APPROVED VARIATION None
CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
ALARM, BACKING {Ecco #850} 112 dB
SWITCH, REAR DOOR BUZZER for Emergency Door
LIGHT, INDIC, WARNING LIGHTS Red and Amber
SPEAKERS AND WIRING (8) Flush Mounted In Light Bar
FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Non-Sequential Operation, Red Lights Activate with Door Open
LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights
MIRROR, CROSS VIEW, EXTERIOR (2) {Mirror Lite High Definition Busboy} Black, Heated
LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red
LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} LED, 7" Round Amber
LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear

**Vehicle Specifications
2028 CE SCHOOL BUS (PB110)**

August 03, 2026

Description

FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only
HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
KIT, FIRST AID Plastic; 24 Unit, Spec State
MIRROR, INSIDE 6" x 30", Clear Safety Glass, Metal Back, Round Corners
STOP ARM, FRONT Electric, Metal Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights
VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield
LIGHTS, DOME, DRIVER (1) LED, Rectangular, Mounted in Light Bar in Ceiling, with Separate Switch
SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel
MIRROR, REAR VIEW, EXTERIOR {Rosco Open-View} Black, Motorized Head, Heated, Non-Detent
LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws
SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/Stanchion/Partition
REFLECTORS, REAR (2) 3", Red, Adhesive Back
REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back
REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
REFLECTORS, SIDE, INTERMEDIATE (2) 3" Amber, 1 Each Side, Below The Third Rub Rail From the Top, Adhesive Back
FUEL FILLER DOOR with Non-Locking Latch
CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts
FENDERS, RUBBER, REAR (2)
LIGHTS, CLUSTER {Sound Off/OptiLuxx} Oval, 4 Internal LEDs per Light; Amber Front and Red Rear
LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light
LIGHT, LICENSE PLATE {Sound Off/OptiLuxx} LED, with Mounting Gasket
LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
LIGHT, STROBE LED, Specialty Man. Co. 845-3020, Double Flash, 3.60" High
INSPECTION PLATE Fuel Sending Unit 11.4" x 8" Steel
LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear
LIGHTS, DOME LED, Rectangular Recessed Type, Stagger Mounted, for 29'08", 30'05", 31'02", 31'11", 32'08", 33'05" Body Lengths
LOCATION, BODY FLUID KIT on Bulkhead
CUTTER, SEAT BELT, LOCATION Mounted on Panel Left of Driver
FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle
FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat
KIT, BODY FLUID National Standard, Poly White Box
SIGN, DESTINATION, FRONT Omit
SIGN, DESTINATION, REAR Omit
LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Strobing LED and (4) 7" Round Amber Strobing LED, 2 Front, 2 Rear Each Color
LIGHTS, DIRECTIONAL, SIDE {Sound Off/OptiLuxx} Rectangular LED Armor Type, Amber, 1 Each Side, Second Bow Section Aft of Entrance Door Between 2nd & 3rd Rub Rail
STATE OF OPERATION Oklahoma
LIGHTS, STOP & TAIL ADDITIONAL (2) {Sound Off/OptiLuxx} 4" Round LED, Red, with Flange
LIGHTS, MARKER, SIDE, INTERMED LED, Amber, Flush Mount, Intermediate, Centered, Required for Units 30 Foot or Longer
BODY PLAN, NON-SPECIAL NEEDS for Bus Body Configurator, OMIT Body Plan
(2) TIRE, FRONT 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
(4) TIRE, REAR 11R22.5 Load Range H DH37 (HANKOOK), 497 rev/mile, 75 MPH, Drive

Services Section:

WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
WARRANTY 5-Year, Limited

IC BUS IS MADE IN OKLAHOMA

Lettering



1735 W RENO AVENUE OKLAHOMA CITY, OK 73106 • (405) 236-2792 • FAX (405) 235-2541

Ninnekah Public Schools

- IC Bus, 71 Passenger Route Bus (Gasoline): **\$155,547.00** per unit (factory order)
 - Includes: Cummins 220HP **gasoline** engine, Allison transmission with a seven-year warranty, hydraulic brakes with electronic stability control, air conditioning system with drivers AC to include skirt mounted A/C condensers, electric entrance door, battery disconnect, and roof mounted strobe light
- Delivery: approximately 10 months from receipt of purchase order

- **IC Bus is Made in Tulsa and Employs Approximately 1,600 Oklahomans**

- Quote is good for 45 days 8/3/26

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

Base Chassis, Model CE SCHOOL BUS with 276.00 Wheelbase, N/A CA, and 139.00 Axle to Frame.
Bus Body Plan, AABS000030
Seat Capacity, 71
TOW HOOK, FRONT (2) Frame Mounted
TOW HOOK, REAR (2)
AXLE CONFIGURATION 4x2
FRAME RAILS High Strength Low Alloy Steel (50,000 PSI Yield); 10.125" x 3.062" x 0.312" (257.2mm x 77.8mm x 8.0mm); 489.2" (12425mm) Maximum OAL
CROSSING GATE, FRONT Omit Item
BUMPER, FRONT Contoured, Steel, Painted Gloss Black, Severe Duty
CROSSMEMBER, REAR, AF (1)
WHEELBASE RANGE 276" (700cm) Only
AXLE, FRONT NON-DRIVING {Hendrickson Steertek NXT} Fabricated Type, 10,000-lb Capacity
SUSPENSION, FRONT, SPRING Parabolic Taper Leaf, Shackle Type, 10,000-lb Capacity, with Shock Absorbers
BRAKE SYSTEM, HYDRAULIC {Wabco} Split System, with Automatic Adjustment and Four Channel ABS
DUST SHIELDS, FRONT BRAKE for Hydraulic Brakes
DUST SHIELDS, REAR BRAKE for Hydraulic Brakes
BRAKE, PARKING {Bosch} DSSA Type, 12" x 3"; for Hydraulic Brake Chassis; Foot Operated in Cab; Differential Mounted
TRACTION CONTROL, HYDRAULIC Automatic; Hydraulic Brake System, with Electronic Stability Control
PARKING BRAKE INTERLOCK Parking Brake Cannot be Released Until Ignition Switch is in "ON" Position and Service Brake Pedal is Applied, Use with Hydraulic Brake Chassis Only
GVWR LIMITATION FOR BUS with Hydraulic Brakes, Limited to 29,800-lbs Maximum to meet FMVSS 105 Requirements, for Conventional Bus
BRAKES, FRONT {Meritor Quadraulic} Hydraulic Disc Type, with Four 70mm Diameter Pistons, 12,000-lb Capacity
BRAKES, REAR {Meritor Quadraulic} Hydraulic Disc Type, with Four 70mm Diameter Pistons, 21,000-lb Capacity per Axle
STEERING COLUMN Tilting and Telescoping
STEERING WHEEL 4-Spoke; 18" Dia., Black
STEERING GEAR {TRW TAS66} Power
PROPSHAFT GUARD
DRIVELINE SYSTEM {Dana Spicer} SPL100, for 4x2/6x2
EXHAUST SYSTEM Horizontal Muffler, Frame Mounted Under Right Rail, for Single Long Horizontal Tail Pipe, for use with Gasoline Engines
TAIL PIPE (1) Horizontal, Long, Exits Left Side Through Bumper
ELECTRICAL SYSTEM 12-Volt, Standard Equipment
HORN, ELECTRIC (2) Trumpet Style
ALTERNATOR {Leece-Neville BLP} Brushless, 12 Volt, 325 Amp Capacity, Pad Mount, with Remote Sense, for use with Gasoline Engines
BATTERY SYSTEM {Fleetrite} Maintenance-Free, (3) 12-Volt 1980CCA Total, Top Threaded Stud
BATTERY DISCONNECT SWITCH {Cole-Hersee 75920-06} 300 Amp, Disconnects Charging Circuits, Locks with Padlock, Battery Box Mounted
ANTENNA Shark Fin, Roof Mounted
RADIO AM/FM/USB Input/Auxiliary Input, Includes Wiring and Antenna, with Public Address System
BATTERY BOX Steel, with Sliding Tray, 25.25" Wide, for Standard Batteries, 1-3 Battery Capacity, Mounted Left Side Behind Front Axle Perpendicular to Frame Rail
COLLISION MITIGATION SYSTEM Omit
HEADLIGHTS ON W/WIPERS Headlights Will Automatically Turn On if Windshield Wipers are Turned On
INDICATOR, LOW COOLANT LEVEL with Audible Alarm
HEADLIGHT WARNING BUZZER Sounds When Head Light Switch is on and Ignition Switch is in "Off" Position
BRAKE WARNING INDICATOR Light and Audible Alarm; Parking Brake/Motion Warning System for Engaged Parking Brake
CIRCUIT BREAKERS Manual-Reset (Main Panel) SAE Type III with Trip Indicators, Replaces All Fuses
BK WARN IND, PARK BK NOT SET Visual and Audible Alarm, Active Upon Ignition Off and Parking Brake Not Set, Reminder to Set Parking Brake
HEADLIGHTS Halogen, with Daytime Running Lights, Automatic Twilight Controlled
STARTING MOTOR {Mitsubishi Electric Automotive America 90P47} 12-Volt, with Soft-Start
LOGOS EXTERIOR Model Badges
LOGOS EXTERIOR, ENGINE Badges
GRILLE Molded in Black
HOOD TILT ASSIST {EASY TILT} Mechanical
FRONT END Tilting, Fiberglass, with Three Piece Construction, Dual Air Intakes

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

CHASSIS PAINT Full Chassis
PAINT SCHEMATIC, PT-1 Single Color, Design 100
PAINT TYPE Urethane, One or Two Colors, Other than Imron or International.
CONNECTED PLATFORM Includes Connectivity Module and Five Year Data Plan
VEHICLE REGISTRATION IDENTITY ID for Non-CARB Omnibus and/or Non-ACT Adopting State or Exempt Vehicle. Not for use on vehicles registering in CA. Contains non-mitigated legacy engine & cannot be registered in CA unless exempt. You may be held liable under state law for failure to properly register vehicle.
KEYS - ALL ALIKE, ID I-1624 Compatible with Z-250
MUD FLAPS, FRONT WHEELS (2) Rubber, Mounted on Fender Extension
PROMOTIONAL PACKAGE 7 Year Unlimited Miles/km Warranty, Limited Time Program for Allison 2500 Series Transmission on School and Commercial Buses (Supplied directly through Allison)
CLUTCH Omit Item (Clutch & Control)
ANTI-FREEZE Red, Extended Life Coolant; To -40 Degrees F/ -40 Degrees C, Freeze Protection, Nitrite Free
ENGINE, GASOLINE {Cummins B6.7 220} EPA 2027, 220HP @ 1930 RPM, 600 lb-ft Torque @ 1800 RPM, 3200 RPM Governed Speed, 220 Peak HP (Max)
FAN DRIVE {Warner Electric FC550} On/Off Type, Electronically Activated and Controlled
THROTTLE, HAND CONTROL Electronic
AIR CLEANER Single Element, Fire Retardant Media
EMISSION, CALENDAR YEAR {Cummins B6.7 GAS} EPA Certified for Calendar Year 2026
CRUISE CONTROL Electronic
OIL PAN 15 Quart Capacity, For Cummins ISB/B6.7 Engines
RADIATOR Aluminum, 2-Row, Down Flow, Front to Back System, 640 SqIn Louvered, with 383 SqIn Charge Air Cooler, Includes In-Tank Oil Cooler
TRANSMISSION, AUTOMATIC {Allison 2500 PTS} 6th Generation Controls, Wide Ratio, 5-Speed with Overdrive, Less PTO Provision, Less Retarder, with 33,000-lb GVW and GCW Max, School Bus
TRANSMISSION SHIFT CONTROL Column Mounted Stalk Shifter, for Allison 1000 & 2000 Series Transmission
TRANSMISSION OIL Synthetic; 20 thru 28 Pints
NEUTRAL AT STOP OMIT
SHIFT CONTROL PARAMETERS {Allison} 1000 or 2000 Series Transmissions, Performance Programming
AXLE, REAR, SINGLE {Dana Spicer S140} Single Reduction, 21,000-lb Capacity, 190 Wheel Ends . Gear Ratio: 5.57
SUSPENSION, REAR, SINGLE 21,000-lb Capacity, Vari-Rate Springs
SHOCK ABSORBERS, REAR (2)
FUEL TANK, GASOLINE Top Draw, Stainless Steel, Rectangular, 100 US Gal (379L) Capacity, Includes Protective Cage, Mounted Between Frame Rails and Behind Rear Axle, Onboard Refueling Vapor Recovery System (ORVR)
COWL Flat Back
HEATER SHUT-OFF VALVES (2) Ball Valve Type
AIR CONDITIONER with Integral Heater and Defroster, Driver Area Tie-In with Body Air Conditioner System
GAUGE CLUSTER Premium Level; English with English Electronic Speedometer
IP CLUSTER DISPLAY On Board Diagnostics Display of Fault Codes in Gauge Cluster
CAB INTERIOR TRIM Classic, for Day Cab
WINDSHIELD Three Piece, Bonded, with Shaded Band
LOW WASHER FLUID INDICATOR
INSTRUMENT PANEL Wing Panel
WHEELS, FRONT {Accuride 51408} DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
WHEELS, REAR {Accuride 51408} DUAL DISC; 22.5x8.25 Rims, Powder Coat Steel, 2-Hand Hole, 10-Stud, 285.75mm BC, Hub-Piloted, Flanged Nut, with Steel Hubs
BODY, BUS Conventional; 78" Headroom, 32'8" Body Length, +9 Section Front, 72 Passenger, 276 WB
BODY CERTIFICATION TAG Mylar Label
BODY TAG, METAL Capacity to Include the Total Number of Passengers
HEADLINER, BODY Conventional; 25'11"-35'08" Body Length, Perforated Full Length with Sound Insulation Full Length
FASTENERS, HEADLINER Rivets
BOWS, ROOF 14 ga., One Piece Construction
LIGHT BARS Plastic
SKIRT, BODY Conventional, 20", 16ga., 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
TIE DOWNS, BODY Grade 8 Bolts, Every Body Section
RUB RAILS, BODY (4) Conventional; Steel, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths, Includes Snow Rail
BODY, REAR Includes Emergency Door

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

SIDE SHEET, BODY, EXTERIOR Conventional, 16ga., Smooth, 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
FLOOR, BODY with Wheel Wells
BUMPER, REAR Painted, 12" High, 3/16" Thick
SUPPORTS, REAR BUMPER Bolted to Frame
LINING, SIDE INTERIOR, LOWER Embossed Steel, Clear Coated
SEALER Extra; Sidewall to Floor, In Wheel Pocket Area, and Rear Wall to Floor
COMPARTMENT, DRIVER STORAGE Bin, Sized to Hold Three Ring Binder, Includes (1) USB-A Port and (1) USB-C Port
LETTERS, SCHOOL BUS FRONT/REAR Decal; "SCHOOL BUS"; with 8" Black Reflective Letters, 3M Fluorescent Diamond Grade, Yellow
On Front and Rear Cap
STEP, FRONT ENTRANCE DOOR 27 1/4" Depth; 14ga Steel, Formed Treads, Naviflex Finish
FASTENERS, REAR DOOR Lag Screws, Rear Door To Body
COVER, REAR DOOR INSIDE HANDLE Partial Coverage
HANDLE, ASSIST, ENTRANCE DOOR Outside Entrance
HOLD BACK, REAR DOOR Stationary, No Cables, with Plastic Cover
LATCH, REAR DOOR One Point Slide Bar, Cam Operated, with One Inch Stroke
LOCK, REAR DOOR with Ignition Starter Interlock
HANDLE, EXTERIOR, REAR Emergency Door; Yellow
SWITCH, LOCATION Left of Driver; Includes Master Flasher, Amber Flasher, and 3 Position Door Control with Red Override
KEYS ALIKE, LOCKS Entrance Door, 545 Keys
PAINT, RUB RAIL Flange to Flange, Including Top Flange of Window Line Rub Rail
HOLD DOWN, BATTERY For Up To 3 Batteries
LOCK, ENTRANCE DOOR in External Release, with Key
MONITOR, POST TRIP INSPECTION {Leave No Student Behind} Accessory Controlled, with Push Button Alarm Disable at Rear of Bus
Prompts Driver to Walk to Back of Bus to Disable Alarm
DISARM, POST TRIP INSPECTION Button Located on Light Bar at Rear of Bus
INSULATION, ROOF/SIDES/BULKHEAD 1.5"
UNDERCOAT, BODY Fire Resistant, Water Based, TT-C-730 Spec
LETTERS, DOOR, REAR Decals; "EMERGENCY DOOR", 2" Black Letters Inside and Outside
ARROW, RR DOOR, INSIDE Decal; Red, .75" Stroke, Indicating Handle Direction
ARROW, RR DOOR, OUTSIDE Decal; Black .75" Stroke, Indicating Handle Direction
STRIPING, E/E WINDOW, LEFT (02) Perimeter, 1" Yellow
LETTERS, E/E WINDOW, LEFT (2) Decal Sets, "EMERGENCY EXIT", Black Inside and Outside
STRIPING, PERIMETER, REAR Emergency Door, 1" Yellow Reflective
STRIPING, REAR END 2" Yellow
STRIPING, ROOF HATCH, FRONT Decal, Perimeter, 1" Yellow
STRIPING, ROOF HATCH, REAR Decal, Perimeter, 1" Yellow
STRIPING, SEATLINE 2" Yellow
WIRING DIAGRAM Schematic, Electrical
STRIPING, E/E WINDOW, RIGHT (02) Perimeter, 1" Yellow
LETTERS, HEADER Decal; "WATCH YOUR STEP", 1" Black, Above Windshield
LETTERS, STEPWELL Decal, "WATCH YOUR STEP", 2.5" Black, Behind Door on Step Riser
PAINT COLOR, RUB RAILS 0001 Canyon Black
SEAL, RUB RAILS Top Edge, All Rails
LETTERS, E/E WINDOW, RIGHT (2) Decal Sets, "EMERGENCY EXIT", Black, Inside and Outside
PAINT COLOR, BODY EXTERIOR 4421 School Bus Yellow
PAINT FLASHER BACKGRD 0001 Canyon Black
PAINT COLOR, BUMPER Rear, 0001 Canyon Black
PAINT COLOR, ROOF 9219 Winter White
PAINT COLOR, BODY INTERIOR 9384 Spring White
OPERATING INSTRUCTIONS, REAR Decal, Inside Rear Emergency Door
LOGO, ROOF LINE Decal; Wing and Shield, First Body Section, Above Driver Window and Entrance Door Over Driver Window and Entrance Door
PAINT HOOD AND FENDER To Match Body Exterior
HANDLE, ASSIST Windshield Side Mounted, Left and Right, Body Color
DOOR, ENTRANCE, FRONT Electric, Outward Opening, with Single Pane Glass
SUB FLOOR, PLYWOOD Conventional; B-B Marine Grade, Less Sealed Edges, 5/8", 5 Ply, for 31'2", 31'11", 32'8", 33'5", 34'2", 34'11", 35'8" Body Lengths
SEAT BELT, DRIVER, COLOR with Blaze Orange Seat Belt Webbing

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

WINDOW, DRIVER Laminated, Clear
WINDOW, STOPS 12" Opening, Only with 78" Headroom
WINDOW, SASH (18) 27" Sections, 9"x 23" Opening
WINDOW, SASH +9 SECTIONS (2) 9" x 32 1/4" Opening
WINDOW, E/E, LEFT (2) Vertical Hinge
BARRIER, CRASH, AFT ENTRY DOOR 39", 2 Leg
COLOR, WINDOW FRAME, PASS Passenger Window, Natural Aluminum Finish
WINDOW, E/E, RIGHT (2) Vertical Hinge
WINDOW, PASSENGER, TINT Conventional; 28% Light, Tempered Glass, 78" Headroom, with 34'11", 31'2", 31'11", 32'8", 33'5", 34'2", 35'8" Body Lengths
HEATER, STEPWELL with Fixed Angle Louver to Door Glass
HAND RAIL, ENTRANCE DOOR, AFT 1" Dia, Stainless Steel
HAND RAIL, ENTRANCE DOOR, FWD 1" Dia, Stainless Steel
AIR CONDITIONER, BODY IC Air, 120,000 BTU, Evaporators FM55 Front & Rear Flush Mounted, Condensers SMC3L Skirt Mounted, Compressors TM21, #16 Suction Hose, with EC4.0 Control System
WHEEL POCKET COVER Plastic, ABS
AISLE POSITION Center, for balanced seating
FLOOR COVERING, COLOR Black
UPHOLSTERY, PASS SEATS, TYPE Prevaill, 42 oz.; for (23-24) Seats
FLOOR COVERING, TRIM Aluminum
FLOOR COVERING, TYPE {Koroseal} All Body Lengths
FAN, DEFOG LEFT CENTER 6.50" Diameter, Black, Mounted Left of Center Post, 2-Speed Switch in Panel
FAN, DEFOG RIGHT CENTER 6.50" Diameter, Black, Mounted Over Windshield, 15" Right of Centerline, 2-Speed Switch in Panel
HEATER, PASS, LT REAR 84,500 BTU
HEATER, WATER PUMP {2 MPU 12} Self Priming, with Plastic Housing
ROOF VENT, FRONT Static
UPHOLSTERY, DRIVER SEAT, STYLE Plain, with Cloth Insert
UPHOLSTERY, PASS SEATS, COLOR Gray, for Seats, Barriers and Head Bumpers
UPHOLSTERY, DRIVER SEAT, TYPE Vinyl, 42 oz.
UPHOLSTERY, BARRIER, TYPE (1-2) Prevaill, 42 oz.
BARRIER, CRASH, AFT DRIVER 39", 1 Leg
PANEL, MODESTY, AFT OF DRIVER Mounted Under Barrier
CUSHION, SEAT 15" Depth
UPHOLSTERY, SEAT, STITCHING Single
SEAT, 26", WALL, LT (01)
SEAT, 39", WALL, LT (11)
SEAT, 39", WALL, RT (12)
SEAT BACK, PASSENGER High Back
ARM REST, DRIVER Left and Right
UPHOLSTERY, DRIVER SEAT, COLOR Drivers Seat, Graphite
SEAT, DRIVER {National 2000} Static, Mechanical Height Adjust, High Back, with Mechanical Lumbar
ROOF HATCH, FRONT {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
ROOF HATCH, REAR {Specialty Hybrid Adv H1975-025-191-0F} Emergency Exit with Outside Release, Alarm, English Decals
STEP TREADS {Koroseal} Pebble White Nosing Only, with Non-Metal Backing, used with Formed Treaded Steps
BODY PLAN, APPROVED VARIATION None
CIRCUIT, PROTECTION Breakers, Manual Reset in Lieu of Fuses
ALARM, BACKING {Ecco #850} 112 dB
SWITCH, REAR DOOR BUZZER for Emergency Door
LIGHT, INDIC, WARNING LIGHTS Red and Amber
SPEAKERS AND WIRING (8) Flush Mounted In Light Bar
FLASHER SYSTEM (8) Warning Lights, 8-Lamp System, Electronic Relay Flasher, Non-Sequential Operation, Red Lights Activate with Door Open
LIGHT, EXTERIOR, CHECK Automatically Activates Lights for Pre Trip Inspection
SWITCH, DOME LIGHTS, DIMMER for All Passenger Dome Lights
MIRROR, CROSS VIEW, EXTERIOR (2) {Mirror Lite High Definition Busboy} Black, Heated
LIGHTS, STOP (2) {Sound Off/OptiLuxx} and Tail; 7" Round LED, Red
LIGHTS, DIRECTIONAL, REAR (2) {Sound Off/OptiLuxx} LED, 7" Round Amber
LIGHTS, BACK UP (2) {Sound Off/OptiLuxx} LED, 7" Round Clear

Vehicle Specifications
2028 CE SCHOOL BUS (PB110)

August 03, 2026

Description

FUEL FILLER PIPE Low Profile Neck Cap and Vent Hosing, for Use with Right Side Fill for Between the Rail Fuel Tanks, for Above the Floor Fuel Fill, for 25 GPM Fill Rate Only
HOOD, WARNING LAMP (4) Black, 8-Lamp System, One Hood Above Two Lights
KIT, FIRST AID Plastic; 24 Unit, Spec State
MIRROR, INSIDE 6" x 30", Clear Safety Glass, Metal Back, Round Corners
STOP ARM, FRONT Electric, Metal Blade, 18" Octagon, Double Sided, 1/2" White Border, Hi Intensity Grade, Strobing LED Lights
VISOR, INTERIOR, LEFT FRONT 6" x 30", Transparent, For Left Windshield
LIGHTS, DOME, DRIVER (1) LED, Rectangular, Mounted in Light Bar in Ceiling, with Separate Switch
SWITCH, NOISE SUPPRESSION Actuator Legend States, "NOISE SUPP ", for Separate Solenoid, with Red Switch in Panel
MIRROR, REAR VIEW, EXTERIOR {Rosco Open-View} Black, Motorized Head, Heated, Non-Detent
LOCATION, FIRST AID KIT Right Side Front Bulkhead with Screws
SAFETY TRIANGLES Warning Reflectors, Mounted on Floor Between Driver Seat and Drivers Crash Barrier/Stanchion/Partition
REFLECTORS, REAR (2) 3", Red, Adhesive Back
REFLECTORS, SIDE, REAR (2) 3", Red, Adhesive Back
REFLECTORS, SIDE, FRONT (2) 3", Amber; Adhesive Back, 1 Aft Drivers Window Left, 1 Aft Entrance Door Right
REFLECTORS, SIDE, INTERMEDIATE (2) 3" Amber, 1 Each Side, Below The Third Rub Rail From the Top, Adhesive Back
FUEL FILLER DOOR with Non-Locking Latch
CUTTER, SEAT BELT {TIE TECH Safecut} for Cutting Seat Belts
FENDERS, RUBBER, REAR (2)
LIGHTS, CLUSTER {Sound Off/OptiLuxx} Oval, 4 Internal LEDs per Light; Amber Front and Red Rear
LIGHT, ENTRY DOOR {Sound Off/OptiLuxx} LED; 4" Oval; Light Mounted in Skirt Behind Entrance Door, Wired To Step Light
LIGHT, LICENSE PLATE {Sound Off/OptiLuxx} LED, with Mounting Gasket
LIGHT, STEP {Sound Off/OptiLuxx} 4" Round LED, White, Wired to Clearance Lights, Operated by Entrance Door
LIGHT, STROBE LED, Specialty Man. Co. 845-3020, Double Flash, 3.60" High
INSPECTION PLATE Fuel Sending Unit 11.4" x 8" Steel
LIGHTS, MARKER, FRONT & REAR LED, Flush Mount, Amber Front and Red Rear
LIGHTS, DOME LED, Rectangular Recessed Type, Stagger Mounted, for 29'08", 30'05", 31'02", 31'11", 32'08", 33'05" Body Lengths
LOCATION, BODY FLUID KIT on Bulkhead
CUTTER, SEAT BELT, LOCATION Mounted on Panel Left of Driver
FIRE EXTINGUISHER 5 lb 3A-40BC Minimum, with Flexible Hose and Metal Nozzle
FIRE EXTINGUISHER, FRONT LOC Located Behind Driver Seat
KIT, BODY FLUID National Standard, Poly White Box
SIGN, DESTINATION, FRONT Omit
SIGN, DESTINATION, REAR Omit
LIGHTS, WARNING (8) {Sound Off/OptiLuxx} (4) 7" Round Red Strobing LED and (4) 7" Round Amber Strobing LED, 2 Front, 2 Rear Each Color
LIGHTS, DIRECTIONAL, SIDE {Sound Off/OptiLuxx} Rectangular LED Armor Type, Amber, 1 Each Side, Second Bow Section Aft of Entrance Door Between 2nd & 3rd Rub Rail
STATE OF OPERATION Oklahoma
LIGHTS, STOP & TAIL ADDITIONAL (2) {Sound Off/OptiLuxx} 4" Round LED, Red, with Flange
LIGHTS, MARKER, SIDE, INTERMED LED, Amber, Flush Mount, Intermediate, Centered, Required for Units 30 Foot or Longer
BODY PLAN, NON-SPECIAL NEEDS for Bus Body Configurator, OMIT Body Plan
(2) TIRE, FRONT 11R22.5 Load Range H AH37 (HANKOOK), 499 rev/mile, 75 MPH, All-Position
(4) TIRE, REAR 11R22.5 Load Range H DH37 (HANKOOK), 497 rev/mile, 75 MPH, Drive

Services Section:

WARRANTY Standard for CE, RE, BE School Bus Models, Effective with Vehicles Built March 1, 2017 or Later, CTS-3304H
WARRANTY 5-Year, Limited

IC BUS IS MADE IN OKLAHOMA

Lettering

EXHIBIT A

CERTIFIED

JENTRI FOSTER

LAY COACH

M'KAILEI MEYERS- SOFTBALL

SUBSTITUTES

GLENN PARKER

CUSTODIAN

BRITTANY STANDING