

## **2016-17 Handbook**

### **Tulsa Learning Academy: Tulsa's Hybrid/Virtual High School**

Part of the TPS Alternative Schools for Learning

*4107 South Yale, Suite 143*

*Tulsa Oklahoma 74135*

*918-746-6770*

### ***Historical Development of Tulsa Learning Academy***

Tulsa Public Schools as the “District of Choice” introduced the Tulsa Learning Academy (TLA) as a non-traditional high school serving the academic, social, economic, and post-secondary needs of students who had dropped out of high school for the 2007-08 school year. The students who attended represented former students from the nine Tulsa Public Schools high schools who should have graduated in 2005, 2006, or 2007. TLA has served as a credit recovery/graduate recovery program for Tulsa Public Schools through the 2011-12 school year when TLA transitioned and expanded to become Tulsa's Virtual School serving students in grades three through twelve. During the 2012-2013 school year we continued this transition as we are addressing the academic and organizational needs of students by requiring certain students on an individual basis to attend at TLA five days a week for two hours per day from 9-11, 11-1, or from 1-3. For the 2015-16 school year our students in elementary grades (up through the sixth grade) had one hour on campus to meet face-to-face with the teacher or one hour video conference with the teacher. These sessions had no more than four students per session. For the 2016-17 school year students will still have the majority of their coursework done where they access the internet but will also have to come on site with their teachers for their unit tests and final exams, students will still be able to receive assistance with course work through face-to-face tutoring, video conferencing, and digital communication during regular school hours.

# Table of Contents

<b>Faculty &amp; Staff</b>	<b>3</b>	
<b>Vision &amp; Mission</b>	<b>4</b>	
<b>Admission Policies</b>	<b>5</b>	
<b>Student Population Served</b>	<b>5</b>	
<b>Basic Requirements</b>	<b>5</b>	
<b>Technology Requirements</b>	<b>5</b>	
<b>Enrollment Process</b>	<b>6</b>	
<b>Internet Etiquette</b>	<b>7</b>	
<b>Cyber Bullying</b>	<b>8</b>	
<b>Academic Year</b>	<b>9</b>	
<b>Test and Tutoring Schedule</b>	<b>9</b>	
<b>Transfer of Grades</b>	<b>9</b>	
<b>Appropriate Use</b>	<b>10</b>	
<b>Dismissal from Program</b>	<b>10</b>	
<b>Academic Policies</b>	<b>10</b>	
<b>Online Attendance/Adequate Academic Progress</b>	<b>10</b>	
<b>Testing</b>	<b>11</b>	
<b>Communication</b>	<b>11</b>	
<b>Tests</b>	<b>11</b>	
<b>Grades</b>	<b>11</b>	
<b>Recognition of Credit</b>	<b>11</b>	
<b>Transfer of Credit</b>	<b>12</b>	
<b>Academic Integrity</b>	<b>12</b>	
<b>Tulsa Technology Center</b>	<b>12</b>	
<b>Concurrent Enrollment</b>	<b>12</b>	
<b>Oklahoma Promise</b>	<b>12</b>	
<b>Tulsa Achieves</b>	<b>13</b>	
<b>Special Education</b>	<b>13</b>	
<b>Tuition</b>	<b>13</b>	
<b>Visitors at TLA</b>	<b>13</b>	
<b>Appendix A</b>	<b>Honor Contract</b>	<b>15</b>
<b>Appendix B</b>	<b>RTI</b>	<b>16</b>
<b>Appendix C</b>	<b>Course offerings</b>	<b>17</b>
<b>Appendix D</b>	<b>Graduation Requirements</b>	<b>18</b>
<b>Appendix E</b>	<b>Learning Plan</b>	<b>19</b>
<b>Appendix F</b>	<b>Internet Protection and safety BP6501</b>	<b>24</b>
<b>Appendix G</b>	<b>Computing Resources</b>	<b>32</b>
<b>Appendix H</b>	<b>Nontraditional Instructional Delivery</b>	<b>33</b>
<b>Appendix I</b>	<b>Student Use of Wireless devices</b>	<b>37</b>
<b>Appendix J</b>	<b>School Communication Program</b>	<b>42</b>

# Faculty and Staff

## Administration

Geoffrey Wilbur  
Melissa Sawyer

Principal  
Counselor

## Faculty

Sherry Fowlks  
Peter Rugiri  
Julia Meier  
Dennis McDonald  
Christina Kauffman  
Saltiel Ramos

Language Art /Art  
Science / Math  
Math / PFL  
Social Studies /  
Special Education/Business  
ELL / Spanish

## Support

Charlene McBean-Freeman  
Josh Vess

Principals Secretary  
Systems Coordinator

## Adjunct Faculty

Dorinda Donnell  
Russell Roberts  
Jennifer Durham  
Lyda Wilbur

Art	Central
Art	BTW
Business	East Central
Spanish	Mitchell

**Tulsa Public School District Vision:**

*Tulsa Public Schools is the destination for extraordinary educators who work with our community and families to ignite the joy of learning and prepare every student for the greatest success in college, careers and life.*

**Schools of Innovation Vision** *is to foster individualized learning, with real world experiences, project based instruction, and post secondary planning in order to establish rigor, relevance, and relationships for all students.*

**TLA Vision:** *All students will achieve.*

**Tulsa Public School District Mission:**

*Our mission is to inspire and prepare every student to love learning, achieve ambitious goals and make positive contributions to our world.*

**TLA Mission:** *The mission of Tulsa Learning Academy is to offer motivation, guidance, and support for all students in choosing, building, and following a path to their success.*

## **Tulsa Learning Academy (2015-2016)**

### **Policies and Procedures**

Application Committee Members: Geoffrey Wilbur (Principal), Melissa Sawyer (Counselor), Christina Kauffman (Special Education, Lead Teacher), Julia Meier (math teacher).

#### **Admissions Policies**

##### **1. Student Populations Served by Tulsa Learning Academy**

a. Students, elementary and secondary, who reside in the Tulsa Public School District, who make application to Tulsa Learning Academy and are accepted for enrollment.

b. Home-Based Students (Per Doctor's Orders) that are going to be home more than 45 school days, can also be served as their home school with Edgenuity.

c. Students who are assigned a disciplinary change in placement from their home TPS School **and are placed by the District Review Committee**. These students are served virtually only through the continuation school program and are not counted in data numbers.

##### **2. Basic Requirements:**

a. Student must be under the age of 21.

b. Student **must reside** in the Tulsa Public School District, we do not accept transfer students.

c. Student may fill out and complete application on-line or enroll in person at the Tulsa Learning Academy in the Promenade Mall; if under 18 a parent or guardian must accompany the student. Copies of birth certificate, parent identification, proof of residence, transcript if from out of district may be scanned or brought in person to the Mall location

d. Student must have successfully completed third grade.

e. Student must be able to log into the virtual instructional delivery program and work on the course work at least 30 hours per week unless enrolled in Tulsa Tech or Tulsa Community College, in which case the hours are tailored to the number of courses the student is enrolled at these partner institutions.

f. Students are still under the guidelines of the Behavior Response Plan for the Tulsa Public School District:

i. Dress Code – No shorts or skirts, solid color slacks or jeans with no holes; solid color collared shirts. No t-shirts. When you are at TLA from orientation on for any reason this is the expected attire.

ii. Cell phone- cell phones are not to be used while in TLA. Students are at TLA for short periods of time and therefore cell phones should not be out. Cell phones will be checked in and placed in an envelope when the student signs into the school with the students name on them and secured by the registrar. If they refuse to do this they will be required to work from off campus.

##### **3. Technology Requirements:**

a. Computer with internet capable of supporting Java and video formats with updated Chrome or Firefox browser.

b. Have your own headphones for use with computers.

4. Enrollment Process

a. Student must submit a complete Tulsa Learning Academy Virtual High School application on-line or in person and with parent or guardian at the Tulsa Learning Academy location at the Promenade Mall.

b. Application must be signed by Parents / Orientation process.

i. Signature Required for Academic/Behavior/Attendance Honor Code Contract

ii. Parent(s), guardian(s), and student will interview with one or more of the application committee members, and initial assessment is given for the student to complete off site through their existing e-mail account – the student response provides insight into the students self-efficacy necessary to work independently in a virtual environment. Upon appropriate student response the orientation date is set for their start of school.

iii. The student and parent will be contacted at their e-mail address the date for the orientation. This orientation will take approximately 3-6 hours for the parent and for the student. The student will start **all** of their assigned courses at the orientation and complete their pre-test in these courses, if students are retaking a course they will be taking their prescriptive test for the course on that day. The student's picture is taken for ID card and/or for input on Power School.

iv. Student will take an onsite SRI / SMI test to determine entry minimum proficiency within one week of orientation to determine proficiency and set a benchmark for growth. Parent will attend the orientation for information on the Parent Portals, what is academic progress, and Learning Coach expectations.

v. Counselor determines courses needed.

vi. Student will be assigned a g-mail account through the district.

vii. Orientation takes place on site at the school and has mandatory physical attendance. The student / parent / guardian must have all required paperwork turned in before the orientation. The orientation will consist of 1) an introduction to the school and program, 2) expectations of students, parents, & learning coaches, 3) meet with advisor and set up communication schedule, 4) Start each of the assigned classes taking the prescriptive or pre-test as assigned 5) Start work on the Individual Learning Plan (ILP) or update an existing ILP.

viii. Technology helps with the software: If there is a problem with your accessing your educational program contact Josh Vess [vessjo@tulaschools.org](mailto:vessjo@tulaschools.org) or Melissa Sawyer [sawyeme@tulaschools.org](mailto:sawyeme@tulaschools.org) or at 918-746-6770.

ix. Internet etiquette:

a. Appropriate language - Do not use abusive language in messages to others. Be polite. Do not use obscene, indecent, lewd or profane language, vulgarities, rude or disrespectful language. Do not engage in personal attacks or activities intended to distress, harass, or annoy another user.

b. Safety - Do not reveal personal contact information about yourself or any other person. This information includes telephone numbers and addresses. Do not use the Internet access to arrange meetings with persons you have met on-line. Users will promptly disclose to the teacher, District system administrator, or to some other member of the faculty or staff any message they consider to be inappropriate or which makes them feel uncomfortable.

c. Electronic mail - Users should be aware that electronic mail (E-Mail) may not be assumed or expected to be a private communication. The District and system administrators do have access to E-Mail. Messages relating to, in support of, or in furtherance of illegal activities will be reported to the authorities. System users should not post any message which is intended to be private.

d. Intellectual property - Do not plagiarize works obtained from the Internet. Users must respect the rights of copyright owners and comply with all limitations imposed upon use of copyrighted material.

e. System users must realize that rights go hand-in-hand with responsibilities and agree not to use the District system to access information or to distribute information or material which is:

f. Obscene to minors, meaning material which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors and, when an average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to an obsessive interest in sex by minors.

g. Libelous, meaning a false and unprivileged statement about a specific individual which tends to harm the individual's reputation.

h. Vulgar, lewd, or indecent, meaning material which, taken as a whole, an average person would deem improper for access by or distribution to minors because of sexual connotations or profane language.

i. Displaying or promoting unlawful products or services, meaning material which advertises or advocates the use of products or services prohibited by law from being sold or provided to minors.

j. Group defamation or hate literature, meaning material which disparages a group or a member of a group on the basis of race, color, sex, gender expression, gender identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information or advocates illegal conduct or violence or discrimination toward any particular group of people. This includes racial and religious epithets, "slurs," insults, and abuse.

k. Disruptive to school operations, meaning material which, on the basis of past experience or based upon specific instances of actual or threatened disruptions relating to the information or material in question, is likely to cause a material and substantial disruption of the proper and orderly operation of school activities or school discipline.

x. Cyberbullying: As young people embrace the Internet and other mobile communication technologies, bullying has manifested itself in a new and potentially more dangerous way – through cyberbullying. Cyberbullying can generally be defined as sending or posting harmful, harassing, intimidating, threatening, or malicious messages or images through e-mail, instant

messages, cell phones, and websites. It is emerging as one of the more challenging issues facing educators since it has a direct impact on students but often occurs away from school property.

Examples of cyberbullying include, but are not limited to:

- Sending cruel, vicious, and sometimes threatening messages;
- Creating websites that contain stories, cartoons, pictures, and jokes ridiculing others;
- Posting pictures of classmates on-line with intent to embarrass them;
- Breaking into an e-mail account and sending vicious or embarrassing material to others;
- Engaging in IM (instant messaging) to trick another person into revealing sensitive or personal information and forwarding that information to others; and
- Taking a picture of a person using a digital phone camera and sending that picture electronically to others without consent or the equivalent of that.

xi. If you are the victim of a cyberbully:

- Do not reply to messages from cyberbullies.
- Tell an adult you know and trust. Just as with any other kind of bullying, ignoring it often leads to escalation.
- If the bullying is occurring through text messaging, use “call display” or dial \*69 to identify the phone number and have it tracked through your cell phone/pager service provider.
- Instant messages (e.g. Yahoo instant messenger; Microsoft Messenger) are best handled by blocking messages from certain senders.
- Bullies are likely to register for an anonymous e-mail account, such as Hotmail, Yahoo, or G-Mail, using a fake name. If you receive threatening e-mail messages, instruct your e-mail program to block messages from that address. Then, inform your Internet Service Provider (ISP).
- If physical threats are made or the bullying escalates, inform your local police.
  - Do not erase or delete messages from cyberbullies. You do not have to read them; but keep them as evidence. You may get similar messages from other accounts. The police, your ISP, and/or your telephone company can use these messages to help you.
- If necessary, get a new phone number, account, or e-mail address and give it out to only one (1) person at a time.
- If the bullying occurs at school or on District property, or is the act of another student, report the bullying to the appropriate official and refer to the District’s bullying policy. **Regulation 6501-R**

## 7. Academic Year

a. TLA will follow the Tulsa Public School Standard School Calendar

i. Three ½ credit courses will be assigned for the first nine weeks and should be completed within that nine week time frame. If courses are completed early the courses for the next nine week term will be added for students to have an opportunity to earn a total of at least three credits per semester, six credits per year. All courses assigned during a semester must be completed by the end of that semester and will have a grade reported on transcript / report card.

ii. Summer Courses must be completed no later than the summer school completion date.

iii. Students enrolling after a three week term will be enrolled in a modified schedule which still requires 30 hours per week to maintain enrollment. Each course is set up to be completed in a maximum of 90 hours or three weeks attendance. The courses are assigned in a regressive pattern starting with three courses at a full nine weeks, two courses at six weeks, and one course at three weeks or less.

#### 8) Advisory, Test and Tutoring Schedule

- a. All students will be assigned to an advisory group. Even though most of the course work will take place via electronic media, sometimes the students will need face-to-face time with an instructor. The testing (EOI, cumulative and unit) and tutoring will physically take place at the Promenade Mall location or via live internet session. Please make prior contact so that you know the teacher is there when you plan to arrive.

1<sup>st</sup> lunch 11:30-12:00 this is teacher contract no student time.(Math, LA, SPED).

2<sup>nd</sup> lunch 12:00-12:30 this is teacher contract no student time (Science, History).

Several of our teachers have responsibilities at other locations as well as Tulsa Learning Academy so it is best that students contact the specific teachers to ensure that they are there.

- b. Periodically there will be physical activities, field trips, or events which will originate at the Promenade Mall location. These activities will be organized based on the advisory groupings, by grade, by subject area, or by all depending upon the activity.

#### 9. Transfer and grades

a. When a student is added to the Tulsa Learning Academy, they will be expected to complete the assigned course work for a grade in each assigned class. Grades are not transferred into the virtual program. Students will take the prescriptive test at the orientation and material already known as shown by proficiency on the test will be graded and credited into the course for the student grade. Each of these course(s) will be customized for each student based on their proficiency score on the assessment.

b. Initially all students will be given three (3) courses which they should have completed within the first 9 weeks for that given semester. At the end of that nine week period or upon completion of all the assigned courses; the next three classes will be assigned. A student arriving after the third week of the nine weeks will be given two (2) courses; after six weeks a new student will be assigned one course or all courses which they show a passing grade from their previous school.

c. The student will be able to earn six (6) total credits under a normal progression for the school year – 1.5 credits per nine weeks, 3 credits per semester or more.

#### 10. Appropriate Behavior and Use of Technology

a. Students and Online Teachers are responsible for their behaviors and are expected to comply with the Technology Acceptable Use Code of Conduct in the Tulsa Public School District. Digital communication is monitored by TLA personnel and the district.

b. Virtual School Students must sign the Technology Acceptable Use Code of Conduct included in the application.

c. Students 14 years of age and under must be escorted to and from the Tulsa Learning Academy when they are going to meet with the teacher, test, or use the onsite computers.

d. A computer at the Tulsa Learning Academy site at the Promenade Mall may be used for no more than 2 hours at a time. If more working time is needed by an individual and equipment is available an additional 2 hours may be allocated. Priority of onsite computers is for students who are testing, appointments with specific teachers, special education, and English Language Learning students.

## 11. Dismissal from the Program

a. The principal may recommend dismissal of a student at any time from the Tulsa Learning Academy, if a student has violated their contractual agreement, has been banned from the Promenade Mall or has been found out of compliance with any other Tulsa Public School District rules and policies and or the following.

i. Violation of Academic/Attendance Contract

ii. Violation of Appropriate Behavior and use of Technology contract

iii. Violation of Technology Hardware Contract

## Academic Policies

### 1. Online Attendance/Adequate Academic Progress

a. Maintain a regular Schedule of logging on and accessing courses: Regular School Year – Students are to log a minimum of **30 hours** per week within the virtual delivery programs to maintain their status with 100% attendance as a full time student. If the courses are not accessed for 14 consecutive days, or a student is not making academic progress as shown by the activities completed, they will be dismissed / withdrawn for non-attendance from the School.

b. Keep up with readings, course assignments, homework, quizzes, and tests reporting to the Promenade Mall during the appropriate times to take unit tests. The general rule for appropriate progress is between 3-5% completions per day per course assigned if the student is enrolled for the full semester – higher if enrolled later in the semester.

c. Submit their own original work, assignments, quizzes and tests in timely manner according to the student's education plan.

d. Do your own work and understand that one can be permanently dismissed from the Tulsa Learning Academy of Tulsa Public Schools for violations of plagiarism, cheating and/or fraud.

2. Communicate with Online Teachers and Students in a professional manner in accordance with the "Internet Acceptable Use" policy. Acceptable Use of Technology Contract policy referenced in the appendix at the end of this document. The sending of offensive messages or pictures will not be sent, displayed, or downloaded. District harassment policies apply. Students will be assigned to a faculty member as an advisor who will have regular communication about general school programs, policies, career guidance, and academic progress

3. Respect the rights and privacy of others. I will only use my assigned password/ID and will not trespass into the files, folders, or work of other users.

4. Follow all Tulsa Public School District Rules and Policies while I'm logged on and participating in an online course.

5. All Tests/Exams must be proctored and scheduled with the instructor during the morning or afternoon session times unless preapproved by the instructor. Quizzes may be taken where the user chooses. Students may discuss assignments with teachers and other students but exams and tests are specifically designed for individual student assessment; not group/team/advisory assessment.

#### 6 Grading

- a. A letter grade will be given when course work is complete which includes the cumulative exam and / or electronic portfolio.
- b. Student progress can be accessed at any time by the parent through the e2020 parent portal.
- c. Students will be expected to keep a cumulative electronic portfolio, with their best works, journal entries, and presentations in their account.
- d. Course Completion- courses are complete when the completion progress is at 100%. The actual and relative grade will be the percentage grade earned unless outside teacher assigned work is substituted. This will either be in addition to the prescribed digital work or in place of at the discretion of the teacher assigning the grade.

#### 7. Recognition of Credit

- a. The credit earned is in accordance with the Tulsa Public School Districts policy on credit.
  - i. Appropriate high school credit will be granted for completion of the course.
  - ii. This credit will count toward high school graduation requirements. See Appendix E for graduation requirements.

#### 8. Transfer Credit

- a. The credit earned is in accordance with the Tulsa Public School District policy with transferring credits and grades.

#### 9. Academic Integrity

- a. Rules and policies regarding Cheating and Fraud will be the same as set forth in the Tulsa Public School District policy.
- b. Disciplinary action will be handled Through the Tulsa Public Schools Behavior Response Plan and the signed contractual documents. See the Honor code in Appendix A

#### 10. Technology Access

- a. Students are encouraged to use their own computer.
- b. The public library provides computer access but limits the time. You will not be able to do the required 30 hours at the library in most cases. The exception is the Librarium which has six laptops for student use in the library with a six hour time limit.
- c. A computer at the Tulsa Learning Academy site at the Promenade Mall may be used for no more than 2 hours at a time. Priority of the onsite computers is for students who are testing, appointments with specific teachers, special education or English Language Learning students.

#### 11. Tulsa Technology Center

- a. Students may be enrolled concurrently with the Tulsa Technology Center. TTC classes are open to juniors and seniors enrolled as a student in TLA. Students must be enrolled in three classes and be actively engaged in those classes at least 15 hours per week as well as attending the technology classes at the specific assigned site for the program which the student requests and is accepted.
- b. Students must have taken the PLAN test in order to be considered for TTC programs.
- c. Student transcripts for the ninth, tenth are required for consideration to TTC programs.

#### 12. Concurrent Enrollment

- a. Students must have taken the ACT and meet the minimum score requirements.
- b. Students must be either a junior or a senior
- c. Students may take concurrent enrollment classes which will count for both high school credit and for college credit which is also known as Dual Enrollment.

#### 13. Oklahoma Promise

- a. Oklahoma's Promise (Oklahoma Higher Learning Access Program) provides awards equivalent to all or part of tuition expenses for students who complete the program's requirements while in high school. The award may be used at Oklahoma accredited public and private colleges and for certain courses offered at public career technology centers. Students enrolled in the eighth, ninth and tenth grade, whose family income does not exceed \$50,000, may enroll in the program. Once enrolled, the student must complete a specified 17-unit high school core curriculum, achieve a minimum 2.5 cumulative GPA in both the required core curriculum and for all high school coursework, attend school regularly, and refrain from substance abuse and criminal/delinquent acts.
- b. Only students certified by the Oklahoma State Regents for Higher Education (OSRHE) as having completed the high school requirements for Oklahoma's Promise are eligible for the Oklahoma's Promise award.
- c. The Oklahoma's Promise award will equal the resident tuition at Oklahoma public colleges and universities. It does **not** include the cost of other required fees such as student activity fees, facility fees, library fees, special or remedial course fees, parking fees, etc. The final amount awarded to each student will vary depending on the tuition rates in effect at the time, the type of institution attended, and the number of credit hours in which the student is enrolled.

#### 14. Tulsa Achieves

- a. All TLA graduates who are residents of Tulsa County are eligible for the Tulsa Achieves Scholarship to Tulsa Community College. Students must meet residence requirements, admission requirements, perform the necessary community service.

#### 15. Special Education

- a. When making application, the selection committee named at the beginning of this document, along with the IEP transition team, will meet to determine eligibility on a case-by-case basis. In most cases if a student is reading no more than two grade levels below their current grade they will be successful. If they are reading at three or more years below their current grade level they will need to spend much more time with the material which most students are not willing to do.

16. Tuition for Tulsa Learning Academy

- a. Tulsa Learning Academy students enrolled during the current Academic Year when enrolled as a “Full-Time” student - No Fee

17) Visitors

- a. Visits by parents, guardians, and interested citizens are encouraged when they bring their students for tutoring, meetings, or testing. The following guidelines apply to all visitors:
  - b. All visitors must check in with the registrar and wait in the front.
  - c. **Non- enrolled students are not allowed to visit students during the regular school day.**
  - d. All visits made by students of other schools or persons only interested in personal visits are prohibited. These students will be reported to the student’s home school under the Behavior Response Plan.

**Academic Code of Honor**

“Education is learning, learning is progress; there can be no progress without honesty in your work. All students of Tulsa Learning Academy must approach all aspects of their education with honesty and dignity. As a student of Tulsa Learning Academy, you are solely responsible for this. Your signature below represents a pledge to your future.”

I, \_\_\_\_\_, agree that during my time with Tulsa Learning Academy I WILL NOT partake or engage in any of the following:

- Using any materials that are not authorized by the instructor for use during an examination.
- Copying from another student's examination or collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
- Stealing, buying, or otherwise obtaining information about an unadministered examination.
- Collaborating on laboratory work, take-home examinations, homework, or other assigned work when instructed to work independently.
- Substituting for another person or permitting any other person to substitute for oneself to take an examination.
- Submitting as one's own any theme, report, term paper, essay, computer program, other written work, speech, painting, drawing, sculpture, or other art work prepared totally or in part by another.
- Submitting, without specific permission of the instructor, work that has been previously offered for credit in another course.
- Plagiarizing, that is, the offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs both when the words of another are reproduced without acknowledgement and when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all University students to understand the methods of proper attribution and to apply those principles in all materials submitted.
- Sabotaging of another student's work.
- Committing any willful act of dishonesty that interferes with the operation of the academic process.
- Facilitating or aiding in any act of academic dishonesty.

\_\_\_\_\_  
Student Signature

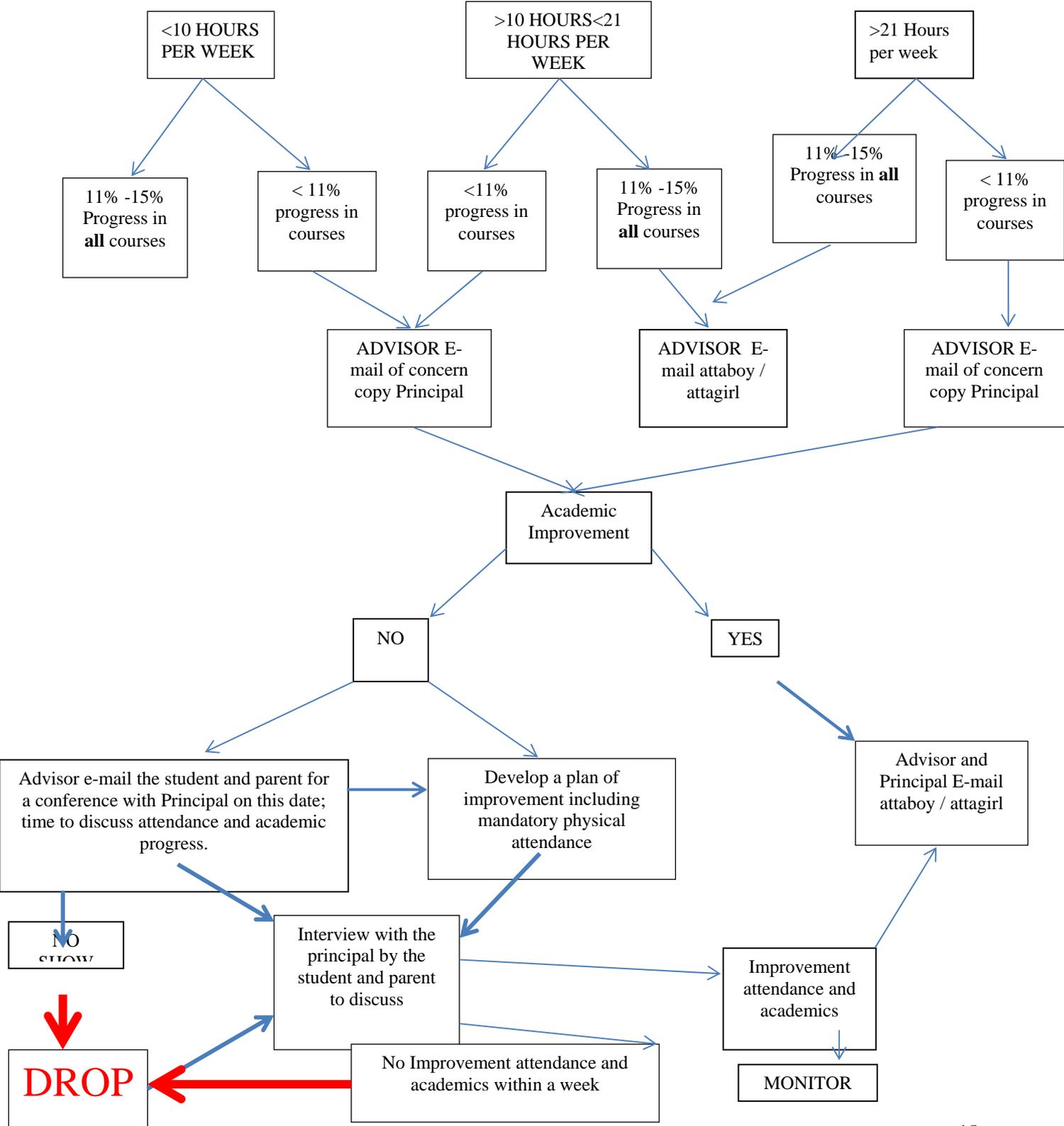
\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

**Appendix B**

**RESPONSE TO INTERVENTION  
TLA ATTENDANCE AND ACADEMICS 2016-17**



**Tulsa Public Schools  
Tulsa Learning Academy / Virtual Program  
2016- 2017**

<p>Language Arts</p> <ul style="list-style-type: none"> <li>• English I</li> <li>• English II</li> <li>• English III</li> <li>• English IV</li> <li>• Language Arts 6</li> <li>• Language Arts 7</li> <li>• Language Arts 8</li> </ul>	<p>Math</p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• Pre-Calculus</li> <li>• Intermediate Algebra</li> <li>• 6<sup>th</sup> Grade Math</li> <li>• 7<sup>th</sup> Grade Math</li> <li>• Pre-Algebra</li> </ul>
<p>Social Studies</p> <ul style="list-style-type: none"> <li>• US Government</li> <li>• Oklahoma History</li> <li>• US History</li> <li>• World History</li> <li>• Economics</li> <li>• World Geography: Eastern Hemisphere</li> <li>• World Geography: Western Hemisphere</li> <li>• US History &amp; Government</li> <li>• Sociology</li> <li>• Psychology</li> </ul>	<p>Science</p> <ul style="list-style-type: none"> <li>• Science 6</li> <li>• Science 7</li> <li>• Science 8</li> <li>• Physical Science</li> <li>• Biology</li> <li>• Chemistry</li> <li>• Environmental Science</li> <li>• Physics</li> </ul>
<p>Electives</p> <ul style="list-style-type: none"> <li>• Health I &amp; II</li> <li>• Spanish I &amp; II</li> <li>• Art History</li> <li>• Digital Arts</li> <li>• Personal Financial Literacy</li> <li>• Introduction to Business</li> <li>• Fundamentals of Web Design</li> <li>• Computer Graphics</li> <li>• Academic Strategies</li> <li>• Career Planning</li> <li>• Fundamentals of Technology</li> </ul>	

## TULSA PUBLIC SCHOOLS POLICIES RELATING TO PROMOTION AND GRADUATION Class of 2014 and beyond

### CLASSIFICATION

To be classified as a **sophomore**, a student must have **earned six (6) units**. To be classified as a **junior**, a student must have **earned twelve (12) units**. To be classified as a **senior**, a student must have **earned eighteen (18) units**.

**GRADUATION REQUIREMENTS** - TPS Regulation 3315-R-Updated August 2010 All Tulsa Public School students must meet the District's graduation requirements which may be higher than the state's ACE (College Preparatory / Work-Ready Curriculum) and the state's Core Curriculum graduation plans. TPS requirements have been added to the following plans. Students graduating on the core curriculum plan must have a signed opt-out letter on file school.

	<b>COLLEGE PREPARATORY WORK-READY CURRICULUM</b>	<b>CORE CURRICULUM</b>
<b>English -</b> 4 units	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature	English I: Grammar & Comp. English II: World Literature English III: American Literature English IV: British Literature
<b>Social Studies -</b> 3 units	9 <sup>th</sup> Grade: U.S. Government ½ unit, Oklahoma History, ½ unit 10 <sup>th</sup> Grade: World History, 1 unit 11 <sup>th</sup> Grade: U.S. History, 1 unit	9 <sup>th</sup> Grade: U.S. Government ½ unit, Oklahoma History, ½ unit 10 <sup>th</sup> Grade: World History, 1 unit 11 <sup>th</sup> Grade: U.S. History, 1 unit
<b>Science -</b> 3 units	*A physical science (such as Physical Science, Chemistry, or Physics) Biology I One additional unit above Biology	1 unit Biology Two additional approved Science units
<b>Mathematics –</b> 3 units earned in High School (If Algebra I is taken in Middle School, the student must take 3 additional math units above Algebra I in High School to meet the 3-unit requirement.)	Algebra I Geometry One additional approved Mathematics unit above Algebra I	Algebra I Geometry One additional approved Mathematics unit above Algebra I
<b>Computer Technology</b> , 2 units <b>OR</b> <b>World Language</b> , 2 units of the same language	Two units approved Computer Technology <b>OR</b> Two units of the same World Language	No requirement for Computer Technology AND No requirement for World Language
<b>Fine Arts</b> 2 units	Two units of approved Fine Arts	Two units of approved Fine Arts
<b>Physical Education –</b> 1 unit	Physical Education or Athletics or JROTC or Marching Band or Health	Physical Education or Athletics or JROTC or Marching Band or Health
<b>Electives</b>	ACE legislation requires one additional unit in one of the following areas: English, Social Studies, Science, Math, Computer Technology, or World Language. This course must be approved to meet college admission requirements. Four elective units.	Seven units
<b>TOTAL UNITS REQUIRED FOR GRADUATION ADDITIONAL REQUIREMENTS FOR GRADUATION</b>	<b>23 UNITS</b>	<b>23 UNITS</b>
	In order to graduate from an Oklahoma high school, all students: must earn 23 units and demonstrate proficiency on four (4) of the state mandated end of instruction tests including <b>English II</b> and <b>Algebra I</b> , required, <i>plus two</i> from the following: English III, U.S. History, Biology I, Geometry, and Algebra II and demonstrate proficiency on all fourteen (14) modules included in the state mandated <b>Personal Financial Literacy</b> curriculum	

**Individual Learning Plan**

**Appendix E**

**Student name:** \_\_\_\_\_ **Grade** \_\_\_\_\_ **Credits** \_\_\_\_\_

**Graduation Path** \_\_\_\_\_

English 1 \_\_\_\_\_ Algebra 1 \_\_\_\_\_

Art \_\_\_\_\_

English 2 \_\_\_\_\_ Geometry \_\_\_\_\_

Art \_\_\_\_\_

English 3 \_\_\_\_\_ Algebra 2 \_\_\_\_\_

Art \_\_\_\_\_

English 4 \_\_\_\_\_ OK History \_\_\_\_\_

Art \_\_\_\_\_

Biology \_\_\_\_\_ Government \_\_\_\_\_

PE \_\_\_\_\_

\_\_\_\_\_ World History \_\_\_\_\_

\_\_\_\_\_ US History \_\_\_\_\_

Foreign Language \_\_\_\_\_

Computer Tech \_\_\_\_\_

Additional Core \_\_\_\_\_ Personal Financial Literacy

\_\_\_\_\_

**Electives**


**Tests** Algebra 1 \_\_\_\_\_ English 2 \_\_\_\_\_

**Biology** \_\_\_\_\_ **Geometry** \_\_\_\_\_ **English 3** \_\_\_\_\_ **US History** \_\_\_\_\_ **Algebra 2**

\_\_\_\_\_

## Course Plan

Grade 9 \_\_\_\_\_

Date \_\_\_\_\_

Course (S1)	Completed	Course (S2)	Completed

Credits earned: \_\_\_\_\_

Credits to date: \_\_\_\_\_

Grade 10 \_\_\_\_\_

Course (S1)	Completed	Course (S2)	Completed

Credits earned: \_\_\_\_\_

Credits to date: \_\_\_\_\_

Grade 11 \_\_\_\_\_

Course (S1)	Completed	Course (S2)	Completed

Credits earned: \_\_\_\_\_

Credits to date: \_\_\_\_\_

Grade 12 \_\_\_\_\_

Course (S1)	Completed	Course (S2)	Completed

Credits earned: \_\_\_\_\_

Credits to date: \_\_\_\_\_

***My Goals & Dreams!***

1. *My goals:*

*I'd like to live* \_\_\_\_\_

*I'd like to drive* \_\_\_\_\_

*I'd like to make (\$)* \_\_\_\_\_ *doing* \_\_\_\_\_

*I'm willing to go to school for (how long?)* \_\_\_\_\_

*The things that are most important to me are:* \_\_\_\_\_

**FUTURE PLANS**

***Is college a part of my plan? YES NO*** Which one \_\_\_\_\_

Why am I going to college \_\_\_\_\_

\_\_\_\_\_

College four year (BS or BA) \_\_\_\_\_; six year (Masters) \_\_\_\_\_; more (Doctoral) \_\_\_\_\_

Junior College \_\_\_\_\_ Military: \_\_\_\_\_ Technical or Trade School \_\_\_\_\_

Majors/Interest: \_\_\_\_\_

\_\_\_\_\_

Colleges of interest: OU / OSU / Langston / Northeastern / Rogers State / etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**Is a Technical/Trade School a part of my plan?** \_\_\_\_\_

Programs of interest: OSU Okmulgee / Tulsa Technology Center / etc.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Is the Military Service a part of my plan?** \_\_\_\_\_

\_\_\_\_\_ Army \_\_\_\_\_ Navy \_\_\_\_\_ Air Force \_\_\_\_\_ Marines \_\_\_\_\_ Coast Guard

\_\_\_\_\_ Guard/Reserve \_\_\_\_\_ ROTC \_\_\_\_\_ Academy

Work/Career Field \_\_\_\_\_

***I am totally undecided about education/work/career fields.***

7. *I am most interested in careers related to: (check any that apply)*

- Computers/ Information Technology*
- Business (management, accounting, finance, clerical, personnel)*
- Health (medical professional, nursing, lab tech, paramedic, radiology)*
- Sales/Marketing*
- Education*
- Protective Services (police, fire, security)*
- Personal Service (massage, beauty, fitness)*
- Repairers/Mechanics (auto, electronics, plumbers, refrigeration, etc.)*
- Construction (builders, carpenters, bricklayers, contractors)*
- Transportation (trucking, heavy equipment, airlines, shipping, railroads)*
- Agriculture (farming, animal health, ag sales, ranching, agri-business)*
- Social Services (counseling, ministry, social workers, child welfare)*
- Design, Communication, Art (commercial art, graphic design, architecture, journalism)*
- Performing Arts (music, dance, theatre)*
- Science & Technical (chemists, researchers, astronauts, medicine, physics)*
- Manufacturing (welding, plant operations, machinists, factory work)*

8. *I need help with:*

- |  |  |
|--|--|
| <input type="checkbox"/> <i>choosing a career or college major</i> | <input type="checkbox"/> <i>finding a college or program</i> |
| <input type="checkbox"/> <i>military options</i>                   | <input type="checkbox"/> <i>financial aid</i>                |
| <input type="checkbox"/> <i>getting a job</i>                      | <input type="checkbox"/> <i>preparing for ACT/SAT</i>        |
| <input type="checkbox"/> <i>choosing high school classes</i>       | <input type="checkbox"/> <i>other information</i>            |

Notes: \_\_\_\_\_  
\_\_\_\_\_

## **Appendix F**

TULSA PUBLIC SCHOOLS Policy 6501 INTERNET PROTECTION AND SAFETY PURPOSE: To comply with requirements of the Children’s Internet Protection Act (CIPA) and the Protecting Children in the 21st Century Act. Definitions The term “technology protection measure” means a specific technology that blocks or filters Internet access to visual descriptions that are: Obscene, as that term is defined in Section 1460 of Title 18, United States Code; or Child pornography, as that term is defined in Section 2256 of Title 18, United States Code; or harmful to minors, as that term is defined herein.

- Any picture, image, graphic image file or other visual depiction that, taken as a whole and with respect to minors, appeals to a prurient interest in nudity or sex; or

- Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts; or

- Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors. The District provides its students and employees with access to the District’s computer network system, including Internet access, in an effort to expand the informational and communication resources in furtherance of the District’s goal of promoting educational excellence.

The Board recognizes that the use of the Internet can be a valuable tool for student learning. It is hoped that the expanded use of these resources will enhance student research capabilities, increase faculty and employee productivity and result in better communication between the District and its patrons. At the same time, the Board recognizes that there is a vast amount of material available on the Internet which students should not be permitted to access. The Board adopts this policy of Internet protection that protects against access, through computers with Internet access, to visual depictions that are contrary to this policy. This policy includes measures to block or filter Internet access for both minors and adults to certain visual depictions and provides for monitoring the on-line activities of minors. This policy also includes educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. The Superintendent or designee(s) are authorized to certify that the District is in compliance with all legal requirements. Further the Superintendent or designee(s) shall adopt procedures to enforce this policy.

## Regulation 6501-R INTERNET PROTECTION

The District provides its students and employees with access to the District's computer network system, including Internet access, in an effort to expand the informational and communication resources in furtherance of the District's goal of promoting educational excellence. It is hoped that the expanded use of these resources will enhance students' research capabilities, increase faculty and staff productivity, and result in better communication between the District and its patrons.

The Internet has often been described as the information super-highway and over time has expanded worldwide, permitting access and communication with a vast number of resources and individuals. Through the Internet, the District will provide students, faculty, and staff access to:

- electronic mail providing communication with people throughout the world;
- information and news, including the opportunity to correspond with scientists at research institutions in the public and private sector, including NASA;
- public domain software and shareware of all types;
- news groups, or discussion groups, covering a wide range of topics appropriate to the educational purposes of the District;
- access to university libraries, the Library of Congress, and other repositories of information;
- World Wide Web access to information containing text, graphics, and photographs, as well as sound on literally millions of topics. With access to such vast storehouses of information and instant communication with millions of people from all over the world, material will be available that may not be considered to be of educational value by the District or which is inappropriate for distribution to students.

The District has taken available precautions including, but not limited to, enforcing the use of filters that block access to obscenity, child pornography, and other materials harmful to minors. However, on a global network, it is impossible to control all material, and an industrious user may obtain access to inappropriate information or material. The District firmly believes that the value of the information and interaction available on the Internet far outweighs the possibility that students and employees may procure material which is not consistent with our educational goals. Internet access is coordinated through a complex association of government agencies and regional and state networks. The smooth operation of these networks relies upon the proper conduct of the end users and the users' adherence to generally accepted guidelines. The guidelines provided in this policy are designed to promote the efficient, ethical, and legal utilization of network resources. If a District user violates any

of these provisions, his or her account may be terminated, and future access could be denied. Students' use of the District's system will also be governed by the School Behavior Response Plan.

**Internet Access - Terms and Conditions. Acceptable Use.** The use of the District's system, whether by students, faculty, or staff, must be in support of education and consistent with the educational objectives of the District. The use of any other organizations' network or computing resources must comply with the rules and regulations appropriate for that network. The transmission or receipt of any material in violation of any United States or state law or regulation and the transmission or receipt of any material inconsistent with the educational objectives of the District is prohibited. This includes, but is not limited to: copyrighted material, threatening, indecent, lewd, or obscene material, or material protected by trade secret. Use of the District system for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

**Parental Oversight.** In order for a student to gain access to the District system, the student's parent or guardian must be provided a copy of the Internet Protection and Safety Policy. There is a wide range of information available through the Internet which is not appropriate for access by minors, has no educational value or does not meet with the particular values of the families of the student. The District system and Internet Protection and Safety Policy contain devices and restrictions on use intended to prevent access to inappropriate material or information. However, it is impossible for the District to guarantee that students will not be exposed to inappropriate material through their use of the Internet. The District believes that parents bear primary responsibility for communicating acceptable behavior and family values to their children. The District encourages parents to discuss with their children what material is and is not acceptable for their children to access through the District system.

**Privilege of Use.** The District system and its Internet access is a privilege afforded to students and staff of the District. Use of these resources is not a right, and inappropriate use may result in a cancellation of those privileges. Inappropriate use is any use prohibited by the terms of this policy or use determined by the District's system administrators to be inappropriate under particular facts and circumstances. Prior to receiving Internet access, all users will be required to successfully complete an Internet training program administered by the District.

**Inappropriate Use.** Each system user is expected to comply with all District policies governing Internet access and to abide by generally-accepted rules of network etiquette. These general rules include, but are not limited to, the following:

a. **Appropriate language** - Do not use abusive language in messages to others. Be polite. Do not use obscene, indecent, lewd or profane language, vulgarities, rude or disrespectful language. Do not engage in personal attacks or activities intended to distress,

harass, or annoy another user.

b. Safety - Do not reveal personal contact information about yourself or any other person. This information includes telephone numbers and addresses. Do not use the Internet access to arrange meetings with persons you have met on-line. Users will promptly disclose to the teacher, District system administrator, or to some other member of the faculty or staff any message they consider to be inappropriate or which makes them feel uncomfortable.

c. Electronic mail - Users should be aware that electronic mail (E-Mail) may not be assumed or expected to be a private communication. The District and system administrators do have access to E-Mail. Messages relating to, in support of, or in furtherance of illegal activities will be reported to the authorities. System users should not post any message which is intended to be private.

d. Network resources - System users should not use the network in a way that will disrupt the use of the network by other users. The network should be used for educational, professional, and career development activities only. System users should refrain from downloading large files unless absolutely necessary, and then only when the system is not being heavily used. Such files should be removed from the system when no longer needed.

e. Intellectual property - Do not plagiarize works obtained from the Internet. Users must respect the rights of copyright owners and comply with all limitations imposed upon use of copyrighted material.

**Limitation of Liability.** The District makes no warranties of any kind, whether express or implied, for the services provided and will not be responsible for any damages which you may suffer through use of the District system or the Internet, including, but not limited to, the loss of information or files or the interruption of service. The District is not responsible for the accuracy or quality of information obtained through use of the District system or the Internet. The District is not responsible for any financial obligations which may be incurred through use of the District system.

**Security.** Security on any computer system is a high priority, especially when the system involves multiple users. Users are responsible for their individual account and should take precautions to prevent others from accessing that account. Under no conditions should a user provide their personal password to another person. If you identify a potential security problem on the District system or the Internet, you must notify the Information Systems Services department immediately. You should not demonstrate the problem to others, nor should you intentionally attempt to identify potential security problems. In either instance, your actions may be misinterpreted as an illegal attempt to gain unauthorized access. Any attempt to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the District system or any other computer system may be denied further access.

Vandalism. Vandalism of District hardware, software, or the system itself will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the property or data of the District, of another user, or of any other network connected to the Internet or all or any portion of the District's computer network system or any other network or system connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses or any actions that disrupt, "crash," or otherwise interfere with the operation of all or any portion of the District's computer system. All system users shall avoid the accidental spread of computer viruses by strict adherence to District policies governing the downloading of software. No system user may use the system to "hack" or attempt to gain unauthorized access to any other computer system, network, or site, or any unauthorized portion of the District's system.

Inappropriate Material. Access to information shall not be restricted or denied solely because of the political, religious, or philosophical content of the material. However, system users must realize that rights go hand-in-hand with responsibilities and agree not to use the District system to access information or to distribute information or material which is:

a. Obscene to minors, meaning material which, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors and, when an average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to an obsessive interest in sex by minors.

b. Libelous, meaning a false and unprivileged statement about a specific individual which tends to harm the individual's reputation.

c. Vulgar, lewd, or indecent, meaning material which, taken as a whole, an average person would deem improper for access by or distribution to minors because of sexual connotations or profane language.

d. Displaying or promoting unlawful products or services, meaning material which advertises or advocates the use of products or services prohibited by law from being sold or provided to minors.

e. Group defamation or hate literature, meaning material which disparages a group or a member of a group on the basis of race, color, sex, gender expression, gender identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information or advocates illegal conduct or violence or discrimination toward any particular group of people. This includes racial and religious epithets, "slurs," insults, and abuse.

f. Disruptive to school operations, meaning material which, on the basis of past experience or based upon specific instances of actual or threatened disruptions relating to the information or material in question, is likely to cause a material and substantial disruption of the proper and orderly operation of school activities or school discipline.

**Employee Access.** In order for any employee of the District to gain access to the District system, the employee must sign the Employee Internet and Computer Network Usage Agreement.

**Application and Enforceability.** The terms and conditions set forth in this policy shall be deemed to be incorporated in their entirety in the Employee Internet and Computer Network Usage Agreement executed by each system user. By executing the Employee Internet and Computer Network Usage Agreement, the system user agrees to abide by the terms and conditions contained in this policy. The system user acknowledges that any violation of this policy may result in access privileges being revoked, disciplinary action being taken, including, as to students, disciplinary action under the District's Student Discipline Policy and, as to employees, any such discipline as may be allowed by law, including termination of employment.

**Education of Students Regarding Appropriate On-Line Behavior.** In compliance with the Protecting Children in the 21st Century Act, Section 254(h)(5), the District is educating minors about appropriate on-line behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response. Faculty and staff are required to monitor the on-line activities of minors. As part of this education, the following information on cyberbullying and Internet Safety is distributed with this Policy to all students and parents. Cyberbullying and Internet Safety As young people embrace the Internet and other mobile communication technologies, bullying has manifested itself in a new and potentially more dangerous way – through cyberbullying. Cyberbullying can generally be defined as sending or posting harmful, harassing, intimidating, threatening, or malicious messages or images through e-mail, instant messages, cell phones, and websites. It is emerging as one of the more challenging issues facing educators since it has a direct impact on students but often occurs away from school property. Examples of cyberbullying include, but are not limited to:

- Sending cruel, vicious, and sometimes threatening messages;
- Creating websites that contain stories, cartoons, pictures, and jokes ridiculing others;
- Posting pictures of classmates on-line with intent to embarrass them;
- Breaking into an e-mail account and sending vicious or embarrassing material to others;
- Engaging in IM (instant messaging) to trick another person into revealing sensitive or personal information and forwarding that information to others; and
- Taking a picture of a person using a digital phone camera and sending that picture electronically to others without consent, or the equivalent of that.

**Social Networking** Most teenagers visit websites to communicate with friends and meet new people. Social networking sites, have become increasingly popular with students. Many social networking sites allow students to create a personal website (for free), post pictures, add comments, and use it to meet “on-line friends.” The website often includes their full name, telephone number, address, school name, and a picture. YouTube is a similar site

dedicated to hosting video clips.

Hundreds of millions of people reportedly use social networking sites, including, but not limited to, myspace.com, twitter.com, friendster.com; livejournal.com; nexopia.com; and facebook.com. A significant number of users are younger than 18. The danger lies in that the Internet is vast, public, and constantly expanding. And, if students have not developed critical thinking skills, are unsupervised, or create websites that are not monitored, they can be at risk of unknowingly communicating with predators, spammers, or pornographers. As such sites proliferate, students should be warned not to post identifying information to the site and never to meet someone in person they have met through the site unless an adult accompanies them. And parents should conduct frequent reviews of the site to ensure that identifying information or pictures have not been posted.

Some social networking sites will cooperate in shutting down a site created solely to harass another individual. No action is foolproof, but there are steps students can take to protect themselves on-line and lessen the chance of becoming the victim of unsolicited messages:

- Never give out personal information, passwords, PIN numbers, etc.
- Remember that personal information includes your name, age, e-mail address, the names of family or friends, your home address, phone number (cell or home), or school name.
- Choose a user name that your friends will recognize but strangers will not recognize (such as a nickname used at school). This will help you to identify yourself to friends and lets you know who is trying to communicate with you.
  - Do not submit or post pictures of yourself to any website, including your own. These can easily be copied and posted to any other website.
- Passwords are secret. Never tell anyone your password except your parents or guardians.
- Do not respond to “spam” or unsolicited e-mail.
- Set up e-mail and instant messenger accounts with your parents.
- Do not respond to, or engage in, cyber abuse.

If you are the victim of a cyberbully:

- Do not reply to messages from cyberbullies.
- Tell an adult you know and trust. Just as with any other kind of bullying, ignoring it often leads to escalation.
- If the bullying is occurring through text messaging, use “call display” or dial \*69 to identify the phone number and have it tracked through your cell phone/pager service provider.
- Instant messages (e.g. Yahoo instant messenger; Microsoft Messenger) are best handled by blocking messages from certain senders.
- Bullies are likely to register for an anonymous e-mail account, such as Hotmail, Yahoo, or G-Mail, using a fake name. If you receive threatening e-mail messages, instruct your e-mail program to block messages from that address. Then, inform your Internet Service Provider (ISP).
- If physical threats are made or the bullying escalates, inform your local police.
- Do not erase or delete messages from cyberbullies. You do not have to read them; but keep them as evidence. You may get similar messages from other accounts. The police,

your ISP, and/or your telephone company can use these messages to help you.

- If necessary, get a new phone number, account, or e-mail address and give it out to only one (1) person at a time.
- If the bullying occurs at school or on District property, or is the act of another student, report the bullying to the appropriate official and refer to the District's bullying policy.

Suggestions for Parents • Make sure your children understand how vast and public the Internet is. Remind them that anything they post or send in a message is virtually available to be seen or read by anyone in the world.

- Talk to your children about cyberbullying. Make sure they understand what it is. Let them know that cyberbullying is no less serious and unacceptable than other forms of bullying.

- Set up the family computer (how do parents deal with iPad, cell phones and other devices which have data plans?) in an open, common area so that you can monitor what your child is sending and receiving.

And or due diligence.

- Inform your ISP or cell phone service provider of any abuse. Although it can take a lot of time and effort to get Providers to respond and deal with your complaints about cyberbullying, it is necessary in order to try to stop it from reoccurring.

- Purchase software that can help track activity. There are parental controls that filter both IM and chat rooms.

## COMPUTING RESOURCES

**PURPOSE:** To establish requirements for the appropriate and acceptable use of computing resources.

It is the intent of the Board that District computer usage complies with federal and state laws and regulations, Internet policies and procedures, and other related Board policies. The use of the District system, whether by students or employees must be in support of education and consistent with the educational objectives of the District.

District computing resources are intended for administration, education, training, research, and planning purposes. The computing resources shall not be used for unauthorized purposes such as, but not limited to, transmission of commercial or personal advertisements, solicitations, promotions, destructive programs, and/or distribution of political or religious material or material considered offensive.

To protect the integrity of the systems, workstations, networks, and instructional facilities, the District reserves the right to monitor and restrict access to District computing resources and the Internet. The District makes no warranty of any kind, whether expressed or implied, for the services it provides through District computing resources.

The use of District computing resources is a privilege, not a right, afforded to students and employees of the District. Violation of District policies and procedures may result in cancellation of computer-use privileges and/or other disciplinary action.

## NON-TRADITIONAL INSTRUCTIONAL DELIVERY SYSTEMS

Purpose: To establish authority to grant high school credit for courses using nontraditional instructional delivery systems in accordance with Oklahoma State Department of Education Accreditation Rules.

Non-traditional instructional delivery using both synchronous and asynchronous methods that rely on the Internet and/or two-way interactive video instruction provides flexibility not available through the use of traditional classroom teaching methods. Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and provide for teaching and learning of the appropriate skills and knowledge in PASS may, upon approval of the State Board of Education and the District Board of Education, be counted for academic credit and toward meeting graduation requirements. The District Board of Education will verify that the course meets all requirements and submit a request, along with required information to the State Board of Education for final approval.

Contractual agreements shall be established between the District and parent(s) or legal guardians of students participating in alternative instructional delivery courses prior to the beginning of instruction. The contracts will address grading criteria, student attendance, beginning and end of instruction dates, and additional cost, if any, for course materials and equipment. Schools using non-traditional instructional delivery systems will comply with all federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, and Federal Communication Rules pertaining to the public broadcasting of audio and video.

All individual student data and records obtained through participation in Internet-based courses will follow District and Family Educational Rights and Privacy Act (FERPA) privacy and security protocols. No student data obtained through participation in Internet-based instruction courses shall be used for any purposes other than those that support the instruction of the individual student. Aggregated student data may be used to identify strengths and improvement opportunities relative to the delivery of Internet-based instruction. The board directs the superintendent or designee to develop appropriate regulations that are aligned to the State Board of Education Rules for Accreditation. Adopted: February 2010

## NON-TRADITIONAL INSTRUCTIONAL DELIVERY SYSTEMS

The District has the responsibility to ensure that all accreditation standards are met for nontraditional instructional delivery. The following provisions must be made prior to approval for awarding credit.

Instructors of Internet-based courses shall be a teacher certified in Oklahoma or another state to teach in the content area of the course offered, or a faculty member of an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.

Each teacher of two-way interactive video and web-based courses shall be provided professional development pertaining to instructional delivery methodology and the technical aspects of distance learning.

The state statute limiting the number of students teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based and two-way interactive video courses. Courses using asynchronous delivery will be limited to 28 students.

The principal or designee will approve/disapprove all student requests to participate in Internet-based courses.

The principal will identify a certified staff member to serve as the building contact person to assist students enrolling in online courses and serve as a liaison to the online teachers and providers.

A list of approved courses will be made available. Students will receive credit only for courses that have approved providers.

Only students who are regularly enrolled in Tulsa Public Schools shall be allowed to enroll in courses taught for credit through the District. The student is responsible for providing verification of enrollment and submitting a final semester grade to the principal or designee.

Courses taught for high school credit must align to the Priority Academic Student Skills (PASS) Standards.

Teachers teaching two way interactive video classes and Internet-based instruction courses will develop a syllabus that communicates provisions for student monitoring, course assignments linked to PASS Standards, and the method of assessment that is aligned to District policy regarding student grades. •

Students earning credit by means of Internet based instruction are required to participate

in all assessments required by the Oklahoma School Testing Program.

No student will be allowed to participate in these assessments at a place other than the school site at which the student is enrolled. •

Assignment of weighted grades for Internet based courses will adhere to established District policy for weighted grades in traditionally delivered courses.

The principal will assign a staff member to proctor tests required by the Internet based course.

## STUDENT USE OF WIRELESS TELECOMMUNICATION DEVICES

The following rules apply to the use of wireless telecommunication devices such as cellular telephones, personal digital assistants (PDAs), or other unapproved electronic devices.  
Elementary, Middle and Junior High School

Students are prohibited from using wireless devices during the academic school day including passing periods and lunch periods whether inside or outside the building unless expressly approved by the principal or designee.

During school hours, wireless devices must be in a student's locker, or if on the student's person it must be turned off at all times; including, but not limited to, purses, pockets, and backpacks.

In order to avoid disruption of the educational process, all wireless devices placed in lockers must be turned off. High School. Students may use their cell phone during the lunch hour and during passing periods. Students are prohibited from using their cell phones in the classroom.

With prior written administrative approval, teachers may incorporate classroom activities that use cell phones, tablet devices, or other wireless telecommunication devices. Students using their cell phones or wireless telecommunication device in areas prohibited will have their cell phones confiscated immediately. If a cell phone or wireless device is used to disrupt the learning environment or compromise the safety of the school, the student will have their cell phone or wireless telecommunication device confiscated immediately.

While the use of the cell phone or wireless device by students is allowed subject to these rules and that of the policy, the capability of a camera/cell phone/wireless device to take, store, or transmit pictures or videos is strictly prohibited. Medical exceptions may be granted with the prior written consent of a parent/guardian, the school principal or superintendent, and a statement of medical necessity from the student's doctor.

It is the District's position that pictures pose a threat to freedoms or privacy. Additionally, these devices can be used to exploit personal information and compromise the integrity of educational programs. The possession or transmission of pornographic material on school property is strictly prohibited and is subject to both administrative and criminal sanctions. A violation of any part of this policy and regulation will result in the wireless device being confiscated by the administration and other discipline as warranted and outlines in the Behavior Response Plan.

## ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS

Upon request, the District will provide supplemental learning opportunities using online technology in a nontraditional classroom setting to students enrolled in the District. Supplemental online courses are an optional avenue of instruction for District enrolled students. All existing requirements related to student progression including retention, promotion, and grade assignment are the same for the District's online students as they are for students enrolled in traditional courses.

The District shall ensure that students have the opportunity to advance through the supplemental online course at their own pace so long as the supplemental online course completion corresponds with the standard course completion schedule of the District or the student's Individualized Education Program (IEP) or 504 Plan. Definition of Terms A. "Supplemental online course" An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required for student attendance and participation by the District. B. "Educationally appropriate"

For the purposes of supplemental online courses, educationally appropriate means an instructional delivery method best suited for an individual student to advance the student's academic standing toward meeting the learning expectations of the District and State graduation requirements for the student. The determination of educationally appropriate will be made by the District. Access to Supplemental Online Courses Only public school students enrolled in the District will be granted access to supplemental online courses. The District provides enrolled students the opportunity to participate in supplemental online courses that comply with the standard curriculum of the District. Once a student has made a request to enroll in supplemental online course(s), the District will take necessary steps to determine the educational appropriateness of the request and to make online course(s) available to that student. Whether a requested online course is educationally appropriate for a student will be determined by the Building Principal/Curriculum Director or his or her designee. Students may take supplemental online courses from online course providers selected and approved by the District that meet the criteria established by the Oklahoma State Board of Education (OSBE). The District shall not limit a student's access to supplemental online courses by either policy or application of internal or customary procedures. However, students taking supplemental online courses from a remote location will be responsible for providing their own equipment and Internet access.

Funding: The District shall provide funding for an enrolled student's participation in online courses in an amount not to exceed the previous year's general fund per pupil expenditure. District students will be allowed to take up to the academic equivalent of five (5) hours of supplemental online instruction per day at no cost to the student. Students wishing to take more

online course instruction may do so at their own cost. The District is not responsible to pay an online course provider for online course instruction expenses incurred by a student that exceed the pro-rated portion of the general fund per pupil expenditure for the student. The District will bear no responsibility for payment or collection of any outstanding funds or fees owed by a student to an online course provider.

School Day and Attendance Standards Public school students enrolled at the District may take supplemental online courses from a location inside or outside of the school site location and may take supplemental online courses outside the normal school hours of operation. Students who elect to enroll in supplemental online courses, regardless of when or where taken, are still required to complete the equivalent number of hours of instruction as regularly enrolled students in the District and must satisfy the same attendance requirements of the District. Students enrolled in supplemental online courses must meet all state mandated compulsory attendance requirements and are not exempt from state truancy laws. Attendance and participation in a supplemental online course shall be monitored in accordance with District policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, and posting/submission of lessons. The student may be counted “in attendance” when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the District, reports that reflect daily attendance and participation. Such attendance/participation reports shall be provided to parents and the District on a weekly basis via electronic format. The supplemental online course provider must provide evidence that the student is making appropriate progress weekly and such reports shall be sent to the designated resident District office via electronic format.

Student Eligibility, Admissions and Enrollment Online supplemental courses that are educationally appropriate shall be offered to all qualifying District students who meet the following criteria:

A. The District offers individual academically approved and educationally appropriate online supplemental courses to students who are enrolled in the District. Students enrolled in supplemental online courses must meet all enrollment and eligibility criteria set by the District Student Residency Policy, the Oklahoma State Board of Education Rules, and state law. Only students who are enrolled in the District for the current school year are eligible to enroll in supplemental online courses.

B. The admission process for students taking one or more supplemental online courses through the District shall be the same for students enrolled in traditional coursework.

C. The District shall allow for ongoing and continuous enrollment for supplemental online courses that are compliant with state law and all applicable State

Board of Education rules. Students may have input as to the selection of supplemental online course providers but the final determination and selection of the providers is left to the discretion of the District.

D. Students enrolled in supplemental online courses shall have their progress monitored by the supplemental online course provider weekly. Progress reports shall be transmitted to the District's designated representative and the student's parent or guardian via electronic format. Such reports shall be reviewed by the District at least twice per month.

E. All public school districts in Oklahoma shall recognize course credit issued for courses authorized through the Alternative Instructional Delivery Systems policy and regulation.

F. Online course providers shall officially notify the District and parents in writing of the completion of each course the student takes within five (5) business days of completion. Course grades must be reported in the form of a percentage or in a manner consistent with District grading policies. The District shall use its established grading scale to convert the percentage to a letter grade or other notation consistent with District grading policies for transcript purposes.

G. District policies regarding grading scales and credits earned shall be applied to supplemental online courses under the same criteria as courses offered by the District. A grade assigned for course credit from a supplement online course shall be treated the same as any other course offered by the District.

H. Online course providers must report any change in a student's status (moving, dropping a course, etc.) immediately upon discovery or notification of the student's change in status. Appeal Process If a student's enrollment in a supplemental online course is denied based on a determination by the District that the course is not educationally appropriate, the parents or guardians of the student may appeal that determination to the District Superintendent. The District will notify the OSBE, Director of Instructional Technology, of any denial of a student's enrollment in online supplemental course(s), the reason for the denial, and any correspondence or information the District received in support of the student taking the online course. Grace Period A student may withdraw from a supplemental online course within fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A student who withdraws from any supplemental online course is still obligated to complete the equivalent number of classroom hours of education instruction that is required of students in the District in accordance with state law and District policy. The District shall not be required to pay an online course provider for any student enrollment of less than fifteen (15) calendar days.

**Extracurricular and Co-curricular Activities** Students enrolled in one or more supplemental online course may participate in extracurricular activities sponsored by the District in accordance with District eligibility rules and policies, the Oklahoma Secondary Schools Athletic Association (OSSAA) rules and regulations, and any other rules and regulations of a private association governing regulation of the interscholastic activities and contests of schools.

**Student Assessments** Each student enrolled in one or more online course will participate in required state-level academic assessments administered pursuant to state law in the same manner as other regularly enrolled students within the state. The results of the assessments shall be released to the District and the online course provider. No student will be allowed to enroll in an online course without submission of a signed Education Student Assessment Results Release Form or FERPA waiver.

**Special Education Students** The District shall provide supplementary aids and services, program modifications, supports for personnel and accommodations set forth in a student's IEP or Section 504 Plan to enable a student to take supplemental online courses that have been determined to be educationally appropriate for the student by the student's IEP or 504 team members. Provisions in the IEP for related services shall be the responsibility of the District where the student is enrolled in accordance with the Individuals with Disabilities Education Act (IDEA). Enrollment in a supplemental online course does not abdicate, modify or alter the District's legal obligation under the IDEA.

COMMUNICATIONS / SCHOOL COMMUNICATIONS PROGRAM

PURPOSE: To define the responsibility to communicate with the public.

A climate of mutual understanding and cooperation between the schools and employees, students, parents, and community is essential if the education program is to best meet student and community needs and expectations. An effective two-way communications program is vital to active and constructive participation of employees, students, parents, and community in the decision-making process.

Employees, students, parents, and community are entitled to complete, accurate and continual information about school policies, regulations, programs, operations, finances, achievements, goals, problems, needs, and other information schools are required by federal and state laws, and regulations to make available. All feasible forms of communications, including personal, print, and electronic, will be used to supply this information. Responsibility to develop the means to make this commitment effective is delegated by the Board to the Superintendent, as is the responsibility to maintain an on-going, systematic, two-way communication program.