Stanley Hupfeld Policies

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STANLEY HUPFELD ACADEMY ACCOMODATION RESTROOM POLICY

Adopted: January 2023

Stanley Hupfeld Academy @ Western Village provides restroom and changing accommodations that ensure privacy and safety. As a public charter school that serves students in prekindergarten through fifth grades in the state of Oklahoma we require every multiple occupancy restroom or changing area designated as follows:

1. For the exclusive use of the male sex; or

2. For the exclusive use of the female sex.

Stanley Hupfeld Academy @ Western Village provides a reasonable accommodation to any individual who does not wish to comply with the provisions provided for restroom or changing. A reasonable accommodation in the form of a single occupancy restroom or changing room is located in the N.E. Hallway and identified as "Adult Restrooms" or located in the nurses office. Any individual that is wanting to access a single occupancy restroom or changing room can utilize both of these locations.

Students who do not comply with the set accommodations are subject to disciplinary action as outlined in the school policy under "out of bounds" location.

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

SHA Club & Tutoring Offerings

Interest Based Clubs are offered to students in grades 2-5th. Club day is conducted each Monday from 3:15-4:30 P.M. Club offerings vary based on available sponsors each semester. Students are offered the opportunity to sign up for clubs each semester. The parents must provide parent permission and transportation arrangements. Some clubs have off-site events that are coordinated by the sponsor of that club (example: Basketball Games, BotBall Competitions, Eagle Entertainer Performances, etc.) All clubs are offered free of charge. An afternoon snack is provided by our Child Nutrition Program.

Currently SHA offers the following After School Clubs:

BotBall (Robotics) Club

Basketball Club (4th & 5th Grade)

Art Club

Clay Club

Garden Club

Prairie Dance Club

Lego Club

Cricut Club

Eagle Extra News

After School Tutoring for reading and math, remediation is provided for students that meet the qualifications. Tutoring is conducted Tues, Wed. and Thursday from 3:15-4:30 p.m. Students are recommended by their teacher and admission is based on the number of tutoring spots available. Parent permission must be obtained along with arrangements for transportation.

Stanley Hupfeld After School Club Director – Principal, Ruthie Rayner

Stanley Hupfeld Academy is committed to providing all students, employees and members of the public with a safe and respectful school and workplace environment. The district prohibits discrimination, harassment, or retaliation based on real or perceived race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable laws. This prohibition applies to students, employees, vendors and board members in any aspect of the district's programs, including during school hours, extracurricular activities, district sponsored events, or outside of school hours if the conduct affects the education or working environment.

Questions regarding gender discrimination or sexual misconduct should be directed to the Stanley Hupfeld Academy's Title IX Administrator:

Ruthie Rayner ruthie.rayner@wvacademy.com

STANLEY HUPFELD ACADEMY ADMISSION & ATTENDANCE POLICY

Adopted: 11/ 1999
Revised: 2/2002
Revised: 2/2018

Target enrollment at SHA is 330 students, with a maximum of 20-24 students per classroom, per specified guidelines.
Pre-K- 20 per class- Full Day (3)
Kdg- 22 per class
1st Grade- 22 per class
2nd –4th - 24 per class

Students will be admitted to SHA, Inc. who:

- Are eligible for Pre-K through 4th grade.
- Whose legal parent/guardian shows identification and legal proofs of residence in our attendance area.
  - These will include: either a current lease or mortgage agreement in the legal guardian's name
  - A utility bill in the guardian's name (electric, gas, water)
  - No Cable or phone bill will be accepted as legal proof
- Students will be admitted on a first-come, first-served basis. Returning students will be placed on the enrollment list based upon the return of the "Intent to Return Form." If and only if a class does not reach its maximum enrollment capacity, will any other in-area with family or non-resident student be admitted on a transfer basis. First preference will always be given to students who have legal proof they live in our attendance area. Returning students to SHA will have priority in that they will be allowed to enroll at the end of the school year. Siblings of children who are already attending will be given priority consideration.

Students will only be sent to an OKCPS school if a class is full. Parents may enroll one of their children if there is an opening and put their other child(ren) on a waiting list. There will be a waiting list for "in area" students and a waiting list for "out-of-area" transfer students.

As openings become available, the school will call the first student on the waiting list. Phone messages will be left for parents to call the school at 751-1774 to accept or decline enrollment. If a number has been disconnected, the name will be taken off the waiting list.

Families who opt not to put their children's names on a waiting list are no longer considered as prospective enrollees until they choose to be added to the list.

ADMISSION OF STUDENTS - AFTER THE BEGINNING OF THE SCHOOL TERM NON-DISCRIMINATION

SHA will make every effort to respect the importance of individual dignity and the need for courteous treatment of all persons regardless of their sex, age, ethnic origin, religion, or disability. No admission decisions will be based on a child's sex, race, age, ethnic origin, religion, or disability.

ATTENDANCE - EXCUSED ABSENCES

When a child is absent from school, the parent/guardian must call the school before 10:00 a.m. on the day of the absence. Excused absences may be granted to a student by the school upon request of the parent/guardian for the following reasons: illness, accident, injury, medical or dental appointments, death in the family, religious holidays and emergency situations. A doctor's note is required for all excused medical absences.

It is the responsibility of the student to make up any work that has been missed because of an absence or tardy. The parent should ensure students get their make-up work. One-day make up time is allowed for each day of absence unless the parent has made arrangements with the child's teacher.

Planned absences must be presented to the school in writing as far in advance as possible for absences involving religious holidays, medical or dental appointments or family trips.

ATTENDANCE - HOURS

Breakfast will be served to students from 7:15 - 8:00 a.m. each morning. Classes will begin daily at 8:00 a.m. and end at 3:15 p.m. Students will be dismissed at 3:15 p.m. No students will be checked out between 2:45 p.m. and 3:15 p.m.

ATTENDANCE - TARDIES

Students are required to be in class on time (8:00 a.m.) Students who enter the classroom between 8:00 and 9:00 a.m. are counted tardy. If they arrive after 9:15 a.m., they are counted absent one-half day. If students leave before 2:15 p.m., they are counted absent one-half day. Staff need to mark students absent in MAS in the AM and PM if they are absent for the whole day.

ATTENDANCE - TARDY STATUS

Students are expected and required by Oklahoma law to attend school every day the school is in session, except on those occasions when the school has been notified the child is ill, a child has a family emergency, or a child's absence has been prearranged with school officials. Excessive absences and/or tardiness will be reported to DHS and the District Attorney's office.

ATTENDANCE - TRUANCY

Parents can be fined up to $150.00 for every day that their child is truant from school, if they allow their children to remain absent from school without a legal excuse. Once a child turns 6 years old, truancy papers can be filed. Parents are advised that ten (10) absences in a semester constitute truancy. Tardies, early check-out and partial days are considered part of truancy. School officials must report truant students to the Office of the District Attorney for Oklahoma County. It is very important that parents understand the laws about school attendance and truancy. Oklahoma law makes the parent responsible for a child's attendance at school. This law applies to any child between the ages of five and eighteen. The law also includes that any child who is not in school or at home during the school hours may be taken into custody by a police officer or deputy sheriff and taken to the nearest truancy center. In Oklahoma City, those

students will be released to a parent, returned to school, or taken to a Thrive Center sponsored by the District Attorney's Office.

ATTENDANCE - UNEXCUSED ABSENCES

Ten (10) unexcused absences during a semester may result in a mandatory suspension according to state law. After 10 absences, students may be reported to the District Attorney for Oklahoma County. Ten (10) consecutive absences will result in the student being dropped from the school's enrollment.

AFFIDAVIT OF LOSS OR DESTRUCTION FORM

Adopted: 6/9/2004

NOTE: All purchasing information and procedures listed below are Auditor requirements. The State Department of Education (SDE) requires every school or district to be audited annually. They provide a list of auditing firms that they have approved to audit all schools and districts. SHA is required to comply with all auditing recommendations.

TO PREPARE FOR AND PROCESS A PURCHASE YOU MUST DO THE FOLLOWING:

1. Select the Vendor/Company.
   - A list of "approved" vendors is available in the SHA school office. We need to use the approved vendors whenever possible.
     - If the vendor you choose is not on the approved vendor list, you must include (on a separate sheet of paper) the names, prices, and contact information of two additional companies that sell similar items for competitive bidding purposes.

2. Fill out a Purchase Requisition (PR) – all required information.
   - Per Auditing Regulations – you may NOT use white out or mark through anything on the PR. If you make a mistake on the PR, you must start over on a clean form. If all your items will not fit on the PR, list the remaining items on a separate sheet of paper and attach to the PR.
   - Completing a PR for an Enrichment Excursion – you must attach a list of students attending.
   - The information written on the PR must be extremely NEAT and CLEAN. Please print (no cursive).

3. Forward the Purchase Requisition to the Principal for approval.
   - The Principal will indicate approval by signing and dating the PR. The PR is then presented to the Director (Kara Babbit) for approval. The Director indicates approval by signing and dating the PR. If the Director is not on site, a verbal approval can be obtained, but the employee obtaining the verbal approval must note the approval and approval date in writing on the PR. This becomes the official PR date. The Director must follow up with a signature. All purchases must have approval from Principal and Director before being processed.
   - Upon approval, the PR is put in Business Manager mailbox at SHA for pick up by the Business Manager. Any PR's for items that need to be ordered or purchased by the Business Manager must be in the mailbox no later than 4:00 p.m. on Friday for purchase the following week.

- Upon approval of the PR, the order can be immediately placed by the Business Manager. We understand emergency situations will arise. In this instance, as long as the Principal and Director have approved the purchase, the requesting employee may place the order or go pick up the items needed at their convenience. Please inform the

Finance Manager by phone or email if this situation arises prior to making the purchase, so that a PO may be processed.

- The Business Manager delivers approved PR's to the SHA Accountant every Tuesday morning. The PR's are to be given to the SHA Accountant in date order and are used to generate Purchase Orders ("PO"). By processing the PR's in date order, the PO numbers should be assigned in sequential order.
- The PO is attached to the PR and returned to the Business Manager. They are held in a pending file until the purchasing process has been completed.
- Upon completion of the purchasing process, any signed receipts, packing slips, and invoices are forwarded to the Business Manager to be attached with the PO and PR from the pending file, and then forwarded to the SHA Accountant for payment.
- **Administration are the ONLY persons allowed to open and inventory any package/box delivered to SHA.** Packing slips must be signed and dated when the items delivered have been inventoried. It is imperative that all packing slips be returned to the Business Manager for filing. Ruthie and Christy will notify the teacher when their order has been inventoried; the packing slip pulled, and is ready for pick up.

4. Out-of-Pocket Reimbursement

- This is allowed ONLY under extreme special circumstances.
- You must have the Principal's and Director's approval; otherwise you will NOT be reimbursed for the purchase.
- By school law, we are NOT allowed to reimburse the sales tax portion of a purchase. Your reimbursement check will only reflect the total cost of the items purchased. No sales tax will be reimbursed.
- You may present the SHA Tax Exemption Letter (copies are located in the school office) to the cashier at the time of purchase to receive tax exemption. Some businesses may choose not to honor tax exemption. This is a risk you must be willing to take if you need to make an out-of-pocket purchase.
- If you make a purchase out-of-pocket or you order something from a vendor, you must fax or e-mail Business Manager the information so she can get a P.O. # assigned to it prior to the purchase.

INDEMNITY AND HOLD HARMLESS AGREEMENT FORM

Adopted: 6/9/2004

INDEMNITY AND HOLD HARMLESS AGREEMENT

In consideration of Stanley Hupfeld Academy's agreement to issue, at the request of the undersigned, a duplicate or alternative check, warrant and/or voucher to replace the lost or destroyed check, warrant and/or voucher described more particularly in the attached affidavit, the undersigned agrees to indemnify and hold Stanley Hupfeld Academy, its parent and affiliates, and their respective parents, affiliates, agents, servants, employees, officers, directors, shareholders and insurers (collectively the "Indemnified Parties"), harmless from any and all claims, demands, actions, causes of action, suits, liabilities, damages, costs, expenses, losses, attorneys' fees and the like, arising under common law, statute or otherwise, which accrue, may accrue, or arise out of the payment of, or failure to pay, the original or destroyed check, warrant and/or voucher described more particularly in the attached affidavit and/or its duplicate or replacement check, warrant and/or voucher issued by SHA.

This agreement and the attached affidavit have been executed to induce SHA to issue a duplicate or replacement check, warrant and/or voucher at my request. I acknowledge and agree that SHA is entitled to rely on the truth of these documents and will indemnify and hold the Indemnified Parties harmless as stated above and for any errors or false statements made herein.

Executed this _____ day of _____ , 20 _____ .

Printed Name: _____

Signature: _____

Date: _____

EXHIBIT 2.2
AFFIDAVIT OF LOSS OR DESTRUCTION

STATE OF OKLAHOMA)
) SS.
COUNTY OF _____)

The undersigned, _____, of lawful age, being duly sworn, states as follows:

1. I am the payee, or the lawful representative of the payee, of the check, warrant and/or voucher issued by Stanley Hupfeld Academy at Western Village (SHA@WV), more particular described below:

   Payee name: _____

   Number of check, warrant, voucher: _____

   Date of check, warrant, voucher: _____

   Date(s) of service: _____

   Amount of check, warrant, voucher: _____

   Purpose of check, warrant, voucher: _____

2. I have asked SHA@WV to issue me a replacement or duplicate check, warrant and/or voucher, as appropriate, for the reason that the original check, warrant and/or voucher was lost or destroyed under the following circumstances:

   _____

   _____

   _____

3. By signing this affidavit, I attest to the truth of the statements herein.

   Affiant: _____
   Signature

   Address: _____

   _____

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

   _____
   Notary Public

   My Commission Expires:

   _____
   (SEAL)

EXHIBIT 2.3
INDEMNITY AND HOLD HARMLESS AGREEMENT

In consideration of Stanley Hupfeld Academy at Western Village's agreement to issue, at the request of the undersigned, a duplicate or alternative check, warrant and/or voucher to replace the lost or destroyed check, warrant and/or voucher described more particularly in the attached affidavit, the undersigned agrees to indemnify and hold Stanley Hupfeld Academy at Western Village, Inc., its parent and affiliates, and their respective parents, affiliates, agents, servants, employees, officers, directors, shareholders and insurers (collectively the "Indemnified Parties"), harmless from any and all claims, demands, actions, causes of action, suits, liabilities, damages, costs, expenses, losses, attorneys' fees and the like, arising under common law, statute or otherwise, which accrue, may accrue, or arise out of the payment of, or failure to pay, the original or destroyed check, warrant and/or voucher described more particularly in the attached affidavit and/or its duplicate or replacement check, warrant and/or voucher issued by SHA@WV.

This agreement and the attached affidavit have been executed to induce SHA@WV to issue a duplicate or replacement check, warrant and/or voucher at my request. I acknowledge and agree that SHA@WV is entitled to rely on the truth of these documents and will indemnify and hold the Indemnified Parties harmless as stated above and for any errors or false statements made herein.

Executed this _____ day of _____, 20_____.

Printed Name: _____

Signature: _____

Date: _____

Stanley Hupfeld ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

AIDS Multidisciplinary Advisory Committee and Confidentiality Policy

In Compliance with **OAC 210:10-1-12. and 63 OS § 1-502.2,** Stanley Hupfeld Academy at Western Village adheres to the following guidelines, upon the recommendation by the Oklahoma State Health Department, in the event a student is diagnosed as having Acquired Immune Deficiency Syndrome (AIDS).

a. When a student is diagnosed as having AIDS, the State Health Department must be contacted.
b. Determinations regarding the location of an AIDS student's educational program will be made on a case-by-case basis by a team composed in each instance of the child's parent or guardian, the child's physician, the local superintendent, a representative of the State Health Department, and a representative of the State Department of Education.
c. The team will meet and make a decision as to whether the child in question should be in attendance in the public schools. Such decision will then be recommended to the local board of education.
d. In making a recommendation as to the child's attendance in a public school, the team will utilize the guidelines published by the Centers for Disease Control.
e. For any medically-related questions, the school shall contact the Oklahoma State Health Department Sexually Transmitted Disease Division.
f. Each member of the team shall be responsible for protecting the confidentiality of the student and any information made available to such person as a member of the team. The multidisciplinary team shall be exempt from the requirements of Sections 301 through 314 of Title 25 of the Oklahoma Statutes and Sections 24A.1 through 24A.19 of Title 51 of the Oklahoma Statutes.

Adopted: July 2000
Source: 63 OS § 1-502.2; OAC 210:10:1-12

Attendance Regulation/Procedure

Absences:

A. Recognizing that regular attendance in school is important to a student's academic performance, teaches the necessity of regular attendance in preparation for work and personal responsibility, Stanley Hupfeld Academy will continuously monitor the attendance of all students.

B. When a student is absent from school, make-up work is due within a period of time equal to the days missed plus one extra day. For example, if a student is absent three days, assigned make-up work is due within four days after the student returns to school unless other arrangements have been made with the teacher.

C. In order to approach each child's individual situation in the most appropriate manner, the following procedures are to be followed when a student's attendance record indicates a pattern of absences that may be detrimental to his/her educational progress. *

1. On the seventh absence, the building principal will notify the parent/guardian in writing.
   a. A copy of this attendance procedure will be attached to the notification.
   b. The parent/guardian will be invited to convene a conference to discuss the absences.
   c. Written documentation will be kept of all such conferences.
2. On the fourteenth absence, the principal will again notify the parent/guardian in writing.
   a. This attendance regulation/procedure will again be referenced in the notification.
   b. The building administrator will attempt to initiate a conference with the parent/guardian to discuss the absences.
   c. Written documentation will be kept of all such conferences. If the parent/guardian declines to meet, a written record of the attempt to initiate the conference will be maintained.

3. On the occasion of the twentieth absence, the building administrator will notify the parent/guardian of the absences and of the committee review process that may be employed to determine placement of the student for the following school year.
   a. A copy of SHA Promotion and Retention Policy will be included with the letter.

b. The parent/guardian may submit written documentation regarding the student's attendance records. Documentation may include, but is not limited to, medical information regarding illnesses, evidence of observances of religious holidays, and/or a description of extenuating circumstances that have had a negative impact on the student's attendance at school. 4. Students who have accumulated twenty or more absences during the school year will be referred to the School Attendance Committee.

   a. The School Attendance Committee may, before initiating a conference with the parent/guardian, consider any written documentation submitted by the parent/guardian concerning the excessive absences and determine, if no other concerns exist that would cause the student to be considered for retention, that no further action is necessary, the student will be promoted to the next grade level.
   b. If the School Attendance Committee determines it necessary to initiate a conference with the parent/guardian of the student, the procedures set forth in the SHA Attendance Policy. Promotion and Retention will be followed in making recommendation for placement for the next school year.
   c. If the parent/guardian declines to meet with the committee, a written record of the attempt to initiate the conference will be maintained.
   d. In the meeting with the School Attendance Committee, the parent/guardian will be provided the opportunity to provide documentation and discuss any circumstances regarding the student's attendance record.
   e. If the parent/guardian declines to attend the conference with the School Attendance Committee, the meeting will be held and if the decision is made to retain the student for the next school year the parent will be notified by certified mail.
   f. The appeal process set forth in the SHA Policy and will be made available as a part of the notification letter. If the parent/guardian does not agree with the committee's decision, the appeal process may be accessed.

Tardies:

Instruction is expected to begin when the class bell rings. Students who arrive after this time are considered tardy. Three unexcused tardies will result in the student being charged with an absence for the purposes of implementation of this regulation. Every subsequent group of three (3) tardies will result in an additional absence. Tardies may be excused for illness or personal injury, medical and dental appointments, court appearances, religious holidays, and family emergencies. If a tardy is to be excused, documentation must be submitted within three school days of when the tardy was recorded. Additional consequences may be assigned by the school as appropriate to deter student tardiness. The consequences may include, but are not limited to:

- *Parent/guardian contact*
- *Conference with student and/or parent/guardian*
- *Detention*

**Nothing in the above outlined Regulation/Procedure relieves the school district of its responsibility of enforcing the compulsory school attendance law as outlined in Title 10 of the Oklahoma Statues 70-10106.*

If a child is absent without valid excuse for four (4) or more days or parts of days within a four week period or is absent without valid excuse for ten (10) or more days or parts of days within a semester, the attendance officer shall notify the parent, guardian or custodian of the child and immediately report such absences to the district attorney in the county wherein the school is located for juvenile proceedings pursuant to Title 10 of the Oklahoma Statutes. (70-10-106)

.....it shall be the duty of any parent, guardian or other person having charge of any child of compulsory attendance age to notify the child's teacher concerning the cause of any absences of such child. It shall be the duty of the principal or head teacher to notify the parent, guardian or responsible person of the absence of the child for any part of the school day, unless the parent, guardian or other responsible person notifies the principal or head teacher of such absence. (70-10-106)

DISCIPLINE POLICY AND STUDENT BEHAVIOR FOR STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE

Adopted: 8/2011

Revised 2-2025

All individuals at school and home must work together to create and maintain a safe and supportive learning environment

that promotes effective teaching and learning.

Each teacher will send home administrator-approved copies of his/her classroom discipline plan including rules, positive rewards/incentives, and consequences.

EACH PARENT MUST READ, SIGN AND RETURN A SIGNED FORM STATING THEY UNDERSTAND THE CLASSROOM DISCIPLINE PLAN. The school's primary focus is on utilizing preventive AND positive measures to promote learning and developing appropriate life skills. Students who achieve and behave appropriately will be recognized for their efforts. **Students are given lots of encouragement and incentives to behave appropriately. *They are also given multiple chances to redirect negative and inappropriate behavior.***

At Stanley Hupfeld Academy, we believe that the classroom environment should support teaching and learning. In order to achieve this goal, students who are disrupting the teaching or learning environment and who are unable to regain control of their own behavior will be asked to take some time to "recover" in another location. "Recovery Time" represents a place where students can go temporarily with the goal of eliminating the disruption... so that the teachers can teach and the students can learn.

The student who is in need of recovery time will be invited to return to the classroom as soon as his/her behavior demonstrates that they are ready. Our goal is that students will be able to recover quickly and return to the classroom setting.

Typically, the teacher would begin with a recovery location within the classroom and move to a more restrictive location based on the severity or frequency of the disruption. These areas might include (but are not limited to) "Classroom Recovery," "Recovery in Another Classroom" or "Office Recovery." In extreme situations a student may be asked to "recover" at home.

Recovery in Classroom

Recovery in Another Classroom

Recovery in Office

Goal = Minimize out of classroom time, maintain mutual respect & maximize learning for all students!

The following major behaviors will result in an automatic Office Referral:

- Out of control behavior which requires student to be removed from the classroom; including violent/dangerous behaviors (knocking over furniture, throwing objects).
- Theft
- Aggressive behaviors with physical contact (shoving, pushing, fighting).
- Inappropriate sexual behavior.
- Verbal and/or written bullying, threats and/or harassment seen by an adult or reported two or more times.
- Non-threatening gang-related dress, words or actions.

Consequences may include parent contact, individual behavior contract, alternative school placement, restricted privileges or out-of-school suspension. Community service and/or out-of-school suspensions will occur if previous interventions fail to extinguish inappropriate behaviors. Depending upon the weather and the availability of adult supervision, community service may include cleaning cafeteria walls, wiping down tables, pulling weeds in the community garden, picking up trash to beautify the grounds, cleaning areas the student damaged, and/or other logical consequences. Parents will be contacted by phone or letter whenever their child receives an Office Discipline Referral. Your support of school policies and consistent behavior expectations are greatly appreciated. SWIS Software will be utilized to track student discipline office referrals.

Recovery Procedures will be enforced for the following actions:

- Profanity (written, verbal and/or physical)
- Attitude (deliberate defiance of authority after being told to stop)
- Running or hiding from adult supervision
- Defiance / Refusal to comply with adults
- Graffiti / Destruction of Property

Reasons for Automatic Referral to Principal and Out-of-School Suspension

Fighting, (fist and/or out of control physical contact); illegal activity requiring a police call (larceny over $50, burglary, robbery; possession, sale, distribution or use of illegal substance; possession of weapon or replica, possession or use of flammable or hazardous materials, arson, vandalism, assault, any direct verbal threat heard by an adult which threatens the life of another student or adult, bomb threat, any gang-related activity, extortion or any felony act.)

***The Special Education teacher will be consulted for students with Individual Education Plans (IEP) in order to comply with the conditions of the IEP.**

ALL SUSPENSIONS WILL REQUIRE A PARENT CONFERENCE WITH THE PRINCIPAL AND FOR THE PARENT TO SIGN THE STUDENT BACK INTO SCHOOL BEFORE HE/SHE IS ALLOWED TO RETURN TO CLASSES. EACH DAY OF SUSPENSION COUNTS AS AN UNEXCUSED ABSENCE. THE STUDENT IS CONSIDERED AS "DROPPED FROM THE ATTENDANCE ROSTER" WHEN SUSPENDED FROM SCHOOL, WHICH IS WHY THE PARENT MUST "RE-ENROLL" THE STUDENT BY SIGNING HIM/HER BACK IN. NO STUDENT MAY BE ON CAMPUS NOR PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES DURING EACH 24-HOUR SUSPENSION PERIOD. ASSIGNMENTS THAT ARE MISSED DUE TO A SUSPENSION WILL BE SENT HOME WITH THE STUDENT. ASSIGNMENTS ARE TO BE COMPLETED AND RETURNED WHEN THE STUDENT RETURNS TO SCHOOL.

Appeal Process:

*Students suspended out-of-school for ten (10) or fewer days shall have the right to appeal the decision of the administration. The appeal for short-term suspensions shall be to a local committee composed of SHA administrators and teachers. Upon full investigation of the matter, the committee or board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. Appeal must be made in writing within 2 days of the suspension.

* Students suspended out-of-school for more than ten (10) days may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision of the administration to the district board of education. No out-of-school suspension shall extend beyond the current semester and the succeeding semester. Upon full investigation of the matter, the board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. A board of education may conduct the hearing and render the final decision or may appoint a hearing officer to conduct the hearing and render the final decision. The decision of the district board of education or the hearing officer, if applicable, shall be final.

Stanley Hupfeld Academy
BEHAVIOR CONTRACT

This contract is between (Student) _____and Stanley Hupfeld Academy.

I am responsible for:

1. Following the directions of faculty and staff at all times, without question, delay or comment.
2. Acknowledging that I have received a copy of Stanley Hupfeld Academy handbook. I accept the responsibility for receipt and review of this material as it is updated yearly. As a student, I understand the consequences for violation(s) of the discipline code and will expect procedures that are listed therein to be enforced by the teachers and administrators. I agree to abide by the rules and regulations outlined.
3. I understand that cell phones, outside devices, toys, jewelry and weapons are not allowed on school property or at school functions.
4. I understand that I must adhere to school rules at any school sponsored event, on or off campus.
5. I understand the SHA school dress code and will dress for success each day with proper uniform attire. If I need assistance with uniforms, I will ask for assistance when I arrive at school.
6. I understand that I may not bring a book bag on campus or to any school event.
7. Talking about the previous incident, individual consequences, social media posts, etc. will be considered a violation of your return-to-school date.
8. Once you have returned to school, you should be focused on studies. Discussions of your previous behavior, discipline issue, suspension, etc. will be considered a violation of your return-to-school agreement.

Behavior Expectations:
I understand that violation of any of the usual standards of behavior may result in disciplinary measures as outlined in the student handbook and may result in alternative placement in school, half-day placement, suspension or expulsion for the remainder of the year.

Violations Include But Are Not Limited To:

1. Using, possessing, distributing or being under the influence of, or attempting to obtain, controlled substances or vapes, alcohol, marijuana, drugs, etc.
2. Fighting, physical abuse, assault and/or battery, or threats to students or staff.
3. Insubordination.
4. Disturbing the school and/or classroom.
5. Using profane, vulgar, or obscene words (directed or non-directed).
6. Possession of a weapon of any kind or anything which could be reasonably used as a weapon or which is a facsimile of a weapon.
7. Abusing another's and/or school property.
8. Showing disrespect for toward staff.
9. Stealing.
10. Cheating.
11. Displaying inappropriate physical affection or indecent behavior.
12. Possessing an electronic device (cellular phones, IPod, etc.) on campus.
13. Being in a restricted area on campus.
14. **DISHONESTY IN ANY FORM.**
15. Any other behavior considered to be disruptive of school order.

Counseling Services:

1. During the course of your suspension you will be meeting with the school counselor once per week.
2. You will be responsible for the assignments each week to ensure that you stay on target to complete ____ grade at the end of the school year. You will present these to the counselor each week.
3. Outside individual and family counseling is recommended. Resources are attached.
4. The SHA school counselor will assist with transitioning back into the school setting, establishing boundaries with other students and advocating for yourself.
5. The SHA counselor will check-in with you daily upon your full return to campus.

I agree to adhere to the rules and procedures as outlined.

Principal	Date
Counselor	Date
Student's Signature	Date
Parent/Guardian Signature	Date

Stanley Hupfeld Academy @ Western Village
Policy for Prevention of Bullying At School (70 O.S. §§ 24-100.4 and 24-100.5)

The School Safety and Bullying Prevention Act at 70 O.S. § 24-100.4(A) requires each public school district board of education to adopt policies to address investigation of reported incidents of bullying.

I. Prohibition of Incidents of Bullying

It is the policy of the Stanley Hupfeld Academy @ Western Village to prohibit all bullying of any person at school. Prohibited conduct includes incidents of bullying instigated by use of electronic communication specifically directed at students or school personnel.

II. Definitions

The following words and terms used in this policy shall have the following meaning:

"At school" means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

"Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal communication, 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.

"Electronic communication" means 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 telecommunication device, or a computer.

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

III. School Bullying Prevention and Intervention

Every school site in this district shall ensure compliance with the following strategies for bullying prevention and appropriate intervention when incidents of bullying occur at school:

A. **Bullying Preventing Officers.** The principal of each school site in this district shall designate at least one Bullying Prevention Officer ("BPO") who shall be the primary point of contact to receive reports of incidents of bullying. The duties of the BPO shall be as follows: 1. To receive, promptly review, and track reports of incidents of bullying;

2. To establish and maintain the confidentiality of reports of incidents of bullying as appropriate;

3. To establish a method for receiving anonymous reports of incidents of bullying;

4. To publicize the procedures for reporting set forth in this policy to all students, parents/legal guardians of students, and school employees;

5. To educate the school and community about bullying prevention measures; and

6. To review, monitor, and suggest strategies for improvement of the school climate in order to facilitate prevention and intervention of bullying incidents in the school site and promote a school culture of intolerance of bullying behaviors;

7. To report the number of documented and verified incidents of bullying to the district and/or the State Department of Education in accordance with the requirements of 70 O.S. § 24-100.4(F) and accompanying regulations at 210:10-1-20;
8. To serve on the Safe School Committee and make recommendations for bullying prevention education, professional development, and/or policies and procedures pertaining to bullying prevention; and
9. Any other duties deemed necessary by school administrators and/or the Safe School Committee to facilitate bullying prevention at the school site.

B. **Training and education in school bullying prevention and intervention.** All school administrators and school employees at each school site shall be required to complete annual professional development training in school bullying prevention, identification, response, and reporting that meets the requirements of 70 O.S. § 24-100.4(A) and 210:10-1-20. Selection of the required training at each school site shall be based upon the recommendation of the Safe School Committee established at the site.

C. **Safe School Committee.** Every school site in this district shall establish a Safe School Committee that meets the requirements of 70 O.S. § 24-100.5(A). At least one of the members of the Committee shall be a BPO designated at the school site. The duties of the Committee shall be the duties set forth in 70 O.S. § 24-100.4(B).

D. **Bullying Prevention Programs**. Every school site in this district shall implement a research-based educational program as designed and developed by the State Department of Education for students and parents in preventing, identifying, responding to and reporting incidents of bullying

IV. Reporting Incidents of Bullying

The system of incident reporting at every school site in this district shall ensure that students are encouraged to report incidents of known bullying and shall remove unnecessary obstacles that would serve as a deterrent to reporting (e.g., ensuring availability of reporting procedures during the school day, ensuring a student is not penalized for tardiness or absence from a class incurred as a result of reporting an incident). To facilitate prompt reporting and tracking of all incidents, school sites shall, at a minimum follow the following procedures: Such procedures shall, at a minimum, address all of the following requirements:

A. **District Bullying Report Form.** Students shall be informed of the process for reporting incidents of bullying and encouraged to report all incidents of bullying. Incidents of bullying shall be reported on the "District Bullying Report Form" which shall be made available to students at all times during regular school hours, including in the main/front office of the school site, the office of the school counselor, the website of the school site, and any other locations recommended by the Safe School Committee at each school site. Students shall be advised that they may obtain assistance from a school official if they have questions about completing the District Bullying Report Form or if they are unable to complete the form without assistance (e.g., students unable to write legibly due to age, disability, etc.). The District Bullying Report Form shall be designed to facilitate reporting of incidents by all ages, and shall, at a minimum, include all of the following items: 1. Date and approximate time of incident;
2. Location of incident;
3. Name(s) of all individuals at whom the incident was directed or who were affected by the bullying behavior;
4. Name(s) of all individuals who initiated or encouraged the bullying behavior;
5. Name(s) of all individuals who witnessed the incident or may have information pertaining to the incident;
6. Description of the incident, including: (i) Identification of all inappropriate behaviors;

(ii) Identification of any types of alleged harassment on the basis of race, color, national origin, gender, sexual orientation, religion, or disability;

7. A description of the types of behaviors used to harass, intimidate, or threaten a student. Examples include, but are not limited to the following: (i) Gesture, written, or verbal expressions (e.g., written or verbal threats, obscene gestures directed toward a student);
(ii) Physical acts (e.g., physical fights, assault, or attack);
(iii) Electronic communication (e.g., cellphone, instant messaging, email, social networking, audio or visual images);
(iv) Damage of a student's property (e.g., stealing, hiding, or damaging property);
(v) Threatening another student (i.e., communication leading to a reasonable fear of harm to the person or property of another individual or individual's friends or family);

8. Description of interference with the school's educational mission or the education of the student, including, but not limited to: (i) Detrimental changes in school attendance (e.g., absences or tardies; missing all or part of a class or a school day);
(ii) Detrimental changes in student performance (e.g., student grades, assessments);
(iii) Detrimental changes in participation in school activities (e.g., student demonstrates fear or avoidance of interaction with other students during activities, lunch, bus, recess);

9. Identification of any physical evidence of the conduct (e.g., written notes, emails, property destruction, voicemail messages, audio or video recordings);
10. Any other information which could potentially assist school officials in investigation of the incident;
11. Name of individual reporting the incident and contact information at which the individual reporting the incident may be reached to seek additional information (unless the form is for the purpose of anonymous reporting);
12. Relationship of the individual reporting the incident to the individuals involved in the incident.

B. **Individuals who may report incidents of bullying.** Incidents of bullying at each school site in this district may be reported by any student, parent, school employee, or member of the public. Any school employee who has reliable information that would lead a reasonable person to suspect that an individual at the school is currently or has been the target of one or more incidents of bullying shall be required to report the information to the school's BPO. Failure by school employees to report incidents of bullying in accordance with the requirements of this policy may result in disciplinary action.
C. **Privacy and confidentiality.** Reports of bullying shall be kept confidential to the extent necessary to ensure compliance with the provisions of the Family Education and Privacy Rights Act (FERPA) and to protect students who report incidents of bullying from retaliation.
D. **Anonymous reporting.** In order to ensure individuals may report incidents without fear of retribution or retaliation, every school site in this district shall provide at least one method of anonymous reporting of incidents of school bullying that protects the identity of the individual reporting the incident. However, an anonymous report shall not be the sole basis for formal disciplinary action in response to an incident of bullying.
E. **Tracking reports of incidents of bullying.** All reports of bullying shall be tracked using methods that will enable the BPO and administrators of each school site to identify emerging patterns of bullying over extended periods of time.

V. Response to Reported Incidents of Bullying

Every school site shall follow the following procedure in response to reported incidents of bullying. Upon receipt of a report of a bullying incident, the BPO shall take immediate steps to:

A. Separately interview with the individuals involved in the incident and witnesses to the incident to assess and ensure the safety of all individuals involved in the incident pending investigation of the incident;
B. Locate and secure any records or physical evidence relating to the incident;
C. Promptly notify the parent(s)/legal guardian(s) of all individual students involved in the incident and the steps taken by the school administration to ensure the safety of the students pending investigation of the incident; and
D. Contact law enforcement if an incident reported involves an immediate threat to school safety or immediate harm to the safety of an individual student.

VI. Investigation, Determination, and Documentation of Reported Incidents of Bullying

The principal of each site shall be the individual responsible for investigating incidents of bullying unless the principal designates another school official at the site as the individual responsible for investigation of the incident. The procedure for investigation of a reported bullying incident shall, at a minimum, meet all of the following requirements:

A. **Initiation of investigation.** Within three (3) school days of receipt of a report of an incident of bullying, the school principal or designee shall initiate an investigation of the reported incident. All interviews with individuals involved in the incidents, their parent(s)/legal guardian(s), and/or witnesses shall be documented. A student's parent/legal guardian or attorney shall be permitted to be present at the interview of a student upon request of the student or the student's parent/legal guardian.

B. **Documentation of investigation**. All investigations shall be documented on a form that includes, at a minimum, all of the following information: 1. The date that the report of the incident was received by the BPO;
2. The date investigation of the report was initiated;
3. The name and title of the individual(s) assigned to conduct the investigation;
4. Identification of all individuals involved in the incident;
5. Identification of all individuals who witnessed the incident;
6. A summary of the details of the alleged incident;
7. A list of documentation available to investigate the incident; (e.g., written statement of student victim, written statement of student witnesses, medical information, incident forms, police reports);
8. A summary of action taken to investigate the incident (e.g., interviews with alleged victim, offender, perpetrator, and/or witnesses; review of incident reports; review of history of prior student behaviors; review of evidence);
9. A determination of whether sufficient evidence exists to verify occurrence of the alleged conduct;
10. Identification of follow up actions taken with the victim(s) and offender(s);
11. Identification of consequences implemented for the offender(s);
12. Identification of remediation implemented to address harm to the victim(s);
13. Date and method of notification of parents/legal guardians of victim(s) and offender(s) of completion and findings of investigation.

C. **Findings and determination of alleged incident.** Upon completion of review of all facts alleged and available evidence, the school administrator shall: 1. Document all findings of facts;
2. Issue a determination as to whether the occurrence of the incident could be verified based upon the available evidence as follows: (i) Occurrence of the incident was verified;

(ii) Occurrence of the incident was unverified due to lack of proof (e.g., inability or unwillingness of victim to assist investigation or provide evidence in support of the allegations); or
(iii) Evidence exists beyond reasonable doubt to support a conclusion that incident was falsely reported by an individual as a means of bullying or retaliation or reprisal against a student for reporting an act of bullying.

D. **Notification of results of investigation.** Upon completion of an investigation, the school administrator shall promptly notify the district, and the parents/legal guardians of the students involved: 1. The findings of the investigation; and
2. Any proposed consequences and remedial measures provided to the individual(s) affected by the incident.

E. **Follow up referrals for the purpose of student support services.** Upon completion of an investigation, a school may recommend that available community mental health care, substance abuse, or other counseling options be provided to students involved in bullying incidents. A school may request the disclosure of any information concerning students who have received mental health, substance abuse, or other care pursuant to paragraph 13 of this subsection that indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions 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 the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information.

VII. **Remediation and Consequences for Incidents of Bullying** A. **Consequences for Individuals Who Commit Incidents of Bullying.** Appropriate consequences shall be imposed for every individual who commits an act of bullying or an individual found to have falsely accused another student of bullying as a means of bullying or retaliation or reprisal for reporting an act of bullying. Consequences shall be determined, implemented and enforced in a manner that is consistent with the due process requirements set forth in the district's policies pertaining to student and employee discipline. Examples of appropriate consequences may include, but are not limited to the following: 1. Verbal or written warnings;
2. Conferences with the parent(s)/legal guardian(s) of the students involved in an incident of bullying;
3. Detention;
4. Loss of school privileges;
5. Course and/or teacher reassignment;
6. Prohibition or suspension of participation in school activities;
7. In-school or out-of-school suspension in accordance with the provisions of 70 O.S. § 24-101.3 and district policies and procedures pertaining to student discipline;
8. Restitution of a victim's property that has been damaged as a result of the bullying incident;
9. Reassignment, suspension, and/or termination of school employment;
10. Referral to law enforcement.

B. **Factors for Determination of Consequences for Incidents of Bullying Behavior.** Every school administrator shall determine consequences for incidents of bullying behavior on a case-by-case basis in a manner that is proportionate to the severity of the conduct. Consequences for verified acts of bullying behavior shall be applied in such a manner as to ensure fair and impartial application of consequences (e.g., student's academic or athletic status shall not be considered as

a factor for determination of appropriate consequences). In determining what consequences are appropriate for an individual determined to have perpetrated an incident of bullying, every school administrator shall include the following factors in the consideration: 1. If the individual who perpetrated the incident was a student: (i) The age of the student;
(ii) The life skills of the student;
(iii) The grade level of the student;
(iv) The mental, physical and emotional development level of the student; and
(v) Personal obstacles such as a history of abuse suffered by the student or negative family situation.

2. The existence of any previous bullying behavior or continuing or ongoing pattern(s) of behavior by the perpetrator;
3. The circumstances in which the incident occurred;
4. The nature and severity of the bullying behavior involved in the incident;
5. The nature and severity of harm to the victim of the incident, including: (i) Consideration of documented physical, mental and emotional distress resulting from the incident; and
(ii) The existence of any mental, physical, or health conditions of the victim exacerbated by the incident;

6. The relationship between the individuals involved; and
7. The potential for future violent conduct.

C. **Factors for Determination of Consequences for False Accusations.** Every school administrator shall determine consequences for incidents in which an individual intentionally and knowingly reports a falsified accusation of a bullying incident as a means of bullying or as a means retaliation or reprisal against another student in response to a previous reported incident of bullying. Consequences shall be sufficient to deter false reports of conduct, but not so severe as to deter credible reports of bullying incidents. All of the following factors shall be considered in determining appropriate consequences for a falsified accusation: 1. The status of the individual (i.e., student, employee, volunteer, etc.);
2. If the individual who made the false accusation was a student: (i) The age of the student;
(ii) The life skills of the student;
(iii) The grade level of the student;
(iv) The mental, physical and emotional development level of the student; and
(v) Personal obstacles such as a history of abuse suffered by the student or negative family situation.

3. Whether the individual who falsely accused another student of bullying has been the perpetrator of previous bullying incidents;
4. The nature and severity of the bullying behavior involved in the incident; and
5. The circumstances in which the incident occurred.

D. **Determination of Remediation Measures in Response to Incidents of Bullying Behavior.** Every school site shall implement appropriate remediation measures in response to incidents of bullying. Remediation measures shall include strategies for the protection of all persons involved in incidents of bullying, including targets and perpetrators of the bullying incident, and family members affected by the bullying incident. Such remediation measures shall be designed to prevent further incidents of bullying and to increase safety for the individuals involved in incidents of bullying as well as all individuals at each school site. Examples of appropriate remedial measures in response to incidents of bullying may include, but shall not be limited to, one or more the following:

1. Referral of students involved in incidents of bullying to appropriate support services, including school or community counseling services, mental health treatment, or therapy services;
2. Academic intervention;
3. Programs of age-appropriate instruction for students to support a student's life skills (e.g., conflict resolution, problem solving skills, life skills, social skills, anger management).
4. Parental education programs;
5. Peer support groups;
6. Modifications of student schedules;
7. Modification of hallway traffic at the school site;
8. Increased supervision;
9. Increased use of monitors or monitoring equipment in school facilities, hallways, cafeterias, playgrounds, and/or buses.

VIII. Annual Notice of School Bullying Prevention Policy

Stanley Hupfeld Academy @ Western Village will publicize and distribute of this policy and all accompanying forms and procedures for reporting and investigation of incidents of school bullying. Publication and distribution shall comply with the provisions of 70 O.S. § 24-100.4 and 210:10-1-20, and shall at a minimum meet all of the following requirements:

A. An annual written notice of the bullying policy shall be provided to parents, guardians, staff, volunteers, and students at each school. Notice of the policy shall be posted at various locations within each school site, including, but not limited to school cafeterias, bulletin boards, and administration offices. The written notice provided to students shall be written in age-appropriate language to ensure comprehension by younger students and provided with accommodations as necessary to ensure accessibility to students with disabilities.

B. A copy of this policy shall be posted at the www.wvacademy.com website.

C. A copy of this policy will be posted in the student and employee handbooks.

Stanley Hupfeld Academy @ Western Village District Bullying Reporting Form

(Additional paper may be used to give complete details)

Date _____Time of Incident _____Location of incident_____

Name(s) of all individuals at whom the incident was directed or who were affected by the bullying behavior

_____

Name(s) of all individuals who initiated or encouraged the bullying behavior

_____

Name(s) of all individuals who witnessed the incident or may have information pertaining to the incident

_____

Description of the incident, including: (i) Identification of all inappropriate behaviors; (ii) Identification of any types of alleged harassment on the basis of race, color, national origin, gender, sexual orientation, religion, or disability

_____

Description of the types of behaviors used to harass, intimidate, or threaten a student. Examples include, but are not limited to the following: (i) gesture, written, or verbal expressions (e.g., written or verbal threats, obscene gestures directed toward a student); (ii) physical acts (e.g., physical fights, assault, or attack); (iii) electronic communication (e.g., cellphone, instant messaging, email, social networking, audio or visual images); (iv) damage of a student's property (e.g., stealing, hiding, or damaging property); (v) threatening another student (i.e., communication leading to a reasonable fear of harm to the person or property of another individual or individual's friends or family)

_____

_____

Description of interference with the school's educational mission or the education of the student, including, but not limited to: (i) detrimental changes in school attendance (e.g., absences or tardies; missing all or part of a class or a school day); (ii) detrimental changes in student performance (e.g., student grades, assessments); (iii) detrimental changes in participation in school activities (e.g., student fear or avoidance of interaction with other students during activities, lunch, recess)

_____

Identification of any physical evidence of the conduct (e.g., written notes, emails, property destruction, voicemail messages, audio or video recordings)

_____

_____

Any other information which could potentially assist school officials in investigation of the incident

_____

Name of individual reporting the incident and contact information (unless the form is for the purpose of anonymous reporting)

_____

Relationship of the individual reporting the incident to the individuals involved in the incident

_____

Cardiac Emergency Response Plan and Protocol

STANLEY HUPFELD ACADEMY

Cardiac Emergency Response Plan

(Last Reviewed: 9/2024)

Purpose

1) This document provides direction and detailed guidance for responding to a sudden cardiac arrest (SCA) through a Cardiac Emergency Response Plan (CERP). This plan outlines Cardiac Emergency Response Teams (CERTs), AED maintenance and locations, and related staff training/certification. This document does not replace any district policies or local, state, or national regulations.

2) In the United States, it is estimated that annually 356,000 adults experience out-of-hospital cardiac arrest as well as 23,000 pediatric cardiac arrests (Mozaffarian, D, 2015; Okubo, M et al, 2020) . Although approximately 90% of those people will not survive the event, the likelihood of survival increases with prompt intervention. According to the American Heart Association (AHA), early intervention that includes CPR and restoration of normal heart rhythm with the use of an AED increases the chance of survival.

Developing a Cardiac Emergency Response Team (CERT)

1) Designate one person as the Cardiac Emergency Response Team Coordinator who oversees CPR-AED program activities, training, education, and evaluation.

2) All individuals on CERT should have current CPR/AED training from a nationally recognized organization.

3) Designate one person to call 9-1-1 and direct EMS to the location of the sudden cardiac arrest (SCA).

Best Practice Considerations:

Consider having the Cardiac Emergency Response Team comprise of at least 5 people or 10% of staff. In recognition of periodic absences and overall staff turnover, a robust team of individuals trained to be part of the CERT is essential to ensure uninterrupted response activities.

CERT members should be able to step away from their tasks to assist when CERP is activated or have coverage for their classrooms.

A list of these individuals and their CPR certifications should be maintained on-site in a readily accessible area.

Consider medical coverage continues to be provided at the athletic event if continued after the event.

CERT TEAM MEMBERS: Susan Ward; APRN

Daijha Cobb: Health Aide

Major Wilson: PE Coach

Ruthie Rayner; Principal

Automated External Defibrillators (AEDs) – Placement, Installation and Maintenance
1) Minimum recommended number of AEDs for (insert name of school/school district/workplace/community/sports) include inside the building and outside the building: *Inside the building* – The number of AEDs shall be sufficient to enable a person to retrieve an AED and deliver it to any location within the building, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

Outside the building (e.g., on school grounds, venues, or athletic fields) – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the building including any venue, athletic field, or school grounds, ideally within 3 minutes of being notified of a possible cardiac emergency. AED should be clearly marked in a backpack or hard case.

2) Regularly check and maintain each AED in accordance with the AED's operating manual and maintain a log of the maintenance activity including summer months when school is not in session.
3) CERT coordinator should be responsible for verifying equipment readiness and for maintaining maintenance activity.
4) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel, antiseptic wipes, a CPR barrier mask, and consider an extra set of AED pads.
5) AEDs should not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
6) AEDs shall be accessible for responding to a cardiac emergency, during day and night sports activities, after-school, or work activities, in accordance with this CERP.
7) Each AED should have one set of AED pads connected to the device and one spare set.
8) Signage: All AEDs should have clear AED signage to be easily identified. These should be visible from the normal path of travel. A projecting (three-dimensional) universal AED sign shall be installed above cabinet or bracket/wall rack clearly marking the location of AED(s).
9) Recommend removing warning "for professional use only" on AED cabinets as AEDs provide instructions for use.
10) Locations of the AEDs are to be listed in the "Protocol for Cardiac Emergency Response Team" and Building Location Information, AED locations, and School Maps (see appendix).

Best Practice Considerations:

Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use when traveling to off-site locations. If unable to have a back up AED, have a plan on what AED you will use if an AED is out of service.
AEDs to be installed using a cabinet or bracket/wall rack approved for such purpose and be surface mount or wall recessed.

Regardless of which mount is chosen, AEDs shall be placed so that the AED's readiness indicator faces outward.
ii During installation, it is important to make sure that screws, bolts and wall anchors will not penetrate electrical wires or pipes inside wall.
iii. Installation Height: Placed at an unobstructed height of forty-eight (48) inches from the floor (it may be lower) to provide optimum accessibility in compliance with American Disabilities Act (ADA). ADA Accessibility Guidelines (ADAAG) specify that objects such as automated external defibrillator wall cabinets shall not protrude more than 4 inches from the wall into walks, corridors, passageways, or aisles.
c) Keep copies of event documentation with AED and first responder kits.
d) CERT coordinator should register their AED with the manufacturer and supplier to receive notifications of potential recalls or alerts.
e) Best practice is for all schools, regardless of grade levels served, to have both pediatric and adult pads available. Apply pads based on manufacture recommendations. Make sure pads do not touch.

f) If only adult pads are available: adult AEDs may be used on children. If the pads are too large for standard positioning without touching, Pads can be placed with one pad on the center of the chest between the nipples and the other pad on the back of the child between their shoulder blades.
g) If pediatric pads are available: the small pads or child key/switch will deliver a shock with a lower energy dose than the larger pads will. If a child is very small, you may need to put one pad on the child's chest and the other on the child's back.
h) Consider having an AED readily available on the sidelines of sporting events and practices.
i) Consider posting AHA Simplified Adult BLS diagram from the AHA near AED cabinet (see appendix).
Communication of CERP
The Cardiac Emergency Response Plan (CERP) should be posted broadly in places such as (but not limited to):
Ia) In each classroom, cafeteria, restroom, health room, break room and in all offices.
b) Adjacent to each AED.
c) Adjacent to each public telephone.
d) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
e) At other strategic locations on school campus, including outdoor physical education and athletic venues and facilities.
f)Attached to all portable AEDs.

Protocol for Cardiac Emergency Response Team

STANLEY HUPFELD ACADEMY

Sudden cardiac arrest events can vary greatly. All staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. One should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.
Follow these steps in responding to a suspected cardiac emergency:
1) Recognize the following signs of sudden cardiac arrest and act quickly in the event of one or more of the following: The person is not moving, unresponsive, or unconscious.

The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).

The person appears to be having a seizure or is experiencing convulsion-like activity. Cardiac arrest victims commonly appear to be having convulsions. If it's a true seizure, the AED will not deliver a shock.

If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

2) Facilitate immediate access to professional medical help: Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient's condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side and put on speaker, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit and escort to the victim.

Immediately contact the members of the Cardiac Emergency Response Team (CERT) using your school's designated communication system (i.e. walkie talkies, overhead page).

Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.

If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

The closest team member should retrieve the automated external defibrillator (AED) in route to the scene and leave the AED cabinet door open as a signal that the AED was retrieved.

3) Start CPR Begin continuous chest compressions and have someone retrieve the AED if not at the scene. Referred to simplified adult BLS graphic below. Press hard and fast in the center of the chest, at 100-120 compressions per minute. (Faster than once per second, but slower than twice per second.) Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth at least 2 inches (or 1/3rd the depth of the chest for children under 8 years old). Follow the 9-1-1 telecommunicator's instructions, if provided.

- If you are able and comfortable giving rescue breaths, please use a barrier and provide 2 rescue breaths after 30 compressions.

4) Use the nearest AED: When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will

deliver one or more shocks. Be familiar with your school's AED and if you will need to press the shock button or if it will deliver automatically. *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.

- Minimize interruptions of compressions when placing AED pads to patient's bare chest.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over. Make sure to rotate persons doing compression to avoid fatigue.

5) Transition care to EMS. Once EMS arrives, there should be a clear transition of care from the CERT to EMS.

Team focus should now be on assisting EMS safely out of the building/parking lot.

Provide EMS a copy of the patient's emergency information sheet.

6) Action to be taken by Office / Administrative Staff: Confirm the exact location and the condition of the patient.

Activate the Cardiac Emergency Response Team and give the exact location.

Confirm that the Cardiac Emergency Response Team has responded.

Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.

Assign a staff member to direct EMS to the scene.

Perform "Crowd Control" – directing others away from the scene.

Notify other staff: school nurse, athletic trainer, athletic director, safety director, safety manager, and or sports facilities manager, etc.

Consider medical coverage to continue to be provided at the athletic event.

Consider having the students stay in place (ie. delaying class changes or hallway traffic, dismissal, recess, or other changes) to facilitate CPR and EMS functions.

Designate people to cover the duties of the CPR responders.

Copy the patient's emergency information for EMS.

Notify the patient's emergency contact (parent/guardian, spouse, etc.).

Notify faculty and students, staff, employees, and sports attendees when to return to the normal schedule.

Contact school district administration, human resources and/or sports facility management.

7) Debrief Discuss the outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.

An evaluation of whether the CERP was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements to the Plan and in its implementation if the plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.

An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.

STANLEY HUPFELD ACADEMY REPORTING CHILD ABUSE POLICY

Adopted: 6/2002
Revised: 7/2012
Revised: 5/2015

It is the intent of SHA to comply with state statutes related to mandatory reporting of suspected child abuse and/or neglect.

State law requires any person/employee who, in good faith, has reason to believe that a child under 18 is being subjected to harm or threatened harm to a child's health, safety or welfare, including sexual abuse and exploitation or neglect or abandonment, as defined by statute, to immediately report his/her belief to the Department of Human Services (DHS) in the county where the abuse occurred. Have the child's enrollment form at hand when you call in a report, because it contains information the worker will need to complete the report. Call 1-800-522-3511 to make a report.

Official forms can be located in the office and in the counseling office. Follow-up the phone call by faxing a copy of the form to DHS at 767-2830 as verification that you made a report. The person making the oral report to the Department of Human Services is also responsible for submitting a written report to the Department of Human Services. The written report must follow the oral report and be made within twenty-four (24) hours of the contact, which disclosed the existence of possible abuse. A copy of the written report will be given to the Principal. All parties concerned will treat the report contents in a confidential manner. Employees may initially question the child to determine the child's state of neglect or injuries. However, in no case should the child be subjected to undue pressure in order to validate the suspicion of abuse. Validation of suspected child abuse is the responsibility of the Department of Human Services, assisted by the police.

The teacher/staff member is responsible for making the report if a child has evidence or suspicion of abuse, make the phone call and notify the Principal. DHS workers want to see bruises, cuts and/or burns ASAP. If the abuse is sexual in nature, do not investigate on your own. The Care Center will investigate so the child does not have to repeat the story to more than one or two people. It is not the responsibility of the school official or employee to prove the child has been abused or neglected. In suspected cases of physical and sexual abuse, the suspected victim may be questioned by the police or social worker at the school without the Principal obtaining permission of the victim's parent or guardian.

Employees will not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. School officials or employees will not reveal any information regarding the suspected abuse or neglect to any parties other than supervisory personnel, the Department of Human Services and the appropriate law enforcement personnel.

Persons who knowingly and willfully fail to report any incident to the Department of Human Services will be guilty of a misdemeanor. Any individual who reports an incident

in good faith and exercises due care will be immune from any civil or criminal liability. SHA shall not discipline, discharge, retaliate, or discriminate against an employee who makes a report in good faith under this section.

The Principal will prepare and implement such procedures as needed to provide employees with the training necessary to properly identify abused or neglected students and to properly report such abuse and/or neglect. Legal Reference: Oklahoma Statute 21 Oklahoma Statute Section 846, 847 and 10 Oklahoma Statute Section 7101 et seg.

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774

Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Child Find Program

Locating, Evaluating and Identifying Children with Disabilities

Child Find is a public awareness activity to locate, evaluate, and identify children ages 3 through 21 years of age who may have disabilities defined under the Individuals with Disabilities Education Act (IDEA) of 2004. A child with a disability means a child evaluated and determined eligible for special education and related services in accordance with the Policies and Procedures of Special Education in Oklahoma.

Stanley Hupfeld Academy is responsible for locating, evaluating and identifying children with disabilities who live within the district boundaries. All eligible children with disabilities beginning at the age of three, who are residents of the Stanley Hupfeld Academy District attendance zone, have a right to a Free Appropriate Public Education (FAPE) as mandated by the IDEA Act of 2004. The specific special education related services for children ages 3-21 are determined per child by the Individualized Education Program (IEP) team.

For individuals who are residents of the Stanley Hupfeld Academy District attendance zone or attend a private school in our attendance zone and need information regarding an evaluation to determine eligibility for services, please contact:

Stanley Hupfeld Academy
Special Education Director; Kim King
1508 NW 106th Street
Oklahoma City, Ok 73114
405-751-1774

A multidisciplinary team of professionals will be involved in the evaluation process. The eligibility team will determine the severity of the disability, and for school age children, if the disability adversely affects the child's educational performance.

Services for infants and toddlers (ages 0-3) who are suspected of having disabilities are provided services through the Sooner Start Early Intervention Program. If you suspect your infant or toddler has a disability, contact the Oklahoma County Sooner Start Program at 405.271.9477.

Special Services / Child Find

All eligible children with disabilities beginning at age of three, who are residents of Stanley Hupfeld Academy attendance area, have a right to a Free Appropriate Public Education (FAPE) as mandated by the IDEA Act of 2004. A variety of services are determined by the Individualized Education Program (IEP) team with input from parents and if possible, the child. We sincerely desire to challenge each student based on their individual levels of functioning and performance to be successful at school, home and in their community.

Parents' Rights

The Individuals with Disabilities Education Act (IDEA) provides certain parental rights including consent, evaluation, and access to records. To learn more, click on Policies and Procedures for Special Education in Oklahoma. For more information, contact the school office at 405-751-1774.

STANLEY HUPFELD ACADEMY STAFF COMMUNICATION POLICY

Adopted 2/2001
Revised 3/2018

COMMUNICATION – CONFLICT RESOLUTION

If you experience a difficult situation with a co-worker, parent, or other individual, initiate the following problem-solving steps:

- **Go directly to the person with whom you have the problem. Present your concern and try to solve it with that person. If you are unable to do so, take the next step.**
- If your problem is not resolved, discuss it with the Principal.
- If unable to reach a resolution, contact the Director.

COMMUNICATION - EMAIL EXPECTATIONS

Each staff and faculty member is responsible for reading e-mail and mail daily. Please check your e-mail and mailbox at the end of the day. Adherence to this policy will alleviate the necessity to interrupt your class and will allow you to be, "in the know." WVA e-mail addresses are to be issued only for employees of the school, and will be revoked immediately upon termination of employment. No one other than a school employee in good standing shall have access to a school e-mail address.

COMMUNICATION – PHONE AND CELL PHONE EXPECTATIONS

All classroom telephones should be set to take messages during school hours 8:00 a.m.-3:15 p.m. **It is inappropriate and unprofessional to receive phone calls when students are under your supervision (cell phone included!) No phones are to ring during class time.** During instruction, please set your phone to roll over all calls to voice mail. Outgoing calls must be made during break times when children are not present. **The use of cell phones during working hours is strongly discouraged and should be in the silent mode while at work and never answered while providing service to students, or while "on the clock." Texting while "on the clock" is not appropriate unless it is to communicate with the main office. Cell phone use at recess is permissible to communicate with the main office only. Personal use of social media during work hours is prohibited, and is grounds for termination.**

COMMUNICATION – PROFESSIONAL, STAFF, & TEAM MEETINGS

- ONGOING COLLABORATION AND PLANNING IS ESSENTIAL TO CURRICULAR ALIGNMENT, SUCCESSFUL ARTS INTEGRATION, AND STUDENT SUCCESS.
- Each grade level team is to schedule one team-planning (horizontal) meeting per week with Administration to review student data.
- Specialist team meeting will occur once per week.
- Quarterly vertical meetings are to be held (Pre-K, Kdg.) (Kdg.-1st) (1st-2nd) (2nd-3rd) (3rd-4th)
- Refer to the calendar through e-mail on your computer and the "Infrastructure" Meetings Schedule.

COMMUNICATION – CLASS DOJO

Weekly Announcements and other communications to be posted on Class DoJo. Class announcements may be posted in Class DoJo. Please ensure that communication is well written and professional.

COMMUNICATION – WITH PRINCIPAL

The principal makes a concerted effort to keep lines of communication open for faculty and staff interaction as frequently as possible. Anyone in need of direct communication with her should e-mail, write a note, or stop by the office.

COMMUNICATIONS (Electronic) POLICY/ HB3958

SHA Board Approval: 10/7/2024

Applicability

These Guidelines apply to all Stanley Hupfeld Academy employees.

"Electronic or digital communication" includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic or digital means of communication.

"Social networking" or "social media" means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or phone sharing and social bookmarking; and

"Comment" means a response to an article or social media content submitted by a commenter.

Staff Member Electronic or Digital Communication

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school-approved platform and related to school and academic communications. The only exception to this requirement may be made in case of an emergency, subject to subsequent notification to the parent or guardian. School employees shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

Stanley Hupfeld Academy shall designate school-approved platforms. The administration shall publish school-approved platforms on the district's website and in student or staff handbooks. Currently these include, e-mail, google classroom, Class DoJo.

School employees reported to have engaged in electronic or digital communications that would violate this policy and state law shall be placed on administrative leave while the school district investigates the incident. If the investigation finds that no misconduct occurred, the school employee shall be reinstated, and the incident noted in the personnel file.

Employees who engage in any of the above-referenced prohibited behaviors are subject to termination of employment. Incidents will be reported in compliance with district policy and state law.

1. **Professional Social Media Use**

   A. **Maintain Separate Professional and Personal E-mail Accounts**

   Stanley Hupfeld Academy employees who decide to engage in professional social media activities should maintain separate professional and personal e-mail addresses. Stanley Hupfeld employees should not represent themselves as an employee of the district while using their personal e-mail address for professional social media activities. Employees should use a professional e-mail address that is completely separate from any personal social media they maintain. Regular and continuous use of a personal e-mail address, while representing themselves as an employee of the district for professional purposes, may result in SHA considering the corresponding use of that address as a professional account.

   B. **Communication with Students**

   Stanley Hupfeld Academy employees who work with students and communicate with students through professional social media sites should follow these guidelines:

   a. Professional social media sites that are school-based shall be designed to address instructional, educational, or extra-curricular program matters;

C. Improper fraternization with students using electronic or digital communication is strictly prohibited.

1. Teachers may not list current students as "friends" on networking sites.

2. All e-contacts with students should be through the district's school-approved platforms.

3. Improper contact via electronic or digital communication is prohibited.

D. Each school year, site administrators shall ensure SHA parents are notified about the electronic or digital communications their children may participate in.

2. **Guidance Regarding Professional Social Media Sites**

a. SHA employees should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in SHA professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in the classroom or a professional workplace, then that behavior is also inappropriate on the professional social media site;

b. SHA employees should exercise caution, sound judgment, and common sense when using professional social media sites.

c. When establishing professional social media sites, supervisors and employees should consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade within a school) or a public network (for example, anyone within the school, a larger group within the SHA community or individuals outside of SHA can participate). It is recommended practice for professional social media sites to be private networks, unless there is a specific educational need for the site to be a public network.

d. Professional SHA social media sites should include language identifying the sites as professional social media SHA sites to differentiate from personal sites.

e. SHA employees should use privacy settings to control access to their professional social media sites with the objective that professional social media communications only reach the intended audience. However, employees should be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, each employee has a responsibility to understand the rules of the social media site being utilized.

f. Professional social media communication must be in compliance with existing SHA policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.

g. Personally identifiable student information required to be kept confidential under Federal and State law, and district policy, shall not be posted by SHA employees on professional social media sites. If images of students are to be posted online there must be a photo/media consent form on file at the school for each child featured.

B. **Monitoring of Professional Social Media Sites**

a. SHA Administration is responsible for monitoring and providing feedback regarding employee professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If questionable communications or behaviors are discovered on professional social media sites, the individual will be notified.

b. If SHA employees decide to create a professional social media site and they are notified of questionable communications or behavior on their site, they may remove the material.

c. Employees using professional social media have no expectation of privacy with regard to their use of such media.

3. **Personal Social Media Use**

A. **Communication with SHA Students**

In order to maintain a professional and appropriate relationship with students, SHA employees should not communicate with students who are currently enrolled at SHA on personal social media sites. SHA employees' communication with SHA students via personal social media is subject to the following exceptions:

a. communication with relatives about non-school issues;

b. if an emergency situation requires such communication, in which case SHA employee should notify his/her supervisor and the student's parent or guardian of the contact as soon as possible.

4. **Guidance Regarding Personal Social Media Sites**

SHA employees should exercise caution and common sense when using personal social media sites:

a. As a recommended practice, SHA employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees are responsible for understanding the rules of the social media site being utilized.

b. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites, in violation FERPA, is prohibited.

5. **Applicability of SHA Policies and Other Laws**

A. These Guidelines provide guidance intended to supplement, not supersede, existing SHA policies. Users of professional social media sites must comply with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA) (http://business.ftc.gov/privacy-and-security/children), Family Educational Rights and Privacy Act (FERPA) (http://www2.ed.gov/policy/gen/guid/fpco/index.html), and intellectual property laws.

B. All existing SHA policies, regulations, and laws that cover employee conduct may be applicable in the social media environment, including, but not limited to, the SHA Acceptable Use Policy and relevant state and federal law.

C. As per state law, employees are discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

a. Obscene sexual content or links to obscene sexual content;

b. Abuse behavior and bullying language or tone;

c. Conduct or encouragement of illegal activity; and

d. Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

6. **Additional Inquiries**

This document is meant to provide general guidance and does not cover every potential electronic communication. Should any questions arise, please contact SHA Administration. In addition to the Guidelines, SHA Administration will offer regularly scheduled training for District staff.

*A copy of this policy shall be distributed via email to each affected employee.

Legal

74 O.S. § 840-8.1

70 O.S. § 6-401

EDUCATION REIMBURSEMENT FOR COLLEGE COURSEWORK POLICY

Adopted: 7/2009
Revised: 9/2022

1.0 PURPOSE

Provide guidance and establish calendar year maximums for the Education Reimbursement program at Stanley Hupfeld Academy at Western Village (SHA).

2.0 GENERAL POLICY

2.1 Stanley Hupfeld Academy @ Western Village provides education reimbursement to eligible employees for compensation of approved courses based on fund availability and the following eligibility criteria. Eligibility criteria is as follows:

2.1.1 Active full-time employees are eligible from the date of hire.

2.1.2 Status as a full-time employee must be maintained throughout the duration of the eligible courses to continue participation in the program.

2.1.3 Current full-time status at the time of completing the course will determine the reimbursement amount.

2.1.5. **"Initial Application for Educational Assistance"** must be completed and submitted to the Principal for approval once you are registered in the course, but prior to the start of the course. The application is available on the public drive or in the front office. An estimated cost for coursework should be attached. (Example: Fall Course Requests must be submitted in August)

2.2 Tuition reimbursement is limited to full-time employees who do not receive full reimbursement through other sources, such as grants or scholarships. When partially reimbursed from other sources, Stanley Hupfeld Academy will reimburse the difference, not to exceed the lesser of the benefit limit or the amount of funds available.

2.3 Reimbursements may cover all or part of tuition cost only. Costs for fees and books are not reimbursed.

2.4 Reimbursements may not exceed $1,000.00 per calendar year, per employee.

2.5 The course (s) must be offered by an accredited institution. Costs related to tests for licensures, preparatory courses, National Boards and/or certification exams are not eligible for the educational reimbursement program.

2.6 No reimbursement is authorized for a grade of less than "C" or its equivalent.

2.7 No reimbursement will be made should voluntary or involuntary termination of employment with SHA occur prior to completion of the course.

3.0 PROCEDURE:

3.1. The approved "**Application for Educational Assistance**" will be forwarded to the director of SHA upon enrollment of the approved course.

3.2. After completion of the program term, the request form, receipt for tuition, mandatory fees and required purchased books receipts, and grade report must be submitted no later than thirty (30) days of completion of the course to the principal of SHA for approval.

3.3. Receipt for tuition, mandatory fees, and required books that are paid must be submitted with application before reimbursement will be made.

4.0 SCOPE:

This policy applies to all full-time employees at Stanley Hupfeld Academy @ Western Village.

INITIAL APPLICATION FOR EDUCATION REIMBURSEMENT
Request for Reimbursement Program Acceptance

This form is completed for planning and budgeting purposes. By submitting this form you are requesting assistance for an approved course as outlined in the Tuition Reimbursement Program at Stanley Hupfeld Academy. This form should be submitted **once you have registered** in the desired course with an estimated course cost listed.

Employee Name: _____
Home Phone: _____
Hire Date: _____ **Position:** _____

***I received $____ in other assistance from** _____
_____

Name of Accredited Institution: _____

Course & Title Name	Tuition to be Paid

I understand and agree to all of the eligibility requirements stated in the Education Reimbursement Policy of Stanley Hupfeld Academy @ Western Village. I further understand that participation in the program does not guarantee continued employment, promotions or reassignments.
Submit this form for approval to the principal once you have registered for the course.

Employee Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____
Approve / Decline

Director Signature: _____ **Date:** _____
Approve / Decline

APPLICATION FOR EDUCATION REIMBURSEMENT
Request for Reimbursement Program Approval

By submitting this form you are requesting assistance for an approved course as outlined in the Tuition Reimbursement Program at Stanley Hupfeld Academy. This form should be submitted **once you have completed** the approved courses.

Employee Name:

_____

Home Phone:

_____

Hire Date: _____ Position:

_____

*I received $_____ in other assistance from _____

_____

Name of Accredited Institution: _____

Couse & Title Name	Tuition to be Paid	Date Began	Date Ended	Grade
Total Requested for Reimbursement:				

Paid receipts for tuition, required fees and books MUST BE ATTACHED along with documentation for course completion and grade(s). All items must be submitted within thirty (30) days after completion of each course.

I understand and agree to all of the eligibility requirements stated in the Education Reimbursement Policy of Stanley Hupfeld Academy @ Western Village. I further understand that participation in the program does not guarantee continued employment, promotions or reassignments.
Submit this form for approval to the principal once you have Completed the course.

Employee Signature: _____ **Date:** _____

Principal Signature: _____ **Date:** _____

Approve / Decline

Name	Website	Phone	Description of Services
211 Heartline Hotline	https://heartlineoklahoma.org/	211	Provides assistance for multiple areas of need.
A Change to Change	achancetochange.org	405-840-9000	Provides prevention, education, and outpatient counseling for individuals and familites suffering from substance abuse and behavioral disorders.
Arcadia Trails Integris Center for Addiction Recovery	arcadiatrails.com	405-216-2564	Provides drug and alcohol treatment.
Beautiful Day Foundation	beautifuldayfoundation.net	580-560-0400	Provides connections with some of our most at risk populations primarily children and widows.
Boys and Girls Clubs of Oklahoma County	bgcokc.org	405-521-9292	Provides services to young people to help them reach their potential.
Calm Waters	calmwaters.org	405-841-4800	Provides grief support for children and families affected by death, divorce, or other significant family loss.
CASA of Oklahoma County	okcountycasa.org	405-713-6456	Provides trained volunteers to oversee the best interests of the children in foster care.
Cedar Ridge	www.cedarridgebhs.com	405-605-6111	Provides services for youth ages 6-18 to address the specific needs of younger children with emotional and behavioral disorders.
Central Oklahoma Community Mental Health Center	http://www.odmhsas.org/cocmhc/i	405-360-5100	Provides services fi families, and comn encourage hope, re wellness.
Children's Recovery Center	https://www.ok.gov/odmhsas/Mental_Health/Children's_Recovery_Center_of_Oklahoma.html	405-364-9004	Provides services fo 17 years with menta substance abuse iss

Community resources

CHOKKA KLIMPI Family Resource Center	https://www.chickasaw.net/CK	405-767-8943	Provides family mental health services for members of the Chickasaw nation.
City Care/Whiz Kids	citycareokc.org	405-652-1112	Provides homeless services.
Community Action Agency	http://www.caaofokc.org/	405-232-0199	Provides aid for homelss and near homless for reintegration into society.
Community Health Services	www.odmhsas.org	405-522-8100	Oklahoma County Crisis Intervention Center for ages 18 and over
DHP Center for Christian Counseling	dhpcenters.com	405-265-7147	Provides Christian based counseling services. DHP has a local office in Harrah.
Eastern Oklahoma County Resource Center	http://www.eocrc.org/	lindsay@eocrc.org	Provides resources for those in need in Eastern Oklahoma County.
Green Shoe Foundation	greenshoe.org	405-697-2109	Provides workshops to help people raise awareness of how past family roles and family systems affect current relationships.
Harrah Downtown Ministry Center	www.fbcharrah.org	405-454-2252	Provides clothing and food to local residents.
Heartline	www.hearlineoklahoma.org	211 or 1-833-885-CARE	Provides suicide prevention services
Hope is Alive	hopeisalive.net	1-844-3-HOPE NOW	Provides services to change the lives of drug addicts, alcoholics, and those who love them.
Ignite405	ignite405.org	405-408-4322	Provides assistance with basic needs, transitional living and wrap around resources for families, youth aging out of foster care and men/women coming out of prison.
Infant Crisis Services	infantcrisis.org	405-528-3663	Provides necessary supplies to infants and toddlers in crisis.
Kickapoo Tribe of Oklahoma	kickapootribeofoklahoma.com	405-964-5002	Provides all types of assistance for members of the Kickapoo tribe.

Mary Mahoney Memorial Health Center	https://communityhealthok.org/spencer-mary-mahoney-memorial-health-center	405-769-3301	Provides medical and dental services.
National Alliance on Mental Illness - Oklahoma Advocacy Group	www.nami.org	405-230-1900	Provides advocacy for individuals experiencing mental illness.
National Suicide Prevention Lifeline	www.suickidepreventionlifeline.org	1-800-273-TALK (8255)	Provides suicide prevention services
OK 25 by 25- Oklahoma Early Childhood Coalition	ok25by25.org	405-486-4955	Provides information about early childhood development.
OK Messages Project	okmessagesproject.org	405-285-5955	Provides services to children of incarcerated parents.
Oklahoma Institute for Child Advocacy	oica.org	405-236-5347	Provides awareness about taking action to improve the well-being of Oklahoma's children.
Oklahoma Lawyers for Children	olfc.org	405-232-4453	Provides legal representation for children in the foster care system.
Oklahoma Regional Food Bank	https://www.regionalfoodbank.o	405-972-1111	Provides families in need with food.
Online Mental Health Service Locator	https://www.ok.gov/odmhsas/Mental_Health/Children_Youth_and_Family_Services/index.html	405-248-9200	Community Mental Health Center (CMHCs) provide screening, assessment and referral services, emergency services, therapy, psychiatric rehabilitation, case mangement, and other community support services.
Pivot, A Turning Point for Youth	pivotok.org	405-235-7537	Provides basic needs for youth who are homeless.
Positive Tomorrows	positivetomorrows.org	405-556-5082	Provides wrap-around services through a elementary school specifically for homeless students.
Prison Fellowship	prisonfellowship.org	tammy_franklin@pfm.org	Provides support services to families with members incarcerated.

Red Rock Behavioral Health Services Community-Based Children's Crisis Center	https://www.red-rock.com/	405-425-0333	Provides mental health services, and referrals to physical health services, to indigent and insured Oklahomans, and is one of the largest community mental health centers in Oklahoma.
ReMerge	remergeok.org	405-208-7200	Provides assistance to mothers and families through a comprehensive program of treatment, recovery, and hope.
Saint Anthony's Hospital - Saint Anthony's Behavioral Medicine Treatment Program	https://www.ssmhealth.com/menta	405-713-5706	Provides an inpatient psychiatric program.
Sunbeam Family Services	sunbeamfamilyservices.org	405-528-7721	Provides OKC metro area families with specialized early childhood education, foster care, counseling and shelter care for seniors.
TEEM, The Education and Employment Ministry	https://www.teem.org/	405-235-5671	Provides personal development and work readiness training to families to break the cycles of incarceration and poverty.
The Halo Project	haloprojectokc.org	405-753-4172	Provides outpatient intervention to meet the diverse needs of children in/adopted from foster care or children exhibiting difficulty in attachment.
The Homeless Alliance	homelessalliance.org	405-415-8410	Provides information about several organizations who work with homeless in the OKC area.
Tri City Youth and Family Services, Inc.	https://tricityyfc.org/	405-390-8131	Provides counseling service to families in the community
United Way of Central Oklahoma	unitedwayokc.org	405-236-8441	Provides information and resources to improve the well-being of those in our community.

COMPETITIVE BIDDING FORM

Western Village Academy
1508 N.W. 106th Street
Oklahoma City, OK 73114
(405) 751-1774 Fax 752-6833

Requestor Name: _____ Project Description: _____

Date: _____ Requested By: Phone Fax Internet Catalog Other _____

Supplier Information:

Vendor #1 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

Vendor #2 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

Vendor #3 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

Situation

.e Governance Committee has an obligation to review the composition of Board members and to be aware of any anticipated conflicts of interest that may develop over the current fiscal year. A disclosure form was sent to all trustees on July 24, 2024, to inquire as to any perceived or actual conflicts that each trustee is aware of.

Additional documents sent include:
1) the Code of Ethical Business Conduct, as approved at the May 2021 IH Board meeting to all trustees, and its corresponding attestation form; and
2) the 990 IRS Conflicts of Interest Form.

Background

The Internal Revenue Service ("IRS") provides rules and regulations governing charitable organizations, like Stanley Hupfeld Academy, to maintain tax-exempt status. These rules include the requirement that transactions involving the charitable entity be conducted at arm's length and with any board member who has or may be perceived to have a conflict of interest in such transaction having been recused from decision-making.

Additionally, Oklahoma law requires charitable organizations to have a disclosure process in place to facilitate the recognition and mitigation of actual or perceived conflicts of interest.

Assessment

With responses from all trustees, no potential or actual conflicts of interest have been identified for FY25 that the Governance Committee and Chair should be aware of when conducting business.

Recommendation

Support the disclosure process and ongoing communications as needed.

CNP PROCUREMENT PLAN

Board Approved: 5/2020
Revised: 4/2021

Stanley Hupfeld Academy

SECTION I—PROCUREMENT PLAN GENERAL REQUIREMENTS

Stanley Hupfeld Academy at Western Village's plan for procuring items for use in the Child Nutrition Programs (CNP) is as follows:

1. The procurement plan provides for free and open competition, transparency in transactions, comparability, and documentation of all procurement activities.

2. The following Code of Conduct will be expected of all persons who are engaged in the awarding and administration of contracts supported by CNP reimbursement funds. These written standards of conduct include:

   a. No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:
      (1) The employee, officer, or agent
      (2) Any member of the immediate family
      (3) His or her partner
      (4) An organization that employs or is about to employ one of the above

   b. Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-reements.

   c. The purchase during the school day of any food or service from a contractor for individual use is prohibited.

   d. No item, food, or beverage purchased with nonprofit school food service funds will be removed from the school premises by school personnel.

   e. Penalties for violation of the standards of code of conduct of ***Stanley Hupfeld Academy at Western Village*** school CNP may include:
      (1) Reprimand by Board of Education
      (2) Dismissal by Board of Education
      (3) Any legal action necessary

3. Regardless of procurement method, the following factors will be determined regarding the allowability of costs:

   a. Be necessary and reasonable for proper and efficient administration of the program(s)

b. Be allocable to federal awards applicable to the administration of the program(s)
c. Authorized and not prohibited under state and local law.

4. Purchasing will be conducted at the most restrictive procurement threshold:

	Federal Procurement Thresholds	SFA/Sponsor Procurement Thresholds
Micro Purchasing	Less than $3,500	Less than $3,500.00
Equipment	Over $5,000	Greater than $5,000.00
Small/Informal	Less than $150,000	Less than $150,000.00

5. All staff conducting purchasing will be trained on the procurement procedures.

6. All purchasing records must be maintained no less than the current year plus three additional years.

7. Buy American Provision

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

8. Geographic Preference

The use of statutorily or administratively imposed in-state or local geographic preferences for procurements under USDA entitlement programs is prohibited, except for unprocessed locally grown or locally raised agricultural products. The Food, Conservation, and Energy Act of 2008 (Public Law 110-246, Section 4302) amended Section 9(j) of the NSLA to allow institutions receiving funds through CNP to apply a geographic preference when procuring unprocessed locally grown or locally raised agricultural products. When geographic preference is used, an SFA must still get quotes from several farmers when procuring unprocessed locally grown or locally raised agricultural products so that competitors have an opportunity to compete for the bid.

9. Protest procedures are required.

SFAs will have protest procedures to handle and resolve disputes relating to their procurements and shall in all instances disclose information regarding the protest to the awarding agency. A protester must exhaust all administrative remedies with the SFA before pursuing a protest with a federal agency. Reviews of protests by the federal agency will be limited to: (Reference USDA Policy Memo 2006-SNP-06)

- Violations of federal law or regulations and the standard of 7 CFR §3016 (violations of state or local law will be under the jurisdiction of state or local authorities).
- Violations of the SFA's protest procedures for failure to review a complaint or protest.

Protests received by the federal agency other than those specified previously will be referred to the SFA.

10. Nonkickback Affidavit

Please note that Oklahoma statute 62 O.S. §310.9 requires a signed and notarized nonkickback affidavit on every purchase order of $25,000 or more. The affidavit is to be signed by the person or persons authorized to accept payment on behalf of the architect, contractor, engineer, or supplier.

11. Lobbying Certification (Reference 200.326[1])

a. Lobbying certification must be obtained for procurement contracts of more than $100,000. Any vendor whose contract award is for more than $150,000 must complete a Certification Regarding Lobbying. The SFA must keep this signed certification statement on file with a copy of the vendor's contract.

b. Any SFA or its vendors who participate in lobbying activities must complete a Disclosure of Lobbying Activities form. SFAs must submit this completed form to the State Agency. A vendor would submit its completed form to the SFA.

12. Debarment or Suspension

An SFA is prohibited from contracting with an individual or company that has been debarred or suspended in accordance with 2 CFR §180, as adopted and modified by USDA regulations at 2 CFR §417. This prohibition does not extend to contracts in existence at the time of the debarment or suspension or to most contracts under $25,000. Rather, it applies to new contracts and extensions or renewals of existing contracts of $25,000 or more and to contracts for audit services, regardless of amount.

13. Beverage and Snack Agreement (Reference USDA Policy Memo 99-SP-09)

In some cases, the exclusive contracts do not involve nonprofit school food service account (SFSA) funds, in which case there are no federal FNS procurement issues involved. However, if any nonprofit school food service products are purchased via the exclusive contract, then all federal procurement requirements must be met. If small purchase procedures are used for a procurement of $150,000 or less, price or rate quotations must be obtained from an adequate number of qualified sources. Additionally, if nonprofit school food service products are included in the contract, any rebates, commissions, scholarship fund contributions, or any other payments back to the SFA or SFA-related organizations must be reimbursed to the nonprofit SFSA on a prorated basis.

a. No federal prohibition on multiyear contracts other than for FSMCs. It is suggested, however, that school procurement officials consider the impact of multiyear contracts, as opposed to one-year con- tracts, on beverages and snacks. Long-term contracts would appear to be more appropriate for nonperishable products and services such as warehousing and equipment rental. As noted above, however, there is no federal prohibition on these longer-term contracts.

b. Public Law 108-265, Section 102, requires a school participating in the NSLP shall not directly or indirectly restrict the sale or marketing of fluid milk products by the school (or by a person approved by the school) at any time or any place on the school premises or at any school-sponsored event.

c. Schools participating in the NSLP must check all beverage contracts for language that may limit the sale of milk on school grounds. The sale of milk cannot be limited at any time during the school day or at any place on the school premises. Contracts may have language that is hard to understand. Look for the term Exclusive Pouring Rights. Every school district must have amended their beverage contracts that limit the sale of milk should such language exist. The primary effect of this provision is to prevent contract limitations on the sale of fluid milk in competition with other beverages.

14. Contracts in excess of $150,000 shall contain provision that require compliance with all applicable standards, orders, or requirements issued under Section 306 of the Clean Air Act (42 U.S.C. 1857[h]), Section 508 of the Clean Water Act (33 U.S. C. 1368), Executive Order 11738, and Environmental Protection Agency (EPA) Regulation (40 CFR §15), which prohibit the use of nonexempt federal contracts, grants, or loans of facilities included on the EPA list of violating facilities. The provision shall require reporting of violations to the grantor agency and to the EPA Assistant Administrator for Enforcement (EN-329). The contract must recognize mandatory standards and policies relating to energy efficiency that are contained in the State Agency conservation plan issued in compliance with the Energy Policy and Conservation Act (Public Law 94-163).

SECTION II—MICRO PURCHASING

If the amount of purchases for items is less than $3,500 and less than the SFA/Sponsor's small purchase threshold, the following procedures will be used:

1. Purchases will not be separated into two or more purchases to meet or be below the $3,500 threshold.

2. The price quotes will not be required. Competition is not required.

3. When practicable, micro purchases will be distributed equitably among qualified suppliers.

4. Documentation of purchases will be kept and maintained for three years plus the current year.

5. The Director will be responsible for documentation of purchase. NOTE: Federal threshold of $2,000 is applicable in the case of acquisitions for construction subject to the Davis-Bacon Act.

SECTION III—PURCHASING EQUIPMENT

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

1. Written specifications will be prepared and provided to vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
3. The price quotes will receive appropriate confidentiality before award.
4. If using USDA funding for the purchase, the SFA/sponsor will seek prior approval from

Oklahoma CNP unless the equipment is placed on the Equipment Preapproval List located in the Child Nutrition Manual.

5. Quotes will be awarded by the Director. Quotes awarded will be to the lowest and best quote based upon quality, service availability, and/or price.
6. The Director will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors, price quotes from each vendor, and written specifications.
7. The Director will be responsible for documentation that the actual product specified is received.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the nonfederal entity for financial statement purposes or $5,000. See also §§200.12 capital assets,
200.20 computing devices, 200.48 general purpose equipment, 200.58 information technology systems, 200.89 special purpose equipment, and 200.94 supplies.

SECTION IV—SMALL PROCUREMENT

If the amount of purchases for items is greater than $3,500 and less than $150,000 (or the SFA/sponsor's small purchase threshold), Small Purchase Procedures must be followed. There are two methods of Small Purchasing allowed, either Quotes and/or a Market Basket Study. Quotes documented from an adequate number of qualified sources will be required.

Select one:
Purchases over $3,500, but below $150,000
Purchases over $3,500, but below_____(Sponsor input if threshold is below federal limit of $150,000 must use most restrictive)

SECTION V—NONCOMPETITIVE NEGOTIATION

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

1. Written specifications will be prepared and provided to the vendor.
2. The ***Director*** will be responsible for the documentation of records to fully explain the decision to use the noncompetitive negotiation. The records will be available for audit and review.
3. The ***Director*** will be responsible for documentation that the actual product or service specified was received.

4. The ***Director*** will be responsible for reviewing the procedures to be certain that all requirements for using single source or noncompetitive negotiation are met.

5. Noncompetitive negotiations shall be used for one-time purchases of a new food item in order to determine food acceptance by students and for samples for testing purposes. A record of noncompetitive negotiation purchase shall be maintained by the Director. The record of

noncompetitive purchases shall include, at a minimum, the following:

- Item name
- Dollar amount
- Vendor
- Reason for noncompetitive procurement

NOTE: Due to the location and size of the district, it is feasible the school will only receive one responsible and responsive response.

SECTION VI—EMERGENCY PURCHASING

1. If it is necessary to make a one-time emergency procurement to continue service to obtain goods, the purchase shall be made and a log of all such purchases shall be maintained by the Director. The following emergency procedures shall be followed. All emergency procurements shall be approved by the Director. At a minimum, the following emergency procurement procedures shall be documented:

   - Item name
   - Dollar amount
   - Vendor
   - Reason for emergency

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

STANLEY HUPFELD ACADEMY DANGEROUS WEAPONS POLICY

Adopted: 9/2005
Revised: 8/2017

SHA recognizes its responsibility for the safety of the students and staff of SHA. Therefore, we prohibit the possession and/or the carrying of dangerous weapons by students, employees, parents, or others either in a vehicle or about the person while on school property, at a school-sponsored activity, or on a school bus. This dangerous weapons policy includes all weapons, including any object, which is considered dangerous or capable of inflicting bodily harm. Dangerous weapons also include all instruments which could not be considered dangerous weapons when used in the manner intended by the manufacturer, but which are used by an employee, visitor or student in a way that is dangerous or capable of inflicting serious bodily harm.

If a faculty member or other school employee should find a student in possession of a dangerous weapon, he/she will immediately secure the safety of the other students and notify the Principal. If safety permits, the weapon should be confiscated. The Principal or an appropriate supervisor will notify the Police Department immediately. If it is not possible to confiscate the weapon, then all students and employees should be evacuated to a safe area as quickly as possible.

Any student in possession of a firearm on school property will be subject to immediate dismissal from school. Any student in possession of any other device or instrument judged to be a dangerous weapon will be subject to immediate suspension and will be referred to the Principal for disciplinary action. Disciplinary action may include but is not limited to short or long-term suspension, or dismissal from the school. The decision of the Administration is final.

Employees found in violation of this policy will be subject to disciplinary action which includes but is not limited to: a letter of reprimand, short-term suspension without pay, long-term suspension without pay, or immediate termination of employment. Disciplinary action will be independent of any resultant criminal proceeding. If any employee finds another employee in violation of this policy, he/she will immediately notify the Principal or if necessary, the police department. Any weapons brought onto school property that are confiscated will be turned over to the police department.

Any employee who must use classroom supplies or equipment that could be modified to be a dangerous weapon or which might be used by a student as a dangerous weapon will be responsible for securing the supplies/equipment while on school property.

Diabetes Medical Management Plan (DMMP)

This plan should be completed by the student's personal diabetes health care team, including the parents/guardians. It should be reviewed with relevant school staff and copies should be kept in a place that can be accessed easily by the school nurse, trained diabetes personnel, and other authorized personnel.

Date of plan: _____ This plan is valid for the current school year: _____ - _____

Student information

Student's name: _____ Date of birth: _____

Date of diabetes diagnosis: _____ ☐ Type 1 ☐ Type 2 ☐ Other: _____

School: _____ School phone number: _____

Grade: _____ Homeroom teacher: _____

School nurse: _____ Phone: _____

Contact information

Parent/guardian 1: _____

Address: _____

Telephone: Home: _____ Work: _____ Cell: _____

Email address: _____

Parent/guardian 2: _____

Address: _____

Telephone: Home: _____ Work: _____ Cell: _____

Email address: _____

Student's physician/health care provider: _____

Address: _____

Telephone: _____ Emergency number: _____

Email address: _____

Other emergency contacts:

Name: _____ Relationship: _____

Telephone: Home: _____ Work: _____ Cell: _____

Checking blood glucose

Brand/model of blood glucose meter: _____

Target range of blood glucose:

Before meals: ☐ 90–130 mg/dL ☐ Other: _____

Check blood glucose level:

☐ Before breakfast ☐ After breakfast ☐ _____ Hours after breakfast ☐ 2 hours after a correction dose

☐ Before lunch ☐ After lunch ☐ _____ Hours after lunch ☐ Before dismissal

☐ Mid-morning ☐ Before PE ☐ After PE ☐ Other: _____

☐ As needed for signs/symptoms of low or high blood glucose ☐ As needed for signs/symptoms of illness

Preferred site of testing: ☐ Side of fingertip ☐ Other: _____

Note: The side of the fingertip should always be used to check blood glucose level if hypoglycemia is suspected.

Student's self-care blood glucose checking skills:

☐ Independently checks own blood glucose

☐ May check blood glucose with supervision

☐ Requires school nurse or trained diabetes personnel to check blood glucose

☐ Uses a smartphone or other monitoring technology to track blood glucose values

Continuous glucose monitor (CGM): ☐ Yes ☐ No Brand/model: _____

Alarms set for: Severe Low: _____ Low: _____ High: _____

Predictive alarm: Low: _____ High: _____ Rate of change: Low: _____ High: _____

Threshold suspend setting: _____

CGM may be used for insulin calculation if glucose is between ___-___ mg/dL ___Yes ___No

CGM may be used for hypoglycemia management ___ Yes ___ No

CGM may be used for hyperglycemia management ___ Yes ___ No

Additional information for student with CGM

- Insulin injections should be given at least three inches away from the CGM insertion site.
- Do not disconnect from the CGM for sports activities.
- If the adhesive is peeling, reinforce it with approved medical tape.
- If the CGM becomes dislodged, return everything to the parents/guardians. Do not throw any part away.
- Refer to the manufacturer's instructions on how to use the student's device.

Student's Self-care CGM Skills: Check "Yes" or "No" if the student can perform the skill independently.

The student troubleshoots alarms and malfunctions.	☐ Yes	☐ No
The student knows what to do and is able to deal with a HIGH alarm.	☐ Yes	☐ No
The student knows what to do and is able to deal with a LOW alarm.	☐ Yes	☐ No
The student can calibrate the CGM.	☐ Yes	☐ No
The student knows what to do when the CGM indicates a rapid trending rise or fall in the blood glucose level.	☐ Yes	☐ No

The student should be escorted to the nurse if the CGM alarm goes off: ☐ Yes ☐ No

Other instructions for the school health team: _____

Hypoglycemia treatment

Student's usual symptoms of hypoglycemia (list below): _____

_____

If exhibiting symptoms of hypoglycemia, OR if blood glucose level is less than _____mg/dL, give a quick-acting glucose product equal to _____ grams of carbohydrate.

Recheck blood glucose in 15 minutes and repeat treatment if blood glucose level is less than _____ mg/dL.

Additional treatment: _____

_____

If the student is unable to eat or drink, is unconscious or unresponsive, or is having seizure activity or convulsions (jerking movement):

- Position the student on his or her side to prevent choking.
- Administer glucagon Name of glucagon used: _____

Injection:

☐ 1 mg ☐ ½ mg ☐ Other (dose) _____

- Route: ☐ Subcutaneous (SC) ☐ Intramuscular (IM)
- Site for glucagon injection: ☐ Buttocks ☐ Arm ☐ Thigh ☐ Other: _____

Nasal route:

☐ 3 mg

- Route: ☐ Intranasal (IN)
- Site: ☐ Nose

- Call 911 (Emergency Medical Services) and the student's parents/guardians.
- Contact the student's health care provider.
- If on insulin pump, stop by placing mode in suspend or disconnect. Always send pump with EMS to hospital.

Hyperglycemia treatment

Student's usual symptoms of hyperglycemia (list below): _____

_____

- Check ☐ Urine ☐ Blood for ketones every _____ hours when blood glucose levels are above _____mg/dL
- For blood glucose greater than _____mg/dL AND at least _____ hours since last insulin dose, give correction dose of insulin (see correction dose orders).
- Notify parents/guardians if blood glucose is over _____ mg/dL.
- For insulin pump users: see **Additional Information for Student with Insulin Pump.**
- Allow unrestricted access to the bathroom.
- Give extra water and/or non-sugar-containing drinks (not fruit juices): _____ ounces per hour.

Additional treatment for ketones: _____

- Follow physical activity and sports orders. (See **Physical Activity and Sports**)

If the student has symptoms of a hyperglycemia emergency, call 911 (Emergency Medical Services) and contact the student's parents/guardians and health care provider. Symptoms of a hyperglycemia emergency include: dry mouth, extreme thirst, nausea and vomiting, severe abdominal pain, heavy breathing or shortness of breath, chest pain, increasing sleepiness or lethargy, or depressed level of consciousness.

Insulin therapy

Insulin delivery device: ☐ Syringe ☐ Insulin pen ☐ Insulin pump

Type of insulin therapy at school: ☐ Adjustable (basal-bolus) insulin ☐ Fixed insulin therapy ☐ No insulin

Adjustable (Basal-bolus) Insulin Therapy

- **Carbohydrate Coverage/Correction Dose:** Name of insulin: _____
- **Carbohydrate Coverage:**

  Insulin-to-carbohydrate ratio:

  Breakfast: 1 unit of insulin per_____ grams of carbohydrate
  Lunch: 1 unit of insulin per_____ grams of carbohydrate
  Snack: 1 unit of insulin per_____ grams of carbohydrate

Carbohydrate Dose Calculation Example
Total Grams of Carbohydrate to Be Eaten ÷ Insulin-to-Carbohydrate Ratio = _____ Units of Insulin

Correction Dose: Blood glucose correction factor (insulin sensitivity factor) = _____ Target blood glucose = _____mg/dL

Correction Dose Calculation Example
(Current Blood Glucose – Target Blood Glucose) ÷ Correction Factor = _____ Units of Insulin

Correction dose scale (use instead of calculation above to determine insulin correction dose):

Blood glucose _____ to _____ mg/dL, give _____ units Blood glucose _____ to _____ mg/dL, give _____ units

Blood glucose _____ to _____ mg/dL, give _____ units Blood glucose _____ to _____ mg/dL, give _____ units

See the worksheet examples in **Advanced Insulin Management: Using Insulin-to-Carb Ratios and Correction Factors** for instructions on how to compute the insulin dose using a student's insulin-to-carb ratio and insulin correction factor.

When to give insulin:

Breakfast

☐ Carbohydrate coverage only

☐ Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.

☐ Other: _____

Lunch

☐ Carbohydrate coverage only

☐ Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.

☐ Other: _____

Snack

☐ No coverage for snack

☐ Carbohydrate coverage only

☐ Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.

☐ Correction dose only: For blood glucose greater than _____ mg/dL AND at least _____ hours since last insulin dose.

☐ Other: _____

Insulin therapy (continued)

Fixed Insulin Therapy Name of insulin: _____

☐ _____ Units of insulin given pre-breakfast daily

☐ _____ Units of insulin given pre-lunch daily

☐ _____ Units of insulin given pre-snack daily

☐ Other: _____

Basal Insulin Therapy Name of insulin: _____

To be given during school hours: ___ Pre-breakfast dose: ____ units

___ Pre-lunch dose: ____ units

___ Pre-dinner dose: ____ units

Other diabetes medications:

Name: _____ Dose: _____ Route: _____ Times given: _____

Name: _____ Dose: _____ Route: _____ Times given: _____

Parents/Guardians Authorization to Adjust Insulin Dose

☐ Yes ☐ No Parents/guardians authorization should be obtained before administering a correction dose.

☐ Yes ☐ No Parents/guardians are authorized to increase or decrease correction dose scale within the following range: +/- _____ units of insulin.

☐ Yes ☐ No Parents/guardians are authorized to increase or decrease insulin-to-carbohydrate ratio within the following range: _____ units per prescribed grams of carbohydrate, +/ _____ grams of carbohydrate.

☐ Yes ☐ No Parents/guardians are authorized to increase or decrease fixed insulin dose within the following range: +/- _____ units of insulin.

Student's self-care insulin administration skills:

☐ Independently calculates and gives own injections.

☐ May calculate/give own injections with supervision.

☐ Requires school nurse or trained diabetes personnel to calculate dose and student can give own injection with supervision.

☐ Requires school nurse or trained diabetes personnel to calculate dose and give the injection.

Additional information for student with insulin pump

Brand/model of pump: _____ Type of insulin in pump: _____

Basal rates during school: Time: _____ Basal rate: _____ Time: _____ Basal rate: _____

Time: _____ Basal rate: _____ Time: _____ Basal rate: _____

Time: _____ Basal rate: _____

Other pump instructions: _____

_____

Type of infusion set: _____

Additional information for student with insulin pump (continued)

Appropriate infusion site(s): _____

☐ For blood glucose greater than _____ mg/dL that has not decreased within _____ hours after correction, consider pump failure or infusion site failure. Notify parents/guardians.

☐ For infusion site failure: Insert new infusion set and/or replace reservoir, or give insulin by syringe or pen.

☐ For suspected pump failure: Suspend or remove pump and give insulin by syringe or pen.

Physical Activity

May disconnect from pump for sports activities:	☐ Yes, for _____ hours	☐ No
Set a temporary basal rate:	☐ Yes, _____% temporary basal for _____ hours	☐ No
Suspend pump use:	☐ Yes, for _____ hours	☐ No

Student's Self-care Pump Skills: Check "Yes" or "No" if the student can perform the skill independently.

Counts carbohydrates	☐ Yes	☐ No
Calculates correct amount of insulin for carbohydrates consumed	☐ Yes	☐ No
Administers correction bolus	☐ Yes	☐ No
Calculates and sets basal profiles	☐ Yes	☐ No
Calculates and sets temporary basal rate	☐ Yes	☐ No
Changes batteries	☐ Yes	☐ No
Disconnects pump	☐ Yes	☐ No
Reconnects pump to infusion set	☐ Yes	☐ No
Prepares reservoir, pod, and/or tubing	☐ Yes	☐ No
Inserts infusion set	☐ Yes	☐ No
Troubleshoots alarms and malfunctions	☐ Yes	☐ No

Meal plan

Meal/Snack	Time	Carbohydrate Content (grams)
Breakfast		_____ to _____
Mid-morning snack		_____ to _____
Lunch		_____ to _____
Mid-afternoon snack		_____ to _____

Other times to give snacks and content/amount: _____

_____

Instructions for when food is provided to the class (e.g., as part of a class party or food sampling event): _____

_____

Parent/guardian substitution of food for meals, snacks and special events/parties permitted.

Special event/party food permitted: ☐ Parents'/Guardians' discretion ☐ Student discretion

Student's self-care nutrition skills:

☐ Independently counts carbohydrates

☐ May count carbohydrates with supervision

☐ Requires school nurse/trained diabetes personnel to count carbohydrates

Physical activity and sports

A quick-acting source of glucose such as ☐ glucose tabs and/or ☐ sugar-containing juice must be available at the site of physical education activities and sports.

Student should eat ☐ 15 grams ☐ 30 grams of carbohydrate ☐ other: _____

☐ before ☐ every 30 minutes during ☐ every 60 minutes during ☐ after vigorous physical activity ☐ other: _____

If most recent blood glucose is less than _____mg/dL, student can participate in physical activity when blood glucose is corrected and above _____mg/dL

Avoid physical activity when blood glucose is greater than _____mg/dL or if urine/blood ketones are moderate to large.

(See **Administer Insulin** for additional information for students on insulin pumps.)

Disaster/emergency and drill plan

To prepare for an unplanned disaster, emergency (72 hours) or drill, obtain emergency supply kit from parents/guardians. School nurse or other designated personnel should take student's diabetes supplies and medications to student's destination to make available to student for the duration of the unplanned disaster, emergency, or drill.

☐ Continue to follow orders contained in this DMMP.

☐ Additional insulin orders as follows (e.g., dinner and nighttime): _____

_____

_____

☐ Other: _____

Signatures

This Diabetes Medical Management Plan has been approved by:

_____

Student's Physician/Health Care Provider Date

I, (parent/guardian) _____ give permission to the school nurse or another qualified health care professional or trained diabetes personnel of (school) _____ to perform and carry out the diabetes care tasks as outlined in (student)_____ Diabetes Medical Management Plan. I also consent to the release of the information contained in this Diabetes Medical Management Plan to all school staff members and other adults who have responsibility for my child and who may need to know this information to maintain my child's health and safety. I also give permission to the school nurse or another qualified health care professional to contact my child's physician/health care provider.

Acknowledged and received by:

_____

Student's Parent/Guardian Date

_____

Student's Parent/Guardian Date

_____

School Nurse/Other Qualified Health Care Personnel Date

I, (parent/guardian) _____ give permission for electronic monitoring of my child's electronic apps for monitoring glucose. These may be downloaded on a personal device so that monitoring can occur at school.

DISCIPLINE AND BEHAVIOR POLICY FOR STUDENTS AT STANLEY HUPFELD ACADEMY

Adopted 3/2001
Revised 5/2012

All individuals at school and home must work together to create and maintain a safe and supportive learning environment that promotes effective teaching and learning. All adults at SHA contribute to the growth and character development of the students and are responsible for maintaining discipline.

The discipline plan is only effective if utilized as intended by all teachers. When one teacher chooses to deviate from the primary structure, the integrity of the plan is diminished because inconsistency creates confusion for students.

Each teacher will send home (2) administrator-approved copies of his/her classroom discipline plan including rules, positive rewards/incentives, and consequences. EACH PARENT MUST READ, SIGN AND RETURN A COPY TO SCHOOL.

The School's primary focus is on utilizing preventive AND positive measures to promote learning and develop appropriate life skills. Students who achieve and behave appropriately will be recognized for their efforts.

DISCIPLINE OF STUDENTS – AUTOMATIC Office Referral

The following behaviors will result in an automatic Office Referral:

- Out of control behavior which requires student to be removed from the classroom; including violent/dangerous behaviors (knocking over furniture, throwing objects)
- Profanity (written, verbal and/or physical)
- Attitude (deliberate defiance of authority exhibited by continuing actions after being told to stop)
- Running or hiding from adult supervision
- Theft (under $50)
- Aggressive behaviors with physical contact (shoving, pushing)
- Verbal and/or written bullying, threats and/or harassment seen by an adult or reported two or more times
- Non-threatening gang-related dress, words or action
- Possession of a weapon or facsimile of a weapon
- Use or possession of drugs, cigarettes or other illegal substance

Consequences may include community service, parent contact, individual behavior contract, alternative school placement, alternative recess plans, restricted privileges or out-of-school suspension. Parents will be contacted by phone or letter whenever their child receives an Office Discipline Referral. Your support of school policies and consistent behavior expectations are greatly appreciated.

DISCIPLINE OF STUDENTS – SEVERE CLAUSE

Reasons for Automatic Referral to Principal and Out-of-School Suspension

Fighting, (fist and/or out of control physical contact); illegal activity requiring a police call (larceny over $50, burglary, robbery; possession, sale, distribution or use of illegal substance; possession of weapon or replica, possession or use of flammable or hazardous materials, arson, vandalism, assault, any direct verbal threat heard by an adult which threatens the life of another student or adult, bomb threat, any gang-related activity, extortion or any felony act). Police may be contacted to investigate criminal acts. (Criminal charges may be pressed, alcohol testing and remanding to custody may occur in extreme cases)

All suspensions will require a parent to conference with the principal before a student is allowed to return to classes. No student may be on campus nor participate in any extra-curricular activities during each 24-hour suspension period. All missed class work must be provided for the student to take home, complete while out on suspension, returned to school and graded.

Office Referral Form

Stanleny Hupfeld Academy @ Western Village Office Discipline Referral Form

Student: _____ Grade:_____

Referring Staff: _____ **Date:**_____ Time:_____

Location

☐ Cafeteria ☐ Gym ☐ Special event or assembly ☐ Carpool Line
☐ Library ☐ Hallway Specify:_____ ☐ Bathroom ☐ Classroom ☐Other _____

Behavior (check the most intrusive)

☐ Leaving w/o permission ☐ Inappropriate language ☐ Property misuse/vandalism
☐ Defiance ☐ Hitting / Kicking ☐ Aggressive physical contact ☐ Stealing
☐ Out of Control Behavior ☐ Bullying / Harassment ☐ Other_____

Description of Incident:_____

_____

_____

Intervention Taken to Correct Action: _____

Others Involved ☐None ☐Adult (Identify)_____ ☐Peers (Identify):_____ ☐Unknown

Possible Motivation

☐ Obtain peer attention ☐ Avoid tasks/activities
☐ Academic frustration ☐ Seeking control
☐ Obtain adult attention ☐ Avoid peer(s) / Adults
☐ Lack of social skills ☐ Lack of sleep/ food/ basic needs
☐ Obtain items/activities ☐ Social frustration ☐ Other

Administrative Decision

☐ Conference with student ☐ Loss of privilege
☐ In-school suspension ☐ Detention
☐ Parent contact ☐ Out-of-school suspension
☐ Other_____

_Conference with student
_Contact student's guardian
_Check in Check out (CICO)
_Individual Behavior Plan
_District report
_Family Support Meeting
_Suspension
_Severe Clause: Police report
Other:_____

STANLEY HUPFELD DISCIPLINE OF STAFF POLICY

Adopted: 4/2010
Revised: 8/2014

VERBAL WARNING OR ORAL REPRIMAND

The Administration may administer this less serious form of corrective action to notify an employee of unacceptable behavior or misconduct and afford the employee an opportunity to change his or her behavior.

DISCIPLINE OF STAFF- WRITTEN REPRIMAND

This permanent form of corrective action is for more serious offenses or repeated offenses and should be answered with a written plan of action from the employee to correct any misconduct or unacceptable behavior.

DISCIPLINE OF STAFF - SUSPENSION

The Administration is authorized to suspend employees from duty with pay pending investigation of serious misconduct.

DISCIPLINE OF STAFF- DISMISSALS

Employees may be dismissed from employment for any reason permitted by law, including, without limitation, termination of SHA's school charter. Although it is impossible to list all policy infractions or other misconduct for which dismissal would be appropriate, below are some examples of reasons for dismissal of an employee:

- Incompetence; inability to satisfactorily perform the required functions of the position;
- Breach of any written employment agreement;
- Willful neglect of duty, knowingly failing or refusing to carry out the required functions of the position;
- Physical, emotional, or mental incapacity to perform the essential functions of job, with or without reasonable accommodation;
- Mental or physical abuse to a child, visitor, family, or co-worker;
- Finding that employee has engaged in criminal sexual activity or sexual misconduct;
- Willful or persistent violation of law, SHA policies or administrative regulations;
- Any reason involving moral turpitude;
- Conviction of a felony or entering a plea of guilty to a felony charge;
- Possession of alcohol or controlled dangerous substance on district premises; or violation of the company drug policy;
- Reporting to work or working under the influence of alcohol; intoxicants or controlled dangerous substances;

- Unauthorized or excessive absenteeism or tardiness;
- Utilization of the school's materials, equipment, or funds for personal use or gain or willfully or negligently taking, misusing, destroying or damaging school or other's property (including computer software);
- Demonstrated unwillingness to work toward the achievement of school goals and objectives;
- Insubordination or repeated failure to follow supervisory directives;
- Failure to satisfactorily complete a plan for improvement;
- Breach of internal or external service standards, acting in a disrespectful manner to any student, visitor, family member, or co-worker;
- Threatening, intimidating, coercing, or using obscene and/or abusive language to a co-worker, student, visitor, or family member on school premises;
- Harassment of any type of a co-worker, student, visitor, or family member;
- Divulging of confidential information to unauthorized persons;
- Wasting time, loafing, loitering, excessive personal phone calls, or being away from work area during working hours without prior approval;
- Causing personal injury of self or others through willful acts, horseplay, or causing serious personal injury to self or others through careless or negligent acts;
- Provoking or instigating a fight or disturbance, or threatening physical violence to another;
- Inappropriate behavior (use of profanity or any conduct not conducive to a productive work environment);
- Falsifying or unauthorized altering of any records or defrauding SHA, e.g. employment application, benefit forms, time cards, student information, etc.;
- Soliciting or distribution in violation of policy;
- Failure to follow safety and security guidelines;
- Failure to maintain appropriate dress, uniform, personal hygiene, or identification;
- Possession of and/or carrying dangerous weapons while on school assignment, school property or school vehicle;
- Instructional ineffectiveness;
- Unsatisfactory teaching performance;
- Repeated negligence in the performance of duty.

DISCIPLINE OF STAFF - DISCIPLINE AND DISMISSAL (Due Process)

The employee has the right to appeal an adverse employment action to a person designated by the Administration as the Human Resources Advocate (HRA). The HRA will then review all information, including but not limited to evaluation reports, documents related to the employee's work history, logs of conversations, Plan of Improvement and written responses by the employee. The HRA will review the procedure taken by the Administration both in their Performance Review of the employee, assistance with a Plan of Improvement, counseling of the employee and the process used in their determination of employee discipline, termination, or suspension. The HRA will determine if the process followed was in keeping with the policies, procedures and philosophy of the school. If the HRA determines that the process was correctly followed and that the decision of the Administration was sound based upon the facts, then he/she will uphold the decision of the Administration.

If the HRA finds that proper procedure was not followed or finds that a correct decision concerning the employee was not made, then he/she will overturn the decision, and a new Plan for Improvement will be formulated by the Administration. If the Plan of Improvement is successfully completed, then the employee is retained. If the Plan of Improvement is not completed within the time frame designated by Administration, the employee will go directly before the HRA and Administration for determination of his or her employment status.

If it is the opinion of the Principal that the employee presents a direct threat to the safety and/or welfare of the students, to the school, or any school employee or visitor, then the Principal may immediately suspend the employee with pay and arrange for a hearing before the Administration and HRA.

DISCIPLINE OF STAFF - EMPLOYEE GRIEVANCE PROCEDURE

The employee will submit a statement in writing to the Principal or Director stating clearly the nature of his/her grievance. All pertinent facts and details will be provided in this report.

The Administrative Team will make a determination concerning the grievance and will submit a written response to the employee.

If it is determined that a plan of action is required to resolve the grievance, this will be stipulated in the response. If the employee does not agree with the decision of the Administrative Team, the employee may appeal the decision to the Advisory Board.

The Advisory Board will review the original complaint and determine if the Administrative Team followed proper procedure in determining a response to the grievance. The Advisory Board, in making a determination may also review any written information or logs of interviews or conversations with individuals that are submitted by the employee and Administrative Team. If the Advisory Board determines that the Administrative Team followed proper procedure and agrees with the findings of the Administrative Team, the decision of the Administrative Team will be upheld.

If the decision of the Advisory Board is not satisfactory to the employee, the employee may request a hearing before the Human Resources Advocate. The HRA will review all pertinent information to the case. Questions may be asked of the employee, Administrative Team and Advisory Board.

The HRA will determine if the decision is appropriate. If he or she upholds the decision, the decision is final. If the HRA determines that a different decision should be made, then this will be presented to the employee in an effort to amicably and effectively resolve the situation. The decision of the HRA is final.

STANLEY HUPFELD ACADMEY DRESS CODE POLICY
Adopted: 11/ 1999
Revised: 2/2002
Revised: 2/2018

SHA@WV adheres to the following uniform policy and expects parents to be responsible for reinforcing it by assuring that their children are **dressed in clean uniform clothes daily.** Uniforms unite us as a community of learners.

SHIRTS: Solid white, light blue or navy with a collar and buttons; T-shirts/sweatshirts with school logo are allowed. Only Stanley Hupfeld Academy or Western Village Academy t-shirts are to be worn. Uniform shirts should be plain with no embroidered logos. NO COLLARLESS SHIRTS. SHIRTS MUST BE TUCKED IN AT ALL TIMES. Bras and undershirts need to be white or not seen under the uniform shirt. **No hoodies with print or visible logos are allowed.**

BOTTOMS: PANTS, TAILORED SHORTS, SKIRTS, SKORTS, JUMPERS: Solid khaki or navy blue; slacks to be fitted—not baggy, no side pockets, no sagging below waist; shorts and skirts need to be no shorter than 2" above knee. Belts preferred. NO BLUE JEANS, DENIM-TYPE PANTS, SHORTS OR SKINNY JEANS ARE ALLOWED.

ACCESSORIES: Belts are optional. If worn, only brown or black leather (plain or braided) are acceptable. No belts with logos on buckles or belts hanging 6 inches past the buckle are allowed. No items attached to or hanging from belts or belt loops will be permitted. Suspenders and neckties are not allowed as they pose safety concerns. Hats and head apparel.

SHOES: Tennis shoes or enclosed-toe flat shoes are to be worn with socks at all times. NO HEELIES or SHOES with wheels, NO SANDALS OR OPEN-TOED SHOES ARE ALLOWED BECAUSE THEY ARE TOO DANGEROUS DURING PHYSICAL EDUCATION, RECESS, AND DANCE ACTIVITIES. All shoe strings must be white or match the shoe color. No mixing of colored shoelaces of any kind is allowed. Tights and socks must be black, navy, tan or white. No decorations or writing is allowed on leggings w/ skirts or on long socks. Socks must match in color and be either white, tan, black, blue or navy. Leggings are not allowed to be worn in leiu of uniform pants or skirt. Crocs, slippers or slides are not allowed.

JEWELRY: Post earrings are allowed, however, no dangling earrings, attachments, cuffs or oversized earrings are allowed due to safety concerns. CHAINS, ROPE NECKLACES, DANGLING EARRINGS, MULTI-FINGERED RINGS, FAKE FINGERNAILS, SMART WATCHES, ELECTRONIC WEARABLES, JELLY BRACELETS, ETC. ARE NOT ALLOWED. A REMINDER NOTE WILL BE SENT HOME WHEN A STUDENT IS OUT OF UNIFORM COMPLIANCE. STUDENTS WHO ARE OUT OF COMPLIANCE WILL BE INSTRUCTED TO CHANGE INTO SOMETHING PROVIDED TO THEM FROM THE SCHOOLS UNIFORM CLOSET. The non-uniform item will be sent home with the student.

If a parent needs help with uniforms, he/she may contact the office.

OPTIONS:
Use school's washer/dryer to wash uniforms.
Trade uniforms for other uniforms.

DRUG FREE SCHOOLS POLICY

Adopted: 8/2010
Revised: 8/2019

Any teacher, parent, mentor, officer or employee who has reasonable cause to suspect that a student may be under the influence of, or that a student has in his or her possession, alcoholic beverages, or a controlled dangerous substance as defined by law shall immediately notify the principal who shall then notify the police and parent or legal guardian of the situation. Any suspected controlled substance will be confiscated. The student will be subjected to a long-term suspension. Possession of illegal drugs will result in referral to police and a drug test/ breathalyzer test may be conducted.

STANLEY HUPFELD DRUG–FREE WORKPLACE POLICY

Adopted: 5/2011
Revised: 6/2013

No employees engaged in work for SHA or in connection with a federal, state or local grant administered by SHA will unlawfully manufacture, distribute, dispense, possess, use or be under the influence of, while on or in the workplace, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate or any other controlled substance, as defined in schedules I through V of the Section 202 of the controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 13.00.15, or dispense, possess, use or be under the influence of marijuana or any alcoholic beverage while on or in the workplace.

24/7 Tobacco Free Policy: Adoption date: 2-7-2012 Stanley Hupfeld Academy understands the concern of parents, educators, students, and community members regarding the adverse effects of tobacco and second hand smoke. We want to provide a safe and healthy environment for our students, staff, and community and set the proper example for our students. Therefore, tobacco in any form will not be used by anyone, anywhere, anytime (including non-school hours and days) on school grounds, property, vehicles and during any school sponsored functions held off campus. This policy is intended to improve the health and safety of all individuals using the schools.

"Tobacco" is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes / vaping devices or any other product packaged for smoking or the simulation of smoking.

This regulation applies to students, faculty, staff, visitors, and all employees and contractors of Stanley Hupfeld Academy including those of Oklahoma City Public Schools, and anyone providing services on school property. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using Stanley Hupfeld Academy's owned or leased facilities. This regulation is in effect 24 hours per day, seven days per week.

The success of this regulation will depend upon the thoughtfulness, consideration and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this regulation. All students will receive instruction on avoiding tobacco use. Ultimately, the site administrator will take appropriate steps to enforce the regulation.

Students found in violation of the policy will have their parents contacted for a first violation. Second offense will include disciplinary action, to include, but not limited to community service and tobacco education programs. Information about the Oklahoma Tobacco Helpline will be provided to students in violation of this policy in order to provide a resource for tobacco cessation.

An employee who violates the terms of this policy may be suspended or terminated, pursuant to employee disciplinary procedures. Information about the Oklahoma Tobacco Helpline will be provided to staff members in violation of this policy in order to provide a resource for tobacco cessation.

Legal Reference: 21 U.S.C. 812 and 21 CFR 1300.11 and 1300.15

STANLEY HUPFELD EMPLOYEE DRUG TESTING POLICY

Adopted: 5/2011
Revised: 6/2013

SHA is committed to maintaining a work environment that is safe for all employees while achieving the highest possible level of performance and quality by its employees. The abuse of alcohol, controlled substances, including medical marijuana, and/or any unauthorized drug can impair the ability of employees to perform critical tasks, increase the potential for accidents and reduce the reliability, stability, and good judgment of employees.

SHA will take reasonable and lawful measures to advance this commitment and ensure, where possible, the safety, security, and efficient performance of employees.

SHA will ensure, where possible, that employees and affiliated personnel are free from alcohol and other unauthorized drugs, which would adversely affect good judgment or impair the safe and efficient performance of their job duties.

Contractors, suppliers, and/or vendors who have employees working on the school premises or job site will be notified that their employees are expected to abide by the school's Drug-Free Workplace rules. The contractors, suppliers, and/or vendors will normally be notified through contract documents.

Legal Reference: Drug-Free Workplace Act of 1988, P.L. 100-690

SUBSTANCE ABUSE POLICY- Adopted 2-7-2012

1.0 PURPOSE

The Stanley Hupfeld Academy at Western Village ("SHA") is committed to protecting the safety, health, and well-being of all employees, students, and other individuals in our workplace. SHA recognizes that alcohol abuse and drug use pose a significant threat to our goals. SHA has established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol- and drug-free environment.

2.0 POLICY

2.1 Maintain a safe, healthy working environment for all employees, free from the influence of alcohol and drugs.

2.2 Utilize disciplinary measures, as appropriate, in order to address impaired employees.

2.3 Be in compliance and consistent with any and all laws governing substance control and testing standards.

3.0 PROHIBITION OF ILLEGAL DRUGS AND ALCOHOL

3.1 Employees are prohibited from illegal drug use and the use of alcohol and on SHA's premises. Employees are also required to be free from the influence of alcohol and illegal drugs while present on SHA's premises.

3.2 The use, sale, purchase, manufacture, transfer, or possession of illegal drugs or alcohol by any employee while on SHA's premises, or while performing business on behalf of SHA, is prohibited and is grounds for immediate termination.

3.3 SHA holds employees who drink alcohol or who engage in illegal drug use to the same qualification standards for employment or job performance and behavior to which other employees are held, even if an employee's unsatisfactory performance or behavior is related to drug or alcohol use.

3.4 Any employee who is arrested or convicted of the illegal sale or use of illegal drugs or alcohol while off the job and away from SHA's premises is considered to be in violation of this policy. In deciding what action is appropriate for such off-duty misconduct, SHA will take into consideration the nature of the charges and any mitigating circumstances surrounding the situation.

4.0 TESTING POLICY

4.1 The substances tested for under this policy shall include alcohol and legal and illegal drugs.

4.2 An employee shall be required to submit to an immediate drug or alcohol screening test whenever a reasonable suspicion exists that the employee is under the influence of alcohol or drugs when reporting to work, being present on SHA's premise, or when otherwise acting within the course of employment.

4.3 Where there is reasonable suspicion that an employee is in violation of this policy, SHA has the discretion to search any vehicle, pocket, package, purse, briefcase, tool box, food container, other container, or any other personal property brought onto SHA property in order to ensure a work environment free of illegal drugs and alcohol. The employee may be asked to sign a consent authorizing such search of any personal property brought onto SHA property by him or her and/or under his or her control. Failure to sign consent will subject the employee to disciplinary action up to and including termination of employment. (SHA may search any of its property and all items thereon or therein, with or without the consent of the

employee. Personal property of the employee may be searched with consent. However, failure to provide consent may lead to termination.)

5.0 TESTING PROCESS

5.1 Employees subject to testing under this Policy are expected to comply with the instructions of the testing facility during the administration of testing. Failure to comply with the testing facility's instructions may result in corrective action, up to and including termination of employment.

5.2 The Principal or the Director will coordinate safe transportation for the employee to his or her home.

5.3 The employee will be suspended, without pay, from work pending resolution of the testing and subsequent investigation. Subsequent to the investigation, if it is determined that the employee had not violated this policy, the employee will be compensated for missed work days in accordance with the work schedule at the time the screening test was conducted.

5.4 If an employee is deemed to have violated the policy, but is allowed to return to work on a Condition of Employment Agreement, the employee shall be required to report to the testing facility for a "return to work" drug screen, the results of which will guide SHA's determination of the employee's ability to return to work.

5.5 All preliminary results of drug and alcohol screenings of applicants or employee will be reviewed by an appropriate Medical Reviewing Officer ("MRO") prior to the issuing of a final report regarding the results of the drug and/or alcohol screening. As part of this review, the MRO will provide the applicant or employee in question the opportunity to explain, in confidence, the preliminary results of the screenings. The MRO will base his final report regarding the drug and/or alcohol screening upon all of the information available to him or her, including but not limited to the preliminary lab results, any explanation provided by the employee or applicant, and evidence regarding drug prescriptions.

5.6 SHA will not make any decision to terminate an employee's employment until the MRO issues his or her final report regarding the results of the drug and/or alcohol test in question. All decisions under this policy with respect to employees will be based solely upon the MRO's final report.

6.0 CONSEQUENCES OF DRUG SCREENING TESTS

6.1 SHA may take disciplinary action, up to and including termination of employment, in the following circumstances:

6.1.1 Refusal to comply with the instructions of the testing facility during the administration of drug and/or alcohol screening;

6.1.2 If it is reasonably determined that an employee has altered or adulterated a urine specimen; or,

6.1.3 If an employee at any time fails to pass the drug and alcohol screening test under the standards set forth

6.2 If an employee refuses to submit to the outlined drug screening tests and is terminated from employment for that refusal, tests positive for any illegal drugs, evidences a blood alcohol level of 0.02 mg/dl or greater, or is reasonably determined to have altered a test specimen, SHA shall consider the employee to be guilty of misconduct for purposes of the Oklahoma Employment Security Act and will challenge any award of unemployment benefits. The Oklahoma Employment Security Commission may deny the employee unemployment benefits as a result of such misconduct.

7.0 CONFIDENTIALITY OF TEST RESULTS AND RIGHTS TO OBTAIN RECORDS

7.1 The results of any drug or alcohol screening test will be treated confidentially. Test results will not be disclosed to anyone other than those to whom SHA, in its sole discretion, determines to have a need and right to know.

7.2 SHA shall maintain all drug and alcohol test results and related information as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the employee or in any action involving the individual tested and SHA, or unless such records are ordered released pursuant to a valid subpoena or court order.

7.3 All drug and alcohol test results, and records relating thereto, kept by SHA shall be the property of SHA and, upon the request of the employee tested, shall be made available for inspection and copying to the employee.

8.0 CONDITION OF EMPLOYMENT AGREEMENTS

8.1 A component of this policy includes a Condition of Employment Agreement for employees who have successfully completed treatment for substance abuse in an accredited treatment program. SHA retains the sole discretion as to whether to offer this Agreement to an employee. Exercising its sole discretion, SHA will determine, using objective factors and on a case-by-case basis, if an employee should be offered an opportunity to return to

work under a Condition of Employment Agreement. It is not required that this Agreement be offered in lieu of termination or other disciplinary action.

8.2 The purpose of the Agreement is to outline the specific requirements for any and all employees given an opportunity to return to work after treatment for substance abuse. This Agreement is intended to provide a program to accommodate those employees who are drug-addicted and rehabilitated, or who are in a current program of rehabilitation and not using drugs, or who are alcoholics and are qualified individuals with a disability under the ADA. Unscheduled (i.e., random) screening tests are included in the Agreement to ensure that a rehabilitated individual is no longer illegally using drugs or abusing alcohol consistent with this Policy.

8.3 The Agreement may be offered as part of the continuing rehabilitation process. The Agreement is specifically intended to meet the needs of the individual employee and SHA, and is a condition for continued employment by SHA. Employees who are offered a Condition of Employment Agreement must have a negative screening test and a signed Agreement before returning to work.

8.4 Once an employee has successfully completed the specific provisions contained within the Agreement, he or she will no longer be subject to the provisions of said Agreement. However, should the employee have a positive screening test after completion of the Agreement, as outlined within this policy, it is not required that an additional Condition of Employment Agreement be offered in lieu of termination or other disciplinary action.

9.0 DEFINITIONS

9.1 Reasonable Suspicion. Reasonable suspicion means a belief that an employee is using or has used drugs or alcohol in violation of this policy drawn from objective and articulated facts and reasonable inferences drawn from those facts in light of experience.

9.2 Under the Influence of Alcohol. Under the influence of alcohol means having a blood/alcohol level of 0.02 mg/dl or greater or observable indications of intoxication coupled with evidence of recent alcohol intake.

EDUCATION RECORDS DISCLOSURE POLICY (FERPA)

Adopted: 8/2010
Revised: 8/2019

Stanley Hupfeld Academy at Western Village applies the guidelines established by the Family Educational Rights and Privacy Act (FERPA Buckley Amendment) which pertain to the rights and protection of privacy of parents and students. (Section 438 of the General Education Provisions Act as amended effective 6-16-78). Information having to do with performance and evaluation of students obtained in the course of professional service shall remain confidential and shall not be disclosed outside the school system without written parental consent unless required by law, including without limitation, cases of potential harm to self, potential harm to others, or suspected child abuse. Educational records will be furnished to schools to which students are transferring or other designated individuals with parental permission. Parents have the right to request and obtain information contained in their child's academic records.

Stanley Hupfeld Academy@
Western Village Elementary
Emergency Response Plan

Safe & Healthy School Wellness Plan

Revised 8/2023

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INTRODUCTION

This Safety, Health and Wellness plan has been developed by the Stanley Hupfeld Academy @ Western Village charter school, located at ***1508 NW 106th*** recognizes the relationship between academic achievement and student health and wellness. This policy reflects the schools commitment to removing health-related barriers to learning by establishing health policy, health promotion and health education. We provide school-based activities designed to support a school environment that promotes wellness, healthy eating and an active lifestyle. The Stanley Hupfeld community strives to model and actively practice the promotion of family health, physical activity, and good nutrition.

Also included in this plan are procedures for when it might be necessary to take shelter from severe weather a tornado or, in the event the school's administrative staff feels it is in the best interest of those in the building, to call for a "lock down." An evacuation plan is also included.

This plan has been reviewed and approved by the Village Police Department and the Village Fire Department.

If you should have any questions or concerns regarding this plan, please contact ***Ruthie Rayner – 405-751-1774 / CELL: 405-550-9837***

SAFE SCHOOL COMMITTEE

To maintain a calm and secure environment for students and employees when faced with a crisis or disaster, SHA@ WV has established a safe-school committee, which will meet on the 1st Monday of alternating months to make recommendations to the Principal regarding unsafe conditions, possible strategies for students to avoid harm or harassment at school, crime prevention, school violence and related topics.

The committee will be comprised of at least six members, including an equal number of parents, teachers and students. There will be periodically scheduled drills to practice procedures and to evaluate response times. A Disaster Crisis Plan will include a description of each anticipated crisis or disaster. The main goal of the plan will be to provide for the safety and welfare of the students.

The committee will also focus on healthy initiatives to ensure that wellness and health matters are addressed. It will also be the duty of this committee to ensure that student and staff education in the areas of health and wellness are addressed. The committee will plan one schoolwide event that will be held annually to promote the areas of health and wellness.

Committee Members

Ella Rowe, Student
Ebbony Rowe, Parent
Susan Ward, Nurse Practitioner
Kim King, Teacher
Brenda Seley , Keystone Food Manager
Heather Meldrum, Counselor
Christy Savage, Secretary
Eric Harmon, Board Member
Major Wilson, PE Coach
Ruthie Rayner, Principal

SAFETY DRILLS

Safety drills will be executed in the safest manner possible and held at minimum, once per quarter. Students will be instructed and practiced in each of the drill procedures during the first two weeks of school and on an as-needed basis thereafter throughout the school year.

Faculty and staff will project an air of calmness and control at all times and will maintain contact with and keep track of the location of all of the students in their charge.

A. FIRE DRILL PROCEDURES

1. Signal – A loud intermittent series of (3) short bells. (Memory device: "go, go, go")

2. Teachers retrieve clipboard with class roster, red and green cards, exit map and close interior door.

3. Exit quickly and quietly with students through exterior doors and proceed to designated area. Each class will form a line.

4. Office staff and visitors will evacuate through nearest exit.

5. ***Immediately report*** any students who are **missing** to building administrator or designee, by holding up a red card and giving student's name(s) in writing to principal or designee.

   Hold up green card if **all students are present**. Principal or designee will dismiss and class will return to the building.

B. TORNADO/SEVERE WEATHER PROCEDURES

1. Signal – Intermittent series of one (1) long bell. (Memory device: "stay")- Intercom Announcement to "Seek Your Tornado Precautions," other instructions may be given.

2. Teachers are to open interior doors, retrieve clipboard with class roster, red and green cards and exit map (Safety Backpack).

3. Students are to exit interior doors and proceed down the south hallway to the back double doors. Students should enter the Performing Arts Center and sit in quiet lines (assembly style) and listen for instructions.

4. Notify the principal or designee of any students who are missing by holding up red cards. Give names of missing students to principal or designee.

5. Indicate all students present by holding up green cards.

6. Notification will be given when classes may return to rooms.

7. In the case of a real emergency, only mentors, parents, students and staff on campus may enter the shelter. SHA is not a public shelter and we will not provide shelter to the public due to safety and security reasons.

8. Reunification after a major event will occur at the entrance of the Performing Arts and Community Center. Only students will be allowed to be reunified with their own children. Relatives and friends will not be allowed to check students out unless proper documentation is on file with the school office.

C. INTRUDER/LOCK DOWN PROCEDURES:

Anyone visiting our building must check in at the front office. If you see someone who does not have a **Visitor or Mentor Pass,** please cordially direct him/her to the front office to sign in and secure a pass. If you are met with resistance, allow the person to leave but phone or page the office immediately for notification of the incident.

1. Signal – Announced over the intercom will be the words, **"Intruder Lock-Down."**

2. Teachers should shut and lock their classroom doors, pull mini blinds down, and turn off all lights. Students must be absolutely quiet. Move children in small groups spread around the room where they can least be seen through the door or outside windows. Stay with the children.

3. Susan Ward, Ruthie Rayner & Christy Savage will check bathrooms and unoccupied rooms for students out of the classroom and take them to the nearest classroom when the "Code Yellow" signal is given.

4. Every person in building should remain absolutely quiet.

5. Remain in "Lock Down" mode until the all-clear notification is given over the intercom.

D. EVACUATION PROCEDURES: (A-VIRT) In the event of a dangerous toxic substance, gas leak, bomb threat, etc.

1. Line up children for evacuation. Take clipboard with AVIRT instruction card.

2. Leave building at nearest exit.

3. Take attendance (not just a head count.)

4. Walk to HERITAGE HALL at McKinley and 115th in a single file.

5. Wait for further instructions from law enforcement.

6. Do not use cell phones. (Use can trigger explosions!)

7. Designated faculty will meet law enforcement with the AVIRT plan.

Emergency Response Personnel

NAME/POSTION	PHONE #
Ruthie Rayner, Principal	550-9837
Christy Savage, Secretary	751.1774 x110
Susan Ward Nurse Practitioner	751.1774 x111

Emergency Medical Response

In the event of an emergency where medical services are needed on campus, the following would take place:

- 911 would be called by the first responder
- Medical Services would be provided by the first responder until EMSA arrived
- Documentation of the event would be conducted by Nurse Practitioner, Susan Ward

MEDICAL EMERGENCIES

Any medical emergency that may occur on the school property will be dealt with in the most sensitive manner and with the best interest of the student in mind. Outside emergency treatment will be summoned if necessary and parental notification will be immediate using the emergency numbers as provided previously by the parents or guardian. Parents are required to provide three (3) emergency telephone numbers in case a student becomes ill or has an accident at school. The medical personnel or designated person will provide first aid and attempt to notify the parent/guardian as soon as possible. If the school cannot reach the parent/guardian in an extreme medical emergency, emergency medical services will be called. Expenses for the emergency care will be the responsibility of the parent/guardian. SHA strongly urges all parents to immediately update all notification numbers when a change occurs.

MEDICAL FORM FOR ASTHMA INHALER

Form available on Public Drive in "School Forms" folder.



Notice to Parents for Student Use of Asthma Inhalers on School Premises and Authorization for Student Use

Please read the attached policy. If you wish for your child to carry his/her asthma inhaler on school premises and self-administer asthma medication as needed, please supply the following information and return all items to the school's physician's assistant.

Student Name: _____ Age: _____

Grade: _____ Teacher: _____

Name of Treating Physician _____

Treating Physician Address: _____

Treating Physician Telephone _____

ATTACH TO THIS FORM:

1. **An original written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her medication; and**
2. **An emergency supply of the student's medication.**

NOTICE AND RELEASE

The school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student, and by signing below, the undersigned parent or legal guardian releases and agrees to hold harmless the school and its employees and agents from any such liability.

The undersigned parent/legal guardian of the above-named student hereby gives permission for such student to carry his/her asthma inhaler and self-administer asthma medication while on school premises in accordance with the directions of the student's treating physician.

_____ _____

Parent/Guardian Signature Date

MEDICATIONS - ADMINISTERING

In accordance with state law it is the policy of the SHA that no drug or internal medicine of any kind, except those prescribed by a physician, be given to a pupil at school. When a physician or parent requests that a child be given medication at school, a form must be completed and given to the nurse practitioner. A NEW FORM must be filled out for each change of medication and RENEWED EACH SCHOOL YEAR. This form must be signed and kept on file at the school. All students must comply with school and state regulations. These regulations are:

- A form must be completed detailing the name of the drug, dosage, and time interval medication is to be given. Parents or guardians must sign it.
- The medication must be brought to school by the parent in a container appropriately labeled by a pharmacist or a physician with the child's name, medication, and dosage and doctor's name on it. If the medication is not in a properly labeled bottle, the doctor must also sign the parent's release form.
- EXCEPTION: If a parent feels that a child may need a non-prescription medicine, we must have on file a Stanley Hupfeld Academy Medication Form authorizing administration of such medication. Non-prescription medicine will not be given without a telephone call to the parent.
- Sample medications from a doctor must be accompanied by a note or form signed by the doctor stating his/her orders.
- In accordance with state law all medicines must be brought to the nurse practitioner's office when the child arrives at school.
- The nurse practitioner, principal or administrative assistant can exclude any child from school activities who is suffering from or exhibiting the following symptoms:
  - Fever 100 degrees Fahrenheit or higher
  - Any eruption of the skin or rash
  - Sore throat or tonsillitis
  - A severe cough
  - Any inflammation of the eyes or lids
  - Vomiting and/or diarrhea
- Accidents involving injury which occur on the school property during school hours will be reported immediately to the nurse practitioner.
- Every parent is requested to sign an "Authorization for Medical Care of a Minor" form. This form will be kept on file in the Nurse Practitioner's office to be used ONLY in the event parents are out of town or cannot be reached within a reasonable length of time in an emergency.
- CHILDREN USING ASTHMA INHALERS: Students may carry and use their asthma inhalers on school premises only if the student's parent or legal guardian has provided the school with all of the following:
  - Written authorization from the parent or legal guardian for the student to self-administer their asthma inhaler; and
  - A written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her inhaler; and
  - An emergency supply of the student's medication; and

  - A written statement from the student's parent or legal guardian acknowledging that the parent or legal guardian has been advised in writing that the school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent or legal guardian releases the school and its employees and agents from any such liability.

- The school will keep the emergency supply of the student's medication furnished by the student's parent or legal guardian in accordance with applicable law and will keep a record of the student's name, the type and name of medication, the date the medicine was administered to the student, and the name of the person who administered the medicine to the student. The school's nurse practitioner, the school principal and other school employees who may be designated from time to time by the school will be responsible for taking the actions required in this section.
- Written permission for a student's self-administration of asthma medication is effective for the school year in which it is granted and must be renewed each subsequent school year by fulfilling all of the requirements of this policy. Senate Bill 343, April 28, 2003.
- DEFINITIONS: "Medication" means a metered dose inhaler or a dry powder inhaler used to alleviate asthmatic symptoms that has been prescribed by a physician and has an individual label. "Self-administration" means the student's use of an asthma inhaler pursuant to prescription or written direction from the student's physician.
- Per State Regulations, parent/guardian of each student enrolled in Kindergarten, 1st or 3rd grade shall provide certification to school personnel that the student passed a vision screening within the previous 12 months. Other provisions apply if the student fails the screening. No student shall be prohibited from attending school for a parent's/guardian's failure to furnish a report of the screening. School districts are required to notify parents/guardians of these requirements.

HEALTH & WELLNESS

SHA adopts the Coordinated School Health Program model that is recommended by the Centers for Disease Control and Prevention (CDC) for planning and coordinated school health activities. This model creates a school environment that conveys consistent messages and is conductive to healthy eating, physical activity, and wellness for all staff, students and their families.

The Coordinated School Health Program includes the following eight components: Health Education; Physical Education; Health Services; Family and Community Involvement; Counseling, Psychological, and Social Services; Nutrition Services; Healthy School Environment, and Health Promotion for Staff.

Stanley Hupfeld Academy is a **Certified Healthy School** with the State Department of Oklahoma. Many educational opportunities provide our students with health and nutrition advice as well as activities that lead to a healthy lifestyle.

Nutrition

Stanley Hupfeld Academy will make nutritious foods available on campus during the school day to promote student and staff health. At a minimum, the District Child Nutrition Program will serve reimbursable meals that meet United States Department of Agricultures (USDA's) requirements as well as follow principles of the Dietary Guidelines for Americans.

The Child Nutrition Program will serve the following: food high in fiber, free of added trans-fat, low in added fats, sugar, and sodium, respectful of cultural diversity and served in appropriate portion sizes consistent with the USDA standards.

- Child Nutrition Programs are accessible to all children. Students will be encouraged to start each day with a healthy breakfast.
- Meals served through the Child Nutrition Programs will: Be appealing and attractive to children of various ages and diverse backgrounds, be served in a clean, safe, and pleasant setting.
- The Child Nutrition Program will pursue partnerships with local/regional farms to facilitate a Farm-to-School program. Meals served within the federally reimbursable meal program will be designed to feature fresh fruits and vegetables from local sources to the greatest extent possible.
- Child Nutrition staff will be engaged in wellness activities and educational opportunities that support healthy eating behavior and food safety.
- Annual training is provided to Child Nutrition Staff on basic nutrition, nutrition education, and nutrition standards for preparing healthy meals.
- Training and support are provided to enable Child Nutrition Staff to become full partners in providing excellent food to our students.
- Safe, unflavored, cool drinking water will be offered at no charge throughout the school day. Only low or non-fat varieties of milk will be allowed. Juice will be 100 percent juice with no added caloric sweeteners.
- Students will be allowed adequate time to consume meals, at least 10 minutes for breakfast and 20 minutes for lunch from the time they are seated. Recess before lunch will be encouraged to the greatest extent possible for the purpose of reducing food waste.

- Students are provided only healthy food and beverage options for food beyond the school food services (vending machines, school stores, and food/beverages for snacks and celebrations).
- Food, beverages, and candy will not be used to reward or punish academic performance or student behavior.

Nutrition Education

The goal of nutrition education is to facilitate the adoption of healthy eating and other health-promoting nutrition-related behaviors. Nutrition education occurs in the classroom as well as in the larger school community.

- Nutrition education will be provided in all grades and will be integrated into core curriculum. In the classroom, it is included in the scope and sequence in core subjects, such as math, science, language arts, social sciences, and elective subjects.
- Nutrition education will teach students the knowledge and skills necessary to adopt healthy eating and regular physical activity as part of their lifestyle.
- Nutrition education is coordinated with child nutrition services to reinforce messages on healthy eating. The school cafeteria environment allows students to apply critical thinking skills taught in the classroom.
- Nutrition resources that include learning opportunities which enhance health will be made available for staff.
- Nutrition education is provided to families and the community through communications with parents, educational workshops, homework materials, screening services, and health-related exhibitions and fairs.
- Healthy eating behaviors are promoted through the use of multiple channels including: classroom, cafeteria, and communications with parents.

Monitoring and Evaluation

An assessment of the SHA's Wellness Policy will be completed annually to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, a wellness committee will review nutrition and physical activity policies; provision of the environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. SHA will seek input form stakeholders on the development and seek recommendations based on: new techniques, proven strategies, and guidelines which reflect emerging scientific knowledge relevant to the health of students and staff. If you would like to participate on the Health and Wellness Committee please call the school office at 405-751-1774.

Nutrition Guidelines and Standards for Foods and Beverages Outside of School Meal Programs (Competitive Foods) from the Institute of Medicine (IOM)

- Students will be provided only healthy food and beverage options in vending machines, school stores, and food/beverages for snacks and celebrations. These foods and beverages will meet the following standards:
  - Fruits, vegetables, whole grains, and related combination products (contain a total of ≥ 1 serving fruits, vegetables, and/or whole grains), or nonfat/low-fat dairy
    - Snack foods offered to high-school students in after-school settings and activities are not required to meet this standard.
  - Foods low in calories:
  - Snacks are ≤ 200 calories per portion as packaged and à la carte entrée items do not exceed calorie limits on comparable National School Lunch Program (NSLP) items
  - Foods low in fat:
    - No more than 35% of total calories from fat
    - Exceptions to the standard are:
    - Nuts and seeds: fat content will not count against the total fat content of the product
    - Less than 10% of total calories from saturated fats
    - Zero trans fat (< 0.5g per serving)
  - Foods low in added sugar:
    - Snacks, foods, and beverages provide ≤ 35 % of calories from total sugars per portion as packaged
    - Exceptions to the standard are:
    - 100 % fruits and fruit juices in all forms without added sugars
    - 100 % vegetables and vegetable juices without added sugars
      - 4-oz. portion as packaged for elementary/middle school
      - 8-oz. (2 portions) for high school
    - Unflavored nonfat and low-fat milk and yogurt
    - Flavored nonfat and low-fat milk (≤ 22g of total sugars per 8-oz. serving)
    - Flavored nonfat and low-fat yogurt (≤ 30g of total sugars per 8-oz. serving)
  - Foods low in Sodium:
    - Snacks have ≤ 200mg sodium per portion as packaged or have ≤ 480mg per entrée portion as served for à la carte items
  - Caffeine-free foods and beverages:
    - An exception is naturally occurring trace amounts of caffeine
  - Water without flavoring, additives, or carbonation
  - Plain, potable water is available at all times for free

**High School only after-school hours

- The remaining available beverage choices must follow the criteria below:
  - Sugar-free, made with nonnutritive sweeteners or <5 calories per portion as packaged
  - Caffeine-free
  - Not vitamin- or nutrient-fortified (includes but not limited to vitamin waters, energy drinks, sports drinks

- With or without carbonation or flavoring
- Examples of Foods and Beverages that Meet Criteria Include:
- Individual fruits-apples, pears, oranges
- Fruit cups packed in juice or water
- Vegetables-baby carrots, broccoli
- Dried or dehydrated fruits-raisins, apricots, cherries
- Low-fat, low-salt, whole grain crackers or chips
- Whole grain, low sugar cereals
- 100% whole grain mini bagels
- 8-oz servings of low-fat, fruit-flavored yogurt with ≤30g of total sugars
- Low sodium, whole grain bars containing sunflower seeds, almonds, peanuts or walnuts
- Unflavored nonfat and low-fat milk
- Flavored nonfat and low-fat milk (≤ 22g of total sugars per 8-oz. portion)
- 100% fruit juice or low-sodium 100% vegetable juice
- 8-oz servings of low-fat or nonfat chocolate or strawberry milk with ≤22g of total sugars

FUNDRAISING

School fundraising activities that include the sale of healthy foods, beverages and non-food items is a public demonstration of the school's commitment to promoting healthy behaviors among students, families and the communities at large, while helping clubs, groups or organizations meet their financial needs. Healthy food and beverage criteria are outlined within this policy under *Nutrition Guidelines and Standards for Other Foods and Beverages Outside of School Meal Programs* and will be applied to fundraising items.

- All fundraisers sponsored by the school will be supportive of healthy eating.
- Fundraising activities, including activities run by clubs, groups and organizations, will support children's health and reinforce positive nutrition behaviors.
- Our district only permits health-promoting fundraising efforts such as healthy foods and beverage options, non-food items, physical activity-related options, or community service options.

MARKETING OF FOOD OR BEVERAGE

School-based marketing should be consistent with nutrition education and health promotion. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products is encouraged.

GROWING UP GREEN COMMUNITY GARDEN

The Growing Up Green Community Garden was established in 2011 through the combined efforts of INTEGRIS, Crossings Community Church and Stanley Hupfeld Academy at Western Village. Grant money was secured to create the raised beds, the Oklahoma Garden and the learning pavilion. Grantees and donors include:

-Lowe's Toolbox for Education Grant
- Whole Foods Community Grant
- INTEGRIS You and I Campaign
- Crossings Community Church
- Schools For Health Lifestyles

Stanley Hupfeld Academy dedicates resources (i.e. land, water, containers, raised beds, etc.) for the community garden. We incorporate the use of the community gardens into the standards based curriculum as a hands-on, interdisciplinary teaching tool to increase knowledge and influence student food choices and lifelong eating habits. We support the sustainability of school gardens through activities that could include: fundraising, solicitation of community donations, and the use of existing resources.

The community garden is cared for by the students of Stanley Hupfeld Academy with each grade level accepting responsibility for one of the raised beds.

Resources:
http://oklahoma4h.okstate.edu/aitc/lessons/index.html

MONTHLY WELLNESS ASSEMBLY

Each month Pam Patty, nutritionist with INTEGRIS presents a nutrition assembly that focuses on a health or nutrition topic. This topic is then expanded upon during students PE/Health Classes.

PE/HEALTH & AM GET FIT

Our PE/Health classes are 45 min. and are conducted weekly by Mr. Wilson. In addition morning walking club and "Get Fit" occurs from 7:40-8:00 Mon-Friday as well as a 20 minute recess each day. Our students receive a total of 245 min. of activity through these combined sessions.

Stanley Hupfeld Academy recognizes the importance of physical activity and physical education in promoting health and academic achievement, and is an important part of a student's comprehensive, well-rounded education program that will positively impact life-long health and well-being. We support quality physical activity throughout the school day and during our after school activities.

- Students will be given opportunities for physical activity during the school day by integrating physical activity into the academic curriculum.

- Teachers and other school personnel will not use physical activity as a punishment or withhold opportunities for physical activity (withholding recess or PE) as a punishment.
- Teachers and other school personnel are encouraged to use physical activity opportunities as rewards such as extra recess.
- Students participating in Physical Education will be moderately to vigorously active for at least 50% of PE class time.
- Proper equipment and facilities that meet safety standards are required.
- Elementary students will participate in 20 minutes of daily recess and 150 minutes of Physical Activity per week. Physical Activity will be through daily recess, daily physical activity integrated in the school day and Physical Education time as well as 20 min. "Get Fit" sessions each morning.
- Only medical waivers/exemptions from participation in physical education will be accepted.
- We will provide opportunities for participation in a broad range of competitive and noncompetitive physical activities that help to develop the skills needed to participate in lifetime physical activities during our after school program.
- Annually we participate in the walk or bike to school initiative. We engage parents in organizing adult supervised groups to facilitate safe walking and biking.
- Training for teachers on integrating physical activity into the curriculum is provided.

Healthy Schools Oklahoma

Stanley Hupfeld Academy is in its third year of being designated as a SCHOOLS FOR HEALTHY LIFESTYLE by the State Department of Education. Through this grant we are able to address health education and healthy life skills. Other initiatives that are provided for our students to educate them in healthy lifestyle choices include:

- Cooking Club- Students in 4th & 5th grade learn the basics of kitchen safety, measurement and nutritional information from a certified nutritionist.
- Sports- Students are offered opportunities to join PALS leagues including basketball, soccer and tennis. These groups are conducted during our after schools activities or on the weekends.

ACTION BASED LEARNING LAB

- Granted from Schools for Healthy Lifestyles
- Based upon current brain research
- Utilized by classroom teachers to facilitate brain breaks and curriculum practice
- Training will occur each year

AIDS PREVENTION

- Annual AIDS Prevention and Growth and Development Classes will be presented to the 5th grade class by our nurse and school counselor.
- In accordance with state law 70 O.S. § 11-103.3; OAC 210:10-112 the AIDS education plan includes prevention and educational components. The curriculum used is from the American Red Cross and Weekly Reader.
- Daily "Get Fit" sessions at the beginning of each school day that incorporate wellness information and movement.

SCHOOL NURSE/ CLINIC

Stanley Hupfeld Academy houses a full time nurse practitioner at our site. She is able to meet the needs of our students, teachers and families by providing on site medical care.

Medication Distribution - All parents sign consents for medical treatment at the beginning of each school year. If a child becomes ill or is injured, parents are called. The safety and well being of the student is the first priority. Medication is administered by the nurse (or admin if nurse is absent). All medication must be presented to the clinic in its original prescription bottle. Inhalers must be presented with an RX label. All medication is logged and signed by the student and nurse/admin. that administers the medication. Medication is counted when it is delivered to the clinic. Within the log the medication is "counted down" with each dose given. Parents are called when the RX has 5 days of medication left. This notification to parents is a courtesy so that they can get the refill. Inhalers may be kept by the student if the correct documentation is on file. (Documentation guidelines are in the SHA Staff handbook.)

Physical Accidents are reported to the nurse on duty. An Incident Report is completed and follow up is conducted by the clinic. All accidents are reported and documentation kept including accidents by staff, mentors, volunteers and students. If medical treatment is necessary than the SHA clinic will follow up with the necessary documentation or workers comp. requirements.

The nurse also plans programs for school employees and student health. These include:

- Bike Safety Day
- Annual Walk to School Day
- Employee Weight Loss & Nutrition Program
- Community Resource Connection
- Grant Writer to support the health and wellness efforts

Diabetic Plan- Students with diabetic needs will have a Diabetic Medical Management Plan on file with the SHA clinic. Staff and essential personnel will be alerted to the plan and their role in the management of the plan.

Staff Wellness

SHA highly values the health and well-being of every staff member and support staff members to maintain a healthy lifestyle. Staff is encouraged to model healthful eating and physical activity habits to demonstrate support of healthy lifestyle habits to the students.

Access to Facilities for Physical Activity after School Hours

Students, parents, and other community members will have access to, and be encouraged to use, the schools outdoor physical activity facilities outside the normal school day. *(Senate Bill 1882 ensures greater liability protection for schools who choose to open their facilities for recreational use)*

School Safety

At the end of each day, what parents want most is for their children to come home safely. Our school has in place many programs to help students stay safe. Here's information on just a few of those efforts:

Secure Access Entrances

In early 2009 the school established that the main entrance would be the primary access during the school day. A secure access entrance means that every person who comes to a school must enter the office to be greeted and screened by office personnel. All other entrances to the school will be locked during the school day. Push-out bars are installed on all main exit doors for emergency exit.

Security Cameras

Stanley Hupfeld Academy has high definition security cameras that cover the campus. A monitor is available so that school staff can, when necessary, look at the view from any camera in the building to determine if there is a disturbance or concern. If an intruder is in a building, they may be tracked on cameras until they can be confronted. Video may be later searched to determine how they got into the building so that any security gaps can be closed. Cameras have also been used to find out who was responsible for theft or vandalism.

Bullying Prevention Curriculum

People think of violence prevention as being something that should be done in middle schools and high schools. The truth is, it should start at the earliest level, and at Stanley Hupfeld Academy, it does.

Our teachers use bullying prevention curriculum to teach students. Teachers receive training on how to recognize and deal with bullying. Our specialist and teachers integrate bullying information into the curriculum. When bullying behavior is reduced, more students are ready to learn and there is less chance of students becoming alienated and angry.

PARENT / COMMUNITY INVOLVEMENT

Parents will serve on the Safe School Committee as an active member. Parents school safety concerns shall be addressed by the committee. Parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. We support parents' efforts to provide a healthy diet and daily physical activity for their children. We encourage parents to provide healthy lunches and snacks and to refrain from including beverages and foods that do not meet good nutrition standards for foods and beverages.

DRUG FREE SCHOOLS POLICY

Any teacher, parent, mentor, officer or employee who has reasonable cause to suspect that a student may be under the influence of, or that a student has in his or her possession, alcoholic beverages, non-intoxicating alcoholic beverages (e.g. low-point beer), or a controlled dangerous substance as defined by law shall immediately notify the principal who shall then notify the parent or legal guardian of the situation. Any sus-pected controlled substance will be confiscated. The student will be subjected to a long-term suspension. Possession of illegal drugs will result in referral to police.

DANGEROUS WEAPONS POLICY

Federal law prohibits the possession and/or carrying of dangerous weapons or replicas by students, employees, or others while on district prop-erty, at a school-sponsored activity, or on a school bus. Dangerous weapons include but are not limited to: an automatic or semi-automatic weapon, rifle, shotgun, any pistol, revolver, B.B. gun, pellet gun and/or imitation firearm; dagger, bowie knife, dirk knife, switchblade knife, spring type knife, sword, and knife having a blade which opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife; manually operated pocket knife, utility, scouting knife or box knife, exacto knife, or knives of any kind or any object with a blade: blackjack, multi-fingered rings, loaded cane, billy hand chain, metal knuckles, pipes or any weapon, item or object capable of or used to inflict bodily harm; knowingly participating in the concealment of a weapon on school campus, bus or at a school-sponsored activity. Students will be held responsible if they are found in possession of such objects or weapons regardless of the circumstances. Security or police officers will be al-lowed to carry weapons in the performance of their duties.

GUN FREE SCHOOLS ACT

A state law requires educational agencies to suspend from school for a period of not less than one year, a student who is determined to have brought a firearm to school. This law requires that any student who brings a firearm to school be referred to the criminal justice or juvenile jus-tice system.

NON-SMOKING ENVIRONMENT

Stanley Hupfeld Academy at Western Village is a smoke-free, tobacco-free, e-cigarette free and vapor-free environment. NO SMOKING, E-CIGARETTES, VAPES OR CHEWING TOBACCO IS ALLOWED BY STUDENTS, STAFF, PARENTS, OR VISITORS ON ALL SCHOOL GROUNDS (INSIDE OR OUTSIDE), OR IN SCHOOL VEHICLES, 24 hours a day, 7 days a week. This includes all activities that take place on the SHA @WV property including after-hour neighborhood use of the facility.

DRUG–FREE WORKPLACE

No employees engaged in work for SHA or in connection with a federal, state or local grant administered by SHA will unlawfully manufacture, distribute, dispense, possess, use or be under the influence of, while on or in the workplace, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate or any other

controlled substance, as defined in schedules I through V of the Section 202 of the controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 13.00.15, or dispense, possess, use or be under the influence of marijuana or any alcoholic beverage while on or in the workplace.

24/7 Tobacco Free Policy: Adoption date: 2-7-2012 Stanley Hupfeld Academy understands the concern of parents, educators, students, and community members regarding the adverse effects of tobacco and second hand smoke. We want to provide a safe and healthy environment for our students, staff, and community and set the proper example for our students. Therefore, tobacco in any form will not be used by anyone, anywhere, anytime (including non-school hours and days) on school grounds, property, vehicles and during any school sponsored functions held off campus. This policy is intended to improve the health and safety of all individuals using the schools.

"Tobacco" is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes / vaping devices or any other product packaged for smoking or the simulation of smoking.

This regulation applies to students, faculty, staff, visitors, and all employees and contractors of Stanley Hupfeld Academy including those of Oklahoma City Public Schools, and anyone providing services on school property. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using Stanley Hupfeld Academy's owned or leased facilities. This regulation is in effect 24 hours per day, seven days per week.

The success of this regulation will depend upon the thoughtfulness, consideration and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this regulation. All students will receive instruction on avoiding tobacco use. Ultimately, the site administrator will take appropriate steps to enforce the regulation.

Students found in violation of the policy will have their parents contacted for a first violation. Second offense will include disciplinary action, to include, but not limited to community service and tobacco education programs. Information about the Oklahoma Tobacco Helpline will be provided to students in violation of this policy in order to provide a resource for tobacco cessation.

An employee who violates the terms of this policy may be suspended or terminated, pursuant to employee disciplinary procedures. Information about the Oklahoma Tobacco Helpline will be provided to staff members in violation of this policy in order to provide a resource for tobacco cessation.

Legal Reference: 21 U.S.C. 812 and 21 CFR 1300.11 and 1300.15

DRUG TESTING - EMPLOYEE

SHA is committed to maintaining a work environment that is safe for all employees while achieving the highest possible level of performance and quality by its employees. The abuse of alcohol, controlled substances, and/or any unauthorized drug can impair the ability of employees to perform critical tasks, increase the potential for accidents and reduce the reliability, stability, and good judgment of employees.

SHA will take reasonable and lawful measures to advance this commitment and ensure, where possible, the safety, security, and efficient performance of employees.

SHA will ensure, where possible, that employees and affiliated personnel are free from alcohol and other unauthorized drugs, which would adversely affect good judgment or impair the safe and efficient performance of their job duties.

Contractors, suppliers, and/or vendors who have employees working on the school premises or job site will be notified that their employees are expected to abide by the school's Drug-Free Workplace rules. The contractors, suppliers, and/or vendors will normally be notified through contract documents.

Legal Reference: Drug-Free Workplace Act of 1988, P.L. 100-690

SUBSTANCE ABUSE POLICY- Adopted 2-7-2012

1.0 PURPOSE

The Stanley Hupfeld Academy at Western Village ("SHA") is committed to protecting the safety, health, and well-being of all employees, students, and other individuals in our workplace. SHA recognizes that alcohol abuse and drug use pose a significant threat to our goals. SHA has established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol- and drug-free environment.

2.0 POLICY

2.1 Maintain a safe, healthy working environment for all employees, free from the influence of alcohol and drugs.

2.2 Utilize disciplinary measures, as appropriate, in order to address impaired employees.

2.3 Be in compliance and consistent with any and all laws governing substance control and testing standards.

3.0 PROHIBITION OF ILLEGAL DRUGS AND ALCOHOL

3.1 Employees are prohibited from illegal drug use and the use of alcohol and on SHA's premises. Employees are also required to be free from the influence of alcohol and illegal drugs while present on SHA's premises.

3.2 The use, sale, purchase, manufacture, transfer, or possession of illegal drugs or alcohol by any employee while on SHA's premises, or while performing business on behalf of SHA, is prohibited and is grounds for immediate termination.

3.3 SHA holds employees who drink alcohol or who engage in illegal drug use to the same qualification standards for employment or job performance and behavior to which other employees are held, even if an employee's unsatisfactory performance or behavior is related to drug or alcohol use.

3.4 Any employee who is arrested or convicted of the illegal sale or use of illegal drugs or alcohol while off the job and away from SHA's premises is considered to be in violation of this policy. In deciding what action is appropriate for such off-duty misconduct, SHA will take into consideration the nature of the charges and any mitigating circumstances surrounding the situation.

4.0 TESTING POLICY

4.1 The substances tested for under this policy shall include alcohol and drugs.

4.2 An employee shall be required to submit to an immediate drug or alcohol screening test whenever a reasonable suspicion exists that the employee is under the influence of alcohol or drugs when reporting to work, being present on SHA's premise, or when otherwise acting within the course of employment.

4.3 Where there is reasonable suspicion that an employee is in violation of this policy, SHA has the discretion to search any vehicle, pocket, package, purse, briefcase, tool box, food container, other container, or any other personal property brought onto SHA property in order to ensure a work environment free of illegal drugs and alcohol. The employee may be asked to sign a consent authorizing such search of any personal property brought onto SHA property by him or her and/or under his or her control. Failure to sign a consent will subject the employee to disciplinary action up to and including termination of employment. (SHA may search any of its property and all items thereon or therein, with or without the consent of the employee. Personal property of the employee may be searched with consent. However, failure to provide consent may lead to termination.)

5.0 TESTING PROCESS

5.1 Employees subject to testing under this Policy are expected to comply with the instructions of the testing facility during the administration of testing. Failure to comply with the testing facility's instructions may result in corrective action, up to and including termination of employment.

5.2 The Principal or the Director will coordinate safe transportation for the employee to his or her home.

5.3 The employee will be suspended, without pay, from work pending resolution of the testing and subsequent investigation. Subsequent to the investigation, if it is determined that the employee had not violated this policy, the employee will be compensated for missed work days in accordance with the work schedule at the time the screening test was conducted.

5.4 If an employee is deemed to have violated the policy, but is allowed to return to work on a Condition of Employment Agreement, the employee shall be required to report to the testing facility for a "return to work" drug screen, the results of which will guide SHA's determination of the employee's ability to return to work.

5.5 All preliminary results of drug and alcohol screenings of applicants or employee will be reviewed by an appropriate Medical Reviewing Officer ("MRO") prior to the issuing of a final report regarding the results of the drug and/or alcohol screening. As part of this review, the MRO will provide the applicant or employee in question the opportunity to explain, in confidence, the preliminary results of the screenings. The MRO will base his final report regarding the drug and/or alcohol screening upon all of the information available to him or her, including but not limited to the preliminary lab results, any explanation provided by the employee or applicant, and evidence regarding drug prescriptions.

5.6 SHA will not make any decision to terminate an employee's employment until the MRO issues his or her final report regarding the results of the drug and/or alcohol test in question. All decisions under this policy with respect to employees will be based solely upon the MRO's final report.

6.0 CONSEQUENCES OF DRUG SCREENING TESTS

6.1 SHA may take disciplinary action, up to and including termination of employment, in the following circumstances:

6.1.1 Refusal to comply with the instructions of the testing facility during the administration of drug and/or alcohol screening;

6.1.2 If it is reasonably determined that an employee has altered or adulterated a urine specimen; or,

6.1.3 If an employee at any time fails to pass the drug and alcohol screening test under the standards set forth

6.2 If an employee refuses to submit to the outlined drug screening tests and is terminated from employment for that refusal, tests positive for any illegal drugs, evidences a blood alcohol level of 0.02 mg/dl or greater, or is reasonably determined to have altered a test specimen, SHA shall consider the employee to be guilty of misconduct for purposes of the Oklahoma Employment Security Act and will challenge any award of unemployment benefits. The Oklahoma Employment Security Commission may deny the employee unemployment benefits as a result of such misconduct.

7.0 CONFIDENTIALITY OF TEST RESULTS AND RIGHTS TO OBTAIN RECORDS

7.1 The results of any drug or alcohol screening test will be treated confidentially. Test results will not be disclosed to anyone other than those to whom SHA, in its sole discretion, determines to have a need and right to know.

7.2 SHA shall maintain all drug and alcohol test results and related information as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the employee or in any action involving the individual tested and SHA, or unless such records are ordered released pursuant to a valid subpoena or court order.

7.3 All drug and alcohol test results, and records relating thereto, kept by SHA shall be the property of SHA and, upon the request of the employee tested, shall be made available for inspection and copying to the employee.

8.0 CONDITION OF EMPLOYMENT AGREEMENTS

8.1 A component of this policy includes a Condition of Employment Agreement for employees who have successfully completed treatment for substance abuse in an accredited treatment program. SHA retains the sole discretion as to whether to offer this Agreement to an employee. Exercising its sole discretion, SHA will determine, using objective factors and on a case-by-case basis, if an employee should be offered an opportunity to return to work under a Condition of Employment Agreement. It is not required that this Agreement be offered in lieu of termination or other disciplinary action.

8.2 The purpose of the Agreement is to outline the specific requirements for any and all employees given an opportunity to return to work after treatment for substance abuse. This Agreement is intended to provide a program to accommodate those employees who are drug-addicted and rehabilitated, or who are in a current program of rehabilitation and not using drugs, or who are alcoholics and are qualified individuals with a disability under the ADA. Unscheduled (i.e., random) screening tests are included in the Agreement to ensure that a rehabilitated individual is no longer illegally using drugs or abusing alcohol consistent with this Policy.

8.3 The Agreement may be offered as part of the continuing rehabilitation process. The Agreement is specifically intended to meet the needs of the individual employee and SHA, and is a condition for continued employment by SHA. Employees who are offered a Condition of Employment Agreement must have a negative screening test and a signed Agreement before returning to work.

8.4 Once an employee has successfully completed the specific provisions contained within the Agreement, he or she will no longer be subject to the provisions of said Agreement. However, should the employee have a positive screening test after completion of the Agreement, as outlined within this policy, it is not required that an additional Condition of Employment Agreement be offered in lieu of termination or other disciplinary action.

9.0 DEFINITIONS

9.1 Reasonable Suspicion. Reasonable suspicion means a belief that an employee is using or has used drugs or alcohol in violation of this policy drawn from objective and articulated facts and reasonable inferences drawn from those facts in light of experience.

9.2 Under the Influence of Alcohol. Under the influence of alcohol means having a blood/alcohol level of 0.02 mg/dl or greater or observable indications of intoxication coupled with evidence of recent alcohol intake.

Reporting of Child Abuse / Neglect / Sexual Abuse

REPORTING CHILD ABUSE

It is the intent of SHA to comply with state statutes related to mandatory reporting of suspected child abuse and/or neglect.
State law requires any person/employee who, in good faith, has reason to believe that a child under 18 is being subjected to harm or threatened harm to a child's health, safety or welfare, including sexual abuse and exploitation or neglect or abandonment, as defined by statute, to immediately report his/her belief to the Department of Human Services (DHS) in the county where the abuse occurred. Have the child's enrollment form at hand when you call in a report, because it contains information the worker will need to complete the report. Call 767-2800 to make a report.

Official forms can be located in the office. Follow-up the phone call by faxing a copy of the form to DHS at 1-800-522-3511 as verification that you made a report. The person making the oral report to the Department of Human Services is also responsible for submitting a written report to the Department of Human Services. The written report must follow the oral report and be made within twenty-four (24) hours of the contact, which disclosed the existence of possible abuse. A copy of the written report will be given to the Principal. All parties concerned will treat the report contents in a confidential manner. Employees may initially question the child to determine the child's state of neglect or injuries. However, in no case should the child be subjected to undue pressure in order to validate the suspicion of abuse. Validation of suspected child abuse is the responsibility of the Department of Human Services, assisted by the police.

The teacher/staff member is responsible for making the report if a child has evidence or suspicion of abuse, make the phone call and notify the Principal. DHS workers want to see bruises, cuts and/or burns ASAP. If the abuse is sexual in nature, do not investigate on your own. The Care Center will investigate so the child does not have to repeat the story to more than one or two people. It is not the responsibility of the school official or employee to prove the child has been abused or neglected. In suspected cases of physical and sexual abuse, the suspected victim may be questioned by the police or social worker at the school without the Principal obtaining permission of the victim's parent or guardian.

Employees will not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. School officials or employees will not reveal any information regarding the suspected abuse or neglect to any parties other than supervisory personnel, the Department of Human Services and the appropriate law enforcement personnel.

Persons who knowingly and willfully fail to report any incident to the Department of Human Services will be guilty of a misdemeanor. Any individual who reports an incident in good faith and exercises due care will be immune from any civil or criminal liability. SHA shall not discipline, discharge, retaliate, or discriminate against an employee who makes a report in good faith under this section.

The Principal will prepare and implement such procedures as needed to provide employees with the training necessary to properly identify abused or neglected students and to properly report such abuse/sexual abue and/or neglect. Legal Reference: Oklahoma Statute 21 Oklahoma Statute Section 846, 847 and 10 Oklahoma Statute Section 7101 et seg.

Child Abuse Reporting Form

Hotline number: 800-522-3511
Agency Contacted: DHS ☐ Law Enforcement (LE) ☐

Date of Contact with Agency/LE: _____ Time of Contact with DHS: _____

Agency/LE Confirmation Number: _____ Contact Person: _____

Name of Child: _____ Age of Child: _____ ID # _____

School: _____ Grade: _____

Names, Ages, ID #s of Additional Children: _____

_____

Address of Child/ren: _____

_____

Describe the injuries and/or incident as reported: _____

_____

_____

_____

_____

_____

_____

_____

Submit form(s) to the principal and/or other designated administrator within 24 hours of hotline reporting. Submit one form for each agency contacted.

_____ _____

Signature of Principal/Director *Date Received*

_____ _____

Principal and/or other Designated Administrator *Date Received*

STANLEY HUPFELD EMPLOYEE HARASSMENT (INCLUDING SEXUAL HARASSMENT)

Adopted: 5/2011
Revised: 6/2013

It is the policy of SHA to prohibit all harassment (including sexual harassment) from occurring in the workplace or any other place where an organization-sponsored event takes place. The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free from harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

Sexual harassment is a serious form of illegal discrimination and is prohibited by state and federal law. Unwelcome sexual advances, requests for sexual favors, and /or other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with this organization.
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtation and advances; verbal comments, jokes, or innuendos of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; the display of sexually suggestive objects or pictures; or unusual intrusion into an employee's personal life through comments or suggestions.

- **EMPLOYMENT - HARASSMENT INVESTIGATION AND REMEDIATION**

If an employee believes that he/she has experienced harassment, or believes that he/she has witnessed harassment, that employee should immediately notify the Principal or Director, whomever the employee feels most comfortable in discussing the matter.

To the extent possible, all reports of harassment will be promptly investigated. To the extent possible, the information will be kept confidential by the investigator and will only be reported to the Principal or Director or SHA's legal representative. The victim will be asked, but not required, to document the specific conduct and any witnesses. SHA has

the duty to discuss the allegations with the person against whom a written report of sexual harassment is being made. If an investigation confirms that harassment has occurred, SHA will take appropriate corrective action, up to and including termination.

No employee will be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of harassment, even if the complaint cannot be confirmed. However, disciplinary actions up to and including termination also may be taken against anyone who knowingly makes a false, meritless, or malicious claim of harassment against another employee.

STANLEY HUPFELD EMPLOYMENT POLICY

Adopted: 5/2008
Revised: 6/2019

Stanley Hupfeld Academy Charter School operates in compliance with and adherence to all Affirmative Action policies. SHA will post all vacancies at the school, with the Oklahoma Employment Service, and the Daily Oklahoman to seek and employ the best-qualified personnel without regard to race, religion, color, national origin, marital status, age, sex, disability or status as a disabled veteran or a veteran of the Vietnam era. It is further this organization's policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of training, promotion, reduction in force and termination. To the full extent allowed by applicable law, all employees will be considered "at will."

SHA employee contracts are offered on a year-to-year basis. This according to Oklahoma School Law is defined as a temporary contract. *Temporary contract teachers* are considered *newly hired,* yet with yearly teaching credit. All teachers should therefore be "Highly Qualified." This is in accordance with Federal Legislation in regard to the definition and guidelines of assuring "Highly Qualified" Teachers meet the guidelines when teaching in a Title I school. See the following section.

TITLE 1 DEFINITIONS Highly Qualified Teacher:
"Highly qualified" means teachers must be fully certified by the State, holding at least a bachelor's degree, and passing a rigorous State test on subject knowledge and teaching skills.

Highly Qualified Paraprofessional:
Paraprofessional is defined as an employee of an LEA who provides instructional support in a program supported with Title 1, Part A funds.
"Highly qualified" means parprofessionals must:

- Acquire two years of post-secondary education/study at an institution of higher education; or,
- Obtain an Associate's (or higher) Degree; or
- Pass the Oklahoma General Education Test (OGET); or
- Pass the Educational Testing Service ParaPro On-line Assessment

The ParaPro Online Assessment measures skills and knowledge in reading, mathematics, and writing, as well as the ability to apply these skills and knowledge to assist in classroom instruction.

ParaPro preparation assistance is available through the Adult Learning Center, 1320 N. Classen Drive, Dr. Ann Allen, Director of Alternative Education, amallen@okcps.org, 231-2054 and through Language and Cultural Services.

Online testing sessions will be scheduled throughout the school year. The cost for the ParaPro Assessment will be paid one time by SHA. Additional test sessions will be the responsibility of the paraprofessional.

As per SDE Professional Standards Division (521-3337), a home care CD license is not equivalent to an Associate's Degree. The SDE will accept the following four qualifications only: **ParaPro Test – passing grade, 48 hours college credit, Associate's Degree, or Oklahoma General Education Test (OGET).**
Paraprofessionals **MUST MEET REQUIREMENTS BY JANUARY 2006 AND THEREAFTER.**

EMPLOYMENT - POLICIES GOALS

A. To develop and implement the best strategies and procedures to attract and keep the best qualified candidates for each position.
B. To develop and employ personnel policies that support faculty and administration as they implement curriculum that enhances each student's educational experience and provides each student with an optimal educational program.
C. To develop a climate in which optimum staff performance, morale, and satisfaction are produced.
D. To provide an environment that promotes a collaborative effort by the administration, faculty and parents in developing curriculum and programs that benefit students.
E. To encourage the development of innovative programs and educational procedures by the faculty and administration that uses the full range of professional expertise possessed by our faculty.
F. To develop and implement effective systems of communication between faculty, administration, staff and parents. These systems are developed so goals, philosophies, ideas and concerns will be heard in a mutually respectful environment.
G. To provide attractive compensation, benefits and performance-based incentives for faculty and administration.
H. To provide opportunities for assessment of existing programs, policies and procedures with a goal toward continuous improvement of the total educational environment.
I. To provide a positive performance evaluation procedure that includes plans for performance improvement as necessary.

STANLEY HUPFELD EMPLOYEE – INSURANCE BENEFITS POLICY

Adopted: 5/2008
Revised: 6/2023

Employees are eligible to accept or decline insurance that is presented each year in the annual contract. In addition, American Fidelity supplemental insurance benefits will be offered each year.

Employees have thirty (30) days from the date that you became an employee to sign up for benefits. Please note that your 30 days starts the first day you report to work. It is not the date that you sign your contract.

Benefits are effective the first of the month following your start date, regardless of when enrollment paperwork has been submitted.

Employees who waive insurance coverage will receive a monthly insurance allowance from the district.

- Certified employees receive $69.71* when opting out of medical coverage
- Support employees receive $189.69* when opting out of medical coverage

**These rates are determined by the State of Oklahoma legislature*

Stanley Hupfeld Academy open enrollment period occurs once a year. You will be notified through e-mail and a poster will be placed in the lounge. Midyear plan changes are allowed only when a qualifying event such as a birth, marriage, or the loss of other group coverage occurs. To make changes to your coverage, you must reach out to benefits within 30 days of the event for a change form.

Leave of Absence: As long as you are receiving a paycheck from Stanley Hupfeld Academy, your normal share of your health insurance premiums (if any) will continue to be deducted from your paycheck as usual. Stanley Hupfeld Academy will also continue to deduct premium payments for other benefits (such as supplemental life insurance, optional disability insurance, etc.) from your paycheck.

If your leave is (or becomes) unpaid, you will need to pay your premiums directly to the Stanley Hupfeld Academy Payroll Department. You may contact them at 405-751.1774 or becky.kime@wvacademy.com to make payment arrangements or if you have questions about how to pay your premiums. Premium payments must be received by Payroll no later than the tenth (10th) day of the month following the month of coverage. If you fail to timely pay your share of the premiums, your insurance may be cancelled (after written notice and a 30 day grace period).

If your leave exceeds your FMLA entitlement and you are no longer receiving a paycheck, you will be responsible for the full insurance premium (including the portion the district usually pays.)

Depending on your circumstance, there are several ways to keep your insurance when you separate from the district.

- COBRA allows most employees to maintain group health insurance and take over paying their own premiums after a separation.
- If you have worked for Tulsa Public Schools for 10 years or more, insurance may be available to you after separating from the district through the state of Oklahoma. For more information contact Becky.kime@wvacademy.com

EMPLOYEE VOLUNTARY QUESTIONNAIRE

As an equal opportunity employer, we are obligated by Federal and State regulations to monitor our employment practices. To ensure the accuracy of this information, your assistance in completing this questionnaire will be greatly appreciated.

Information concerning race, ethnicity, sex, or veteran's status will not be used to discriminate against or give preference to any individual. Response is voluntary and answers will remain confidential. This data will be kept separate from the personnel file and is used for statistical purposes only.

ETHNIC GROUP

Hispanic or Latino

Person of Mexican, Puerto Rican, Cuban Central or South American, or other Spanish Culture or origin, regardless of race.

_____ YES
_____ NO

RACE

_____ **White**

Non-Hispanic person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

_____ **Black or African American**

Non-Hispanic person having origins in any of the Black racial groups of Africa.

_____ **Native Hawaiian or Other Pacific Islander**

Non-Hispanic person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

_____ **Asian**

Non-Hispanic person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

_____ **American Indian or Alaskan Native**

Non-Hispanic person having origins in any of the original peoples of North America and South America (including Central America), and who maintain tribal affiliation or community attachment.

_____ **Two or more races (Non-Hispanic)**

Non-Hispanic person who identifies with more than one of the above five races.

According to the Office of Management and Budget standards:
People who identify their origin as Spanish, Hispanic, or Latino may be of any race.

SEX

_____ Male _____ Female

PROTECTED VETERANS

A Protected Veteran is defined as any of the following veterans: (1) disabled veterans; (2) Armed Forces service medal veterans; (3) veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized; and (4) recently separated veterans. 38 U.S.C. 4212(a)(3).

Are you a Protected Veteran? _____ yes _____ no

EMPLOYEE'S NAME: _____

SIGNATURE: _____ DATE: ____/____/_____

STANLEY HUPFELD EMPLOYEE BACKGROUND SEARCHES

Adopted: 5/2011
Revised: 6/2013

Following completion of an authorization to conduct a background check, SHA will request background checks on prospective new employees through the Oklahoma State Bureau of Investigation, in accordance with applicable law. The cost of this background check will be paid by SHA. Failure to complete the background check authorization will result in rescission of the candidate's offer of employment. Any false, misleading or omitted information from the prospective employee's background check may lead to termination.

The Oklahoma State Bureau of Investigation shall provide the national criminal history record check requested by the State Board of Education within fourteen (14) working days from the receipt of the request. The Bureau may contact the Federal Bureau of Investigation to obtain the information requested.

The employment qualifications and related information stated by an employee or prospective employee on an employment application may be verified in accordance with applicable law, and falsification of such information may result in disciplinary action up to and including termination or may jeopardize a prospective employee's likelihood of being hired.

STANLEY HUPFELD ACADEMY EMPLOYMENT - LEAVE POLICY

Adopted: 5/2001
Revised: 7/1/2024

A "Request For Leave" form must be filled out in advance of any leave other than "sick leave" for prior approval. This form can be found on the "Public" drive in the "School Forms" folder.

Leave forms should be filled out prior to the absence. When this is not possible, it should be submitted to the office by the end of the first day back at work, in order to be eligible for paid leave.

Please be diligently aware of time off and your commitment to the students. Research repeatedly validates that the single most important factor impacting student success is the classroom teacher! A student truly misses out on the quality learning he/she deserves for every minute his/her certified teacher is not present.

Leave Policy, effective July 1, 2024:

- Total 10 days leave per year (80 hours)
- Attendance Incentive
- +3 Bereavement days (24 hours)
- +Pre-approved Professional Development Leave
- +Jury Duty Leave as required
  - Full time employees will receive **(10 days per year) issued at the beginning of the contractual year.**
  - There will be an **incentive** for those who do not use their leave (see below).
  - Leave may be used for personal injury, illness, or illness in the immediate family (spouse or children) residing in employee's home, or for personal business.
  - **Leave request forms** must be turned in & approved prior to the leave being taken when possible. If not possible, employee is responsible for turning in the approved leave request form no later than the time card due date for the pay period during which the leave was taken. Failure to do so may result in an unpaid absence.
  - After 2 consecutive leave days due to illness, a **doctor's note** is required.
  - **Leave may *not* be carried over** beyond the contract year end.*
  - At the end of the contract year, unused days may be transferred for **teacher retirement credit**, subject to TRS policy.
  - Leave **may not be donated** to other employees.
  - Leave **may not be taken the day before or day after a scheduled school break.** A blackout calendar will be provided to staff annually. (Special circumstance exceptions require approval & documentation by Principal and employee will be docked 1/180th of contract).
  - Leave **may not be taken on a scheduled Professional Development day.** (Special circumstance exceptions require approval & documentation by Principal and Professional Development hours will need to be made up on the employees own time with approved PD).
  - Employees with **excessive absences** will be subject to disciplinary action up to and including termination and non-rehire.
  - Principal **may refuse** leave requests if necessary to avoid staffing shortages and ensure adequate classroom coverage.

*Employees who had in excess of 300 hours of sick leave accrued before July 1, 2016 retained all hours accrued to that date. Employees who have sick leave hours accrued effective June 30, 2022 may retain those hours, up to 300 max. For those hours banked prior to 7/1/22, employee will receive payment for unused sick leave upon termination of employment, at a rate of ½ (50%) for up to 100 hours of accrued sick leave, (based on hourly rate determined by dividing annual salary by 2,080 hours). After deducting the 100 hours paid out, any remaining unused days may be transferred for teacher retirement (TRS) credit, subject to TRS policy.

ATTENDANCE INCENTIVE

Those who do not use their leave will receive a year-end stipend as follows:

NO days taken	$1,000 stipend
1 day taken =	$900
2 days taken =	$800
3 days taken =	$700
4 days taken -	$600
5 days taken =	$500
6 -10 days taken	$0

The attendance incentive is written as a full day absence policy. The intent of the policy is to encourage staff to be at work on the scheduled work days.

Any absences that are partial hours of a day roll into the next full day of attendance. (For example if you have taken leave over 16 hours or 2 days, it would round up to 3 day, etc.)

Black Out Days – Black out days are days where leave is greatly discouraged. These are days before or after a break or scheduled non-work day on the school calendar. These are days that our students need their teacher and routine. Staff members that take off on a black-out day without a doctor's note will be docked 1/183rd of their annual contract. Becky Kime can assist you with the exact calculation of this amount.

BEREAVEMENT LEAVE

Three (3) days are granted each year for Bereavement Leave. Bereavement leave may be used in the event of the death of an immediate family member (spouse, child, parent, sibling, grandparent).

MATERNITY LEAVE- SDE MATERNITY LEAVE

Effective July 1, 2023, the law provides up to six weeks of paid leave for new mothers immediately following the birth of the employee's child. Eligible employees must be employed by SHA for at least one year and at least 1,250 hours during the previous 12 months. The 6 weeks of maternity leave is to be used first before any other leave is taken and it can run concurrently with FMLA.

Maternity leave is exhausted before sick leave program/bank days are granted to an otherwise eligible employee.

**If the baby comes during the summer, for example-July 20 and the report date is 2 weeks later then they would have 4 weeks of leave remaining after the original report date.

PROFESSIONAL LEAVE

Staff members may take professional leave, with prior permission from the Principal. Professional leave days do not count against employee's leave balance as they are part of your continuing education. Attendance certificates will be collected to document your attendance in professional development sessions.

JURY DUTY LEAVE

Pay continues for jury duty service or subpoenaed as a witness, with proper documentation.

JOB INJURY

Each teacher is covered by the Workers Compensation Act. Injury must be related to your job responsibilities and/or duties and reported to the on-site nurse practitioner at the time of occurrence. Workers Comp does not pay until the third day the employee is off work, even if a claim is filed. Stanley Hupfeld Academy does NOT pay the first two days the employee is off work due to the injury.

FAMILY AND MEDICAL LEAVE (FMLA)
It is the policy of Stanley Hupfeld Academy to provide up to twelve (12) weeks of unpaid family and/or medical leave to eligible employees as appropriate.

FMLA ELIGIBLE EMPLOYEES
Eligible employees are those who have been employed at least one year in this school and who have performed at least 1,250 hours of service during the twelve months prior to the anticipated leave date. (Note: full-time instructional staff is deemed to have fulfilled this requirement.)

FMLA CIRCUMSTANCES QUALIFYING FOR FAMILY AND MEDICAL LEAVE
With limited exceptions, employees may be granted up to twelve (12) weeks of unpaid leave each year for the following reasons:

- Birth, adoption or foster placement of a child of an employee;
- To care for a spouse, son, daughter, or parent of an employee who suffers from a serious health condition; or
- For a serious health condition, the employee is experiencing that makes the employee unable to perform the functions of his/her job.

Leaves of absence occasioned by the birth of an employee's child or the placement of a child through adoption or foster care must be completed within one year of the date of the birth or placement. Principal and Director may allow the employee to take up to 10 days of their family and/or medical leave immediately before the scheduled delivery date, without medical approval, if requested in advance by the employee. These days will be included in the 12-weeks maximum allowed.

In addition, to the extent that a husband and wife are both employed by the School and are both eligible employees, they may take only a combined total of twelve (12) weeks of leave during any twelve-month period if the leave is taken: (1) for birth of the employees' son or daughter or to care for the child after birth; (2) for placement of a son or daughter with the employees for adoption or foster care, or to care for the child after placement; or (3) to care for the employees' parent with a serious health condition. Each employee would still be entitled to the remainder of his/her twelve-weeks of family and/or medical leave for other qualifying reasons, as outlined above.

FMLA LENGTH OF LEAVE
As noted, an eligible employee is generally entitled to twelve (12) weeks of unpaid family and/or medical leave in any twelve-month period, under appropriate circumstances. In the event that vacation days or holiday breaks fall during employee's family and/or medical leave period, the length of an employee's family and/or medical leave may be affected. The occurrence of a holiday during an employee's family and/or medical leave will not extend his/her entitlement to leave beyond the 12-week maximum. Thus, partial weeks of holiday leave will count against your entitlement to family and/or medical leave.

However, the extent that the School is closed for an entire week (i.e. all five business days in one week) during the term of an employee's family and/or medical leave, such a week will not be counted against an employee's entitlement to a maximum of twelve weeks of family and/or medical leave in a twelve-month period, and the employee will receive the same benefits received by active employees for such weeks. (For example, to the extent active employees are paid for Spring Break, an employee who is using family and/or medical leave during Spring Break would also be paid for that week.)

Leave may also be taken on an intermittent basis, if there is a medical need for intermittent leave and such medical need can be best accommodated through an intermittent or reduced leave schedule.

Note: If an employee chooses to engage in Professional Development activities at their own discretion while on family and/or medical leave, he/she will not be paid for those days, and his/her leave will not be extended beyond the designated period to accommodate those days.

FMLA Notice Requirements

An employee must provide the School at least 30 days advance notice before family and/or medical leave is to begin, if the need for the leave if foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If 30 days notice is not practicable, such as because of a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable.

Employees requesting leave are required to complete a written Request for Leave Form available in the school office. The form will require the anticipated date the leave will begin and the planned date of return. Employee may also be required to provide certification from a health care provider of the necessity of any leave requested. The Principal/Director may require certification as to the date the medical condition began, the anticipated duration and prognosis, and medical facts about the medical condition and treatment. All requests for family and/or medical leave are subject to review by the Principal/Director before final approval or denial.

If Principal/Director deems it necessary or desirable, they may require a second opinion by a health care provider selected and paid for by the School. If the original opinion and the second opinion conflict, Principal/Director may require a third opinion at the School's expense. The conclusion of the third opinion will be final and binding upon the employee and the school.

If family and/or medical leave is granted for a continuing health condition, subsequent re-certification may be required at the discretion of the Director but not more frequently than every 30 days.

When planning medical treatment, the employee must consult with the School and make a reasonable effort to schedule the leave so as not to disrupt unduly the School's operations, subject to the approval of the health care provider. Employees are required to consult with the School prior to the scheduling of treatment in order to work out a treatment schedule that best suits the needs of both the School and the employee.

FMLA BENEFITS DURING LEAVE

At the time that an employee commences family and/or medical leave, he or she will be required to exhaust his/her sick leave and personal days concurrently with his/her use of family and/or medical leave. Therefore, an employee will continue to receive pay during the use of family and/or medical leave to the extent he or she has sufficient sick leave or personal days to cover the absences. However, once an employee's paid leave (i.e. sick leave or personal days) is exhausted, the remainder of his/her leave will be unpaid. Professional days will not be affected by an employee's use of family and/or medical leave.

Employee is entitled to a continuation of health benefits during the leave period. During any unpaid portion of family and/or medical leave, the employee is responsible for maintaining and arranging for payment of his/her portion of health plan benefits with Benefits Coordinator. Health plan benefits will cease if the employee's portion of the premium is more than thirty (30) days late. The Benefits Coordinator will notify employee about the amount and due date(s) of the health plan premiums as soon as practical after leave is approved.

Employees electing not to return to work at the end of an approved family and/or medical leave, or who fail to work for at least thirty (30) calendar days from the end of an approved leave, shall be responsible for reimbursing school the cost of company-paid health plan premiums for coverage during the employee's unpaid leave, unless the failure to return to active employment was due to the employee's personal serious health condition or other circumstances beyond the employee's control. School may require that employee furnish a Medical Certification Form from the health care provider of the employee or the employee's family to support the employee's claim. While on leave, employee shall suffer no loss in benefits, but neither shall benefits accrue during the period the employee is on leave. When paid time off benefits have been exhausted, accrual of any further benefits will cease and not begin again until the employee returns to active employment and meets the eligibility of those benefits. Leaves of absence of twelve (12) weeks or less will have no effect on service date, anniversary date, or performance review date.

FMLA REINSTATEMENT

Upon completion of family and/or medical leave, the employee will be entitled to return to the former position of employment with equivalent benefits and pay or to an equivalent position. However, should an employee need to take leave intermittently, the School may transfer the employee to another position that can better accommodate the employee's recurring absences. Such transfer will not reduce the employee's pay and benefits.

*******ANY CHANGES TO FMLA REGULATORY GUIDELINES WOULD CHANGE THIS FMLA POLICY IMMEDIATELY.**

STANLEY HUPFELD EMPLOYMENT – PAY PRACTICES POLICY

Adopted: 5/2011
Revised: 4/2023

It is the policy of Stanley Hupfeld Academy, ("SHA") to identify and consistently apply pay practices and to ensure compliance with state and federal laws impacting pay practices, including correctly identifying and recording all hours worked and appropriate pay for those hours.

Overtime pay

All non-exempt employees will receive overtime pay at one and a half times their average hourly rate for all hours worked in excess of forty (40) hours in the work week. All hours worked by a non-exempt employee at SHA will be aggregated to determine the number of hours worked in a work week. Hours and pay for absences are not considered in the overtime calculations. All overtime must be approved by the Principal or Director in advance. In accordance with the Fair Labor Standards Act, SHA will pay for overtime incurred for non-exempt employees. However, employees working overtime without permission will be subject to corrective action.

Education Pay Policy (Revised 6.5.2023)

Extra Pay for College Hours

SHA Administration encourages staff to pursue higher education. However, effective April 1, 2023, the extra pay for 15+ hours toward a higher education degree will be discontinued, in following OKCPS policy (OKCPS's elimination of the 15+ step was effective in 2020). Teacher's that acquire their Master's Degree will be able to add this coursework to their new contracts.

Salary Adjustments for Advanced Degrees

1. It is the employee's responsibility to provide required documentation of higher education attained (complete and official transcript of credit, listing the new degree from an accredited higher education institution) to school administration prior to contract issuance/signing.

2. Additionally, employee is responsible for providing to the Oklahoma State Department of Education, Professional Standards Section, one (1) complete and official transcript of credit (listing the new degree) from an accredited higher education institution, accompanied by a processing fee and written request to place degree on the certificate.

3. Retroactive salary adjustments and back-pay are not permitted.

4. In the event higher education is achieved during a contract year and all documentation is provided to the school by April 1, the additional pay for Master's Degree will be added to the following year's contract

PARA SUB PAY POLICY

We are very fortunate at Stanley Hupfeld Academy to have small class sizes and Paras at each grade level, and to pay our Paras significantly higher than OKCPS Scale for Teaching Assistants. Subbing as needed to cover teacher absences is a requirement of the Para position at Hupfeld Academy. We also recognize that Paras are not teachers and should not be asked to Substitute teach an unreasonable amount of time.

Our priority is making sure you are compensated fairly for your time and extra duty. Ideally, our teachers will be here when students are here. We understand that when they are not, the burden often falls to you to cover, and we appreciate your willingness. Teamwork makes the dream work!

To clarify, our current **Para Sub Pay Policy** (per audit requirements) is as follows: In order to be paid extra ($30 stipend for full-day subbing), Paraprofessionals are required to:

1. Highlight the date that you subbed on your time card, and note the teacher's name that you subbed for.

2. Promptly send an e-mail to Becky Kime/ Kara Babbit, noting the date and name of teacher you subbed for, (for comparison to office Sub List/leave forms, Director approval and timely payroll processing).

Note:

Partial sub-days (4 hours accumulated in one week) will be paid a stipend of $15.00.

STIPENDS

Stipends may be paid to employees who perform specified duties outside their normal jobs (e.g., coaching, student of the month coordinator, etc.). The amount of the stipend for a particular task will be determined by SHA. The stipend is not intended to fully compensate an employee for the time involved but rather to provide a nominal fee to recognize the gift to SHA students made by employees who choose to serve in these roles and to cover any incidental costs incurred as a result of volunteering. A SHA employee will not be permitted to volunteer for additional duties that are the same or similar to those for which he or she has been employed. A request for Extra Duty Stipend/Pay Form must be submitted and approved in advance.

Certified teachers may be paid a stipend for supplemental work in the after school or intercession tutoring programs, or breakfast duty. These supplemental hours are recorded on time sheets and designated as supplemental. (Extra Duty Form)



1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

REQUEST FOR LEAVE

Last 4 Digits of SSN _____ Today's Date _____

Name of Requestor (Employee) _____

Dates of Requested Absence: _____

I hereby request permission to be absent of the dates indicated below for the reason:

_____Leave _____Bereavement Leave _____Jury Duty

_____Pre-Approved Professional Development Leave

Explanation of Request:

Signature of Employee _____ Principal's Authorization _____

Substitute Needed? ____YES ____No

For questions regarding leave balances please contact Becky Kime @ 405-751-1774 x 139 or becky.kime@wvacademy.com.

STANLEY HUPFELD EMPLOYMENT OF RELATIVES

Adopted: 10/2006

It is recognized that relatives of employees may be employed by Stanley Hupfeld Academy (SHA). Prospective employees related to a staff member in a supervisory role will not be hired in the reporting chain of the relative. In the event that an employee is placed in violation of this policy due to marriage or some personnel action, arrangements will be made to assure compliance. Transfers to assure compliance with this policy will take priority over normal vacancy filling procedures. Employment of relatives will be considered on an individual basis when employees who are related are required to work closely together in the same area.

Failure to disclose family ties to fellow employees will be grounds for termination.

Stanley Hupfeld Academy

Title III

English Language Learners Handbook

Ruthie Rayner, Principal

Kara Babbit, Superintendent

INTRODUCTION

The purposes of Title III, Part A are:

1. To help ensure that English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English;
2. To assist all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;
3. To assist teachers (including preschool teachers), principals and other school leaders, State educational Agencies (SEAs) Local Educational Agencies (LEAs), and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers (including preschool teachers), principals and other school leaders, State Educational Agencies (SEA), and Local Educational Agencies (LEAs) to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings, and
5. To promote parental, family and community participation in language instruction educational programs for the parents, families, and communities of English learners.

Program Requirements

All (LEAs) (Stanley Hupfeld Academy) serving English learners (ELs) are required to provide a number of services to these students and their families regardless of whether they receive a Title III, Part A allocation or not. Title III, Part A funds are meant to aid in achieving these goals, supplementing the State funds that all LEAs receive. Succinctly, these requirements are as follows:

- To identify and assess potential English learners in a timely manner;
- To increase English language proficiency and access to academic content through evidence-based language instruction educational programs;
- To provide staff who are sufficiently trained to meet student needs and to provide quality professional development of sufficient intensity and duration to have a lasting impact on classroom instruction;
- To provide parent, family, and community, engagement activities and other effective activities and strategies that enhance or supplement language instruction for English learners;
- To provide equal opportunity for students to meaningfully participate in all school activates without unnecessary segregation;
- To address the language needs of English learners who have been classified under project 504/DEA and served with an Individualized Education Program (IEP);
- To address the needs of English learners who opt out of supplemental language services;
- To monitor the progress of English learners both within the English Language Academic Program and after having reached proficiency and exited supplemental language services;
- To evaluate the effectiveness of the English Language Academic Program;
- To provide meaningful communication with parents of English learners in a language they can understand.

Title III, Part A grant awards, then, come with three specific requirements.

1. Provide effective supplemental language programs that meet the needs of ELs and demonstrate successes in increasing English proficiency and student achievement.
2. Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel that is:
    - Designed to improve the instruction and assessment of ELs;
    - Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

- Effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge and teaching skills of such teachers, and
- Of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom.

3. Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs, which shall include parent, family, and community engagement activities.
4.

Identification

Stanley Hupfeld Academy is required to identify and assess potential English language learners in a timely manner. This process begins with the Home Language Survey (HLS) and, depending on the information gathered there, continues with the administration of a screening assessment.

The Home Language Survey (HLS)

The Home Language Survey (HLS – see Appendix A) should be administered as part of the enrollment process for every student. If a student indicates a language other than English on any of the first three questions of the HLS, that student must be screened for EL status using one of the approved state screening assessments (OKPKST, WIDA Screener, K W-APT, WIDA Model).

If the potential EL enrolls in the school within the first thirty calendar days from the start date of school, SHA has thirty days from the date of enrollment to administer a placement test and identify the student as eligible for EL services and accommodations. If the student enrolls after the first thirty calendar days from the start date of school, the student must be given a placement test and identified within fourteen days of enrollment.

Even though there is no longer a requirement to collect a new HLS for every student every year, Stanley Hupfeld Academy requires a new form from each student due to our high mobility.

SHA Home Language Surveys and ELL Enrollment Process

Every student enrolled in the District must have a Home Language Survey on file.

A copy of the HLS form is kept in three (3) places:

- The student's cumulative folder. The contents of the cumulative folder are sent to the student's new school if the student is withdrawn and/or graduates.
- ELL Administrators office
- Special Education files if applicable

New enrollees after the start of school or enrollment confirmation will be as follows;

1. Parents/guardians will complete all enrollment forms.

2. Administrative staff will look at the forms to make sure all components are completed. It is important that the HLS survey be filled out completely and has a parent signature and date.
3. The District EL contact will check HLS to determine if the student qualifies as EL and will work with the Classroom Teacher to develop an ELAP if the student qualifies as EL.
4. A student's status will be updated in the Student Information System.

Screening Assessments

Any student who answers a language other than English on any of the first three questions on the Home Language Survey (HLS) must be given a placement test (screener) to verify whether the student needs English language services and is to be identified as an English Learner (EL). Oklahoma is a member of the WIDA consortium and uses the suite of WIDA Screener tests to determine whether students need English language services and to establish EL status.

Designated staff will complete the required Screener training through WIDA and will send a copy of his/her certificate to the office of Special Services/Federal Programs.

Screening Pre-K Students

Since Pre-K students rarely have any literacy skills to assess, they take a "placeholder" test, the Pre-K Screening Tool (PKST). The PKST is a 10 Question oral language screener developed by OSDE, as there is not a WIDA assessment for the Pre-K students.

Screening Kindergarten Students

Students being placement tested in fall of their kindergarten year should be given the Oral (Speaking/Listening) domains of either the Kindergarten W-APT or Kindergarten MODEL If students are being placement tested in spring of their kindergarten year, it is a district level decision whether or not students are administered all four domains of placement testing, or if they, too, take only the Oral domains. All kindergarteners taking only the Oral domains of either the Kindergarten W-APT or Kindergarten MODEL qualify as EL's for their kindergarten year if the test results indicate so.

NOTE: All kindergartners and first semester first-graders who assess with the K W-APT, regardless of the number of domains assessed, quality as EL for the remainder of the school year.

Screening Students in Grades 1-4

Students in the second semester of first grade through the 4th grade should be given the WIDA Screener appropriate to the student's grade level. The WIDA Screeners are designed for "grade level clusters" grouping together grades 2 - 3, and 4 - 5. Students in the first semester of the first grade in a given grade level cluster should be given the prior grade level cluster's placement test. For example, first semester 4th graders should be given the 2-3 cluster of the WIDA Screener. This is because a student who has just begun a grade at the beginning of a grade level cluster usually has not yet acquired the language skills associated with that grade.

Remote Screeners

WIDA has now made available a Remote Screener. Each of our staff will complete this training and certification. Once a student returns to onsite services, they will participate in the regular onsite screener.

Qualifying Scores

All students who are in kindergarten or the first semester of first grade and who qualify to be placement tested based on the answers in their Home Language Surveys are automatically considered ELs, regardless of placement test scores. For all other grades, students with a composite score of 4.7 or lower qualify as ELs. These students should be coded as ELs in the WAVE and served as such. They should also be given the WIDA Access proficiency test each Spring until they reach proficiency. Students with a composite score of 4.8 or higher should not be considered ELs and are not eligible for EL services.

EL/Bilingual Status

While Bilingual and English Learner status are not the same thing, the same individual students often fall into both categories. And while bilingual status, being a category in the Oklahoma state funding formula, is not directly related to Title III funding or programs, the identification process overlaps with the process for identifying ELs, so it will be dealt with briefly below.

EL Status

The answers provided on the HLS do not determine EL status. They do, however, indicate which students are to be screened with one of the screening assessments as explained above. All ELs are automatically conferred Bilingual status, although not all students with Bilingual status will be identified as ELs (see below)

Bilingual Status

Bilingual status, and therefore bilingual funding of a student is determined by the HLS. If two or more of the three language responses are a language other than English, the student is considered "more often" and automatically qualifies as bilingual on the accreditation report. If a language other than English is indicated only once on the language responses, the student is considered "less often" and only qualifies for the bilingual funding if they also meet one of the following criteria:

- A score on the screening assessment qualifying the student for EL status;
- A score of "Basic" or "Below Basic" on the previous year's OSTP English Language Arts assessment;
- A score at or below the 35th percentile composite reading score from the Spring of the previous school year on a state approved norm-referenced test.

LEAs receiving bilingual funds through the state funding formula will be responsible for completing the yearly Bilingual Audit process. Any questions regarding the specifics of this audit should be referred to the LEA's assigned Regional Accreditation Officer (RAO).

In the case of students qualifying for Bilingual status through a "less often" response on the HLS coupled with a qualifying assessment score, the eligible assessment score is to be attached to the HLS in the student's cumulative folder.

A student's status will be updated in the Student Information System.

The site Federal Programs Teacher will be provided a list of all monitored ELS students in the current school year who reached English proficiency and are no longer identified as ELs. This list will be generated from WIDA ACCESS composite scores of 4.8 and above. Districts may provide additional supporting information based on Oklahoma State Assessment Scores.

The English Language Acquisition Plan (ELAP)

The English Language Acquisition Plan, in conjunction with a completed parental notification letter, fulfills the LEA reporting requirements for identified ELs outlined in ESSA.

Under the provisions of the law, LEAs are required to provide parents with the following information:

- The reasons for identifying their child as an English Learner in need of placement in a language instruction educational program;
- The child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs., including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
- How the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
- How such a program/programs will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program;
- In the case of a child with a disability, how such programs meet the objectives of the child's Individualized Education Program (IEP), as described in the Individuals with Disabilities Education Act (IDEA).

Stanley Hupfeld Academy has opted to use the ELAP form provided by the OSDE. It is designed to gather and convey all required information and is aligned with the Title I parental notification requirement outlined in Section 112(e)(3)(A) of ESSA. It outlines the demographic information, testing history, educational goals, allowable instructional interventions, and testing accommodations that will apply to an EL student for a given year. Any student classified as an EL is required to have a completed ELAP available upon request. LEAs are not required to use the form provided by OSDE. LEAs are free to develop their own form or to use one of a number

of available electronic forms. Regardless of the form used though, the required information must be contained and be accessible for each identified EL.

ELAPs must be completed within the first thirty days of enrollment and provided annually to the parents or guardians of EL students.

CPS English Language Academic Plan (ELAP) Procedure

Every English Learner (EL) student must have an English Language Academic Plan (ELAP). The ELAP should be designed to help the student make English Language gains. The plan should include academic and assessment supports needed.

The district EL contact monitors enrollment daily/periodically to see the list of any students requiring the screener. These student names are shared with the appropriate site EL contacts so that they may complete the screener within the first 30 days of school or the two-week window following the student's arrival.

The site Federal Programs Teacher will notify the district office as each screening is completed. The district EL contact generates a report in WIDA AMS/Insight and enters the information into the student information program.

Using the state's guidelines, HLS indicates whether the student qualifies at EL. (This will include all Pre-K students screened, all Kindergarten and 1st-semester of 1st-grade students screened, and any online testers with a Composite score of less than 4.8)

The district EL contact notifies:

- The Director of Special Services and Federal Programs to update the student's status in WenGage.
- The site Federal Programs Teacher will coordinate an appropriate staff in the development of an ELAP, including but not limited to the classroom teachers, IEP Case Manager, GT teachers, McKinney-Vento liaison, and administrators to determine appropriate classroom modifications, WIDA ACCESS accommodations, and state testing accommodations needed for the student. The Federal Programs Teacher will be invited to participate in IEP's of dual qualified students. The team will coordinate IEP and ELAP services and accommodations.
- Provide appropriate accommodations for ELs with an active IEP on the ELAP assessment.

Site Administration has access to Wengage to enter information and development plans. The plans will be distributed to parents and all applicable teachers. If at any time the team believes adjustments should be made to the ELAP, the team member will reach out to the site Federal Programs Teacher to convene a meeting to make necessary changes.

The ELL Coordinator will generate the finished ELAP. The plan will draw upon the student's current WIDA scores/proficiency level and the embedded bank of WIDA English Language Development (ELD) standards. The goals reflected on the ELAP are offered according to:

- The student's language proficiency level (Entering, Beginning, Developing, Expanding, Bridging, or Reaching);
- The four language domains (Listening, Speaking, Reading and Writing); and
- The five areas encompassed (social/instructional language, the language of Language Arts, the language of Mathematics, the language of Science, and the language of Social Studies).

Parents-Right-To-Know

SHA Site Administrator generates a Parent Notification letter. The parent letter reflects the proficiency category from the recent screening as well as general information about EL status and the type of support offered by the district. This letter may be generated in the family's home language (indicated on the HLS) in addition to English.

The site Federal Programs Teacher will print at least four copies of each:

- One copy to be mailed to parent/guardian;
- One copy for teachers who instruct the student, particularly the Language Arts teacher;
- One copy to be filed in the student's cumulative folder; and
- One copy to be sent to the Office of Special Services/Federal Programs

The Office of Special Services / Federal Programs will house a binder holding all of the active ELAPs and parent letters for the district EL students.

The district will monitor the evidence of former EL student performance including tracking the Graduation Status of identified students.

The Language Instruction Education Program (LIEP)

The Language Instruction Education Program (LIEP) is the overarching English language program designed to meet the language instruction requirements listed above.

In the State of Oklahoma, the LIEP is embedded in the Title I, Part A section of the Consolidated Application and consists of a number of narrative responses that allow the LEA to describe the nature and scope of EL services offered in the district. The LIEP narrative questions are designed to cover all of the mandated language instruction requirements. LEAs serving one or more ELs are required to complete the LIEP section of the Consolidated Application.

Stanley Hupfeld Academy will offer services through a variety of methods including but not limited to:

1. Lexia Literacy program,
2. Moby Max,
3. Edmentum,
4. Direct services based on WIDA ACCESS scores provided by site Federal Programs teacher,
5. Services and modifications identified in the student's ELAP and/or IEP if appropriate, and
6. Tutoring/intervention services provided by Title I/Title III Tutors.

Professional Development

All SHA Certified staff will participate in annual English Learner Professional Development. This professional development will be evidenced through district certificates, agenda and sign-in sheets and provider invoices if appropriate.

WIDA Access

The office of Special Services and Federal Programs will monitor and document the completion of WIDA ACCESS assessments for all students identified as EL and who have failed to successfully complete the required assessment with a score of 4.8, or a combined score including state assessments.

Parents will be notified annually of their child's participation in the assessment. The notification will be provided in the parent's preferred language of communication.

Parent and Family Engagement Education Activities

Stanley Hupfeld Academy will organize family engagement activities. This may include recording and posting demonstration videos on the SHA website. Notification of meetings will be sent in the parents requested language documented on the Home Language Survey. Agendas and minutes from meetings including parents, site and district staff, higher education staff and community agencies/groups will be included.

Classroom teachers have been encouraged to utilize Talking Points App. This app is free to teachers and translates messages into preferred languages.

Title III Consortium

We have joined the Title III Consortium led by _____. The fiscal agent/lead LEA also accepts the following responsibilities:

- Maintenance of written MOU or agreement regarding consortium member's participation;
- Ensuring that Title III, Part A funds are shared and spent to the benefit of all consortium members equitable;
- Control of all fiscal transactions of the consortium;
- Maintenance of records of all financial transactions and inventory lists relative to the consortium; and
- Monitoring the expenditures of all participating LEAs to ensure compliance with Title III, Part A supplement, not supplant requirements.

LEA's and Consortia can use up to 2% of their allocation on administrative costs. Examples of allowable use of Title III, Part A administrative costs:

- Title III, Part A Program Director or Coordinator's salary;
- Title III, Part A Assistant to Program Director;
- Data entry clerk for Title III, Part A;
- Costs of supplies associated with running the program (ink cartridges and paper); and
- Postage exclusively for Title III, Part A specific mailings.

Technology can be purchased using Title III, Part A funds (as long as that same technology is not being provided to non-EL students with other state and/or federal funds) as technology can upgrade the program and instructional capacity of the LEA.

Title III, Part A funds may not be used by the LEAs to administer State English Language Proficiency (ELP) assessments, as the assessment for English Language Proficiency is a required state-level activity under Title I, Part A.

Translating and interpreting:

LEAs and schools are required by federal statute to provide meaningful access to information and services provided to the parents or guardians of EL students. Therefore, Title III, Part A funds may only be used for supplemental translation and interpretations activities that are not provided by the LEA for all students, and for translation activities that are specific to Title III, Part A.

For example:

- If the LEA has a contract with a translation company that provides translated notices for Federal programs, then only that portion of the contract that pertains to Title III, Part A notices may be paid for the Title III, Part A funds.
- If the LEA of school communicates with all parents about their child's education progress by mail, it would not be appropriate to use Title III, Part A funds to pay for the

postage for EL students, as this communication is paid for thru the LEA of school for all students, and is not Title III, Part A specific.

- If the LEA or school communicates on a weekly basis with all parents about school activities, it would not be appropriate to use Title III, Part A funds to pay for translation or interpretation of these documents or activities, as this LEA and school are obligated to provide meaningful access to information and services provided. Title III, Part A funds could be used to pay for supplemental translation or interpretation.

Title III, Part A – Immigrant Grant

We do not currently have any students who qualify as Immigrants.

Due Dates

There are five different programs/resources to navigate.

- WIDA Secure Portal
- WIDA-AMS/DRC
- DRC – student testing side
- OSDE's Title III page

General Timeline:

- Upload/scan Home Language Surveys (HLSs) into data base for all students NEW to the district or those returning who have been gone more than one year. Resolve all issues with missing/incomplete information on the HLSs "skips" or marks them as "incomplete" as HLSs have been scanned in. The site ELL Coordinator will generate a list of students who require WIDA screening. The standing requirement has been that all new students requiring the screener get screened **within the first 30 days of school**. After the beginning of the school year, move-in students who require screening are supposed to be screened within **14 calendar days of their arrival.**

  The designated person in the district is responsible for scanning in the HLSs and monitoring to see which students may have been marked for screening. It needs to be done promptly and consistently.

- Ensure that data is entered properly with WenGAGE and has uploads of all the data needed. This is important so that generated letters and plans will be accurate. It's also crucial as it's part of the documentation for accreditation.

- Complete all of the necessary trainings in WIDA Secure Portal to be able to administer the appropriate levels of WIDA. Screeners and WIDA ACCESS CPS gives the online version for 1-12. Kindergarten has a separate training process. Pre-K has a separate training process. Students who are OAAP/Portfolio assessed may require the ALTERNATE ACCESS and that is a separate training too. If the assessments have been administered continually, there will not be a need to recertify each year. When the Screener is administered, the tester must go into WIDA-AMS and assign scores to the speaking parts. The certification is to ensure that these are scored consistently. For the spring WIDA ACCESS, all of the scoring is done externally.

- Complete the "Band Committee" process for students who qualify. WIDA gives a Composite score between 1.0 and 6.0. The mark to be proficient and exit EL status (i.e., become First Year Proficient) is scoring at least a 4.8 on the spring WIDA ACCESS. However, students in grades 3 and higher who score in the "band" of 4.3 – 4.7 can be exited if you can put together documentation according to a rubric provided by OSDE. **This band committed documentation last year had to be completed by September 10.** Each site contact works on gathering the documentation, but the designated person needs to communicate to OSDE then let the site know when/if the exit is granted. If granted, the student status needs to be update in WenGage to "First Year Proficient".

- **Within the first 30 days of school,** communicate with parents. This involves generating a parent information letter and a plan (ELAP) for all current EL students. Those need to be mailed home along with any paper score reports for parents from the previous spring. These letters and plans cannot be generated until all the information is completed/updated. It will generate based on the info that has been provided; scores, testing, modifications, instructional supports, etc. This takes communication beforehand with teachers and any IEP teams in place. Copies of the ELAPs also need to be shared with teachers and filed in the cumulative folders.

- Twice each year, follow up with a Progress Monitoring process for all of the students designated as First Year Proficient and Second Year Proficient. This involves the site contact conferring with classroom teachers (and possibly IEP team) to ensure that these exited students are making satisfactory progress as far as language development. If not, then they cannot be considered for "redesignation" as EL.

- Complete all of the data checks and procedures the OSDE sends out ahead of the spring's WIDA ACCESS testing window. There will be a myriad of trainings, data checks with the WAVE, documents to review/verify, materials to order, etc. From the technology side, communicate with the district IT about any needed attention to the testing devices. Administer all four domains of the ACCESS to all current EL students. Return booklets and testing materials as required.

A general timeline that would apply to each site contact:

- **Complete all the necessary trainings/certifications in WIDA Secure Portal at the very beginning of school.** These can be tremendously time-consuming to work through, so do not delay.
- Once you have the necessary certification, you can give the **WIDA Screener to any new students who have been designated** as "needs Screener". This typically has been required to be done within the first 30 days of school – or within 14 days if they arrive later in the school year. Let the district contact know when the Screeners are complete as they may begin to update the student's designation in WenGage based on the result. If the student is designated as EL, they will need a plan (ELAP). The ELAP is generated in based on information (in collaboration with teacher and IEP teams) indicated.
- Be prepared to complete "Band Committee" rubrics for students who did not score high enough last spring to Exit automatically (Composite 4.8) to First Year Proficient, but who scored in the 4.3-4.7 band and who can be considered for exit. This is typically due around September 10.
- Once each semester, complete a Progress Monitoring form for all First Year Proficient and Second Year Proficient students.
- Be prepared to carry out the WIDA ACCESS (online for grades 1-12) during the spring testing window. The window opens mid-January. Students will take 4 domains (Listening, Reading, Writing, Speaking). Some of which need to be administered individually.

Explanation of each site/resource:

- **WIDA Secure Portal** – This portal has all the information related to timelines, training, quizzes to get certified, certificates, testing materials, etc.
  Once logged in to WIDA Secure Portal, you can choose Oklahoma to see state specific details. From that page, you can see the link to ACCESS for ELLs Checklist.

- **WIDA-AMS/DRC Insight** – This is the site where you actually set up test sessions for Screener or ACCESS, score Screener elements, generate score reports, etc.
- **DRC – student testing site** – This will have an icon on some designated devices at each site. It is the student's view of the testing.
- **OSDE's Title III page** – Accessed through Federal Programs, then Title III. A collection of documents, webinar lists, resources and guidance in many areas.

Sources for this document:

- Oklahoma State Department of Education – Title III Part A Handbook
- FY21 Consolidated Monitoring OK State Plan
- FY21 Federal Programs Monitoring Tool Kit
- FY21 Monitoring Tool Checklist
- Oklahoma WIDA
- Oklahoma ACCESS

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Date _____School _Stanley Hupfeld Academy___

Dear Parents/ Guardian,

The purpose of this letter is to inform you that_____
ELL student's name
has successfully completed a remote screener and is eligible to receive services as an English Language Learner.

English Language learners receive additional supports as they learn the English language.
The monitoring procedure includes yearly assessments through Access for ELL WIDA test. The test is given each spring and scores will be shared when they are received.
Please contact your child's teacher if you have any questions and/or need further clarification.

Regular Classroom Teacher Signature_____ Date_____

Principal Signature _____ Date_____

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Fecha 8-20-2020 Escuela Stanley Hupfeld Academia

Estimados padres/ tutores,

el propósito de esta carta es informarle de ello
El nombre del (estudiante ELL) _____ha completado con éxito un screener remoto y es elegible para recibir servicios como estudiante de inglés.

los estudiantes de inglés reciben asistencia adicional mientras aprenden el idioma inglés.
el procedimiento de monitoreo incluye evaluaciones anuales a través de la prueba Access for ELL WIDA. La prueba se da cada primavera y las puntuaciones se compartirán cuando se reciban.
Sen contacto con el maestro de su hijo si tiene alguna pregunta y/o necesita más aclaraciones.

Firma regular del maestro en el aula: _____Fecha:_____

Firma principal: _____Fecha:_____

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

English Language Academic Plan (ELAP) for School Year 2024-2025

THIS DOCUMENT IS CONFIDENTIAL

1. STUDENT INFORMATION

Student's name:	REMOVED FOR PRIVACY		
State Student ID Number (SSID / STN):	1002406855	District ID	55E003
Native Language:	Spanish		
District:	OKC Charter: Hupfeld Academy		
School site:	Stanley Hupfeld Academy @ Western Village		
Grade level:	4th		
Date identified as EL:	Previous School/ No Record Received		
Does the student have an IEP in place?	YES X NO ☐	If yes, has this ELAP been developed in cooperation	YES X NO ☐

SAMPLE ELAP

2. CURRENT OSTP / NRT TEST INFORMATION

Test:	Date:	Score:							
OSTP* (Reading)	NA- No Testing COVID-19	U		LK		S/P		A	
	Date:	Name of test:						Score:	
NRT*	8.25.2020	STAR Reading Assessment						.8	
NRT*	5.10.2020	WRAT- 4 – Wide Range Achievement						WR –SS72 SC-SS 63	

U = Unsatisfactory, LK = Limited Knowledge, S/P = Satisfactory/Proficient, A = Advanced
**NRT= State approved norm-referenced test taken within the current year or spring of the previous year (scores at or below the 35th percentile, or equivalent)*

3. CURRENT ELP PLACEMENT TEST INFORMATION

Test:	Date:	Score:											
OKPKST	NA	1☐	2☐	3☐	4☐	5☐	6☐	7☐	8☐	9☐	10☐		
K W-APT*	NA	Ln		S		R		W		L		C	
WIDA	6.22.18	Ln	5.1	S	4	R	1.2	W	1.4	L	1.3	C	1.7
WIDA	3.5.19	Ln	3.6	S	3.1	R	1.8	W	1.9	L	1.9	C	2.2

**Ln = Listening, S = Speaking, R = Reading, W = Writing, C = Composite, L= Literacy, not applicable to Oklahoma Pre-K Screening tool (OKPKST)*

4. CURRENT K-ACCESS / ACCESS for ELLS 2.0 / ALTERNATE ACCESS SCORES

Tier:	Date:	Score:									
		Ln		S		R		W		L	C

ACCESS for ELLs 2.0 minimum scores to exit EL services – 4.6 Composite

Current-year student growth target:	.6 year growth	Estimated time to exit EL services:	5 Year(s)

Is the student on track to exit EL?	YES	NO X
Is the student on track to graduate on time? (If applicable)	YES X	NO ☐

5. STUDENT'S ENGLISH LANGUAGE DEVELOPMENT (ELD) GOALS

Using the student's current ACCESS test data or placement test information and the WIDA ELD standards, establish appropriate WIDA Can Do* targets in the chart below.

DOMAIN:	Key Use Area:	ELP Level:	Target:
Listening	Reading/ Math/ Class work	6	Understand oral language in English and participate in all academic classes, for example: Synthesize information from multiple speakers, create models to represent details heard orally, recognize that language conveys information with precision and accuracy.
Speaking	Reading/ Math	3	Communicate ideas and details orally in English using several connected sentences and can participate in short conversations and discussions in school, for example: relate stories or events, describe processes or procedures, give opinion with reasons, share ideas and provide details.

OKLA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

English Language Academic Plan (ELAP) for School Year 2024-2025

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7. PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

Check the assessment(s) below in which the student will participate during the spring testing window (select one ELP assessment and one OSTP).

Student will participate in:	
☐	Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs 2.0® Assessment) without WIDA approved accommodations
X	Annual English Language Proficiency (ELP) Assessment (ACCESS for ELLs 2.0® Assessment) with WIDA approved accommodations
☐	Annual English Language Proficiency (ELP) Assessment (Alternate ACCESS Assessment)- Please review WIDA guidance to establish if assessment is appropriate
☐	Oklahoma School Testing Program Assessments without EL accommodations
X	Oklahoma School Testing Program Assessments with state approved EL accommodations
☐	Oklahoma Alternative Assessment Program (OAAP)

8. ACCOMMODATIONS FOR THE OKLAHOMA SCHOOL TESTING PROGRAM (OSTP)

To meet the needs of this student the checked accommodations will be used prior to and during the OSTP testing process. These accommodations must be appropriate to the student's English language proficiency level and reflective of the student's individual needs.

Non-Linguistic- check all that apply to the left:		Linguistic- check all that apply to the left:	
X	S1. Individual testing	☐	ELL1. Provide the assistance of a qualified oral language translator* to translate or clarify test instructions.
X	S2. Small group testing (8-10 maximum)	☐	ELL2. Provide the assistance of a qualified oral language translator* to translate test items and answer choices that do not assess reading competency.
X	S3. Preferential seating	X	ELL3. Simplify, repeat, and clarify test instructions
☐	S4. Separate location	☐	ELL4. Text-to-Speech or Human Reader (excludes multiple choice sections of ELA tests)
X	T1. Flexible schedule (same day)	☐	ELL5. Student may read the test aloud to himself/herself.
☐	T2. Administer subject area test over several sessions or "chunking"	X	ELL6. Scribe for student's response
X	T3. Allow frequent breaks during testing (maximum 10-15 minute duration)	☐	ELL7. Word-to-Word Dictionaries
		☐	ELL8. Oral Language Translations in (Neutral Latin American) Spanish for test items and answers.

NOTE- Many accommodations have specific requirements to maintain test validity and some accommodations, while allowable, may not necessarily be appropriate for ELs of specific proficiency levels. Please consult the "OSTP Accommodations for English Learners" guidance document located on the OSDE website or contact the Office of Assessment directly for assistance.

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

English Language Academic Plan (ELAP) for School Year 2024-2025

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Printed name of staff responsible for ELAP implementation and compliance:	**Maddie Banister**	**Position / Title:**	**4th Grade Teacher**
Signature:		**Date:**	
Printed name	**Kim King**	**Position**	**Special Education Teacher**
Signature:		**Date:**	

Printed name of parent or guardian:		**Relationship:**	**Mother**
Signature:		**Date:**	

Printed name of supervising site administrator:	**Ruthie Rayner**	**Position / Title:**	**Principal / ELL Coordinator**
Signature:		**Date:**	

PARENTAL OPT-OUT The following section should only be completed if the parent or guardian chooses to waive supplemental EL services.

I understand that while my child has been identified as eligible for supplemental EL services and accommodations, I choose to decline these services and accommodations at this time. I understand that declining supplemental EL services does not affect the EL status of my student and my student will still be assessed annually on the state ELP assessment (Kindergarten ACCESS / WIDA ACCESS for ELL 2.0 / Alternate ACCESS) until proficient in English.

Printed Name:		**Relationship:**	
Signature:		**Date:**	

STANLEY HUPFELD ACADEMY FIELD TRIP POLICY (ENRICHMENT EXCURSIONS)

Adopted: 5/2011
Revised: 6/2013

We believe that Enrichment Excursions designed to stimulate student interest and inquiry and to provide opportunities for social growth and development through real-life experiences are appropriate extensions of the curriculum. Enrichment Excursions are authorized to the extent that they provide an effective means for accomplishing general curriculum objectives of the Common Core objectives. Each teacher is limited to one (1) Enrichment Excursions in one academic year if funding and transportation are available.

All Enrichment Excursions requests must be made at least two weeks in advance by completing the information included on the "Stanley Hupfeld Academy Enrichment Excursion Request(s)" form. Enrichment Excursion Request forms are on the Public Drive in the "School Forms" folder. The notice to parents describing details of upcoming Enrichment Excursion must accompany request form for approval.

All Enrichment Excursion requests will be granted on a first-come, first-served basis and based on availability of transportation and volume of requests, so as to keep as few interruptions to direct instruction as possible/Enrichment Excursions in April and May are discouraged due to testing and numerous other end of the year activities.

Teachers will need to keep each student's signed permission slip and medical release form to take on each trip. Additional siblings should not be allowed to participate in excursions. Parents need to provide their own transportation to and from excursions if they choose to chaperone. A notice to parents including trip date, location, description, admission cost, departure time, return to school time and mode of transportation must be submitted with the Enrichment Excursion request form, and if approved, must be sent home with each student one week in advance of a field trip. All students will be allowed to attend an Enrichment Excursion unless the parent sends a written note indicating the child does not have his/her permission to attend.

Make lunch arrangements with the Cafeteria Manager two weeks in advance.
All students must wear their school uniforms on Enrichment Excursions unless they are notified by their sponsoring teacher that they may wear other identifying clothing. (dress-up, tie-dye, etc.) All students must be carefully monitored during Enrichment Excursions. Additional adults must be assigned to assure that students are in groups of no more than five (5) per adult.

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ENRICHMENT EXCURSION (FIELD TRIP) REQUEST

ALL REQUESTS MUST BE SUBMITTED AT LEAST TWO WEEKS IN ADVANCE. NO ENRICHMENT EXCURSION REQUESTS ACCEPTED AFTER APRIL 1.

Teacher making request : _____

Teachers included : _____

Today's date : _____ Date of Enrichment Excursion : _____

Number of students attending Enrichment Excursion: _____

Destination and description of Enrichment Excursion

_____ Notice to Parents (attached) _____ Purchase Requisition and list (class lists) of students who will be paid for (attached)

Departure Time : _____ Return to school time : _____

Cost per child : _____ # of sack lunches needed : _____

Who will fund? _____

1. _____ PRINCIPAL APPROVED (CALENDAR) date of approval: _____
2. _____ ORIGINAL TO BUSINESS OFFICE FOR P.O. APPROVAL/CONFIRMATION
3. _____ TRANSPORTATION/OKC BUS ARRANGED FOR TRIP - BECKY KIME
4. _____ CAFETERIA MANAGER (SACK LUNCH COUNT)
6. _____ CHRISTY SAVAGE/MENTOR

OTHER NOTES:

Hupfeld ACADEMY AT WESTERN VILLAGE
1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
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Dear Parents/Guardians,

PLEASE SIGN AND RETURN THE BOTTOM PORTION OF THIS PERMISSION SLIP NO LATER THAN **DATE** TO **TEACHER'S NAME** .

↓ **Cut off here and return bottom portion.** ↓

ENRICHMENT EXCURSION CONSENT AND RELEASE

I, _____ grant permission for _____
parent/guardian name child's name

to participate in the following activity

This activity will take place on: _____, _____.

Transportation for the activity will be: _____.

The undersigned agrees to assume the risk of any illness or injury his/her child might suffer as a result of the Activity, including any transportation to/from the Activity, and hereby releases, acquits and forever discharges Western Village Academy, Inc., all of its agents, employees, directors, officers, advisory counsel members, shareholders, insurers, and affiliates, including without limitation, INTEGRIS Ambulatory Care Corporation and INTEGRIS Health, Inc., and all of their respective affiliates, agents, employees, directors, officers, shareholders, insurers and affiliates, from any and all known and unknown liabilities, damages, costs, losses, expenses, actions, causes of action, claims, and demands of any kind whatsoever, arising at common law, statutory or otherwise, related to the Activity, including any transportation to/from the Activity.

Date: _____ **Signed:** _____

If not child's parent, explain relationship to child: _____

Stanley Hupfeld Academy @ Western Village does not discriminate on the basis of race/ethnicity, color, national origin, sex, disability, political beliefs, religion or age.

Revised 10/06/2022

STUDENT ADMISSIONS POLICY FOR STANLEY HUPFELD ACADEMY at Western Village (SHA@WV) CHARTER SCHOOL

Adopted: 7/2000

Revised: 9/2023

Maximum enrollment at SHA@WV is 330 with a maximum of 20-24 students per classroom (depending on grade level). Students will be admitted to SHA@WV who:

- Are eligible for Pre-K through 4th Grade and
- Whose legal parent/guardian shows identification and legal proofs of residence in our attendance area.

Students will be admitted on a first-come, first-served basis. However, class size will not exceed 24 students in 2nd-4th grades, 22 in 1st, and K & 20 in (3) Pre-K classes. Non-resident students may be admitted on a transfer basis if space permits. Transfers may be revoked due to lack of attendance or excessive behavior problems. First preference will always be given to students who have legal proof they live in our attendance area. We provide a free, appropriate, public education and do not charge students for attending our school. (FAPE)

Pre-Enrollment is done each year in April/May. New enrollment papers must be completed each year for returning students. If enrollment is not completed by the end of May, the student may lose their returning student status. Our charter requires that we serve in-area students first. Out-of-area transfer students will be considered after in-area enrollment is complete.

Students will only be sent to another school if a grade level is full. Parents may enroll one of their children if there is an opening and put their other child(ren) on a waiting list. There is a waiting list for "in-area" students and one for "out-of-area" students. In accordance with state law, our open positions will be posted on our website each quarter.

As openings become available, the school will call the first student on the waiting list. Phone messages will be left for parents to call the school at 405-751-1774 to accept or decline enrollment. If a number has been disconnected, the name will be taken off the waiting list. Families who opt not to put their children's names on a waiting list are no longer considered as a prospective enrollee, until they ask to be added to the list.

Nondiscriminatory Statement

SHA@WV respects the importance of individual dignity and the need for courteous treatment of all persons regardless of their race, sex, creed, color, national origin, sexual orientation, gender identity, religion or disability. No admission decision will be based upon race, sex, creed, color, academic ability, national origin, sexual orientation, gender identity, religion or disability.

Stanley Hupfeld Academy Out-of-Boundary Area Transfer Agreement

Stanley Hupfeld Academy serves the students of a neighborhood boundary defined by OKCPS. This boundary is from 101st to 115th on the north and south. Western is the east boundary and Pennsylvania is the west boundary.

Students that live within this boundary are priority during the enrollment process. When a grade reaches capacity according to the set class size, students are placed on a waiting list and advised to enroll at Britton Elementary. Per our agreement with OKCPS.

If a grade level does not fill by the end of the defined enrollment period, then the school will open the enrollment up to students that live in-area with relatives, and then to out-of-area students in this order.

Transfer students are admitted with two stipulations to ensure the integrity of the learning environment.

1. Daily attendance is essential for student success. When a student reaches 10 total absences, their transfer may be revoked. Medical conditions will be taken into consideration.

2. Students must adhere to the code of conduct that is outlined in the student handbook. Extreme or excessive behavior problems can lead to a transfer being revoked.

In the case of a revoked transfer the decision will take effect immediately, the parent/ guardian will be notified and advised to enroll in their home school.

Parent Signature: _____

Administration: _____

STANLEY HUPFELD ACADEMY at Western Village
REQUEST FOR EXTRA DUTY STIPEND/PAY

REQUESTS MUST BE SUBMITTED AND APPROVED IN ADVANCE OF THE TIME WORKED, AND TIME WORKED MUST BE NOTED ON TIME CARD.

EMPLOYEE NAME _____ DATE OF REQUEST: _____

REASON FOR REQUEST -- DESCRIPTION OF JOB OR ACTIVITY REQUIRING EXTRA TIME BEYOND NORMAL SCOPE OF JOB RESPONSIBILITIES, HOURS AND PAY:

_____

_____

_____

DATE, TIME, LOCATION & APPROXIMATE NUMBER OF HOURS TO BE WORKED: If task is ongoing throughout school year, indicate the approximate schedule and number of hours to be devoted to the task.

_____

_____

_____

Are you aware of others on staff who perform this task or a similar task? If so, who?

_____

Stipend Amount Requested: _____

APPROVED: _____ DECLINED: _____

_____
Ruthie Rayner

_____
Tobi Campbell

AMOUNT APPROVED: $_____

NOTES:

_____

_____

_____

If approved, forward to payroll with copy to requestor.
If declined, return to requestor.

GUIDELINES FOR USE OF FACILITY
STANLEY HUPFELD ACADEMY at Western Village

Anyone wishing to use the school facility for an event/activity must first submit an application form. School Administration will review the application with these guidelines in mind and will, at their discretion, make a determination whether to grant or deny the request. In the event of a dispute over an application's denial, the applicant may request review by the school's Advisory Board for a final determination as time permits.

Application must be submitted to school Principal in advance of event to allow reasonable time for review and consideration.

Event date must not conflict with any other school events. School-sponsored activities shall have first priority and previously scheduled activities for outside groups may be cancelled if the facilities are needed for school functions.

All events must be held between the hours of 8:00 a.m. and 9:00 p.m. Administration reserves the right to further restrict these hours based on the nature of the event.

The event must benefit the school's students, parents and community.

The event must be adequately staffed and supervised by sponsoring entity, not by school staff.

Sponsor may be required to pay school's costs for facility oversight by school staff. Such oversight may include opening the designated building(s) and operation of heating/air conditioning equipment.

School reserves the right at all times to stop any activity or event if, in the sole judgment of school staff present, such activity or event violates these guidelines or the school's policy on use of its facilities or otherwise is deemed to be hazardous to any person or property.

The event must not put undue wear and tear on the WVA school property or resources. No school equipment shall be used for the event other than playground equipment for events taking place on school grounds. Access to school areas other than those approved in the Application shall not be permitted.

Sponsors must provide proof of appropriate insurance coverages and indemnify school for any damages to school property or personal injuries caused by the event.

Sponsors must provide adequate security using off-duty police officers as requested by the school, unless waived by Administration based on the nature of the event.

Clean up must be provided by sponsor. A refundable deposit of $300 shall be required prior to the event to reimburse school if acceptable clean up is not provided. The deposit shall be returned promptly to sponsor if acceptable clean up is provided.

If event requires use of electricity, heat, air and/or water, a facility usage fee of $75 per hour must be paid to school in advance of event. Additionally, sponsor shall obtain any required state or city permits at its expense and have them available during the event.

Food/drinks are not allowed inside the gymnasium.

No alcoholic beverages, controlled dangerous substances, tobacco, guns or other weapons, profane language, quarreling, fighting, or gambling shall be permitted on school premises.

By signing below, I confirm that:

- I am the adult responsible for care of the facility during the event;
- The Application information accurately describes the event and is otherwise correct and complete in all respects; and
- My organization will comply with the above requirements and those contained in the school's policy governing use of its facilities.

_____

Print Name Above:

_____

Sign Name Above

_____

Date

Adopted by Administration April 2010
Approved by Board: May 2010

APPLICATION FOR USE OF STANLEY HUPFELD ACADEMY
at Western Village (SHA@WV)
SCHOOL FACILITY
4/13/10

Name of Applying Organization or Individual(s) Event Sponsors:

_____

Is sponsor a not-for-profit organization? YES NO

Name of contact person responsible for activity/event:

_____

Address & Phone number of contact person:

_____

Name/Description & Purpose of activity/event:

_____

_____

_____

Event Date: _____

Event Start Time: _____ **Event End Time:** _____

Anticipated Number of activity/event participants: _____

Who are the participants/attendees?

_____

Will SHA@WV students be involved? If so, how many? _____

How will they benefit from the event?

_____

Will the outlying Western Village community/neighborhood be included? YES NO

If yes, how?

_____

_____

Will admission be charged? YES NO If yes, how much? _____

Will there be financial profits gained from the event? YES NO

Who will benefit from the financial proceeds?

_____

Do you have liability & other necessary insurance coverages? YES NO

Name of Insurance Provider, agent, phone number:

_____

(Certificate of insurance is required – please see attached guidelines & policy).

Is there any other information that may be helpful to us in evaluating your application?

_____

_____

_____

THANK YOU!

FEDERAL PROGRAMS AND HOW YOU CAN BE INVOLVED
STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE (SHA@WV)

Our mission is to provide effective learning opportunities for all students.

TITLE I, TITLE IIA and TITLE IIB

TITLE I:

- Provides funding to help disadvantaged, low-achieving students.
- Funding is based on percentage of students receiving free/reduced lunch.
- Schools serving free/reduced lunch to more than 40% of their students are eligible for a **SCHOOL WIDE PROGRAM.**

SHA @ WV OPERATES A TITLE I SCHOOL WIDE PROGRAM MEANING:

- Title I funds are used to upgrade educational programs and meet the academic needs of ALL students.
- The school must collect, analyze and use results from data to improve student achievement.
- An annual site plan must be developed and reviewed for effectiveness and ongoing improvement.
- The annual planning team includes director, principal, teachers, parents, counselor and community members.

SHA @ WV PROVIDES:

- Reading Interventionist
- Supplemental Counseling Services
- Professional development for all staff

GOALS:

- By 2019-2020 ***all students will:***
  - Attain proficient or better in Reading and Math;
  - Be taught by Highly Qualified Teachers;
  - Be taught in a safe and drug free environment.

STUDENT ASSESSMENTS: Teacher-made daily and weekly tests, teacher observations and portfolios, STAR Reading Assessment, Developmental Reading Inventory (DRA), Universal Math Screenings, Diagnostic Indicator of Basic Early Literacy Skills (DIBELS), Oklahoma Core Curriculum Tests, Standardized assessments, Study Island Benchmarks and alternative-enriched assessments (projects, reports, etc.)

FEDERAL PROGRAMS' PARENT NOTIFICATION REQUIREMENTS:

- Parents may request a copy of the **Parental involvement Policy** and/or **Home-School Compact** available in the school office.
- Parents will be given information regarding their child's achievement on State tests.
- Each child's progress and needs will be reviewed with parents at two annual Parent Teacher Conferences.
- Deficiency reports will be completed and shared with parents as necessary each March.
- Parents will be notified if their child is being taught by a non-highly qualified teacher for 4 or more consecutive weeks. (due to Family Medical Leave Act or emergency)
- 100% of SHA @ WV are highly qualified.

PARENT INVOLVEMENT OPPORTUNITIES AT SHA @ WV: Policy development planning meetings, parent teacher conferences, Advisory Council, website, student performances, parent orientation, PALS (Parents as Leaders-Volunteers), 2nd Cup of Coffee, sports teams, Friends & Family Luncheon, Library Privileges for Parents, classroom visits, free turkeys at Thanksgiving, nurse practitioner (medical needs), **and parents may request meetings to formulate suggestions and participate in decisions that affect their children's education.**

Please consider volunteering at the school!

FEDERAL PROGRAMS COMPLAINT POLICY

Adopted/: October 5, 2020
Amended: May 2024

Complaint Procedures for Every Student Succeeds Act (ESSA)

Individuals filing complaints **must** include the following written information:

- The name of school or school employee alleged to have violated a specific federal requirement.
- The specific requirement you believe has been violated.
- The actions, facts, and documentation on which you base your complaint.
- Documentation of the efforts to resolve the complaint through the local parent complaint process.
- The resolution you expect.

Written complaints are accepted by mail, fax, e-mail, or in person. Stanley Hupfeld Academy at Western Village must be able to verify the complainant's name, phone number, and address in order to acknowledge receipt of the complaint. Stanley Hupfeld Academy at Western Village will not be able to appropriately respond to the complaint without contact information. Stanley Hupfeld Academy at Western Village requests a signature of the person filing the complaint. Send complaints to:

Stanley Hupfeld Academy at Western Village
Attn. Kara Babbit
1508 NW 106th Street
Oklahoma City, OK 73114
or by calling (405) 751-1774

Complaint Resolution for ESSA

Stanley Hupfeld Academy at Western Village will respond to complaints about the requirements of ESSA within 60 days of receipt, unless an extension is needed because of extenuating circumstances. Complainants will be notified, in writing, if an extension will be needed and the reasons for the extension. The written resolution will include:

- A statement of the federal program requirements involved.
- A summary of the information, records, or data reviewed and considered.
- The findings of fact.
- The conclusions for each allegation, including the reasons for the conclusion.
- Any technical assistance, negotiation, or corrective action that must occur and when the action must occur.

The written resolution will be mailed to the complainant and a copy will be filed with the Office of Federal Programs and Office of Legal Counsel, Oklahoma State Department of Education.

Stanley Hupfeld ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Title IX Complaint Form

Name of school employee alleged to have violated a specific federal requirement

_____

☐ The specific requirement you believe has been violated.

_____

_____

_____

_____

☐ The actions, facts, and documentation on which you base your complaint.

_____

_____

_____

_____

_____

☐ Documentation of the efforts to resolve the complaint through the local parent complaint process.

_____

_____

_____

_____

_____

_____

_____

☐ The resolution you expect.

_____

_____

_____

_____

_____

Please submit this form to:
Stanley Hupfeld Academy's Title IX Administrator:
Kara Babbit = Kara.babbit@integrishealth.org

FERPA - COMMUNICATION – CONFIDENTIALITY POLICY

Adopted 2/2001
Revised 3/2018

The Family Educational Rights and Privacy Act (FERPA) is a complex federal law addressing the privacy of students' educational records. Stanley Hupfeld Academy Staff will adhere to this law.

Parental Rights Under FERPA to Inspect, Review, and Request Amendment of Education Records

FERPA gives parents/guardians certain rights regarding their child(ren)'s education records. These rights transfer to the student when he or she reaches the age of eighteen or attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students."

Except under certain specified circumstances, FERPA affords parents/guardians or eligible students the right to inspect and review the student's education records. Parents/guardians or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school does not amend the record as requested, the school must offer the parent/guardian or eligible student a hearing on the matter.

Student and personnel confidentiality is of the utmost importance. NO discussion or mention of a unique situation involving a student, teacher, parent or staff member should be made in the front office, or to, or in the presence of, any other student(s), Stanley Hupfeld Academy employee(s), parents, or mentors. Exercise discretion and your professional duty to maintain confidentiality at all times. Posting on Social Media should not include videos that identify the school in a negative light. This includes profanity, derogatory remarks or identification of other staff or students. Violations of confidentiality may result in termination.

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

GIFTED AND TALENTED EDUCATION 2024-2025 SITE PLAN STANLEY HUPFELD ACADEMY @ WESTERN VILLAGE, INC., CHARTER SCHOOL

1508 N.W. 106th
Oklahoma City, OK 73114
(405) 751-1774

PHILOSOPHY:

Stanley Hupfeld Academy @ Western Village, (**hereafter referred to as SHA**) mission is to provide effective learning opportunities for *all* students, taking into consideration each child's unique needs, interests, skills, and talents. We believe students identified as gifted and talented based on multiple criteria, are entitled to differentiated instructional strategies that address their special cognitive and affective needs and potential. Our aim is to enhance each student's talents, and expand each student's ability to increase deficit skills as companions to their talents. We believe there are musical, logical mathematical, verbal linguistic, intra-personal, inter-personal, bodily kinesthetic, visual spatial, musical, naturalist, leadership, creative, higher-level thinking, and problem solving propensities in all children. Our plan is intended to enhance and enrich students' opportunities in the regular classroom, as well as allow for an expansion of the existing curriculum during and beyond regular school hours.

STANLEY HPFELD ACADEMY @ WESTERN VILLAGE GIFTED EDUCATION GOAL:

Provide effective opportunities for all students to maximize their potential and contribute to the success of our future global and ever-changing society.

DEFINITION OF GIFTED AND TALENTED STUDENTS:

Section 904. Education of Gifted and Talented Children – Definitions.

1. "Gifted and talented children" means those children identified at the preschool, elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purpose of this definition, "demonstrated abilities of high performance capability" means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability (verbal-linguistic, logical-mathematical.) Said definition may also include students who excel in one or more of the following areas:

    a. creative thinking ability (higher level thinking)
    b. leadership ability (inter-personal and intra-personal)
    c. visual & performing arts ability (visual-spatial, bodily kinesthetic, & musical)
    d. specific academic ability
    e. naturalist

IDENTIFICATION:

Criteria I: Students with demonstrated Abilities of High Intellectual Performance Capability

Students identified in the top 3% on any national standardized test of intellectual ability as defined by state statute may be eligible for placement in the Gifted Program. Tests utilized by **SHA** include:

a. The **Naglieri Nonverbal Ability Test 3 (NNAT3) & Matrix Analogies Test-Short Form**—The NNAT B is given to first graders. NNAT C is given to second graders. The Matrix is given to all students in grades 3-5. *NOTE: NNAT2 has been used in the past, however the NNAT3 has been purchased for the 2022-2023 school year.

Criteria II: Students Identified Based On Multicriteria

Students identified based on multi-criteria as specified in this plan may also be eligible for placement in the Gifted Program. Funding is available for a maximum of 10% of **SHA's** average daily membership, however **SHA** may serve any number of students who may qualify.

The staff at SHA continually strives to recognize each student's potential in multiple areas and provide an opportunity for each to participate in an activity which will allow him/her to excel, develop a greater sense of self-confidence, and perfect or refine a unique talent or skill. Such opportunities include:

- **Individual and group instrument lessons**
- **Individual and group African drumming lessons and community performances.**
- **Full time P.E./Dance, Literary Arts, Music, Visual Art and Technology specialists (all of whom provide daily opportunities for enriched experiences).**
- **After school enrichment programs:**
  - **Orffestra (musical performances utilizing Orff instruments, recorders and percussion instruments)**
  - **Eagle Entertainers (performing troupe that includes vocal, instrumental, drama and dance)**
  - **Sports Clubs**
  - **Visual Arts**
  - **Literary Arts / Research/ Project Based Learning**
  - **Honors Music Classes**
  - **Fitness/wellness, nutrition (fitness testing, health screenings, individualized fitness and nutrition plans to address obesity, walking challenge—we have a walking track and fitness stations along the track**
  - **Academic Team – Eagle Einstein Academic Team (Competitive)**

- **Homogeneous grouping for daily 90-minute reading Guided Reading with Balanced Literacy instruction. Students are tested every eight weeks and placed in reading groups according to their reading level. (Any student reading above grade level is advanced to a reading group at that level. Walk to Learn is utilized to address students that are reading at a higher grade level. If a kindergartener is ready for reading, she/she is placed in an appropriate reading group with 1st graders. The same modifications are made for math instruction.**
- **Further options available are listed under PROGRAMMING OPTIONS in this plan.**

a. An **Identification Matrix (Appendix E)** will be utilized to determine eligibility for Gifted and Talented programming options. No single criterion or cut-off score will be used to exclude a student from needed educational programming.

b. **Referrals (Nomination Form/Appendix A)** may be made by parents, teachers, students (self or peers), community members, and other professionals who are familiar with the student's abilities, potential performance, and past records. Referrals may be made to the principal or principal designee at the appropriate site throughout the school year. Data will be collected on the referred student and may include, but is not limited to, scores on standardized ability and/or achievement tests, student achievement within the curriculum, student grades within specific academic areas, project portfolios, and other information as appropriate.

c. **Leadership skills** demonstrated in and out of the school setting. i.e., awards and/or reported observations from parents and teachers in regard to students who demonstrate behaviors and actions which are typical of one who may have leadership potential. (initiative, influence, character, attitude, confidence, integrity, attention to detail, problem solving, taking the lead in cooperative learning settings, volunteering to present or perform at school assemblies or off-site community meetings, etc.)

d. **Other subjective methods** such as:
    a. Checklists
    b. Student work portfolios including creative productions or performances both inside and outside school.
    c. Parent Referrals
    d. Other as appropriate

Information provided will be reviewed by the **SHA** site committee comprised of principal, counselor, reading coach, administrative assistant, teachers, and parents.

SITE IDENTIFICATION, PLACEMENT COMMITTEE AND SHA GIFTED COMMITTEE:

- Ruthie Rayner, Principal
- Heather Meldrum, Full time **SHA** Counselor
- Corey Alkire, **SHA** Certified Reading Coach
- Madeline Mahan, First Grade Teacher and member of **SHA** Leadership Team
- Christy Savage, Administrative Assistant and member of **SHA** Leadership Team
- Becky Kime, Business Manager
- Kim King, Resource Teacher
- Jazlyn Marcos, Third Grade Teacher
- Daijha Cobb, Parent
- Student's Homeroom teacher

NOTIFICATION OF PARENTS/GUARDIANS (Parent Notification Letter/Appendix C)

Parents or guardians will be notified of placement status in writing. Test results and/or eligibility criteria utilized to determine placement, as well as programming options will be shared with the parents or guardians. Prior to placement, a conference with members of the site identification/placement committee and parents may be held. Parents may request conferences or consultation as desired.

Questions regarding referral, screening, testing, and placement of students should be directed to the site principal.

PERMISSION/REFUSAL FOR PLACEMENT (Individual Programming Option Form/Appendix D)

The signature of a parent or guardian is required for either placement of a student in the Gifted and Talented program, or for refusal of placement of a qualified student. Each school site principal is responsible for obtaining the parent signature on placement/refusal forms and maintaining documentation in the student's permanent folder.

REVIEW OF PROGRESS

The progress of students in the Gifted and Talented program is on-going with attention to content mastery, higher-level thinking skills, leadership and creativity. Students whose needs are not being met by current placement will be considered for other programming options which may be more appropriate in meeting the student's needs. Parents must be notified of any difficulties the student is experiencing and a conference scheduled. While a student is never removed from the program, services for that student may change. Parents or the site identification/placement committee may initiate a change of services at any time. Changes may involve the services a student is receiving or removal from active program participation.

Parents must notify the site principal if they wish to remove a child from active participation in gifted services. After a conference is held with the school committee, the parent must submit in writing a request stating the reason(s) for withdrawing the child.

Any inactive student may remain eligible for reinstatement at any time. Parents, the principal, teachers or student may initiate such a request in writing.

PROCEDURAL SAFEGUARDS INSURING DUE PROCESS RIGHTS FOR ALL POTENTIALLY IDENTIFIABLE AND IDENTIFED GIFTED AND TALENTED STUDENTS

(Due Process Procedures as stated in EL-15-O)

- Recent standardized ability test scores provided by other school districts will be accepted in accordance with the identification procedures outlined above.
- No test scores are released outside the school except to the parent or by the written request of the parent.
- Parents may appeal the decision of the site identification/placement committee. The placement letter sent to the parent outlines the process for appeal. Parents must request the appeal in writing within 10 days of receiving the placement decision letter. The principal must schedule an appeal committee meeting within 60 days of receipt of written request. The appeals committee must be comprised of the site identification/placement committee and two other persons who have not served on this committee. The parent may address the appeals committee at the beginning of the meeting. New information from any source may be considered. The principal or designee notifies the parent of the appeal committee's decision within 10 days of the meeting.
- Parents may appeal the Site Appeal Committee's decision to the Western Village Academy Advisory Council. The placement letter sent to the parent outlines the process for appeal. Parents must request the appeal within 10 days of receiving the site decision appeal's letter. The **SHA** Advisory Council Director must schedule an appeal committee meeting within 60 days of receipt of written request. The Appeals committee will be comprised of the Director of Western Village Academy, the site principal, and **SHA** Advisory Council members. The parent may address the Appeals Committee at the beginning of the meeting. New information from any source may be considered. The Director will notify the parent of the School's Appeal Committee's final decision within 10 days of the meeting.

PROGRAMMING OPTIONS

Quality multiple programming options and a continuum of differentiated services for K-5th grade will be provided during and beyond the school day. Such programming will be designed and modified to respond to each student's identified qualifications, strengths, abilities, needs and interests. Content, processes and products will integrate creativity, performance and higher level thinking skills. Students may also be served informally through various school activities which pertain to their specific interests and needs during and beyond the school day.

OPTIONS MAY INCLUDE, BUT ARE NOT LIMITED TO:

- **Acceleration:** Allowing students to progress through the curriculum and/or grade levels at a rate at an accelerated pace.
- **Cluster Grouping:** Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction. **Continuous Progress:** The content and pacing of curriculum and instruction are matched to the student's abilities and needs.
- **Cross Grade Groups:** Opportunity for a student to work in an advanced grade level setting with one or more students sharing a similar readiness for the learning task and performance expectation.
- **Curriculum Compacting:** Adapting the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- **Differentiated Instruction:** Including differentiated curriculum and accelerated content designed for able students.
- **Independent Study:** Offering individually contracted in-depth study of a topic; also a course or unit of study taken through individual arrangement.
- **Individualized Education Program:** A written educational plan that describes the special education and related services specifically designed to meet the unique educational needs of a student.
- **Proficiency-Based Promotion:** Elementary students advancing one or more grade levels by demonstrating proficiency at the 90% level on designated assessments in all curriculum areas.
- **Ongoing Assessments:** Formative assessments are on-going assessments, reviews and observations in a classroom. The results of formative assessments (quizzes, exams, performance tasks, portfolios, journals, teacher observations, etc.) are used to modify and validate instruction.

ENRICHMENT, TYPE I & TYPE II WILL INCLUDE BUT ARE NOT LIMITED TO:

- **Artist In Residence Program:** An established artist spends a limited time at a school site to promote the schools' arts programs by providing knowledge about art forms to students through exhibition, instruction or hands-on activities.
- **Creative and Academic Competitions:** Organized opportunities for students to enter local, regional, state or national contests in a variety of areas, such as science fairs, geography bees, art shows, essay contests, academic competitions, speech contests, etc.
- **Enrichment of Content in the Regular Classroom:** Experiences in the classrooms that supplement the established curriculum and which are purposefully planned with the needs, interests and capabilities of particular students in mind.
- **Enrichment Excursions:** Trips taken outside the school to provide enrichment and real-life experiences.
- **Audio Visual Presentations:** Videos and Power Point presentations that provide exposure to a wide variety of disciplines not ordinarily covered in the regular curriculum in which the students may have or may develop a sincere interest.
- **Guest Speaker:** Resource persons from the community who share their knowledge and experience on a specific topic.
- **Honors Art or Music (Eagle Entertainers):** Extra opportunities to develop and nurture talent in art or music and showcase products through displays or performances.
- **Mentorships:** A program which pairs individual students with someone who has advanced skills and experiences in a particular discipline and who serves as a guide, advisor, counselor, role model, friend, supporter, and/or tutor.
- **Skits, Plays, Ballet, or Musicals:** Opportunities in and beyond the school day for students to attend performances of professionals with unique skills and talents.
- **Learning Centers:** A designated area or center designed to enrich and/or accelerate students' interests in a given content area. Materials are changed frequently.

- **Socratic Discussions:** Discussions of great literature led by a trained adult discussion leader using a prepared question guide designed to promote higher-level and inferential thinking skills.
- **Technology:** An on-site technology coordinator/teacher teaches computer skills necessary for students to research and prepare presentations and reports, as well as to learn about how computers operate.
- **Visiting Authors/Illustrators:** Presentation made to students based upon an author or illustrator's work that is unique to the author or illustrator.
- **After School and Summer Enrichment Programs:** Academic enrichment courses, arts, science, math, reading, jump rope, soccer, boys and girls' basketball, track, dance, enrichment excursions, gardening, nutrition, health & fitness, drama, ORFF instruments, guitar and piano lessons, vocal music, African drumming, athletic summer camps, etc.

AFFECTIVE DOMAIN:

- **Social/Emotional Needs:** Full time counselor provides individual, small group and large group lessons and activities that address specific needs of the gifted including underachievement, perfectionism, social skills, suicide tendencies, isolation, peer pressure, feeling different and not fitting in, mediation, conflict resolution, etc.

PROGRAM STAFF AND RESPONSIBILITIES:

PRINCIPAL:

- Form and serve on the site identification/placement committee.
- Lead the development of a site Gifted and Talented plan to be implemented.
- Disseminate program information and forms to appropriate parties (staff members/parents/community members).
- Collect, record, and maintain site Gifted and Talented data.
- Conduct annual evaluation of the site Gifted and Talented program.
- Serve on site appeals committee.
- Guide and support teachers in providing differentiated curriculum that meets the needs of identified Gifted and Talented students.
- Provide site professional development opportunities that address the needs of Gifted and talented Students.

SITE IDENTIFICATION/PLACEMENT COMMITTEE:

- Meet periodically for the purpose of assessment and identification of students for placement in the site Gifted and Talented program.
- Identify gifted students according to State/District/Site regulations.
- Make placement decisions regarding Gifted and Talented students.
- Serve on site appeals committee.

CLASSROOM TEACHERS:

- Must hold a valid Oklahoma teaching certificate or meet the qualifications set forth in "No Child Left Behind" for "Highly Qualified Teachers" appropriate to the grade(s) included in the program.
- Match curriculum and instruction to students' readiness, interests, and learning profiles in curricula areas.
- Serve on site identification/placement committee if requested.
- Participate in training opportunities, workshops, and/or college courses designed to educate/assist in the area of gifted and talented education.
    - OETT Training/ K20 Center
    - Oklahoma Association for Gifted, Creative, & Talented Conference
    - NAGC Conference
    - State Department of Education Videoconferences
    - State Department of Education inservice
    - Site training
- Communicate student progress throughout the school year with parents.
    - For students placed in any of the above mentioned program options, the appropriate teachers will report student progress and accomplishments to the parents according to the guidelines for those program options.

RESPONSIBILITIES OF SCHOOL AND LOCAL BOARD OF EDUCATION IN PROVIDING FOR A GIFTED AND TALENTED PROGRAM:

SHA Charter School is responsible for providing gifted and talented educational programs for all eligible gifted and talented children who attend **SHA**. The differentiated education will include multiple programming options that shall be carefully matched with students' identified needs, interests and abilities.

SHA shall submit a gifted and talented child count, a gifted and talented plan update, a summary budget, and a gifted and talented expenditure report to the State Department of Education by State-determined deadlines annually.

ANNUAL EVALUATION OF GIFTED AND TALENTED PROGRAM:

SHA shall conduct an annual evaluation of the gifted and talented program. Surveys shall be conducted to elicit reports from students, staff and parents. The evaluation process will assess each component of gifted program which will include, but not be limited to:

- Identification
- Professional Development
- Programming Options
- Curriculum
- Instructional Program
- Program Management
- Evaluation Process

Evaluation findings are to be completed, analyzed and communicated to appropriate groups. Results of the annual evaluation conducted by the district should be taken into consideration when devising program improvement plans.

LOCAL ADVISORY COMMITTEE:

The Local Advisory Committee shall be appointed by the Charter Schools' Advisory Board, and shall consist of at least three (3) but no more than eleven (11) members, at least one third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for Gifted and Talented Children. The Local Advisory Committee shall be demographically representative of the community and appointed no later than September 15 of each school year for two-year terms and consist of parents of children identified as gifted and talented and community members who may be but are not required to be, parents of students within the district. (70 O.S. 1210.308A)

The first meeting shall be called by the Director or Director's designee no later than October 1 of each year. At that meeting, the committee shall elect a chair and a vice-chair.

The Stanley Hupfeld Academy @ Western Village, Inc., Charter School's Local Advisory Committee (Council/Board) will meet annually to approve the Gifted and Talented Education Site Plan. It will be presented, open for discussion, approved, and signatures of approval secured and submitted.

The Advisory Committee shall meet at other times during the year as necessary in meeting space furnished by the school. All meetings of the committee are subject to the provisions of the Oklahoma Open Meeting Act.

The Local Advisory committee shall assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted and talented educational programming, and perform other advisory duties as requested by the Board. (70 O.S. 1210.308A).

BUDGET:

Site charter school personnel will compile and prepare the budget for gifted educational programming in conjunction with the Director and Principal and Local Advisory Committee. The budget will be compiled on forms required by the State Department of Education and will be submitted per the established Oklahoma State Department of Education guidelines.

EXPENDITURES REPORT:

An expenditures report for the previous school year will be submitted by the **SHA** financial office to the State Department of Education in compliance with Oklahoma State Department of Education requirements and timelines. This report will outline the expenditures made by the district for gifted and talented educational programming and will identify expenditures by major codes and program classifications pursuant to the Oklahoma Cost Accounting System (OCAS).

CONFIDENTIALITY:

According to state and federal laws, the disclosure of information contained in a student's educational record is limited except by prior written consent of the student's parent/guardian or the legally-eligible student, or under certain limited circumstances as permitted by the Family and Educational Rights and Privacy Act (FERPA). Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

STANLEY HUFFELD ACADEMY – HOMELESS STUDENT POLICY

(Adopted 4-2021)

HOMELESS STUDENTS have the right to enroll in school immediately, even if lacking documentation normally required for enrollment; such as, previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. This policy will:

- Keep children in their school of origin to the extent feasible, except when doing so is contrary to the wishes of parents/guardians.

- Ensure the right to attend school of origin extends for the entire duration of homelessness and that children who become housed during the academic year may continue their education in the school of origin for the remainder of the academic year.
- Immediately enroll unaccompanied youth.

Homeless students, in accordance with the Federal McKinney Homeless Assistance Act, shall have access to the same free and appropriate public education as provided to other children. The administration shall make reasonable efforts to identify homeless children within the school, encourage their enrollment, and eliminate existing barriers to their education that may exist in district policies or practices. No child or youth shall be discriminated against in this school district because of homelessness.

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence; and includes:

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described

The administration shall attempt to remove existing barriers to school attendance by homeless children:

1. Enrollment requirements that may constitute a barrier to the education of the homeless child or youth may be waived at the discretion of administration or designee. If the district is unable to determine the student's grade level due to missing or incomplete records, the school shall administer tests or utilize other reasonable means to determine the appropriate grade level for the child.

2. Fees and charges that may present a barrier to the enrollment or transfer of a homeless child or youth may be waived at the discretion of the superintendent or designee.

3. Customary transportation policies and regulations may be waived at the discretion of the superintendent or designee.

4. Official school records policies and regulations may be waived at the discretion of the superintendent or designee.

5. The district shall make a reasonable effort to locate immunization records from information available or shall arrange for students to receive immunizations through health agencies and at district expense.

BIRTH CERTIFICATE [70 O.S. § 1-114 Section 15. Children - School Age.]

Parents/guardians of children new to the district must provide an official copy of the birth certificate for school files. Although an official birth certificate is preferred, in the absence of a birth certificate, the principal may accept other documentation that shows the child's name and date of birth such as:

- An attending physician's certificate
- Family medical bills (shows student's date of birth)
- Last year's attendance register or other official scholastic record
- Baptismal certificate
- Passport
- Life Insurance policy

The principal may also allow the parent/guardian a reasonable length of time to obtain proof of birth (parent contacts the department of health from the student's birth city). In such a case, the principal will be responsible for dismissing the student at the end of the grace period unless proof of birth is presented. If the principal denies enrollment due to the absence of proof of birth, the parent may appeal to the site director.

IMMUNIZATIONS [Criteria for immunizations required]

Students cannot be admitted or enrolled in any public school without the appropriate immunizations or paperwork required by state statute for parental objection to immunizations. The INTEGRIS SHA Clinic monitors and implements the immunization program according to State Law #1210-191 and school district policy.

Immunization requirements are updated annually in the Student/Parent Handbook. Per state requirements, the school will annually provide information about meningococcal meningitis in the handbook to our patrons.

RESIDENCY & GUARDIANSHIP [70 O.S. § 1-113 Section 14. Residence of Child – Attendance in Transportation Area] [Oklahoma Statute § 30-1-101 Guardians and Wards / Oklahoma Guardianship Act, 1988]

Residency of any child for school purposes shall be the school district in which the parent, guardian, or person having legal custody holds legal residence. Residence of a child may be a foster home, except a therapeutic foster home or specialized foster home where a child is in voluntary placement, where a child has been placed by the person or agency having legal custody of the child per court order, or by a state agency having legal custody of the child, or any orphanage or facility having full-time care and custody. Resident district may be where a child is entirely self-supporting, or resides in a state-licensed or operated emergency shelter. Although not required, SHA allows establishment of residency by affidavit. An adult, whether a relative or not, who does not fall within one of the categories listed above may file an affidavit affirming this adult: Holds legal residence in the school district, Has assumed permanent custody of the child, Contributes the major degree of support to the child States the reason(s) for assuming custody. The affidavit is valid for the current school year. If the custody arrangement continues, an affidavit is submitted annually to the school.

If the custody arrangement ceases to exist, the affidavit becomes null and void. Any person who willfully makes a statement in an affidavit 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 a fine of not more than Five Hundred Dollars ($500.00) or both such fine and imprisonment. Home inspections may be made by SHA Administrators or designee. Two (2) items verifying residence may include, but is not necessarily limited to, the following:

1. Proof of payment of local personal income tax or ad valorem taxes

2. Title to residential property in the district, or a valid unexpired lease agreement, or current receipts for payment of rent on a district residence in which the applicant actually resides

3. Proof of provisions of current utilities (gas, water, or electric bills)

4. A valid, unexpired motor vehicle operator's permit or motor vehicle registration

5. Maintenance of voter registration

6. Principal may accept other documents at their discretion. Enrollment will be completed when all necessary documentation has been provided to the school and verified by school personnel.

REFERENCE: 70 O.S. §1-113, §1-114, 70 O.S. §18-111 Oklahoma School Law [70 O.S. § 1-114 Section 15. Children – School Age] Oklahoma Immunization Regulations [310:535-1-2. Criteria for immunizations required]

Stanley Hupfeld Academy's staff works together to ensure a welcoming environment for students that are highly mobile or homeless. While no one person can meet all the needs of a student who is homeless, a caring and welcoming staff makes a world of difference to a student struggling with daily survival needs. School staff takes a team approach to identifying students who are homeless and highly mobile, working to meet their basic needs, and creating a welcoming environment for these students and their families. The SHA team consists of the homeless liaison, school administrator, school secretary, nurse, teacher, and the school counselor.

Below are the tasks team members undertake to identify the unmet needs of students who are highly mobile and homeless.

Homeless Liaison

- Ensure that homeless children and youth (including preschool children and unaccompanied youth) are identified and immediately enrolled in school by establishing a referral process with school staff and community agencies.
- Inform parents/students of their educational rights.
- Inform parents/students of transportation rights, including transportation to the school of origin.
- Guarantee that students receive free school meals, school supplies, and course fee waivers.
- Alert appropriate staff, in a confidential manner, of the student's living situation.
- Collaborate with community service providers, school personnel, and the state homeless coordinator to provide homeless children and youth education and related services.

Administrator/Principal

- Communicate to school staff the importance of providing a safe and helpful environment to students who are highly mobile and homeless.
- Extend yourself to the family/student by letting them know your school is a safe and caring place.

- Ensure transportation to allow students/parents to attend school events.
- Encourage parents to volunteer at school and participate in school events.

School Secretary/Enrollment Personnel

- Recognize specific signs a family/student may be homeless. Tactfully inquire about living situations.
- Enroll the student immediately and offer privacy and assistance in completing enrollment forms.
- Refer the family or unaccompanied youth to the school's homeless liaison to discuss the student's educational rights under the McKinney-Vento Homeless Education Act.
- Be sensitive and caring in your attitude and approach. You may be the first person the family or unaccompanied youth interacts with - you may make the difference in how the family and youth feel about their new school.

School Nurse

- Verify immunization records and check for other health issues.
- Identify students with mental/psychological concerns. Refer student to appropriate professionals.
- Follow-up with healthcare concerns.
- Refer the family or youth to community resources that provide health benefits such as dental care, Medicaid, physicals, Supplemental Security Insurances (SSI), Women-Infant-Children (WIC), and other community health programs.

Teacher

- Be familiar with the common characteristics of students who are homeless.
- Identify areas of academic strengths and limitations for students and communicate with parents about their child's school performance.
- Connect students and parents with tutoring, mentoring, and extended day programs if needed.
- Adjust assignments to allow homeless and highly mobile students to complete them at school.
- Keep school supplies, snacks, clothes and other basic necessities on hand for students who may need them. Find quiet ways to distribute these resources.
- Reinforce the positive aspects of the student's academic and social skills while strengthening areas in need of improvement.

- Provide extra encouragement and attention to students who are highly mobile and homeless.

School Counselor

- Introduce yourself to the student and family as an advocate for them.
- Monitor academic progress, offer support services, and assure students access to all programs and extracurricular activities.
- Offer support for the social/emotional (safety, security, and belonging) needs of students.
- Refer the family/student to community agencies for psychological/mental health support if required.
- Check-in frequently with highly mobile and homeless students to gauge their adjustment to their new surroundings.
- Assist families in identifying community services and resources.
- Consult with teachers, administrators, and parents about academic performance and behavior.
- Participate in crisis intervention teams for referrals, e.g., abuse, neglect, and suicide risk.
- Coordinate with the court, child welfare, and juvenile justice systems, as appropriate, to support highly mobile and homeless student's success in school.

Team Members meet regularly to discuss and problem solve the academic, social, and emotional progress of students who are highly mobile and homeless. Team members also discuss activities to increase parental involvement, ways to build community partnerships, and other ideas to increase student and family stability.

Stanley Hupfeld Academy students who meet the definition of homelessness according to Title X, McKinney-Vento, may be afforded these services by utilizing the Title I homeless set-aside funds and/or McKinney-Vento funds.

- Services to attract, engage and retain homeless children in school
- Early childhood programs for homeless preschool age children
- Referrals for medical, dental, mental and other health services
- Services to enable students to enroll in and succeed in school
- Fees and costs associated with tracking and obtaining records
- Violence prevention counseling

- Domestic violence counseling
- Parent education for parents of homeless students
- Homeless awareness activities
- Transportation costs
- Testing fees
- Evaluations
- Before/After school programs
- School Supplies
- Clothing
- Homework assistance
- Mentoring
- Tutoring
- Supplemental instruction
- Enrichment activities
- Supplies for special projects
  (i.e.: art, home economics, science)

WORKING WITH STUDENTS- MILITARY RECRUITER ACCESS
Adopted/Amended: October 5, 2020

Release of Student "Directory" Information



Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774

Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

The McKinney-Vento Act provides several LEA requirements for serving homeless children and youth. Under section 42 U.S.C. §11432(g)(3)

Stanley Hupfeld Academy Homeless Policy:

- 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 any period of homelessness;
- Assist with obtaining immunizations or other required health records;
- Continue a homeless child's or youth's education in the school of origin for the duration of homelessness and for the remainder of the academic year, even if the child or youth becomes permanently housed during an academic year;
- Enroll the homeless child or youth in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend;
- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the parent, guardian, or unaccompanied youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the parent, guardian or unaccompanied youth;
- Provide a written explanation of the reasons for the LEA's decision, including information regarding the right to appeal to the parent, guardian, or unaccompanied youth, if the LEA sends the child to a school other than the one requested;
- Enroll the child or youth immediately in the school in which enrollment is sought if a dispute rises over eligibility, school selection or enrollment in a school, pending final resolution of the dispute;
- Provide services comparable to those received by other students in the school.
- Treat information about a homeless child's or youth's living situation with confidentiality, as a student education record.

□ Coordinate with local services agencies and other agencies or entities providing services to homeless children and youth and their families, including services and programs funded under the Runaway and Homeless Youth Act.

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8/20/2025

Dear Parent or Guardian:

Our school, Stanley Hupfeld Academy, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child.

Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s): 1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches. 2. Whether the teacher is teaching under emergency or provisional status because of special circumstances. 3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree. If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information: 1. Whether the paraprofessional has completed at least two years of study at an institution of higher education. 2. Whether the paraprofessional has completed an associate's degree (or higher). 3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff. 4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate. To request this information please contact your child's school by phone at 405-751-1774 or by e–mail at ruthie.rayner@wvacademy.com. Should you have any other questions regarding your child's education, please do not hesitate to contact the school office.

Sincerely,

Ruthie Rayner

Principal

Hupfeld
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8/20/2025

Estimado padre o tutor:

Nuestra escuela, Stanley Hupfeld Academy, recibe fondos federales para los programas de Título I, Parte A. A lo largo del año escolar, le proporcionaremos información importante sobre esta ley en lo que respecta a la educación de su hijo. Esta carta le informa sobre su derecho a solicitar información sobre las calificaciones profesionales del personal del salón de clases que trabaja con su hijo.

Nuestro distrito o escuela podrá proporcionarle la siguiente información con respecto a las calificaciones del maestro (s) de su hijo: 1. Si el maestro cumple con los requisitos estatales y los criterios de licencia para los grados y materias que enseña. 2. Si el maestro está enseñando en situación de emergencia o provisional debido a circunstancias especiales. 3. Si el maestro tiene títulos avanzados y el campo de disciplina de la certificación o título del maestro. Si en algún momento a su estudiante se le ha enseñado durante cuatro (4) o más semanas consecutivas por un maestro (s) que no está altamente calificado, entonces la escuela le notificará. También tiene derecho a solicitar información sobre las calificaciones de los paraprofesionales que asisten al maestro (s) de su hijo.

Si su hijo recibe servicios de Título I, Parte A de un paraprofesional, entonces nuestro distrito o escuela puede brindarle la siguiente información: 1. Si el paraprofesional ha completado al menos dos años de estudios en una institución de educación superior. 2. Si el paraprofesional ha obtenido un título de asociado (o superior). 3. Si el paraprofesional ha cumplido con un riguroso estándar de calidad a través del procedimiento de certificación de nuestro estado para determinar la calidad del personal paraprofesional. 4. Si el paraprofesional tiene: (a) el conocimiento y la capacidad para ayudar en la instrucción de lectura, escritura y matemáticas o (b) el conocimiento y la capacidad para ayudar en actividades de aprendizaje, como tareas, preparación para la lectura, escritura, matemáticas y otro tipo de apoyo según corresponda. Para solicitar esta información, comuníquese con la escuela de su hijo por teléfono al 405-751-1774 o por correo electrónico a ruthie.rayner@wvacademy.com. Si tiene alguna otra pregunta sobre la educación de su hijo, no dude en comunicarse con la oficina de la escuela.

Atentamente,

Ruthie Rayner

Directora

INFORMATION FOR PARENTS



IF YOUR FAMILY LIVES IN ANY OF THE FOLLOWING SITUATIONS:

In a shelter

❖

In a motel or campground due to the lack of an alternative adequate accommodation

❖

In a car, park, abandoned building, or bus or train station

❖

Doubled up with other people due to loss of housing or economic hardship

Your school-age children may qualify for certain rights and protections under the federal McKinney-Vento Act.

Your eligible children have the right to:

- Receive a free, appropriate public education.
- Enroll in school immediately, even if lacking documents normally required for enrollment.
- Enroll in school and attend classes while the school gathers needed documents.
- Enroll in the local school; or continue attending their school of origin (the school they attended when permanently housed or the school in which they were last enrolled), if that is your preference.
    - * If the school district believes that the school you select is not in the best interest of your children, then the district must provide you with a written explanation of its position and inform you of your right to appeal its decision.
- Receive transportation to and from the school of origin, if you request this.
- Receive educational services comparable to those provided to other students, according to your children's needs.

If you believe your children may be eligible, contact the local liaison to find out what services and supports may be available. There also may be supports available for your preschool-age children.

National Center for Homeless Education at SERVE

Local Liaison	State Coordinator
Heather Meldrum Stanley Hupfeld Academy 405.751.1774 ext. 159 heather.meldrum@wvacademy.com	Tammy Smith Program Specialist 405.522.3260 Tammy.Smith@sde.ok.gov

If you need further assistance with your children's educational needs, contact the National Center for Homeless Education:

1-800-308-2145 * homeless@serve.org * http://nche.ed.gov

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE

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HOMELESS COMPLAINT RESOLUTION PROCEDURES

Stanley Hupfeld Academy at Western Village adheres to the complaint resolution process recommended by the Oklahoma Department of Education (OSDE) when a dispute arises regarding the education of a homeless child or youth. Stanley Hupfeld Academy at Western Village will make every effort to resolve the complaint or dispute at the school district level before it is brought to the OSDE. Stanley Hupfeld Academy at Western Village will inform the complainant of our Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.

1. Notify Stanley Hupfeld Academy at Western Village's homeless coordinator. The homeless coordinator serves as a liaison between the homeless child and the school. Someone in the school or in the superintendent's office will be able to identify the homeless coordinator.
   a. Request a copy of or access to Stanley Hupfeld Academy at Western Village's policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.
   b. If the dispute is not resolved after the initial discussion with Stanley Hupfeld Academy at Western Village's homeless coordinator, the complainant may file a complaint in writing to Stanley Hupfeld Academy at Western Village's homeless coordinator for further review.
   c. In the complaint include a request that a written proposed resolution of the dispute of a plan of action be provided within five (5) days of the date the complaint was received by Stanley Hupfeld Academy at Western Village's homeless coordinator. A review of the proposal or plan of action with the homeless coordinator should follow. The parties may mutually agree on an extension; however, every effort should be made to resolve the complaint in the shortest possible time.
2. If the dispute is not resolved at the district homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should requests from the superintendent a written resolution within five (5) days of the date of the discussion. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.
3. If the dispute is not resolved at the district superintendent level, the complainant may take the matter before Stanley Hupfeld Academy at Western Village's board of education for resolution.

If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to the OSDE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken:

1. Address the complaint to the State Homeless Coordinator, Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.
   a. Include in the complaint:
   b. A detailed description of the dispute
   c. The name(s) and age(s) of the children involved

d. The name(s) of involved school district personnel and the district(s) they represent

e. A description of attempts that were made to resolve the issue at the school district level

2. The Team Leader of the Office of Grants Planning will inform the involved school district(s) of the complaint. The team leader or team leader's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.

3. Within thirty (30) days after receiving a complaint and investigating the complaint, the team leader will make a determination regarding the allegations on the complaint and will inform the parties, in writing, of the decision. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

4. If a complainant disagrees with the decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy State Superintendent of Public Instruction. This appeal must be in writing and state the reasons why the complainant disagrees with the decision.

5. Within thirty (30) days after receiving the appeal, the Deputy State Superintendent of Public Instruction will render a final decision and notify the complainant and all other interested parties in writing. Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.

6. While the dispute is ongoing, the child(ren) in question must be enrolled in and attending school. If the dispute revolves around which school is the school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.

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Written Notification of Decision

This form is to be completed by the school when a disagreement arises between the school and a parent, guardian, or unaccompanied youth over McKinney-Vento eligibility, school selection, or enrollment in a school.

Date: _____

Name of person completing form: _____

Title of person completing form: _____

Name of school: _____

In compliance with 42 U.S. C. § 11432(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): _____

Name of Student(s): _____

After reviewing your request regarding eligibility, or school selection or enrollment in a school for the student(s) listed above, the request is denied. This determination was based upon:

_____

_____

_____

You have the right to appeal this decision by completing the second page of this form or by contacting the school district's local homeless education liaison.

Name of local liaison: **Heather Meldrum**
Phone number: **(405) 751-1774** Email: **Heather.Meldrum@wvacademy.com**

In addition:

- The student listed above has the right to enroll immediately in the requested school pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student's enrollment in the requested school. You may use the form attached to this notification.
- You may contact the State Coordinator for Homeless Education if further help is needed or desired.

Contact information for the State Coordinator: **Tammy Smith, (405) 522-3260**

- You may seek the assistance of advocates or an attorney. A copy of our state's dispute resolution process for students experiencing homelessness is attached.

INTRUDER PREVENTION POLICY/VISITORS IN THE BUILDING

Adopted: 2/2008
Revised: 5/2018

Anyone visiting our building must check in at the front office. If you see someone who does not have a Visitor or Mentor Pass, please cordially direct him/her to the front office to sign in and secure a pass. If you are met with resistance, allow the person to leave but phone or page the office immediately for notification of the incident.

RELEASING STUDENTS TO OTHERS POLICY

Never dismiss a student to an unfamiliar and/or unauthorized person. If you are not sure the person picking up the student is authorized, refer to the student information system or the student information books in the office. If the person is not on the authorized list, call the parent/guardian for permission to release the child.

If there is a custody dispute, please refer to the latest court issued paperwork that is in the student's cumulative file.

Hupfeld ACADEMY AT WESTERN VILLAGE
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Notice to Parents for Student Use of Asthma Inhalers on School Premises and Authorization for Student Use

Please read the attached policy. If you wish for your child to carry his/her asthma inhaler on school premises and self-administer asthma medication as needed, please supply the following information and return all items to the school's physician's assistant.

Student Name: _____ Age: _____

Grade: _____ Teacher: _____

Name of Treating Physician _____

Treating Physician Address: _____

Treating Physician Telephone _____

ATTACH TO THIS FORM:

1. **An original written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her medication; and**

2. **An emergency supply of the student's medication.**

NOTICE AND RELEASE

The school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student, and by signing below, the undersigned parent or legal guardian releases and agrees to hold harmless the school and its employees and agents from any such liability.

The undersigned parent/legal guardian of the above-named student hereby gives permission for such student to carry his/her asthma inhaler and self-administer asthma medication while on school premises in accordance with the directions of the student's treating physician.

_____ _____

Parent/Guardian Signature Date

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AT WESTERN VILLAGE

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INVENTORY PROCEDURES

Stanley Hupfeld Academy at Western Village will use the following procedures to track school inventory and assets:

Information

The following information shall be maintained for inventory

- Description
- Location
- Purchase price
- Vendor
- Date purchased or leased
- Serial or identification number
- Method and reason of disposal, if applicable

Physical Controls

An annual inventory must be performed. Physical inventory must be performed for all capitalized items, as well as, all computers that do not meet the capitalization threshold.

- The inventory is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset or inventory records.
- Upon completion, the Director must review and approve the results. The Review should include a comparison of physical inventory to accounting records and fixed asset schedule.
- Any discrepancies must be communicated to the Director.
- All fixed assets are tagged with a School fixed asset tag.

Tracking and Reconciliation

A fixed assets schedule is to be maintained by the Director. The fixed asset schedule must be updated monthly to include new purchases, retirements or transfers of assets.

Physical Assets Purchased with Restricted Funds

All items purchased need to be tracked and inventoried by the school. The information must be maintained in a secure environment (i.e. system or network) with restricted access.
All items (assets and inventory) purchased need to be tagged with an asset tag, tracked for physical location and inventoried annually.

- The tag must read "Purchased with PROJECT CODE funds for STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE FY##".
- Any item (asset or inventory) assigned to a student or teacher also needs to be tagged, tracked for physical location and inventoried annually

An annual inventory must be performed. The physical inventory must be performed for all restricted fund purchase to catalog for restricted fund audit purposes.

STANLEY HUPFELD ACADEMY - JOB ABANDONMENT POLICY

Adopted: 5/2011
Revised: 6/2013

An employee who is absent from duty for two (2) consecutive school days without notification or authorization by the Principal or his or her designee will be deemed to have abandoned and/or resigned his or her position effective at the beginning of the unauthorized absence. The separation of the employee will be reported as a resignation by abandonment of position. Legal Reference: Oklahoma Statutes 70S 6-103.

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LEA PARENT & FAMILY ENGAGEMENT

In support of strengthening student academic achievement, Stanley Hupfeld Academy receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by Section 1116(a)(2) of the Every Student Succeeds Act (ESSA). This establishes Stanley Hupfeld Academy's expectations and objectives for meaningful parent and family engagement activities.

Stanley Hupfeld Academy is committed to creating and promoting a healthy school environment by partnering with families, communities, and the schools to support the academic success of all children by strengthening the engagement of families. Programs and practices will be established to meet the diverse needs, languages, and cultures of children and families. Stanley Hupfeld Academy recognizes the word "parent" also includes guardians and other family members that engaged in the child's educational process.

Stanley Hupfeld Academy will put into operation programs, activities, and procedures for the engagement of parents and family members in all of its schools with Title I, Part A programs. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents and family members of participating children. Consistent with Section 1116, the district will work with its schools to ensure that the required school-level parent and family engagement policies meet the requirements of Section 1116(b) of the ESSA, and each include as a component a school-parent compact consistent with Section 1116(d) of the ESEA.

In carrying out the Title I, Part A parent and family engagement requirements to the extent practicable, Stanley Hupfeld Academy and its schools will provide full opportunities for the participation of parents with limited English proficiency, limited literacy, disabilities, who are economically disadvantaged, or are of any racial or ethnic minority background, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format including alternative formats upon request and, to the extent practicable, in a language parents understand.

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

1. Parents participate in assisting their child's learning;
2. Parents are encouraged to be actively involved in their child's education at school;
3. Parents are partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
4. Other activities are carried out, such as those described in Section 1116 of the ESEA.

Stanley Hupfeld Academy will coordinate and integrate parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

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Stanley Hupfeld Academy will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under the part, including identifying the following:

1. Barriers to greater participation by parents/families in activities authorized by this (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
3. Strategies so support successful school and family interactions

Stanley Hupfeld Academy will use the findings of such evaluation to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies Section 1116(a)(2).

Stanley Hupfeld Academy promotes and supports developing lasting partnerships with families, communities, and businesses to build capacity for practices and activities that nurture student success. Which strengthens the families' access to resources; businesses/community organizations partner with schools to create programs that connect to the workplace; intergenerational programs support young and old working together; and students serve and learn beyond their school environment.

Stanley Hupfeld Academy recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parent involvement. Stanley Hupfeld Academy is committed to providing professional development opportunities and training for parents and staff throughout the year to enhance understanding of effective parent involvement strategies.

REFERENCE: Section 1116 of the Every Student Succeeds Act (ESSA).

STANLEY HUPFELD ACADEMY LESSON PLANNING POLICY

Adopted: 5/2008
Revised: 6/2017

Careful planning is essential to effective teaching. Each teacher will develop a yearly curriculum map during the summer aligning the State Standards to daily, weekly, and monthly teaching objectives. The plan should include any special themes, arts integration, celebrations, major activities, speakers, field trips, and assessment tools such as weekly and quarterly Standards aligned assessments (BENCHMARKS), enriched or alternative assessments, and any other teacher-made tests. The Principal is always available to help/guide with lesson planning and curriculum mapping.

COPIES OF EACH GRADE LEVEL'S CURRICULUM MAP IS LOCATED ON THE P DRIVE.

Lesson plans for the beginning of the year, should include objectives and activities for teaching school procedures and routines (hallway walking, lining up, lunch/cafeteria routines, assembly behavior, drill procedures, dismissal procedures, classroom procedures, etc.) Teachers' outside doors should not be used for transit time to specials, lunch, and dismissal.

Daily lesson plans are to reflect the standards and skills being taught, instruction, activities, and assignments that take place during the day are to be aligned with the adopted assessments. Standards being taught on a daily/weekly basis should be posted and visible in each classroom. (In words, not by objective number.) WALK-THROUGH OBSERVATIONS WILL TARGET EVIDENCE OF DAILY OBJECTIVES, STUDENT ENGAGEMENT IN LEARNING, TEACHER/STUDENT INTERACTION, BLOOM'S LEVEL, APPROPRIATE TEXT/MATERIALS, INSTRUCTIONAL STRATEGY AND SURVEY OF THE LEARNING ENVIRONMENT.

Videos not directly related to the curriculum should be limited to no more than two per year. "Reward" movies related to instruction should be clearly identified in the lesson plans with the PASS skill being targeted. Curriculum-related videos are most effective when accompanied by a comprehension or interactive activity. These should be limited to maximize instructional time.

Weekly lesson plans outlining each day's time-block schedule of skills to be taught and assessments/benchmarks to be administered **must be e-mailed to the Principal by Friday at 4PM.** The lesson plans will be checked by the Principal every week. Established SHA Curriculum should be taught and reflected in lesson plans.

Each teacher will keep a file on each student with a copy of progress reports, report cards, current high-stakes' test results, and discipline documentation. On-going informal assessment results will be kept in a grade book and documented on the Classroom Summary Sheet.

In the event of school closure, Virtual Learning Lesson plans should be presented on a weekly basis. Plans should include remediation, enrichment and new content instruction. Postings to Class DoJo, Work Packets and technology integrated lessons should be used to support learning plans.

Hupfeld ACADEMY AT WESTERN VILLAGE

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SHA School Library Selection Policy

The mission of the Selection Policy is to:

- Support the academic, professional, and personal needs of the Stanley Hupfeld Academy community
- Support students at all academic levels and interests
- Encourage, inspire, and stimulate students' interests and appreciation for reading and learning

Responsibility for Selection

The selection of the Stanley Hupfeld Academy materials and resources is the responsibility of the librarian and professional staff. Reviews published in professional, literary or general periodicals recognized for their expertise are consulted as the basis of selection. The removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value is part of the selection process. Suggestions for purchasing materials and resources are welcomed and are given consideration within the guidelines of the Library Selection Policy. Gift materials, free and sponsored materials are evaluated by the same selection criteria as purchased materials.

Criteria for Selection

Note: Materials and resources selected for the Stanley Hupfeld Academy Library are based on the merit of the work and its relevance to the needs, interests and demands of the curriculum. The Library neither endorses any particular views or beliefs, nor is the selection of materials by the school an endorsement of any particular viewpoint or author. The responsibility for a student's reading rests with his/her parent or legal guardian. The following criteria are used as a guide in the selection process:

- Library materials considered for selection must be age appropriate for an elementary school population.
- Library materials must support the curriculum, the school mission, and the district standards.
- Library materials must meet the needs of patrons for pleasure reading and researching topics of personal interest while representing diverse points of view.
- Library materials should be of high quality with at least two recommendations from literary institutions.

Concerns Process

Parents and guardians play a major role in guiding their child's reading and library use. Each family has the right to determine which library resources are acceptable for its children and must accord the same right to other parents. Concerns and complaints about an item in the Stanley Hupfeld Academy book collection should be submitted to the administration in writing and include the name of the book and the area of concern. The resource will be reviewed by the selection committee which includes, administration, the reading specialist, librarian and counselor. The committee will provide feedback to the interested party within 7 days of the complaint.

Policy Review Date: 10/2/2023
Board Adoption Date:

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Stanley Hupfeld Academy has a single library at their school site located at 1508 NW 106th, OKC, OK 73114. This library is managed by our library manager and available for the public to access through our online search tool that is managed by Follett School Solutions at the following link:

https://shacademy.follettdestiny.com/common/welcome.jsp?context=saas050_3501021

If you have any questions, feel free to contact the school at 405-751-1774.

Ruthie Rayner

Principal

Kara Babbit

Director

LOST OR DESTROYED CHECKS, WARRANTS, OR VOUCHERS
ADOPTED 06-09-04

PURPOSE: This policy adopts written safeguards and procedures for the replacement of lost or destroyed checks, warrants, or vouchers.

Stanley Hupfeld Academy (SHA) will issue a second or duplicate check, warrant or voucher in lieu of an original check, warrant or voucher that has been lost or destroyed only after all requirements in this policy have been met (as required by state statute).

1. The payee of the original check, warrant or voucher delivers to SHA a properly executed affidavit setting forth the specific facts of the loss or destruction of the original check, warrant or voucher. The form of affidavit shall substantially comply with the form attached (at the end of this section).

2. The payee of the original check, warrant or voucher executes an indemnity and hold harmless agreement in favor of SHA in the form attached (at the end of this section) wherein the payee agrees to indemnify and hold SHA harmless from any and all costs, fees, damages, and liabilities, including a reasonable attorney's fee, arising from payment of the original check, warrant or voucher or from the issuance of a duplicate check, warrant or voucher to payee.

3. The Advisory Board for SHA confirms that the requirements of this policy have been met and approves the issuance of an alternative or duplicate check, warrant or voucher with a new number, if appropriate, to replace the original check, warrant, or voucher.

4. The Advisory Board, in its discretion, may require the payee to post an indemnifying bond in favor of SHA in double the amount of such lost or destroyed check, warrant or voucher to protect SHA from any and all loss or harm occasioned by or sustained on account of the payment, or failure to pay, the original check, warrant, or voucher and/or the issuance of such second or duplicate check, warrant or voucher.

STANLEY HUPFELD ACADEMY MEDICATIONS – ADMINISTERING POLICY

Adopted 2/2012
Revised 5/2019

In accordance with state law it is the policy of the SHA that no drug or internal medicine of any kind, except those prescribed by a physician, be given to a pupil at school. When a physician or parent requests that a child be given medication at school, a form must be completed and given to the nurse practitioner. A NEW FORM must be filled out for each change of medication and RENEWED EACH SCHOOL YEAR. This form must be signed and kept on file at the school. All students must comply with school and state regulations. These regulations are:

- A form must be completed detailing the name of the drug, dosage, and time interval medication is to be given. Parents or guardians must sign it.
- The medication must be brought to school by the parent in a container appropriately labeled by a pharmacist or a physician with the child's name, medication, and dosage and doctor's name on it. If the medication is not in a properly labeled bottle, the doctor must also sign the parent's release form.
- EXCEPTION: If a parent feels that a child may need a non-prescription medicine, we must have on file a Stanley Hupfeld Academy Medication Form authorizing administration of such medication. Non-prescription medicine will not be given without a telephone call to the parent.
- Sample medications from a doctor must be accompanied by a note or form signed by the doctor stating his/her orders.
- In accordance with state law all medicines must be brought to the nurse practitioner's office when the child arrives at school.
- The nurse practitioner, principal or administrative assistant can exclude any child from school activities who is suffering from or exhibiting the following symptoms:
  - Fever 100 degrees Fahrenheit or higher
  - Any eruption of the skin or rash
  - Sore throat or tonsillitis
  - A severe cough
  - Any inflammation of the eyes or lids
  - Vomiting and/or diarrhea
- Accidents involving injury which occur on the school property during school hours will be reported immediately to the nurse practitioner.
- Every parent is requested to sign an "Authorization for Medical Care of a Minor" form. This form will be kept on file in the Nurse Practitioner's office to be used ONLY in the event parents are out of town or cannot be reached within a reasonable length of time in an emergency.
- CHILDREN USING ASTHMA INHALERS: Students may carry and use their asthma inhalers on school premises only if the student's parent or legal guardian has provided the school with all of the following:
  - Written authorization from the parent or legal guardian for the student to self-administer their asthma inhaler; and

- A written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her inhaler; and
- An emergency supply of the student's medication; and
- A written statement from the student's parent or legal guardian acknowledging that the parent or legal guardian has been advised in writing that the school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent or legal guardian releases the school and its employees and agents from any such liability.

- The school will keep the emergency supply of the student's medication furnished by the student's parent or legal guardian in accordance with applicable law and will keep a record of the student's name, the type and name of medication, the date the medicine was administered to the student, and the name of the person who administered the medicine to the student. The school's nurse practitioner, the school principal and other school employees who may be designated from time to time by the school will be responsible for taking the actions required in this section.
- Written permission for a student's self-administration of asthma medication is effective for the school year in which it is granted and must be renewed each subsequent school year by fulfilling all of the requirements of this policy. Senate Bill 343, April 28, 2003.
- DEFINITIONS: "Medication" means a metered dose inhaler or a dry powder inhaler used to alleviate asthmatic symptoms that has been prescribed by a physician and has an individual label. "Self-administration" means the student's use of an asthma inhaler pursuant to prescription or written direction from the student's physician.
- Per State Regulations, parent/guardian of each student enrolled in Kindergarten, 1st or 3rd grade shall provide certification to school personnel that the student passed a vision screening within the previous 12 months. Other provisions apply if the student fails the screening. No student shall be prohibited from attending school for a parent's/guardian's failure to furnish a report of the screening. School districts are required to notify parents/guardians of these requirements.

MEDICAL FORM FOR ASTHMA INHALER



1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751 - 1774

Notice to Parents for Student Use of Asthma Inhalers on School Premises and Authorization for Student Use

Please read the attached policy. If you wish for your child to carry his/her asthma inhaler on school premises and self-administer asthma medication as needed, please supply the following information and return all items to the school's physician's assistant.

Student Name: _____ Age: _____

Grade: _____ Teacher: _____

Name of Treating Physician _____

Treating Physician Address: _____

Treating Physician Telephone _____

ATTACH TO THIS FORM:

1. **An original written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her medication; and**

2. **An emergency supply of the student's medication.**

NOTICE AND RELEASE

The school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student, and by signing below, the undersigned parent or legal guardian releases and agrees to hold harmless the school and its employees and agents from any such liability.

The undersigned parent/legal guardian of the above-named student hereby gives permission for such student to carry his/her asthma inhaler and self-administer asthma medication while on school premises in accordance with the directions of the student's treating physician.

_____ _____

Parent/Guardian Signature Date

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Stanley Hupfeld Academy Mental Health Policy

Purpose Statement

This policy is in accordance with the provisions of the Student Mental Health Protocol at 70 O.S. § 24-159. Stanley Hupfeld Academy supports student health and wellness protocols to include mental health supports. It is the policy of OKC Charter Hupfeld Academy to align access to mental health support by providing community resources for students and guardians focused on mental health treatment options and crisis response intervention. It is also the policy of the OKC Charter Hupfeld Academy to provide mental health and crisis response training to school personnel. This process will involve consistent collaboration between OKC Charter Hupfeld Academy and community mental health partnerships.

Definitions

Mental Health- Includes emotional, psychological, and social well-being and affects how individuals think, feel, and act. Mental health also determines how individuals handle stress, relate to others, and make healthy choices. (Information obtained from CDC, 2021.)

Mental Health Crisis- Any situation in which a person's behavior or verbalized distress puts them at risk of hurting themselves or others and/or prevents them from being able to care for themselves or function effectively in the community. The 988 Mental Health Lifeline operates 24/7, offering anyone who dials 9-8-8 access to mental health crisis services.

Crisis Response Refers to the advance planning and actions taken to address natural and manmade disasters, crises, critical incidents, and tragic events. Of course, in an emergency, it is always best to call 911.

Crisis Intervention- Designed to mitigate adverse reactions, facilitate coping and planning, assist in identifying and accessing available support, normalize reactions to a crisis, and assess capacities and need for further support or referral to the next level of care. The three main goals of crisis intervention are:

Stabilize

Reduce Symptoms

Return to Adaptive Functioning

Privacy Requirements

All district/site protocols must comply with the privacy requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) of 1996.

Family Educational Rights and Privacy Act

(FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the students when they reach the age of 18 or attend a school beyond the high school level.

HIPAA

Also known as Public Law 104-191, HIPPA has two main purposes: to provide continuous health insurance coverage for workers who lose or change their job and to ultimately reduce the cost of health care by standardizing the electronic transmission of administrative and financial transactions. Other goals include combating abuse, fraud, and waste in health insurance and health care delivery, and improving access to long-term care services and health insurance. The HIPAA Privacy Rule establishes national standards to protect individuals' medical records and other individually identifiable health information (collectively defined as "protected health information") and applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically. The rule requires appropriate safeguards to protect the privacy of protected health information and sets limits and conditions on the uses and disclosures that may be made of such information without an individual's authorization. The rule also gives individuals rights over their protected health information, including rights to examine and obtain a copy of their health records, to direct a covered entity to transmit an electronic copy of their protected health information in an electronic health record to a third party, and to request corrections. The Privacy Rule is located at 45 CFR Part 1

Recognizing Warning Signs

Signs of a mental health crisis episode may not always be apparent in a student/child. Keeping the following warning signs in mind, teachers, principals, and other staff members can begin to identify the need for intervention.

Abusive Behavior- Often a student in mental distress will show abusive behavior to themselves and others. This may include self-harm, substance abuse, physical abuse, etc.

Inability to Perform Daily Tasks- This can include even the most simple tasks such as bathing, brushing teeth and/or hair, and putting on clean clothes.

Increased Agitation- Children showing signs of increased agitation may use verbal threats, be violently out of control, destroy property, and more. Isolation Children and young adults in mental health crisis tend to isolate themselves from family and friends at school and at work.

Loses Touch with Reality (Psychosis)- Psychosis encompasses the following behaviors: showing signs of confusion, having strange ideas, thinking they're someone they're not, not understanding what people are saying, hearing voices, and seeing things that aren't there.

Paranoia- Paranoia manifests in suspicion and mistrust of people or their actions without evidence or justification.

Rapid Mood Swings- Increased energy levels, the inability to stay still, pacing, sudden depression and withdrawal, and becoming suddenly happy or calm after a period of depression may be indicative of a student in crisis

Other warning signs may include:

- Changes in school performance
- Pulling away from people and things
- Having low or no energy Having unexplained aches and pains, such as constant stomachaches or headaches
- Feeling helpless or hopeless
- Excessive smoking, drinking, or drug use, including prescription medications
- Eating or sleeping too much or too little
- Worrying a lot of the time - feeling guilty but not sure why
- Having difficulty readjusting to home or work life 3
- Thinking about suicide Inability to perceive changes in their own feelings, behavior, or personality (lack of insight or anosognosia)

Safeguard Student Health and Safety

It is important to establish a culture of support and safety to enhance student health and prevent barriers to effective crisis response. Districts can assist with this process by fostering healthy relationships built on a foundation of trust, respect, and care in schools. These safeguards help to positively affect student-teacher relationships, increase engagement for students and families, and improve two-way communication between all parties. A culture of safety and support works to replace fear, uncertainty, and punishment as motivators with belonging, connectedness, and willingness to change.

Every school employee with reason to believe any student under the age of 18 years is a victim of abuse or neglect is required by law to report the matter immediately to the Oklahoma Department of Human Services (OKDHS) and local law enforcement.(70 O.S. § 1210.163; 10A O.S. § 1-2-101). The OKDHS Hotline number is 1-800-522-3511, and the online reporting link is www.OKHotline.org. Districts are encouraged to develop a streamlined process for documenting calls placed to OKDHS. The Oklahoma State Department of Education (OSDE) has created a Child Abuse Reporting Form template for the initial report to OKDHS and an investigation form schools may use if an investigative entity comes to the school to speak with the identified student.

Beginning with the 2022-2023 school year, pursuant to Maria's Law, all schools are required, as part of any health education curriculum, to include instruction in mental health, with an emphasis on the interrelation of physical and mental well-being. School districts may enter into agreements with nonprofit entities and other community partners to assist with or provide mental health education to students if the nonprofits and community partners are approved by the Oklahoma State Department of Education (OSDE) and the Oklahoma Department of Mental Health and Substance Abuse Services.

Response Procedures

What to Do in a Mental Health Crisis
Steps all staff should take when addressing warning signs or managing student disclosures:

- Assess the situation.
  - Is the person in danger of hurting themselves, others, or property?
  - Do you need emergency assistance?

Call 988 to engage with trained crisis counselors for help with suicidal, substance use, and/or a mental health crisis.

Immediately call 911 for emergency assistance if the student requires medical attention.

- Talk to the student in a safe space. All staff members' responses should be calm, supportive, and non-judgmental.
  - Keep voice calm.
  - Listen to the student.
  - Ask questions, but do not push.
  - Express support and concern.
  - Ask how you can help.
  - Gently announce actions before initiating them.

- Walk with student to [insert school personnel, i.e., School Counselor, LMHP, School Administrator] ***note - student should have adult supervision at all times.**

- [Designated school staff] should follow district safety protocol and refer the student for crisis services at [insert certified community behavioral health clinic].

- Immediately following the incident, appropriate staff member/s should document steps taken on the mental health referral packet.
  - Referral Form
  - Parent/Guardian Notification Form
  - Student Re-entry Plan

- If a student is out for an extended time (more than two school days), a caregiver/student/counselor meeting should be held a minimum of 24 hours in advance of the student's return to school.

Remember
A person experiencing a mental health crisis may not always clearly communicate their thoughts, feelings, needs, or emotions. They may also find it difficult to understand what others are saying. It's important to empathize and connect with the person's feelings, stay calm, and try to de-escalate the crisis. Seek outside assistance from your local Certified Community Behavioral Health Clinic for additional support.

Student Return to Learn Guidelines

Whenever possible, the school counselor should meet with the student's parent or guardian and the student to discuss re-entry to the school day after an extended physical health absence, behavioral health assessment, or extended hospitalization.

1. The school counselor should request a meeting with the student and their parent or guardian.

2. This group should discuss and document a re-entry procedure and what would help to ease the transition back into the school environment (e.g., whether or not the student will be required to make up missed work, the nature of check-in/check-out visits, etc.), address any concerns the student or parents/guardians may have.

3. All accommodations should be documented.

4. A designated staff person should periodically check in with the student to help with readjustment to the school community and address any ongoing social or academic concerns.

5. The school counselor should periodically check in with parents/guardians to update progress or concerns.

6. The counselor should meet with the student's faculty to share information about curriculum and social concerns prior to the student's return.

7. The school counselor should be available to teachers to discuss any concerns they may have regarding the student after re-entry.

Community Resources

Certified Community Behavioral Health Clinics (CCBHC)

In accordance with 70 O.S. § 24-159, [District name] will collaborate with [CCBHC] to provide mental health crisis responses. [District name] will communicate with [CCBHC] in the event that mental health crisis services are needed. The district may also utilize the 988 Mental Health Lifeline.

988 Suicide and Crisis Lifeline

The 988 Mental Health Lifeline is a three-digit number for the national Mental Health Lifeline. The 988 Mental Health Lifeline operates 24/7 and offers services for mental health crisis calls. Operators are licensed and certified health crisis specialists who answer calls, connect to, and dispatch local services and mobile crisis teams.

Mobile Crisis Response

The Youth Mobile Response and Stabilization System is a mobile intervention service for children, youth, and young adults experiencing behavioral health emergencies.

Resources:

Memorandum of Understanding (MOU) between district and CCBHC

- MOU template (ODMHSAS)
- MOU template (OSDE)

Guardian Notification

Guardians will be notified by school personnel to streamline and assist with mental health crisis response efforts. The following steps may be helpful:

1. The parents/guardians on file should be contacted by a designated school professional (Administrator, School Counselor, School Social Worker, School Resource Officer, or other school personnel).
2. Arrange for parents/guardians to come to the school.
3. Meet with parents/guardians directly and review the Emergency Student Crisis Notification.
4. Provide parents/guardians with a copy of the form and all collateral referrals and/or contact resources.
5. Discuss with parents/guardians the school re-entry process upon release from a medical professional and the importance of Consent for Release of Confidential Information.

Schools shall notify parents and guardians in accordance with 70 O.S. § 24-100.7 and 70 O.S. § 24-15.

Resources:

A. Emergency Student Crisis Notification
B. Provider List (district-developed list of local mental health providers/resources)
C. School Re-entry Plan
D. Safety Plan
E. Consent for Release of Confidential Information

Mental Health Partnerships

OKC Charter Hupfeld Academy will request that the local school board obtain a signed working agreement with each identified mental health provider outlining all obligations under the protocol and a strategy for regularly reviewing its effectiveness using anonymous, nonidentifiable data.

OKC Charter Hupfeld Academy will provide a statement/plan on dissemination of Oklahoma Prevention Needs Assessment (OPNA) survey data and other mental health data.

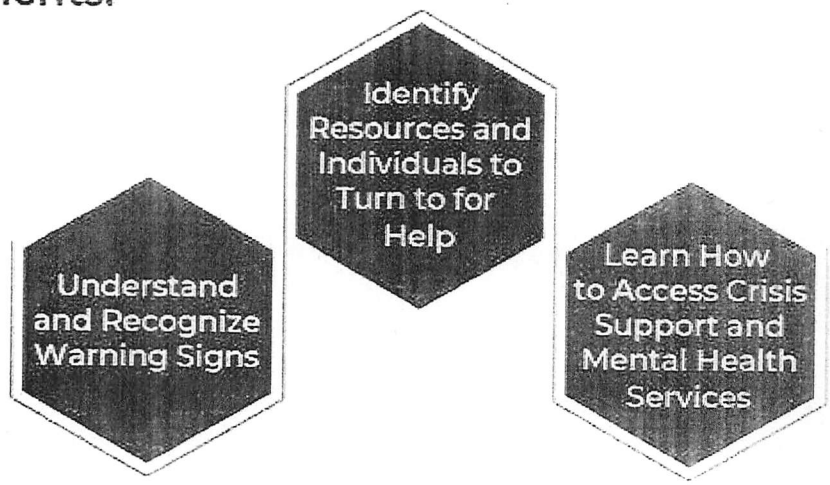
OKC Charter Hupfeld Academy will submit the latest mental health crisis protocol and CCBHC working agreements to the State Department of Education (OSDE); all revisions and updates to the protocol and working agreements will be submitted to the OSDE.

OKC Charter Hupfeld Academy and partnering mental health provider/s to conduct a joint review of the protocol and related working agreements every two years and consider any updates to better meet student needs. Requires districts and providers to include information collected from the OPNA survey, or an approved alternative survey, as part of the review process.

OKC Charter Hupfeld Academy is a PreK-4th Grade site and is not required to administer, the OPNA, or an alternative survey supported by ODMHSAS, for the purpose of providing direction to schools, school districts, and communities to effectively improve the lives of students regarding a variety of issues with a focus on alcohol, tobacco, other drug use, mental health, academic failure, and violence. However, our Safe and Healthy Schools team will review the plan annually for revisions.

District Training: What Educators Should Know

Effective district training meets the following components:



In accordance with Student Mental Health Protocol 70 O.S. § 24-159, OKC Charter Hupfeld Academy is committed to providing school administrators, teachers, support employees, and school-based mental health providers ready access to and regular training on the mental health protocol.

In accordance with the Suicide Awareness and Prevention Act, 70 O.S. § 24-100.7, OKC Charter Hupfeld Acadmey board of education shall provide district-wide training to all staff on a biennial basis addressing suicide awareness and prevention. As a core element, this training requirement should include evidence-based approaches. The Department of Mental Health and Substance Abuse Services shall make available, at no cost to the districts, curriculum for staff that addresses suicide awareness and prevention. The training program may be combined with any other training addressing bullying prevention provided by the school district.

In accordance with the Oklahoma Teacher Preparation Act, 70 O.S. § 6-194.3, OKC Charter Hupfeld Academy board of education shall require a training program for teachers which shall emphasize the importance of recognizing and addressing the mental health needs of students. The program shall be completed the first year a certified teacher is employed by a school district, and then once every third academic year.

Other Requirements

Reporting Procedures to the Oklahoma State Department of Education

In order to assist the State Department of Education with compliance efforts pursuant to the Student Mental Health Protocol at 70 O.S. § 24-159, each school district shall submit the latest protocol and working agreements to the State Department of Education, which shall share the protocols and agreements with the Department of Mental Health and Substance Abuse Services. These agencies may require revisions to ensure compliance with applicable laws, regulations, and established evidence-based practices.

Oklahoma Student Mental Health Legislation Table

Title	Legislation	Overview
Mental Health Training	70 O.S. § 24-100.7	Directs the development and dissemination of information, training and resources regarding mental health needs of students.
Mental Health Protocol	70 O.S. § 24-159	Requires public school districts to maintain a protocol for responding to students in mental health crises and requires districts to provide written notification to parents regarding their right to opt their student out of the OPNA student survey.
Mental Health Education Standards	70 O.S. § 11-103.9b	Requires that all schools, as part of any health education curriculum, include instruction in mental health, with an emphasis on the interrelation of physical and mental well-being.
Student In-Patient Disclosure	70 O.S. § 3-169	Optional disclosure by parent to school officials prior to or at enrollment regarding previous (in the past 24 months) emergency mental health inpatient (acute, residential, or crisis) support from a mental health/behavioral health facility.
Student ID Cards	70 O.S. § 24-100.10	Requires that school districts and charter schools serving students in grades 7 through 12 that issue student identification cards to print the telephone number of the National Suicide Prevention Lifeline (call or text 988) and the Crisis Text Line (text HOME to 741741) on one side of the cards.
OPNA	70 O.S. § 24-158	Requires schools to administer, in cooperation with the Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS), the Oklahoma Prevention Needs Assessment (OPNA) survey or comparable survey instrument on a biennial basis.
Suicide Prevention	70 O.S. § 24-100.7	Requires school district boards of education to adopt suicide awareness and drug abuse policies, train and provide curriculum to staff, and provide XX training to students in grades X through XX.
Child Abuse Prevention	70 O.S. § 1210.163	Requires every school employee having reason to believe that any student under the age of 18 years is a victim of abuse or neglect shall report the matter immediately to the Department of Human Services and local law enforcement.

Community Resources

Name	Website	Phone	Description of Services
211 Heartline Hotline	https://heartlineoklahoma.org/	211	Provides assistance for multiple areas of need.
A Change to Change	achancetochange.org	405-840-9000	Provides prevention, education, and outpatient counseling for individuals and familites suffering from substance abuse and behavioral disorders.
Arcadia Trails Integris Center for Addiction Recovery	arcadiatrails.com	405-216-2564	Provides drug and alcohol treatment.
Beautiful Day Foundation	beautifuldayfoundation.net	580-560-0400	Provides connections with some of our most at risk populations primarily children and widows.
Boys and Girls Clubs of Oklahoma County	bgcokc.org	405-521-9292	Provides services to young people to help them reach their potential.
Calm Waters	calmwaters.org	405-841-4800	Provides grief support for children and families affected by death, divorce, or other significant family loss.
CASA of Oklahoma County	okcountycasa.org	405-713-6456	Provides trained volunteers to oversee the best interests of the children in foster care.
Cedar Ridge	www.cedarridgebhs.com	405-605-6111	Provides services for youth ages 6-18 to address the specific needs of younger children with emotional and behavioral disorders.
Central Oklahoma Community Mental Health Center	http://www.odmhsas.org/cocmhc/i	405-360-5100	Provides services for individuals, families, and communities to encourage hope, recovery and wellness.
Children's Recovery Center	https://www.ok.gov/odmhsas/Mental_Health/Children's_Recovery_Center_of_Oklahoma.html	405-364-9004	Provides services for youth ages 13-17 years with mental illness and/or substance abuse issues.

CHOKKA KLIMPI Family Resource Center	https://www.chickasaw.net/CK	405-767-8943	Provides family mental health services for members of the Chickasaw nation.
City Care/Whiz Kids	citycareokc.org	405-652-1112	Provides homeless services.
Community Action Agency	http://www.caaofokc.org/	405-232-0199	Provides aid for homelss and near homless for reintegration into society.
Community Health Services	www.odmhsas.org	405-522-8100	Oklahoma County Crisis Intervention Center for ages 18 and over
DHP Center for Christian Counseling	dhpcenters.com	405-265-7147	Provides Christian based counseling services. DHP has a local office in Harrah.
Eastern Oklahoma County Resource Center	http://www.eocrc.org/	lindsay@eocrc.org	Provides resources for those in need in Eastern Oklahoma County.
Green Shoe Foundation	greenshoe.org	405-697-2109	Provides workshops to help people raise awareness of how past family roles and family systems affect current relationships.
Harrah Downtown Ministry Center	www.fbcharrah.org	405-454-2252	Provides clothing and food to local residents.
Heartline	www.hearlineoklahoma.org	211 or 1-833-885-CARE	Provides suicide prevention services
Hope is Alive	hopeisalive.net	1-844-3-HOPE NOW	Provides services to change the lives of drug addicts, alcoholics, and those who love them.
Ignite405	ignite405.org	405-408-4322	Provides assistance with basic needs, transitional living and wrap around resources for families, youth aging out of foster care and men/women coming out of prison.
Infant Crisis Services	infantcrisis.org	405-528-3663	Provides necessary supplies to infants and toddlers in crisis.
Kickapoo Tribe of Oklahoma	kickapootribeofoklahoma.com	405-964-5002	Provides all types of assistance for members of the Kickapoo tribe.

Mary Mahoney Memorial Health Center	https://communityhealthok.org/spencer-mary-mahoney-memorial-health-center	405-769-3301	Provides medical and dental services.
National Alliance on Mental Illness - Oklahoma Advocacy Group	www.nami.org	405-230-1900	Provides advocacy for individuals experiencing mental illness.
National Suicide Prevention Lifeline	www.suicidepreventionlifeline.org	1-800-273-TALK (8255)	Provides suicide prevention services
OK 25 by 25- Oklahoma Early Childhood Coalition	ok25by25.org	405-486-4955	Provides information about early childhood development.
OK Messages Project	okmessagesproject.org	405-285-5955	Provides services to children of incarcerated parents.
Oklahoma Institute for Child Advocacy	oica.org	405-236-5347	Provides awareness about taking action to improve the well-being of Oklahoma's children.
Oklahoma Lawyers for Children	olfc.org	405-232-4453	Provides legal representation for children in the foster care system.
Oklahoma Regional Food Bank	https://www.regionalfoodbank.o	405-972-1111	Provides families in need with food.
Online Mental Health Service Locator	https://www.ok.gov/odmhsas/Mental_Health/Children_Youth_and_Family_Services/index.html	405-248-9200	Community Mental Health Center (CMHCs) provide screening, assessment and referral services, emergency services, therapy, psychiatric rehabilitation, case mangement, and other community support services.
Pivot, A Turning Point for Youth	pivotok.org	405-235-7537	Provides basic needs for youth who are homeless.
Positive Tomorrows	positivetomorrows.org	405-556-5082	Provides wrap-around services through a elementary school specifically for homeless students.
Prison Fellowship	prisonfellowship.org	tammy_franklin@pfm.org	Provides support services to families with members incarcerated.

Red Rock Behavioral Health Services Community-Based Children's Crisis Center	https://www.red-rock.com/	405-425-0333	Provides mental health services, and referrals to physical health services. to indigent and insured Oklahomans, and is one of the largest community mental health centers in Oklahoma.
ReMerge	remergeok.org	405-208-7200	Provides assistance to mothers and families through a comprehensive program of treatment, recovery, and hope.
Saint Anthony's Hospital - Saint Anthony's Behavioral Medicine Treatment Program	https://www.ssmhealth.com/menta	405-713-5706	Provides an inpatient psychiatric program.
Sunbeam Family Services	sunbeamfamilyservices.org	405-528-7721	Provides OKC metro area families with specialized early childhood education, foster care, counseling and shelter care for seniors.
TEEM, The Education and Employment Ministry	https://www.teem.org/	405-235-5671	Provides personal development and work readiness training to families to break the cycles of incarceration and poverty.
The Halo Project	haloprojectokc.org	405-753-4172	Provides outpatient intervention to meet the diverse needs of children in/adopted from foster care or children exhibiting difficulty in attachment.
The Homeless Alliance	homelessalliance.org	405-415-8410	Provides information about several organizations who work with homeless in the OKC area.
Tri City Youth and Family Services, Inc.	https://tricityyfc.org/	405-390-8131	Provides counseling service to families in the community
United Way of Central Oklahoma	unitedwayokc.org	405-236-8441	Provides information and resources to improve the well-being of those in our community.

STANLEY HUPFELD MENTORING PROGRAM POLICY

Adopted: 5/2001
Revised: 7/2018

INTEGRIS Health manages a mentoring program for our school. Mentors are recruited from INTEGRIS, other businesses, colleges, churches and individuals. The goal is to provide a mentor for every student in grades 1-4th. Each mentor commits to spending approximately one hour per week with the student, to provide a caring-adult one-on-one relationship for the child. The time will be used to work on academic needs and to be a friend to the child.

TEACHER RESPONSIBILITY & RECRUITING

Stanley Hupfeld Academy employees are strongly encouraged to participate in this as a team effort by helping to recruit mentors by talking to family, friends, church members, and other acquaintances about the benefits of this volunteer opportunity. Any potential leads may be referred to Director Kara Babbit. It is the SHA teachers' responsibility to provide relevant guidance to help the mentors work with our students. Mentors can only be as helpful to us and our students as the information we give them. Teachers will be asked to complete a Student Profile Form for each of their students, to aid the mentors in getting to know their students, and to assist them in working with the children's academic needs.

Student photos will be taken at the beginning of the school year. These photos will be used for mentor recruiting/matching, and placed on the front of the student profile form.

There may be times when a student or mentor may opt to do physical activity or exercise instead of working on academics. If teachers feel strongly that the student needs to work on something specific on a particular mentor day, that information should be communicated to the student and mentor.

GUIDELINES

A Mentor Orientation is held at SHA in the Fall of each year to kick off the program. SHA staff should familiarize themselves with the information provided in the mentor handbook, so they will understand the mentoring policies and procedures. A copy will be kept in the SHA Teachers' Workroom.

PARENT PERMISSION

Each SHA student enrollment packet contains a "Parent Permission for Mentor Form" which must be signed before a child will be matched with a mentor.

WHEN

Because most mentors take off work to mentor our students, it is very important that we respect their personal schedules and time constraints and be as flexible as possible to accommodate them; however, SHA does protect the reading instructional block each day. Mentors will arrive after 10:00 a.m. each day.

WHERE

Mentoring sessions may be conducted in the designated Mentor Rooms.

OUTINGS

Mentors are NOT allowed to take the students away from the SHA campus.
An end-of-year celebration is planned, as an opportunity for students and mentors to socialize and say, "so-long" for the summer.

OTHER

For additional information, please contact Kara Babbit.

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

MILITARY RECRUITER ACCESS

Release of Student "Directory" Information
Stanley Hupfeld Academy at Western Village shall provide military recruiters. Institutions of Higher Education are entitled, upon request, to receive the name, address, and telephone listing of secondary school students served by Stanley Hupfeld Academy at Western Village. This will be provided unless the parent of such student (or a secondary school student who has reached 18 years of age) has submitted a written request to Stanley Hupfeld Academy at Western Village to opt out of such a disclosure.

School Access to Military Recruiters
In addition, Stanley Hupfeld Academy at Western Village is obligated to provide military recruiters with the same access to secondary school students as is provided generally to post-secondary educational institutions or to prospective employers of those students.

Adopted/Amended: October 5, 2020

Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

• Our mission is to provide effective learning opportunities for all students. •

Written Notification of Decision

This form is to be completed by the school when a disagreement arises between the school and a parent, guardian, or unaccompanied youth over McKinney-Vento eligibility, school selection, or enrollment in a school.

Date: _____

Name of person completing form: _____

Title of person completing form: _____

Name of school: _____

In compliance with 42 U.S. C. § 11432(g)(3)(E) of the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Name of Parent(s)/Guardian(s): _____

Name of Student(s): _____

After reviewing your request regarding eligibility, or school selection or enrollment in a school for the student(s) listed above, the request is denied. This determination was based upon:

_____

_____

_____

You have the right to appeal this decision by completing the second page of this form or by contacting the school district's local homeless education liaison.

Name of local liaison: **Heather Meldrum**
Phone number: **(405) 751-1774** Email: **Heather.Meldrum@wvacademy.com**

In addition:

- The student listed above has the right to enroll immediately in the requested school pending the resolution of the dispute.
- You may provide written or verbal communication(s) to support your position regarding the student's enrollment in the requested school. You may use the form attached to this notification.
- You may contact the State Coordinator for Homeless Education if further help is needed or desired.

Contact information for the State Coordinator: **Tammy Smith, (405) 522-3260**

- You may seek the assistance of advocates or an attorney. A copy of our state's dispute resolution process for students experiencing homelessness is attached.

Stanley Hupfeld Academy Out-of-Boundary Area Transfer Agreement

Stanley Hupfeld Academy serves the students of a neighborhood boundary defined by OKCPS. This boundary is from 101st to 115th on the north and south. Western is the east boundary and Pennsylvania is the west boundary.

Students that live within this boundary are priority during the enrollment process. When a grade reaches capacity according to the set class size, students are placed on a waiting list and advised to enroll at Britton Elementary. Per our agreement with OKCPS.

If a grade level does not fill by the end of the defined enrollment period, then the school will open the enrollment up to students that live in-area with relatives, and then to out-of-area students in this order.

Transfer students are admitted with two stipulations to ensure the integrity of the learning environment.

1. Daily attendance is essential for student success. When a student reaches 10 total absences, their transfer may be revoked. Medical conditions will be taken into consideration.

2. Students must adhere to the code of conduct that is outlined in the student handbook. Extreme or excessive behavior problems can lead to a transfer being revoked.

In the case of a revoked transfer the decision will take effect immediately, the parent/ guardian will be notified and advised to enroll in their home school.

Parent Signature: _____

Administration: _____

STANLEY HUPFELD ACADEMY PARAPROFESSIONAL EMPLOYMENT POLICY

Adopted: 5/2011
Revised: 6/2013

Classroom Assistants are "Paraprofessionals," under this Legislation and must meet requirements within the outlined time frame. Paraprofessionals report directly to the teacher(s) to whom they are assigned, and the Principal.

EMPLOYMENT - PARAPROFESSIONAL CHARACTERISTICS AND RESPONSIBILITIES

- Helpfulness – being assertive and taking the initiative to see what needs to be done in the classroom and doing it before being asked is an attribute that is required in this profession. You will be given a list of daily duties but sometimes just jumping in and helping with the children will be necessary as well.
- Flexibility/Cooperation – you will be a member of a team and will be rotating between two or sometimes even three classrooms. Being able to adapt and work cooperatively with all members of this team is crucial.
- Attendance – being at school every day and being on time is a must. If an absence or tardy can't be avoided, please give us as much notice as possible. It will be necessary to contact Mrs. Rayner as well as at least one member of your team.
- Communication – effective communication is a must! Keep the lines of communication open. If you do have any questions, concerns, or suggestions, please feel free to express them.
- Reliability and Accessibility – being a dependable person who is able to get the job done effectively and in a timely manner is crucial. If you're not sure how to do something or how the teacher may want it done, don't be afraid to ask. Being available at all times is also crucial. At least 95% of the school day will be spent in the classroom.
- Assessing/Tutoring – you may be asked to work one on one with a child for assessing or tutoring purposes. You also may be asked to take over the class while the teacher assesses or works with a child.
- Diversity – you will be working directly with at least two different teachers. While we all follow the same curriculum, we do have different teaching styles and classroom rules. It will be important to adapt quickly to each classroom's routines and rules.
- Daily duties may include:
  - Assisting in the classroom (behavior, helping with work, etc.)
  - Working with small groups of students or one-on-one
  - Daily recess duty
  - Daily lunchroom duty
  - Carpool duty
  - Copying (on occasion)
  - Laminating (on occasion)
  - Thursday Folders

- Recording daily behavior on chart
- Recording Read & Respond forms
- Recording and checking homework
- Wiping tables, washing towels, putting up chairs, general cleaning and upkeep of the classroom
- Putting up and taking down bulletin boards and hallway art

EMPLOYMENT - PARAPROFESSIONAL GENERAL EXPECTATIONS AND REQUIREMENTS

1. Dependability, consistent attendance, on-time arrival.
2. Per the contract: All paraprofessionals will arrive at 8:30 a.m. and stay until 4:30 p.m., Monday –Thursday to work the after school tutoring program. Fridays and weeks where there is no assigned after school tutoring, paraprofessionals work 8:00 a.m. to 4:00 p.m.
3. During the summer, Paraprofessionals will work 2-3 weeks of project based assignments or student tutoring (as assigned). If you are unable to work your assigned shifts, appropriate leave must be taken.
4. Cell phones are not to be used while you are "on the clock". Limit personal phone calls to your lunch break. Use of social media while at work is prohibited.
5. Wireless Ear Buds should not be worn while at work. This is distracting and does not allow you to be present in the learning environment.
6. Adhere to dress code at all times.
7. Remember, you are often the first line of contact with our students and parents. You are SHA! Please be a positive role model in your speech, actions and appearance.
8. Your primary focus is working with the students. If you are idle, find a child who needs help/attention.
9. Your students' success and test scores are your responsibility as well as your supervising teachers'.
10. Initiative is key. If you see something that needs to be done, don't wait to be asked. Anticipate needs and fill them.
11. Be positive, be productive, and make yourself invaluable!
12. SHA Classroom and Lab computers are for student educational use only. With the exception of checking your SHA E-mail once per day, you should not be on the computer unless you have permission from your supervising teacher. Personal projects on SHA time, or using SHA resources, are grounds for immediate termination.
13. Paraprofessionals may be asked to substitute, and assume the duties of the classroom teacher when they are absent.
14. Family members should not come to work with you, or be allowed to use school resources. This includes your children.

Parental Involvement Policy

Adopted: 7/2009
Revised: 6/2021

PART I. GENERAL EXPECTATIONS

Stanley Hupfeld Academy at Western Village agrees to implement the following statutory requirements:

- **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will incorporate this district-wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will submit any parent comments with the plan when **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** submits the plan to the State Department of Education.
- **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will be governed by the following statutory definition of parental involvement and will carry out programs, activities and procedures in accordance with this definition:

  Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

  (A) that parents play an integral role in assisting their child's learning;
  (B) that parents are encouraged to be actively involved in their child's education at school;
  (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. **Stanley Hupfeld Academy at Western Village** will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
   A. *Parent Meetings facilitated by the school parent organization;*
   B. *Written communication to parents;*
   C. *Information Dissemination on the school website and other social media;*
   D. *Summer School Meetings;*
   E. *Individual communication concerning individual students;*

2. **Stanley Hupfeld Academy at Western Village** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
   A. *Parent Meetings facilitated by the school parent organization;*
   B. *Written communication to parents;*
   C. *Information Dissemination on the school website, and other Social Media;*
   D. *Summer School Meetings;*
   E. *Transition Meeting;*
   F. *Student led Parent Teacher Conferences bi-annually;*
   G. *Family Event Nights.*

3. **Stanley Hupfeld Academy at Western Village** will provide coordinate and integrate parental involvement strategies as other programs become available or are used by the school.

4. **Stanley Hupfeld Academy at Western Village** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation will be conducted annually at the end of the summer program. The school administration will conduct the evaluation. Parents may give input at the meeting or through written response. The parent role will be to suggest modifications to the federal programs policies that are consistent with state and federal laws.

5. **Stanley Hupfeld Academy at Western Village** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

   A. **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will provide assistance to parents of children served by **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE**, as appropriate, in understanding topics such as the following:
      - the State's academic content standards,
      - the State's student academic achievement standards,
      - the State and local academic assessments including alternate assessments,
      - the requirements of Part A,
      - how to monitor their child's progress, and
      - how to work with educators.

   STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE will accomplish this through the following:
      - Dissemination of information produced by the state and edited by the school;
      - Web-based information;
      - Public and individual parent meetings (at parent convenience);
      - Open invitation to school sponsored teacher professional development programs
      - Parent Conferences

B. **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by web-based resources, teacher generated notes, and inservice inclusion.

C. **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will educate its teachers, pupil services personnel, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by utilizing appropriate inservice activities and parent/school meetings.

D. **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with outside agencies and other state sponsored programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

E. **STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE** will ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

ART III. ADOPTION

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs and was revised on **August 5, 2017** and will be in effect for the period of one year and will be reviewed and revised annually.

STANLEY HUPFELD ACADEMY AT WESTERN VILLAGE will distribute this policy to all parents of participating Title I, Part A children through the school handbook, the school website, and direct distribution to parents throughout the year.

Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

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August 2025

Dear Parents,

At the beginning of each school year, any district that receives funds under ESSA Title I shall notify the parents of each student attending any school receiving funds that the parents may request, and the agency will provide the parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers including, at a minimum, the following:

- Whether Oklahoma State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether Oklahoma State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if *so,* the subject of the degrees.
- Whether any teachers or similar paraprofessionals provide services to the parent's child and, if so, their qualifications.

In addition, parents may request and a school shall provide to each parent the following:

- Information on the level of achievement of their child in each of the state academic assessments as required under ESSA; and
- Timely notice that their child has been assigned, or has been taught, for four or more consecutive weeks by a teacher who is not highly qualified.

If you have any questions about the credentials of your child's teacher, please contact me.

Sincerely,

Ruthie Rayner
Principal

Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

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Agosto de 2025

Queridos padres,

Al comienzo de cada año escolar, cualquier distrito que reciba fondos bajo el Título I de ESSA notificará a los padres de cada estudiante que asista a cualquier escuela que reciba fondos que los padres puedan solicitar, y la agencia proporcionará a los padres a petición y de manera oportuna, información con respecto a las calificaciones profesionales de los maestros del salón de clases del estudiante incluyendo, como mínimo, lo siguiente:

• Si el Departamento de Educación del Estado de Oklahoma ha autorizado o calificado al maestro para las calificaciones y materias que enseña.
• Si el Departamento de Educación del Estado de Oklahoma ha decidido que el maestro puede enseñar en un salón de clases sin tener licencia o estar calificado bajo las regulaciones estatales debido a circunstancias especiales.
• El especial de la universidad del maestro; si el maestro tiene algún título avanzado y, de ser sí, el tema de los grados.
• Si algún maestro o paraprofesional similar brinda servicios al hijo del padre y, de ser así, sus calificaciones.

Además, los padres pueden solicitar y una escuela debe proporcionar a cada padre lo siguiente:

• Información sobre el nivel de rendimiento de su hijo en cada una de las evaluaciones académicas estatales según lo exige ESSA; y
• Aviso oportuno de que su hijo ha sido asignado, o ha sido enseñado, por cuatro o más semanas consecutivas por un maestro que no está altamente calificado.

Si tiene alguna pregunta sobre las credenciales del maestro de su hijo, contácteme.

Sinceramente,

Ruthie Rayner
Director de escuela

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE

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Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

NAEP 2022 PARENT/GUARDIAN NOTIFICATION LETTER
Mathematics & Reading Assessments

Dear 4th Grade Parent or Guardian: 1/14/2022

Stanley Hupfeld Academy's 4th grade will participate in the National Assessment of Educational Progress (NAEP) on 2/3/2021 NAEP is the largest nationally representative and continuing assessment of what students know and can do in various subjects. NAEP is different from our state assessments because it is a common measure of achievement across the country. The assessment is administered by the National Center for Education Statistics, within the U.S. Department of Education. The results are released as The Nation's Report Card, which provides information about student achievement to educators, parents, policymakers, and the public.

Your child will take either the mathematics or reading assessment. In addition to subject-area questions, students voluntarily complete NAEP survey questions. These questions provide valuable information about participating students' educational experiences and opportunities to learn both in and outside of the classroom. More information about NAEP survey questions is available at https://nces.ed.gov/nationsreportcard/parents under the section "What Questions Are on the Test?"

The assessment takes approximately 2 hours for most students, which includes transition time, directions, and completion of survey questions.

The information collected is used for statistical purposes only.

- Your child's grades will not be affected.
- Students may be excused for any reason, are not required to complete the assessment, and may skip any question.
- While the assessment is voluntary, NAEP depends on student participation to help policymakers improve education. However, if you do not want your child to participate, please notify me in writing by 1/28/2021.

There is no need to study in preparation for NAEP, but please encourage your child to do their best. A brochure that explains what participation in NAEP means for you and your child is available at http://nces.ed.gov/nationsreportcard/pdf/parents/2012469.pdf. Contact Ruthie Rayner at 405-751-1774 or at ruthie.rayner@wvacademy.com if you have any questions.

We are excited that our school is participating in NAEP. We know that Stanley Hupfeld Academy's students will show what our nation's students know and can do.

Sincerely,
Ruthie Rayner
Ruthie Rayner M.Ed., NBCT
Principal

National Center for Education Statistics (NCES) is authorized to conduct NAEP by the National Assessment of Educational Progress Authorization Act (20 U.S.C. §9622) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). All of the information provided by participants may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151). By law, every NCES employee as well as every NCES agent, such as contractors and NAEP coordinators, has taken an oath and is subject to a jail term of up to 5 years, a fine of $250,000, or both if he or she willfully discloses ANY identifiable information about participants. Electronic submission of participant's information will be monitored for viruses, malware, and other threats by Federal employees and contractors in accordance with the Cybersecurity Enhancement Act of 2015. The collected information will be combined across respondents to produce statistical reports.

Stanley Hupfeld Academy Parental Bill of Rights Policy

Parent bill of rights reserves specific rights to parents including the right to direct the education of the minor child and all rights of parents identified in Title 70 O.S. § 24-100.4 of the Oklahoma Statutes, including:

o the right to access and review all school records relating to the minor child;

o the right to direct the upbringing of the minor child;

o the right to direct the moral or religious training of the minor child;

o the right to make healthcare decisions for the minor child, unless otherwise prohibited by law;

o the right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released;

o the right to consent in writing before a biometric scan of the minor child is made, shared or stored;

o the right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid (DNA) is created, stored or shared, except as required by Sections 1- 516 and 1-524.1 of Title 63 of the Oklahoma Statutes, or unless authorized pursuant to a court order;

o the right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless for a purpose related to a legitimate academic or extracurricular activity, a purpose related to regular classroom instruction, security or surveillance of buildings or grounds, and photo identification cards;

o the right to be notified promptly if it is suspected that a criminal offense has been committed against the minor child by someone other than a parent.

o the right to be notified of events and educational processes that happen at the school.

o the right to advance written notice of Growth & Development classes (4th Grade) and the right to inspect the curriculum presented to students during Growth & Development classes.

Policy Approved 4-2024

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Parent Opt-Out Form

If you wish to opt your child out of all or some of the grade four Growth and Development lessons, please complete this form and return it to your child's classroom teacher prior to the instruction. Additional information for lesson objectives and media descriptions is available in the SHA Counseling office. PLEASE NOTE: You do not need to return this form unless you are opting your child out of all or some of the grade four Growth and Development lessons and HIV Awareness lessons.

CHILD'S NAME _____ Classroom Teacher _____

Directions: Please check those lessons in which you do not want your child to take part.

____ Growth and Development Lesson (Males and Females are separated for this lesson)

____ HIV Awareness Lesson

Note: Lessons are presented by the SHA School Counselor, PE Teacher & School Nurse.

Parent: _____ Date _____

Policy Approved 4-2024

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____ HIV Awareness Lesson

Note: Lessons are presented by the SHA School Counselor, PE Teacher & School Nurse.

Parent: _____ Date _____

Policy Approved 4-2024



Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

• Our mission is to provide effective learning opportunities for all students. •

August 9, 2020
Dear Parents,

At the beginning of each school year, any school that receives funds under Title I shall notify the parents of each student attending any school receiving funds that the parents may request, and the agency will provide the parents on request and in a timely manner, information regarding the professional qualifications of the student's classroom teachers including, at a minimum, the following:

- Whether Oklahoma State Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether Oklahoma State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers or similar paraprofessionals provide services to the parent's child and, if so, their qualifications.

In addition, parents may request and a school shall provide to each parent the following:

- Information on the level of achievement of their child in each of the state academic assessments as required under Title I; and
- Timely notice that their child has been assigned, or has been taught, for four or more consecutive weeks by a teacher who is not highly qualified.

If you have questions or would like additional information, please contact Mrs. Ruthie Rayner at (405) 751-1774 or at ruthie.rayner@wvacademy.com.

Sincerely,

Ruthie Rayner
Principal

Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

• Our mission is to provide effective learning opportunities for all students. •

9 de agosto 2020

Padres,

Al principio de cada año escolar, un distrito que recibe fondos del Título I de notificará a los padres de cada estudiante que asiste a una escuela que recibe fondos de que los padres pueden solicitar, y la agencia proveerá a los padres bajo petición y de manera oportuna, información sobre las calificaciones profesionales de los maestros del estudiante, incluyendo, como mínimo, lo siguiente:

- Ya sea Oklahoma Departamento de Estado de Educación ha autorizado o calificado al maestro para los grados y materias que enseña.
- Si Oklahoma Departamento de Estado de Educación ha decidido que el maestro puede enseñar en un salón de clases sin tener licencia o calificado bajo las regulaciones estatales debido a circunstancias especiales.
- especialidad universitaria del maestro, si el maestro tiene algún título de posgrado y, de ser así, el tema de las titulaciones.
- Si los maestros o paraprofesionales similares ofrecen servicios a los niños de los padres y, de ser así, sus calificaciones.

Además, los padres pueden solicitar y una escuela proporcionará a cada padre la siguiente:

- Información sobre el nivel de logros de su niño en cada una de las evaluaciones académicas del estado como lo requiere la ley Title I, y
- Aviso oportuno que su hijo ha sido asignado o ha sido enseñado por cuatro o más semanas consecutivas por un maestro que no está altamente calificado.

Si tiene alguna pregunta o desea información adicional, por favor póngase en contacto con la señora Ruthie Rayner al (405) 751-1774 o al ruthie.rayner@wvacademy.com.

Atentamente,

Ruthie Rayner
Principal

Stanley Hupfeld Academy Voluntary Prayer Policy

Pending Board Approval: 11/ 4 / 2024

This policy permits those students and teachers to participate in voluntary prayer. A moment of silence is observed each day under this policy as required by state law 70 O.S. § 11-101.2.

This policy:

(1) require that the daily minute of silence last for approximately one minute;

(2) require that the daily minute of silence begin with an announcement over the public address system that substantially mirrors the statutory language, such as the following announcement: "We now pause for a minute of silence in which students and teachers 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"; and

(3) include provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.2.

This policy includes provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.1.

The complaint policy is attached below.

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Name of school employee alleged to have violated a specific state requirement:

_____

☐ The specific requirement you believe has been violated.

_____

_____

_____

_____

☐ The actions, facts, and documentation on which you base your complaint.

_____

_____

_____

_____

_____

☐ Documentation of the efforts to resolve the complaint through the local parent complaint process.

_____

_____

_____

_____

_____

_____

_____

☐ The resolution you expect.

_____

_____

_____

_____

_____

Please submit this form to:
Stanley Hupfeld Academy's Administrator:
Ruthie.rayner@wvacademy.com

Stanley Hupfeld Academy Policy and Procedure
Purchasing and Competitive Bidding

Adopted 02-02-04
Revised 5/28/2024

1.0 PURPOSE

This policy adopts established competitive bidding practices and policies and communicates a commitment to the highest prudent buyer standards in order to achieve cost efficiency and effective vendor relationships.

2.0 POLICY

2.1 Competitive bidding is required for all purchases of any value except for purchases under One Thousand Dollars ($1000) from vendors .

2.2 For purchases under One Thousand Dollars ($1000) from vendors who have not been approved by the District, Stanley Hupfeld Academy will solicit and document three (3) bids for all such purchases. Bids in this category may be obtained verbally, by internet or through a catalogue. Bids shall be documented by completing the Competitive Bidding Form attached hereto. The completed Competitive Bidding Form must be included with all purchase orders submitted.

2.3 For purchases over One Thousand Dollars ($1000) from any vendor, including vendors who are approved by the District, Stanley Hupfeld Academy shall obtain written bids and shall otherwise meet the requirements of said policy.

2.4 For all purchases using grant funds, regardless of amount, the form entitled Special Request for Purchase Using Grant Funds shall be completed to document compliance with applicable policies. This completed form must accompany each requisition submitted for approval. An inventory will be kept of all items purchased through grant funds.

COMPETITIVE BIDDING FORM

Stanley Hupfeld Academy
1508 N.W. 106th Street
Oklahoma City, OK 73114
(405) 751-1774 Fax 752-6833

Requestor Name: _____ Project Description: _____

Date: _____ Requested By: Phone Fax Internet Catalog Other _____

Supplier Information:

Vendor #1 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

Vendor #2 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

Vendor #3 Name: _____ Phone/Fax: _____
Vendor Address: _____
City, State, Zip: _____ Contact Name: _____

Supplies	Unit Price	Total Price

PURCHASE REQUISITION SAMPLE FORM

PLEASE BILL AND SHIP TO:
Stanley Hupfeld Academy at Western Village
1508 N.W. 106th St.
Oklahoma City, OK 73114
(405) 751-1774 Fax (405) 752-6833

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE
• Our mission is to provide effective learning opportunities for all students. •

PO# _____

PURCHASE REQUISITION

CURRENT DATE	REQUISITION NO.	REQUESTOR PHONE NO.
REQUESTOR NAME AND ROOM NUMBER	PROJECT DESCRIPTION	
REQUESTOR SIGNATURE	CHARGE TO ACCOUNT/ GRANT/OCAS CODE	

APPROVALS:
PRINCIPAL _____ DIRECTOR _____ VP _____

SUPPLIER INFORMATION:

VENDOR NAME		VENDOR PHONE NO.	
		VENDOR FAX NO.	
VENDOR ADDRESS		VENDOR CONTACT	
CITY, STATE, ZIP			
INSTRUCTIONS			

PLEASE FILL IN THE FOLLOWING INFORMATION

QTY	UNITS	VENDOR ITEM NO.	DESCRIPTION	UNIT PRICE	TOTAL PRICE
				TOTAL	$0.00
				Not To Exceed	

PURCHASING DEPT. CONFIRMATION TO THE SUPPLIER

DATE CONFIRMED	TO:	BY:	PHONE	FAX	ONLINE	MAIL
DELIVERY SCHEDULED	MODE OF TRANSPORT	BUYER'S NAME				
		PHONE				
TERMS: NET 30 DAYS	FOB: DELIVERED					
INSTRUCTIONS						

Rev. 4/2020

PLEASE BILL AND SHIP TO:
Stanley Hupfeld Academy at Western Village
1508 N.W. 106th St.
Oklahoma City, OK 73114
(405) 751-1774 Fax (405) 752-6833

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE
• Our mission is to provide effective learning opportunities for all students. •

PO# _____

PURCHASE REQUISITION

CURRENT DATE	REQUISITION NO.	REQUESTOR PHONE NO.
REQUESTOR NAME AND ROOM NUMBER	PROJECT DESCRIPTION	
REQUESTOR SIGNATURE	CHARGE TO ACCOUNT/ GRANT/OCAS CODE	

APPROVALS:
PRINCIPAL _____ SUPT _____ DIR _____

SUPPLIER INFORMATION:

VENDOR NAME		VENDOR PHONE NO.	
		VENDOR FAX NO.	
VENDOR ADDRESS		VENDOR CONTACT	
CITY, STATE, ZIP			
SPECIAL INSTRUCTIONS			

PLEASE FILL IN THE FOLLOWING INFORMATION:

QTY	UNITS	VENDOR ITEM NO.	DESCRIPTION	UNIT PRICE	TOTAL PRICE
				TOTAL	$0.00
				Not To Exceed	

PURCHASING DEPT. CONFIRMATION TO THE SUPPLIER

DATE CONFIRMED	TO:	BY:	PHONE	FAX	ONLINE	MAIL
DELIVERY SCHEDULED	MODE OF TRANSPORT	BUYER'S NAME				
		PHONE				
TERMS: NET 30 DAYS		FOB: DELIVERED				
SHIPPING INSTRUCTIONS						

STANLEY HUPFELD REMUNERATION FROM OTHER SOURCES/CONFLICT OF INTEREST – STAFF

Adopted: 5/2001
Revised: 6/2023

Employees may not receive remuneration from other sources for work they perform during the regular school day.

Employees cannot be paid twice for services performed during their regular school day.

Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties, and which do not present a conflict of interest.

A conflict of interest occurs when a relationship or activity influences or impairs, or gives the appearance of impairing, your ability to make objective and fair decisions in the performance of your job, is contrary to SHA's mission and interest, or adversely affects your job performance.

Employees may not use disability leave days, sick-leave days, or workers' compensation days to provide services for remuneration from other sources.

This regulation will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities or state or federal jury duties in accordance with federal and state statutes or if application of this policy would otherwise be in violation of applicable law.

SHA Advisory Board Members will complete an annual Conflict of Interest Questionnaire. This will be completed by INTEGRIS business office.

REMUNERATION FROM OTHER SOURCES/CONFLICT OF INTEREST – STAFF
Adopted 2-02-2004

Employees may not receive remuneration from other sources for work they perform during the regular school day.
Employees cannot be paid twice for services performed during their regular school day.
Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties, and which do not present a conflict of interest.
A conflict of interest occurs when a relationship or activity influences or impairs, or gives the appearance of impairing, your ability to make objective and fair decisions in the performance of your job, is contrary to SHA's mission and interest, or adversely affects your job performance.
Employees may not use disability leave days, sick-leave days, or workers' compensation days to provide services for remuneration from other sources.
This regulation will not apply when employees are directed to participate in Reserve, U.S. Armed Forces Activities or state or federal jury duties in accordance with federal and state statutes or if application of this policy would otherwise be in violation of applicable law.

Stanley Hupfeld Academy Retention Policy / Procedure

Board Approved: 9-2024

The purpose of this policy is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading at grade level. (Ex: First graders should be reading at 2.0 utilizing Scaled Score Cuts by the end of first grade.) The second goal is to end social promotion (promoting a child because of their age, rather than academic achievement). Stanley Hupfeld Academy facilitates reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student's reading progress as outlined by the State of Oklahoma in the Strong Readers Act.

Stanley Hupfeld Academy curriculum and instructional practices are based on scientific research in order to prevent reading difficulties and provide instructional supports as quickly as possible when needed. The ability to read proficiently by the end of each grade significantly reduces the need for remediation in middle and high school and lowers the risk of a student dropping out of school because the student is unable to read.

Reading Assessments and Diagnostic Assessments are given quarterly and reviewed to ensure that interventions occur in a timely manner. These scores are used to base instructional decisions and interventions. The data is used to gauge if a student is reading on level based upon national norms provided by the assessment. Multiple assessments will be utilized to determine if a student has met grade level proficiency.

Process:

- Parents/ Guardians are notified at the beginning of the year when a student qualifies for Reading Sufficiency identification. (State Required Strong Readers Act notification)
- Interventions and Services will be outlined in the Student Literacy Intervention Plan (SLIP) and presented to parents at the first conference.
- Parents/ Guardians are notified of scores and progress at the first and third quarter Parent Conferences.
- Report Cards are presented to parents/guardians at each quarter to communicate progress and scores.
- Notification of Deficiency and an intervention plan is presented again in a mid-year Deficiency Meeting at an additional in-person parent conference.
- SHA Site Retention Team meets at the end of April for a final review of scores and other indicators to decide if retention is the proper course for a student. The Site Retention Team is comprised of the SHA Site Reading Coach, Special Education Teacher, Counselor & Site Administration. Qualifiers for exemptions that may override a retention are reviewed at this meeting and a placement determination is made. These include:
    - IEP status
    - ELL status

- Previous Retention Information
- Light's Retention Scale Data
- Other Subject Data

- The decision of the team is shared with Parents/Guardians in a retention meeting using the Deficiency Form that was presented at the mid-year meeting.
- The appeal process is outlined on the back of the Deficiency Form and presented to parents at the meeting.
- Appeals will need to follow the Due Process Procedure defined below.
- Students that are retained with reading challenges will receive individualized reading instruction outside the regular 90-minute reading block during the retention year. Additional help may include small-group instruction, reduced teacher-student ratios, more frequent progress monitoring, tutoring, transitional classes and after school tutoring. Services will be outlined in the Student Literacy Intervention Plan (SLIP).
- Students that transfer to Stanley Hupfeld Academy will be assessed within the first week of their arrival on campus. Placement determination will be decided with the same cut-scores/ grade level indicators. If the student has not been previously retained, the parent will be notified by administration that a retention will occur for the current year. This will apply to students that are one year or more behind in their grade level reading and have not been previously retained.

Due Process for Appeal:

Any parent, or guardian, who is dissatisfied with a determination indication that his/her child should be retained, may appeal the decision as follows:

Level One: If the parent, or guardian, is not satisfied with the retention decision, he/she may request an appeal, before the director, by writing a letter to the director within three days of the date that the parent receives the decision. A hearing will be conducted within five days following the receipt of the letter. The parent, or guardian, will be notified of the decision by certified mail, return receipt requested. The appeal procedure will be made available to the parent when they are advised of the decision of retention.

Level Two: If a parent, or guardian, is not satisfied with the level one decision, an appeal to the Stanley Hupfeld Advisory Board may be made through a written letter to the Board President within 5 days of receipt of the level one appeal. The appeal will be brought to the Stanley Hupfeld Advisory Board. Only written evidence will be considered. No party will be allowed to make oral arguments or present witness testimony.

The parent, or guardian, will be advised of the Board's decision through certified mail. The decision of the Board will be final.

Stanley Hupfeld ACADEMY AT WESTERN VILLAGE

• Our mission is to provide effective learning opportunities for all students. •

Retention of Students

(Appeal Process)

Adopted: 9/2016

55E003

Any parent, or guardian, who is dissatisfied with a determination indication that his/her child should be retained, may appeal the decision as follows;

Level One: If the parent, or guardian, is not satisfied with the retention decision, he/she may request an appeal, before the director, by making a written application to the director within 3 days of the date that the parent has received such a decision. A hearing will be conducted within five (5) days following the decision. The parent, or guardian, will be notified of the decision. If the parent/guardian is not available for the meeting the parent will be notified of the decision by certified mail, return receipt requested. The appeals procedure will be made available to the parent when they are advised of the decision to retain.

Level Two: If a parent, or guardian, is not satisfied with the level one decision, an appeal to the Stanley Hupfeld Advisory Board of Education may be made through a written letter to the Director within five (5) days of receipt of the level one appeal. The appeal will be brought to the Board. Only written evidence will be considered. No party will be allowed to make oral arguments or present witness testimony.

The parent, or guardian, will be advised of the Board's decision at the conclusion of the meeting. The decision of the Board will be final.

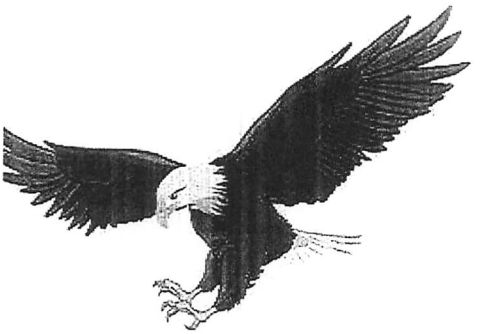
Stanley Hupfeld Academy @ Western Village strives to work in a partnership with parents to ensure that the decision for retention support all state laws, the Oklahoma Reading Sufficiency Act and Oklahoma State Law. Multiple measures are utilized in the retention decision, these include: Diagnostic Reading Assessment (DRA), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), STAR Reading Scores, state reading benchmark indicator scores, Oklahoma Core Curriculum Testing scores, and the Light's Retention Scale data. This is not an exhaustive list of the scores that are utilized for the retention determination by the retention committee.

Stanley Hupfeld Academy

Emergency Operations Plan

RILEY BOATWRIGHT ACT LAW ANNEX

HOME OF THE EAGLES!



OKLAHOMA Education

Revised 9/20/2023

RILEY BOATWRIGHT ACT

The following information is taken from SB 1198, 2020 under 70 O.S. § 27-104
SUBJECT: Creating the Riley Boatwright Act

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA: SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 27-104 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. This act shall be known and may be cited as the "Riley Boatwright Act".

B. Prior to the beginning of the 2020-2021 school year, each school district board of education shall coordinate with the emergency medical services provider that serves the area in which the school district is located to develop a plan for the provision ENR. S. B. NO. 1198 Page 2 of emergency medical services at athletic events or activities held at school district facilities.

C. The plan developed pursuant to subsection B of this section shall be reviewed and updated annually as appropriate and placed on file with the school district and the emergency medical services provider. SECTION 2. This act shall become effective July 1, 2020.

ANY SCHOOL

RILEY BOATWRIGHT ACT COMPLIANCE

Stanley Hupfeld Academy has developed a plan for emergencies at all school events. The district has collaborated with the local/responding EMT OKC EMSA on 9/20/2020.

Emergency Medical Response

In the event of an emergency where medical services are needed on campus, the following would take place:

☐ 911 would be called by the first responder
☐ Medical Services would be provided by the first responder until EMSA arrived
First Responders = Julie Dolf, PE Teacher, CPR Certified
Nurse Practitioner, Susan Ward
Principal, Ruthie Rayner
☐ Documentation of the event would be conducted by Nurse Practitioner, Susan Ward

Plans

Stanley Hupfeld Academy Athletic Medical Emergency Plan

Introduction

Emergency situations may arise at any time during athletic events. Immediate action is necessary to provide the best possible care for participants. Having an established plan reduces confusion, provides for a more expedient response, and ultimately promotes the best outcomes for students and their families.

Components of a Plan

1. Emergency - What constitutes an Emergency?
2. Personnel - Who will be involved and What is their role?
3. Communication - Calling 911: Who and When?
4. Venue Specific - Where to go and How to get in.

Emergency

An emergency is the need for emergency medical services to provide evaluation and/or transportation of an athlete. It is important to provide coordination between school staff to provide the most effective response. While it is impossible to anticipate every situation which might occur, staff should always err on the side of student safety. Situations where 911 should *always* be called are when an athlete:

- is not breathing
- has lost consciousness
- has a suspected neck or back injury

- has an open fracture (bone through the skin)
- has severe heat exhaustion or heat stroke
- has severe bleeding that cannot be stopped
- has any condition which staff feel is a concern and beyond their ability to treat

Personnel

There are two aspects to the personnel component. The Chain of Command and the Medical Responders. While a school administrator may be in command of the situation, coaches and student athletic trainers may be the staff rendering care to the athlete. Those in the chain of command should always give due regard to the information received from those Medical Responders rendering care.

The determination of an emergency and the initial activation of this plan should always occur from someone who is with the athlete. While duties may be designated which occur away from the immediate emergency once the plan has been activated, the initial call should come from someone who is *with* the injured athlete.

The Chain of Command for Athletic Medical Emergencies Stanley Hupfeld Academy is:

- Administrator
- Head Coach
- Assistant Coach
- Other Athletes

While chain of command may differ for other aspects of the school response such as public information, this is specific to decisions made for the medical response and the medical well-being of the athlete. To avoid confusion there must be a designated individual in charge to make decisions about the care the athlete receives.

> Medical Responders and Protocols must be determined by each individual school with roles and duties designated from that school district. EMS will not attempt to address what treatment will be provided by school staff or what credentials are necessary for emergency response team members.

Communication

Communication is essential for a prompt response during emergencies. Staff and EMS providers must work together to provide the best emergency response capability possible for athletes.
Once the decision has been made to call for EMS a *specific individual* should be told to call 911. This is a cornerstone of ensuring an action takes place. The statement, "Someone call 911," may leave room for the thought that someone else is already doing it. By the person making the decision to call 911 giving the instructions to a specific individual, this ensures the call takes place immediately.

Whenever possible the individual calling 911 should be both familiar with the venue specific emergency plan and with the patient. Having someone familiar with the venue specific plan allows for them to relay accurate

access instructions to the dispatcher and having the caller with the injured athlete allows the most accurate information to be relayed to the dispatcher.

> *EMS dispatchers should all be trained in Emergency Medical Dispatch (EMD) protocols, in certain situations they may also be able to give the caller lifesaving instructions. Discuss these protocols with your local EMS service.*

There should always be a staff member present at all events which has a copy of the emergency contact list for each student.

Venue Specific Plans

Below is attached site specific instructions for the different Stanley Hupfeld Academy facilities which host athletic events. While staff should be familiar with the entirety of this plan, a copy of the venue specific plan should always be present at events held at that location. Each venue should have its plans reviewed with staff to ensure the correct access points and equipment location is known.

Stanley Hupfeld Academy *Medical Emergency Plan*
1508 NW 106th OKC, OK 73114

Emergency Personnel: Athletic Trainer, Coaches, On Duty Administrator, Student Athletic Trainers
Emergency Communication: Cell phones. A landline phone is in the Coaches' Office.

Location of AEDs:

1. Entrance to the main building above the water fountain
2. Inside South Entrance of Schwartz Performing Arts Center in the Counselor's Office.

Emergency Instructions:

1. Establish scene safety and provide immediate care for injured athlete
2. Activate Emergency Medical Services (EMS)
    a. Dial 911
    b. Give a phone number and address of location: 1508 NW 106th OKC, OK 73114
    c. Give a brief description of the injury/condition
    d. Provide specific access instructions: i.e. "Use the gravel road to the east of the stadium, then circle around to the south side of the bleachers."
    e. Follow any other instructions from the Emergency Medical Dispatcher
3. Direct specific individuals to meet and direct EMS, unlock doors, open gates, etc.
4. Continue providing care to athlete to highest level possible.
5. Contact Parent
6. Contact Administration- Ruthie Rayner, Principal 405-550-9837

Emergency Phone Numbers

Village Police Department ***911 or (405) 751-9564***	***EMS – Emergency*** ***911***	***EMS – Non-Emergency*** ***(405) 297-7131***
Village Fire Department ***911 or (405)755-2499***	*School Nurse* *(405)420-4736*	
PE Coach- Julie Dolf ***(555) 555-5555***	*SHA Director* *(405)717-9831*	*Principal* *(405) 550-9837*

- Staff trained as First Responders until said Emergency Medical Service Providers arrive.
    - Who are those people? Barbara Glover/ CPR / Kim King CPR / Ruthie Rayner CPR
    - If staff are to operate as Emergency Medical Responders, they must have a medical control physician. It is suggested schools contact local EMS or Fire about working under their direction and licensure for this requirement.

- Even without a licensed First Responder/EMR team, consider creating an Emergency Response Team with CPR trained staff who are familiar with school medical emergency plans.
- List of all school activities to responders (including location)
    - Music Programs- Ruthie Rayner CPR / Ebbony Rowe, Music Teacher – SPAC
    - PE Programs- Julie Dolf, PE Teacher, CPR/ Ruthie Rayner, Principal, CPR
-
- Meet face-to-face with the local EMS agency to discuss expectations and access to facilities. Give a copy of this plan and any venue specific plans to the EMS agency.
    - If Athletic Trainers are on staff, this would allow them to discuss what interventions they might be performing prior to EMS arrival (splinting, hydration, active cooling, etc.) and which can be continued en route to the hospital.
    - Giving the plan directly to EMS during a meeting also helps ensure compliance with Paragraph C of OKLAHOMA STATE DEPARTMENT OF HEALTH 310:641-5-20. Many schools, public agencies, and corporations require that every year their emergency plan is shared with public safety. EMS receives dozens to hundreds of mailed copies of plans each year, so direct contact will cause EMS to give the plan more careful consideration.
- Train staff in the use of AED and location of such.
    - Make a plan to check and replace batteries and pads as needed (Who will be responsible for this?)

- Make a loud-speaker announcement of school safety procedures prior to the event
- Print emergency response information on back of athletic programs
- Name a safety officer to be in attendance and on duty at each event
- Utilize RAVE panic button to contact 911 during an emergency

    - Always ensure one person who is with the patient calls 911. Having someone with the patient talk to EMS can ensure the *right* (Advanced Life Support vs Basic Life Support) help arrives. In many jurisdictions' dispatchers are also trained Emergency Medical Dispatchers and can talk callers through immediate life-saving interventions.

- Assign responsibilities to certain staff (ICS)-provide yellow safety vest to safety staff and walkie talkies or other communication devices
- Staff to Start CPR, if necessary, until EMT arrives
- Designate parties to direct ambulances or emergency vehicles

    - Think through how an ambulance and stretcher can get to each sporting venue. Circuitous routes to a service entrance may be confusing for responders unfamiliar with the facility. Cart paths and walkways may not hold up under the weight or an ambulance and wet/muddy conditions may prevent access through the grass.

- Relocate home and visiting teams to PREDETERIMED safe location
- ASSIGN someone to supervise and direct spectators as needed
- Encourage each coach to review these guidelines before taking the field or floor
- Encouraged to always a staff member/coach present that has access to student family contact list, and medical information/allergies. (Medical Info would possibly need a legal look. HIPAA laws protect medical privacy, but I think most athletes sign a disclosure to schools allowing use of certain information)
- Have a list of Always Call Conditions: Everyone knows those few, rare instances where an ambulance is definitely needed, but there are some injuries that staff may ask "Is this serious enough?" Having a short list can give staff more confidence in making the call and not cause an unnecessary delay.
  Examples may be when an athlete:

    - Has lost consciousness
    - Is not breathing
    - has an open fracture (bone sticking out)
    - has a suspected neck or back injury
    - has severe bleeding that cannot be stopped
    - has severe heat exhaustion or heat stroke
    - any condition which makes the staff member feel uncomfortable (it is safer to call, then the athlete or parent can refuse care, than to not call)

OKLAHOMA STATE DEPARTMENT OF HEALTH 310:641-5-20.

Scope of practice authorized by certification or licensure

a. The Department shall establish a scope of practice for each certificate and license level.

b. The medical control physician may limit an individual certificate or license holder's scope of practice.

c. Certified and licensed emergency medical personnel may perform authorized skills and procedures when authorized by medical control. When emergency medical personnel are without medical control, the scope of practice for any level of emergency medical personnel is limited to first aid, CPR, and the use of the AED.

d. Certified Emergency Medical Responders may perform to the following level or within this scope of practice:

1) patient assessment, including the determination of vital signs, and triage,
2) oxygen administration and airway management,
3) basic wound management, including hemorrhage controls to include the use of tourniquets; treatment of shock,
4) cardiopulmonary resuscitation (CPR) and the use of only adjunctive airway devices and the use of a semi-automated external defibrillator (SAED),
5) splinting of suspected fractures;
6) rescue and extrication procedures,
7) assistance of patient prescribed medications including sublingual nitroglycerin, epinephrine auto-injector and hand-held aerosol inhalers,
8) administration of agency supplied oral glucose, activated charcoal, aspirin, agency supplied epinephrine auto injector, albuterol or approved substitute per medical direction, and nasally administered or atomized naloxone,
9) such other emergency medical care skills and measures included in the instructional guidelines adopted by the Department, and,
10) upon the approval of the Department additional skills may be authorized upon the written request of a local medical director

(Click Here to Return)

Stanley Hupfeld Academy@
Western Village Elementary
Emergency Response Plan

Safe & Healthy School Wellness Plan

Revised 8/2024

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INTRODUCTION

This Safety, Health and Wellness plan has been developed by the Stanley Hupfeld Academy @ Western Village charter school, located at ***1508 NW 106th*** recognizes the relationship between academic achievement and student health and wellness. This policy reflects the schools commitment to removing health-related barriers to learning by establishing health policy, health promotion and health education. We provide school-based activities designed to support a school environment that promotes wellness, healthy eating and an active lifestyle. The Stanley Hupfeld community strives to model and actively practice the promotion of family health, physical activity, and good nutrition.

Also included in this plan are procedures for when it might be necessary to take shelter from severe weather a tornado or, in the event the school's administrative staff feels it is in the best interest of those in the building, to call for a "lock down." An evacuation plan is also included.

This plan has been reviewed and approved by the Village Police Department and the Village Fire Department.

If you should have any questions or concerns regarding this plan, please contact ***Ruthie Rayner – 405-751-1774 / CELL: 405-550-9837***

SAFE SCHOOL COMMITTEE

To maintain a calm and secure environment for students and employees when faced with a crisis or disaster, SHA@ WV has established a safe-school committee, which will meet on the 1st Monday of alternating months to make recommendations to the Principal regarding unsafe conditions, possible strategies for students to avoid harm or harassment at school, crime prevention, school violence and related topics.

The committee will be comprised of at least six members, including an equal number of parents, teachers and students. There will be periodically scheduled drills to practice procedures and to evaluate response times. A Disaster Crisis Plan will include a description of each anticipated crisis or disaster. The main goal of the plan will be to provide for the safety and welfare of the students.

The committee will also focus on healthy initiatives to ensure that wellness and health matters are addressed. It will also be the duty of this committee to ensure that student and staff education in the areas of health and wellness are addressed. The committee will plan one schoolwide event that will be held annually to promote the areas of health and wellness.

Committee Members

Ella Rowe, Student
Ebbony Rowe, Parent
Susan Ward, Nurse Practitioner
Kim King, Teacher
Brenda Seley , Keystone Food Manager
Heather Meldrum, Counselor
Christy Savage, Secretary
Eric Harmon, Board Member
Major Wilson, PE Coach
Ruthie Rayner, Principal

SAFETY DRILLS

Safety drills will be executed in the safest manner possible and held at minimum, once per quarter. Students will be instructed and practiced in each of the drill procedures during the first two weeks of school and on an as-needed basis thereafter throughout the school year.

Faculty and staff will project an air of calmness and control at all times and will maintain contact with and keep track of the location of all of the students in their charge.

A. FIRE DRILL PROCEDURES

1. Signal – A loud intermittent series of (3) short bells. (Memory device: "go, go, go")
2. Teachers retrieve clipboard with class roster, red and green cards, exit map and close interior door.
3. Exit quickly and quietly with students through exterior doors and proceed to designated area. Each class will form a line.
4. Office staff and visitors will evacuate through nearest exit.
5. ***Immediately report*** any students who are **missing** to building administrator or designee, by holding up a red card and giving student's name(s) in writing to principal or designee.

   Hold up green card if **all students are present**. Principal or designee will dismiss and class will return to the building.

B. TORNADO/SEVERE WEATHER PROCEDURES

1. Signal – Intermittent series of one (1) long bell. (Memory device: "stay")- Intercom Announcement to "Seek Your Tornado Precautions," other instructions may be given.

2. Teachers are to open interior doors, retrieve clipboard with class roster, red and green cards and exit map (Safety Backpack).

3. Students are to exit interior doors and proceed down the south hallway to the back double doors. Students should enter the Performing Arts Center and sit in quiet lines (assembly style) and listen for instructions.

4. Notify the principal or designee of any students who are missing by holding up red cards. Give names of missing students to principal or designee.

5. Indicate all students present by holding up green cards.

6. Notification will be given when classes may return to rooms.

7. In the case of a real emergency, only mentors, parents, students and staff on campus may enter the shelter. SHA is not a public shelter and we will not provide shelter to the public due to safety and security reasons.

8. Reunification after a major event will occur at the entrance of the Performing Arts and Community Center. Only students will be allowed to be reunified with their own children. Relatives and friends will not be allowed to check students out unless proper documentation is on file with the school office.

C. INTRUDER/LOCK DOWN PROCEDURES:

Anyone visiting our building must check in at the front office. If you see someone who does not have a **Visitor or Mentor Pass,** please cordially direct him/her to the front office to sign in and secure a pass. If you are met with resistance, allow the person to leave but phone or page the office immediately for notification of the incident.

1. Signal – Announced over the intercom will be the words, **"Intruder Lock-Down."**

2. Teachers should shut and lock their classroom doors, pull mini blinds down, and turn off all lights. Students must be absolutely quiet. Move children in small groups spread around the room where they can least be seen through the door or outside windows. Stay with the children.

3. Susan Ward, Ruthie Rayner & Christy Savage will check bathrooms and unoccupied rooms for students out of the classroom and take them to the nearest classroom when the "Code Yellow" signal is given.

4. Every person in building should remain absolutely quiet.

5. Remain in "Lock Down" mode until the all-clear notification is given over the intercom.

D. EVACUATION PROCEDURES: (A-VIRT) In the event of a dangerous toxic substance, gas leak, bomb threat, etc.

1. Line up children for evacuation. Take clipboard with AVIRT instruction card.

2. Leave building at nearest exit.

3. Take attendance (not just a head count.)

4. Walk to HERITAGE HALL at McKinley and 115th in a single file.

5. Wait for further instructions from law enforcement.

6. Do not use cell phones. (Use can trigger explosions!)

7. Designated faculty will meet law enforcement with the AVIRT plan.

Emergency Response Personnel

NAME/POSTION	PHONE #
Ruthie Rayner, Principal	550-9837
Christy Savage, Secretary	751.1774 x110
Susan Ward Nurse Practitioner	751.1774 x111

Emergency Medical Response

In the event of an emergency where medical services are needed on campus, the following would take place:

- 911 would be called by the first responder
- Medical Services would be provided by the first responder until EMSA arrived
- Documentation of the event would be conducted by Nurse Practitioner, Susan Ward

MEDICAL EMERGENCIES

Any medical emergency that may occur on the school property will be dealt with in the most sensitive manner and with the best interest of the student in mind. Outside emergency treatment will be summoned if necessary and parental notification will be immediate using the emergency numbers as provided previously by the parents or guardian. Parents are required to provide three (3) emergency telephone numbers in case a student becomes ill or has an accident at school. The medical personnel or designated person will provide first aid and attempt to notify the parent/guardian as soon as possible. If the school cannot reach the parent/guardian in an extreme medical emergency, emergency medical services will be called. Expenses for the emergency care will be the responsibility of the parent/guardian. SHA strongly urges all parents to immediately update all notification numbers when a change occurs.

MEDICAL FORM FOR ASTHMA INHALER

Form available on Public Drive in "School Forms" folder.

Hupfeld ACADEMY AT WESTERN VILLAGE

1508 NW 100th St • Oklahoma City, OK 73114 • (405) 751 - 1774

Notice to Parents for Student Use of Asthma Inhalers on School Premises and Authorization for Student Use

Please read the attached policy. If you wish for your child to carry his/her asthma inhaler on school premises and self-administer asthma medication as needed, please supply the following information and return all items to the school's physician's assistant.

Student Name: _____ Age: _____

Grade: _____ Teacher: _____

Name of Treating Physician _____

Treating Physician Address: _____

Treating Physician Telephone _____

ATTACH TO THIS FORM:

1. **An original written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her medication; and**
2. **An emergency supply of the student's medication.**

NOTICE AND RELEASE

The school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student, and by signing below, the undersigned parent or legal guardian releases and agrees to hold harmless the school and its employees and agents from any such liability.

The undersigned parent/legal guardian of the above-named student hereby gives permission for such student to carry his/her asthma inhaler and self-administer asthma medication while on school premises in accordance with the directions of the student's treating physician.

_____ _____

Parent/Guardian Signature Date

MEDICATIONS - ADMINISTERING

In accordance with state law it is the policy of the SHA that no drug or internal medicine of any kind, except those prescribed by a physician, be given to a pupil at school. When a physician or parent requests that a child be given medication at school, a form must be completed and given to the nurse practitioner. A NEW FORM must be filled out for each change of medication and RENEWED EACH SCHOOL YEAR. This form must be signed and kept on file at the school. All students must comply with school and state regulations. These regulations are:

- A form must be completed detailing the name of the drug, dosage, and time interval medication is to be given. Parents or guardians must sign it.
- The medication must be brought to school by the parent in a container appropriately labeled by a pharmacist or a physician with the child's name, medication, and dosage and doctor's name on it. If the medication is not in a properly labeled bottle, the doctor must also sign the parent's release form.
- EXCEPTION: If a parent feels that a child may need a non-prescription medicine, we must have on file a Stanley Hupfeld Academy Medication Form authorizing administration of such medication. Non-prescription medicine will not be given without a telephone call to the parent.
- Sample medications from a doctor must be accompanied by a note or form signed by the doctor stating his/her orders.
- In accordance with state law all medicines must be brought to the nurse practitioner's office when the child arrives at school.
- The nurse practitioner, principal or administrative assistant can exclude any child from school activities who is suffering from or exhibiting the following symptoms:
  - Fever 100 degrees Fahrenheit or higher
  - Any eruption of the skin or rash
  - Sore throat or tonsillitis
  - A severe cough
  - Any inflammation of the eyes or lids
  - Vomiting and/or diarrhea
- Accidents involving injury which occur on the school property during school hours will be reported immediately to the nurse practitioner.
- Every parent is requested to sign an "Authorization for Medical Care of a Minor" form. This form will be kept on file in the Nurse Practitioner's office to be used ONLY in the event parents are out of town or cannot be reached within a reasonable length of time in an emergency.
- CHILDREN USING ASTHMA INHALERS: Students may carry and use their asthma inhalers on school premises only if the student's parent or legal guardian has provided the school with all of the following:
  - Written authorization from the parent or legal guardian for the student to self-administer their asthma inhaler; and
  - A written statement from the student's treating physician that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of his/her inhaler; and
  - An emergency supply of the student's medication; and

  - A written statement from the student's parent or legal guardian acknowledging that the parent or legal guardian has been advised in writing that the school and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student and that the parent or legal guardian releases the school and its employees and agents from any such liability.

- The school will keep the emergency supply of the student's medication furnished by the student's parent or legal guardian in accordance with applicable law and will keep a record of the student's name, the type and name of medication, the date the medicine was administered to the student, and the name of the person who administered the medicine to the student. The school's nurse practitioner, the school principal and other school employees who may be designated from time to time by the school will be responsible for taking the actions required in this section.
- Written permission for a student's self-administration of asthma medication is effective for the school year in which it is granted and must be renewed each subsequent school year by fulfilling all of the requirements of this policy. Senate Bill 343, April 28, 2003.
- DEFINITIONS: "Medication" means a metered dose inhaler or a dry powder inhaler used to alleviate asthmatic symptoms that has been prescribed by a physician and has an individual label. "Self-administration" means the student's use of an asthma inhaler pursuant to prescription or written direction from the student's physician.
- Per State Regulations, parent/guardian of each student enrolled in Kindergarten, 1st or 3rd grade shall provide certification to school personnel that the student passed a vision screening within the previous 12 months. Other provisions apply if the student fails the screening. No student shall be prohibited from attending school for a parent's/guardian's failure to furnish a report of the screening. School districts are required to notify parents/guardians of these requirements.

HEALTH & WELLNESS

SHA adopts the Coordinated School Health Program model that is recommended by the Centers for Disease Control and Prevention (CDC) for planning and coordinated school health activities. This model creates a school environment that conveys consistent messages and is conductive to healthy eating, physical activity, and wellness for all staff, students and their families.

The Coordinated School Health Program includes the following eight components: Health Education; Physical Education; Health Services; Family and Community Involvement; Counseling, Psychological, and Social Services; Nutrition Services; Healthy School Environment, and Health Promotion for Staff.

Stanley Hupfeld Academy is a **Certified Healthy School** with the State Department of Oklahoma. Many educational opportunities provide our students with health and nutrition advice as well as activities that lead to a healthy lifestyle.

Nutrition

Stanley Hupfeld Academy will make nutritious foods available on campus during the school day to promote student and staff health. At a minimum, the District Child Nutrition Program will serve reimbursable meals that meet United States Department of Agricultures (USDA's) requirements as well as follow principles of the Dietary Guidelines for Americans.

The Child Nutrition Program will serve the following: food high in fiber, free of added trans-fat, low in added fats, sugar, and sodium, respectful of cultural diversity and served in appropriate portion sizes consistent with the USDA standards.

- Child Nutrition Programs are accessible to all children. Students will be encouraged to start each day with a healthy breakfast.
- Meals served through the Child Nutrition Programs will: Be appealing and attractive to children of various ages and diverse backgrounds, be served in a clean, safe, and pleasant setting.
- The Child Nutrition Program will pursue partnerships with local/regional farms to facilitate a Farm-to-School program. Meals served within the federally reimbursable meal program will be designed to feature fresh fruits and vegetables from local sources to the greatest extent possible.
- Child Nutrition staff will be engaged in wellness activities and educational opportunities that support healthy eating behavior and food safety.
- Annual training is provided to Child Nutrition Staff on basic nutrition, nutrition education, and nutrition standards for preparing healthy meals.
- Training and support are provided to enable Child Nutrition Staff to become full partners in providing excellent food to our students.
- Safe, unflavored, cool drinking water will be offered at no charge throughout the school day. Only low or non-fat varieties of milk will be allowed. Juice will be 100 percent juice with no added caloric sweeteners.
- Students will be allowed adequate time to consume meals, at least 10 minutes for breakfast and 20 minutes for lunch from the time they are seated. Recess before lunch will be encouraged to the greatest extent possible for the purpose of reducing food waste.

- Students are provided only healthy food and beverage options for food beyond the school food services (vending machines, school stores, and food/beverages for snacks and celebrations).
- Food, beverages, and candy will not be used to reward or punish academic performance or student behavior.

Nutrition Education

The goal of nutrition education is to facilitate the adoption of healthy eating and other health-promoting nutrition-related behaviors. Nutrition education occurs in the classroom as well as in the larger school community.

- Nutrition education will be provided in all grades and will be integrated into core curriculum. In the classroom, it is included in the scope and sequence in core subjects, such as math, science, language arts, social sciences, and elective subjects.
- Nutrition education will teach students the knowledge and skills necessary to adopt healthy eating and regular physical activity as part of their lifestyle.
- Nutrition education is coordinated with child nutrition services to reinforce messages on healthy eating. The school cafeteria environment allows students to apply critical thinking skills taught in the classroom.
- Nutrition resources that include learning opportunities which enhance health will be made available for staff.
- Nutrition education is provided to families and the community through communications with parents, educational workshops, homework materials, screening services, and health-related exhibitions and fairs.
- Healthy eating behaviors are promoted through the use of multiple channels including: classroom, cafeteria, and communications with parents.

Monitoring and Evaluation

An assessment of the SHA's Wellness Policy will be completed annually to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, a wellness committee will review nutrition and physical activity policies; provision of the environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. SHA will seek input form stakeholders on the development and seek recommendations based on: new techniques, proven strategies, and guidelines which reflect emerging scientific knowledge relevant to the health of students and staff. If you would like to participate on the Health and Wellness Committee please call the school office at 405-751-1774.

Nutrition Guidelines and Standards for Foods and Beverages Outside of School Meal Programs (Competitive Foods) from the Institute of Medicine (IOM)

- Students will be provided only healthy food and beverage options in vending machines, school stores, and food/beverages for snacks and celebrations. These foods and beverages will meet the following standards:
  - Fruits, vegetables, whole grains, and related combination products (contain a total of ≥ 1 serving fruits, vegetables, and/or whole grains), or nonfat/low-fat dairy
    - Snack foods offered to high-school students in after-school settings and activities are not required to meet this standard.
  - Foods low in calories:
  - Snacks are ≤ 200 calories per portion as packaged and à la carte entrée items do not exceed calorie limits on comparable National School Lunch Program (NSLP) items
  - Foods low in fat:
    - No more than 35% of total calories from fat
    - Exceptions to the standard are:
    - Nuts and seeds: fat content will not count against the total fat content of the product
    - Less than 10% of total calories from saturated fats
    - Zero trans fat (< 0.5g per serving)
  - Foods low in added sugar:
    - Snacks, foods, and beverages provide ≤ 35 % of calories from total sugars per portion as packaged
    - Exceptions to the standard are:
    - 100 % fruits and fruit juices in all forms without added sugars
    - 100 % vegetables and vegetable juices without added sugars
- 4-oz. portion as packaged for elementary/middle school
- 8-oz. (2 portions) for high school
  - Unflavored nonfat and low-fat milk and yogurt
  - Flavored nonfat and low-fat milk (≤ 22g of total sugars per 8-oz. serving)
  - Flavored nonfat and low-fat yogurt (≤ 30g of total sugars per 8-oz. serving)
  - Foods low in Sodium:
    - Snacks have ≤ 200mg sodium per portion as packaged or have ≤ 480mg per entrée portion as served for à la carte items
  - Caffeine-free foods and beverages:
    - An exception is naturally occurring trace amounts of caffeine
  - Water without flavoring, additives, or carbonation
  - Plain, potable water is available at all times for free

**High School only after-school hours

- The remaining available beverage choices must follow the criteria below:
  - Sugar-free, made with nonnutritive sweeteners or <5 calories per portion as packaged
  - Caffeine-free
  - Not vitamin- or nutrient-fortified (includes but not limited to vitamin waters, energy drinks, sports drinks

- With or without carbonation or flavoring
- Examples of Foods and Beverages that Meet Criteria Include:
- Individual fruits-apples, pears, oranges
- Fruit cups packed in juice or water
- Vegetables-baby carrots, broccoli
- Dried or dehydrated fruits-raisins, apricots, cherries
- Low-fat, low-salt, whole grain crackers or chips
- Whole grain, low sugar cereals
- 100% whole grain mini bagels
- 8-oz servings of low-fat, fruit-flavored yogurt with ≤30g of total sugars
- Low sodium, whole grain bars containing sunflower seeds, almonds, peanuts or walnuts
- Unflavored nonfat and low-fat milk
- Flavored nonfat and low-fat milk (≤ 22g of total sugars per 8-oz. portion)
- 100% fruit juice or low-sodium 100% vegetable juice
- 8-oz servings of low-fat or nonfat chocolate or strawberry milk with ≤22g of total sugars

FUNDRAISING

School fundraising activities that include the sale of healthy foods, beverages and non-food items is a public demonstration of the school's commitment to promoting healthy behaviors among students, families and the communities at large, while helping clubs, groups or organizations meet their financial needs. Healthy food and beverage criteria are outlined within this policy under *Nutrition Guidelines and Standards for Other Foods and Beverages Outside of School Meal Programs* and will be applied to fundraising items.

- All fundraisers sponsored by the school will be supportive of healthy eating.
- Fundraising activities, including activities run by clubs, groups and organizations, will support children's health and reinforce positive nutrition behaviors.
- Our district only permits health-promoting fundraising efforts such as healthy foods and beverage options, non-food items, physical activity-related options, or community service options.

MARKETING OF FOOD OR BEVERAGE

School-based marketing should be consistent with nutrition education and health promotion. School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains and low-fat dairy products is encouraged.

GROWING UP GREEN COMMUNITY GARDEN

The Growing Up Green Community Garden was established in 2011 through the combined efforts of INTEGRIS, Crossings Community Church and Stanley Hupfeld Academy at Western Village. Grant money was secured to create the raised beds, the Oklahoma Garden and the learning pavilion. Grantees and donors include:

-Lowe's Toolbox for Education Grant
- Whole Foods Community Grant
- INTEGRIS You and I Campaign
- Crossings Community Church
- Schools For Health Lifestyles

Stanley Hupfeld Academy dedicates resources (i.e. land, water, containers, raised beds, etc.) for the community garden. We incorporate the use of the community gardens into the standards based curriculum as a hands-on, interdisciplinary teaching tool to increase knowledge and influence student food choices and lifelong eating habits. We support the sustainability of school gardens through activities that could include: fundraising, solicitation of community donations, and the use of existing resources.

The community garden is cared for by the students of Stanley Hupfeld Academy with each grade level accepting responsibility for one of the raised beds.

Resources:
http://oklahoma4h.okstate.edu/aitc/lessons/index.html

MONTHLY WELLNESS ASSEMBLY

Each month Pam Patty, nutritionist with INTEGRIS presents a nutrition assembly that focuses on a health or nutrition topic. This topic is then expanded upon during students PE/Health Classes.

PE/HEALTH & AM GET FIT

Our PE/Health classes are 45 min. and are conducted weekly by Mr. Wilson. In addition morning walking club and "Get Fit" occurs from 7:40-8:00 Mon-Friday as well as a 20 minute recess each day. Our students receive a total of 245 min. of activity through these combined sessions.

Stanley Hupfeld Academy recognizes the importance of physical activity and physical education in promoting health and academic achievement, and is an important part of a student's comprehensive, well-rounded education program that will positively impact life-long health and well-being. We support quality physical activity throughout the school day and during our after school activities.

- Students will be given opportunities for physical activity during the school day by integrating physical activity into the academic curriculum.

- Teachers and other school personnel will not use physical activity as a punishment or withhold opportunities for physical activity (withholding recess or PE) as a punishment.
- Teachers and other school personnel are encouraged to use physical activity opportunities as rewards such as extra recess.
- Students participating in Physical Education will be moderately to vigorously active for at least 50% of PE class time.
- Proper equipment and facilities that meet safety standards are required.
- Elementary students will participate in 20 minutes of daily recess and 150 minutes of Physical Activity per week. Physical Activity will be through daily recess, daily physical activity integrated in the school day and Physical Education time as well as 20 min. "Get Fit" sessions each morning.
- Only medical waivers/exemptions from participation in physical education will be accepted.
- We will provide opportunities for participation in a broad range of competitive and noncompetitive physical activities that help to develop the skills needed to participate in lifetime physical activities during our after school program.
- Annually we participate in the walk or bike to school initiative. We engage parents in organizing adult supervised groups to facilitate safe walking and biking.
- Training for teachers on integrating physical activity into the curriculum is provided.

Healthy Schools Oklahoma

Stanley Hupfeld Academy is in its third year of being designated as a SCHOOLS FOR HEALTHY LIFESTYLE by the State Department of Education. Through this grant we are able to address health education and healthy life skills. Other initiatives that are provided for our students to educate them in healthy lifestyle choices include:

- Cooking Club- Students in 4th & 5th grade learn the basics of kitchen safety, measurement and nutritional information from a certified nutritionist.
- Sports- Students are offered opportunities to join PALS leagues including basketball, soccer and tennis. These groups are conducted during our after schools activities or on the weekends.

ACTION BASED LEARNING LAB

- Granted from Schools for Healthy Lifestyles
- Based upon current brain research
- Utilized by classroom teachers to facilitate brain breaks and curriculum practice
- Training will occur each year

AIDS PREVENTION

- Annual AIDS Prevention and Growth and Development Classes will be presented to the 5th grade class by our nurse and school counselor.
- In accordance with state law 70 O.S. § 11-103.3; OAC 210:10-112 the AIDS education plan includes prevention and educational components. The curriculum used is from the American Red Cross and Weekly Reader.
- Daily "Get Fit" sessions at the beginning of each school day that incorporate wellness information and movement.

SCHOOL NURSE/ CLINIC

Stanley Hupfeld Academy houses a full time nurse practitioner at our site. She is able to meet the needs of our students, teachers and families by providing on site medical care.

Medication Distribution - All parents sign consents for medical treatment at the beginning of each school year. If a child becomes ill or is injured, parents are called. The safety and well being of the student is the first priority. Medication is administered by the nurse (or admin if nurse is absent). All medication must be presented to the clinic in its original prescription bottle. Inhalers must be presented with an RX label. All medication is logged and signed by the student and nurse/admin. that administers the medication. Medication is counted when it is delivered to the clinic. Within the log the medication is "counted down" with each dose given. Parents are called when the RX has 5 days of medication left. This notification to parents is a courtesy so that they can get the refill. Inhalers may be kept by the student if the correct documentation is on file. (Documentation guidelines are in the SHA Staff handbook.)

Physical Accidents are reported to the nurse on duty. An Incident Report is completed and follow up is conducted by the clinic. All accidents are reported and documentation kept including accidents by staff, mentors, volunteers and students. If medical treatment is necessary than the SHA clinic will follow up with the necessary documentation or workers comp. requirements.

The nurse also plans programs for school employees and student health. These include:

- Bike Safety Day
- Annual Walk to School Day
- Employee Weight Loss & Nutrition Program
- Community Resource Connection
- Grant Writer to support the health and wellness efforts

Diabetic Plan- Students with diabetic needs will have a Diabetic Medical Management Plan on file with the SHA clinic. Staff and essential personnel will be alerted to the plan and their role in the management of the plan.

Staff Wellness

SHA highly values the health and well-being of every staff member and support staff members to maintain a healthy lifestyle. Staff is encouraged to model healthful eating and physical activity habits to demonstrate support of healthy lifestyle habits to the students.

Access to Facilities for Physical Activity after School Hours

Students, parents, and other community members will have access to, and be encouraged to use, the schools outdoor physical activity facilities outside the normal school day. *(Senate Bill 1882 ensures greater liability protection for schools who choose to open their facilities for recreational use)*

School Safety

At the end of each day, what parents want most is for their children to come home safely. Our school has in place many programs to help students stay safe. Here's information on just a few of those efforts:

Secure Access Entrances

In early 2009 the school established that the main entrance would be the primary access during the school day. A secure access entrance means that every person who comes to a school must enter the office to be greeted and screened by office personnel. All other entrances to the school will be locked during the school day. Push-out bars are installed on all main exit doors for emergency exit.

Security Cameras

Stanley Hupfeld Academy has high definition security cameras that cover the campus. A monitor is available so that school staff can, when necessary, look at the view from any camera in the building to determine if there is a disturbance or concern. If an intruder is in a building, they may be tracked on cameras until they can be confronted. Video may be later searched to determine how they got into the building so that any security gaps can be closed. Cameras have also been used to find out who was responsible for theft or vandalism.

Bullying Prevention Curriculum

People think of violence prevention as being something that should be done in middle schools and high schools. The truth is, it should start at the earliest level, and at Stanley Hupfeld Academy, it does.

Our teachers use bullying prevention curriculum to teach students. Teachers receive training on how to recognize and deal with bullying. Our specialist and teachers integrate bullying information into the curriculum. When bullying behavior is reduced, more students are ready.to learn and there is less chance of students becoming alienated and angry.

PARENT / COMMUNITY INVOLVEMENT

Parents will serve on the Safe School Committee as an active member. Parents school safety concerns shall be addressed by the committee. Parents and guardians have a primary and fundamental role in promoting and protecting their children's health and well-being. We support parents' efforts to provide a healthy diet and daily physical activity for their children. We encourage parents to provide healthy lunches and snacks and to refrain from including beverages and foods that do not meet good nutrition standards for foods and beverages.

DRUG FREE SCHOOLS POLICY

Any teacher, parent, mentor, officer or employee who has reasonable cause to suspect that a student may be under the influence of, or that a student has in his or her possession, alcoholic beverages, non-intoxicating alcoholic beverages (e.g. low-point beer), or a controlled dangerous substance as defined by law shall immediately notify the principal who shall then notify the parent or legal guardian of the situation. Any sus-pected controlled substance will be confiscated. The student will be subjected to a long-term suspension. Possession of illegal drugs will result in referral to police.

DANGEROUS WEAPONS POLICY

Federal law prohibits the possession and/or carrying of dangerous weapons or replicas by students, employees, or others while on district prop-erty, at a school-sponsored activity, or on a school bus. Dangerous weapons include but are not limited to: an automatic or semi-automatic weapon, rifle, shotgun, any pistol, revolver, B.B. gun, pellet gun and/or imitation firearm; dagger, bowie knife, dirk knife, switchblade knife, spring type knife, sword, and knife having a blade which opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife; manually operated pocket knife, utility, scouting knife or box knife, exacto knife, or knives of any kind or any object with a blade: blackjack, multi-fingered rings, loaded cane, billy hand chain, metal knuckles, pipes or any weapon, item or object capable of or used to inflict bodily harm; knowingly participating in the concealment of a weapon on school campus, bus or at a school-sponsored activity. Students will be held responsible if they are found in possession of such objects or weapons regardless of the circumstances. Security or police officers will be al-lowed to carry weapons in the performance of their duties.

GUN FREE SCHOOLS ACT

A state law requires educational agencies to suspend from school for a period of not less than one year, a student who is determined to have brought a firearm to school. This law requires that any student who brings a firearm to school be referred to the criminal justice or juvenile jus-tice system.

NON-SMOKING ENVIRONMENT

Stanley Hupfeld Academy at Western Village is a smoke-free, tobacco-free, e-cigarette free and vapor-free environment. NO SMOKING, E-CIGARETTES, VAPES OR CHEWING TOBACCO IS ALLOWED BY STUDENTS, STAFF, PARENTS, OR VISITORS ON ALL SCHOOL GROUNDS (INSIDE OR OUTSIDE), OR IN SCHOOL VEHICLES, 24 hours a day, 7 days a week. This includes all activities that take place on the SHA @WV property including after-hour neighborhood use of the facility.

DRUG–FREE WORKPLACE

No employees engaged in work for SHA or in connection with a federal, state or local grant administered by SHA will unlawfully manufacture, distribute, dispense, possess, use or be under the influence of, while on or in the workplace, any narcotic drug, hallucinogenic drug, amphetamine, barbiturate or any other

controlled substance, as defined in schedules I through V of the Section 202 of the controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 13.00.15, or dispense, possess, use or be under the influence of marijuana or any alcoholic beverage while on or in the workplace.

24/7 Tobacco Free Policy: Adoption date: 2-7-2012 Stanley Hupfeld Academy understands the concern of parents, educators, students, and community members regarding the adverse effects of tobacco and second hand smoke. We want to provide a safe and healthy environment for our students, staff, and community and set the proper example for our students. Therefore, tobacco in any form will not be used by anyone, anywhere, anytime (including non-school hours and days) on school grounds, property, vehicles and during any school sponsored functions held off campus. This policy is intended to improve the health and safety of all individuals using the schools.

"Tobacco" is defined as cigarettes, cigars, pipe tobacco, snuff, chewing tobacco and all other kinds and forms of tobacco prepared in such a manner to be suitable for chewing, smoking or both, and includes e-cigarettes / vaping devices or any other product packaged for smoking or the simulation of smoking.

This regulation applies to students, faculty, staff, visitors, and all employees and contractors of Stanley Hupfeld Academy including those of Oklahoma City Public Schools, and anyone providing services on school property. This regulation also applies to all public school functions (ballgames, concerts, etc.) and any outside agency using Stanley Hupfeld Academy's owned or leased facilities. This regulation is in effect 24 hours per day, seven days per week.

The success of this regulation will depend upon the thoughtfulness, consideration and cooperation of tobacco users and non-tobacco users. All individuals on school premises share in the responsibility for adhering to and enforcing this regulation. All students will receive instruction on avoiding tobacco use. Ultimately, the site administrator will take appropriate steps to enforce the regulation.

Students found in violation of the policy will have their parents contacted for a first violation. Second offense will include disciplinary action, to include, but not limited to community service and tobacco education programs. Information about the Oklahoma Tobacco Helpline will be provided to students in violation of this policy in order to provide a resource for tobacco cessation.

An employee who violates the terms of this policy may be suspended or terminated, pursuant to employee disciplinary procedures. Information about the Oklahoma Tobacco Helpline will be provided to staff members in violation of this policy in order to provide a resource for tobacco cessation.

Legal Reference: 21 U.S.C. 812 and 21 CFR 1300.11 and 1300.15

DRUG TESTING - EMPLOYEE

SHA is committed to maintaining a work environment that is safe for all employees while achieving the highest possible level of performance and quality by its employees. The abuse of alcohol, controlled substances, and/or any unauthorized drug can impair the ability of employees to perform critical tasks, increase the potential for accidents and reduce the reliability, stability, and good judgment of employees.

SHA will take reasonable and lawful measures to advance this commitment and ensure, where possible, the safety, security, and efficient performance of employees.

SHA will ensure, where possible, that employees and affiliated personnel are free from alcohol and other unauthorized drugs, which would adversely affect good judgment or impair the safe and efficient performance of their job duties.

Contractors, suppliers, and/or vendors who have employees working on the school premises or job site will be notified that their employees are expected to abide by the school's Drug-Free Workplace rules. The contractors, suppliers, and/or vendors will normally be notified through contract documents.

Legal Reference: Drug-Free Workplace Act of 1988, P.L. 100-690

SUBSTANCE ABUSE POLICY- Adopted 2-7-2012

1.0 PURPOSE

The Stanley Hupfeld Academy at Western Village ("SHA") is committed to protecting the safety, health, and well-being of all employees, students, and other individuals in our workplace. SHA recognizes that alcohol abuse and drug use pose a significant threat to our goals. SHA has established a drug-free workplace program that balances our respect for individuals with the need to maintain an alcohol- and drug-free environment.

2.0 POLICY

2.1 Maintain a safe, healthy working environment for all employees, free from the influence of alcohol and drugs.

2.2 Utilize disciplinary measures, as appropriate, in order to address impaired employees.

2.3 Be in compliance and consistent with any and all laws governing substance control and testing standards.

3.0 PROHIBITION OF ILLEGAL DRUGS AND ALCOHOL

3.1 Employees are prohibited from illegal drug use and the use of alcohol and on SHA's premises. Employees are also required to be free from the influence of alcohol and illegal drugs while present on SHA's premises.

3.2 The use, sale, purchase, manufacture, transfer, or possession of illegal drugs or alcohol by any employee while on SHA's premises, or while performing business on behalf of SHA, is prohibited and is grounds for immediate termination.

3.3 SHA holds employees who drink alcohol or who engage in illegal drug use to the same qualification standards for employment or job performance and behavior to which other employees are held, even if an employee's unsatisfactory performance or behavior is related to drug or alcohol use.

3.4 Any employee who is arrested or convicted of the illegal sale or use of illegal drugs or alcohol while off the job and away from SHA's premises is considered to be in violation of this policy. In deciding what action is appropriate for such off-duty misconduct, SHA will take into consideration the nature of the charges and any mitigating circumstances surrounding the situation.

4.0 TESTING POLICY

4.1 The substances tested for under this policy shall include alcohol and drugs.

4.2 An employee shall be required to submit to an immediate drug or alcohol screening test whenever a reasonable suspicion exists that the employee is under the influence of alcohol or drugs when reporting to work, being present on SHA's premise, or when otherwise acting within the course of employment.

4.3 Where there is reasonable suspicion that an employee is in violation of this policy, SHA has the discretion to search any vehicle, pocket, package, purse, briefcase, tool box, food container, other container, or any other personal property brought onto SHA property in order to ensure a work environment free of illegal drugs and alcohol. The employee may be asked to sign a consent authorizing such search of any personal property brought onto SHA property by him or her and/or under his or her control. Failure to sign a consent will subject the employee to disciplinary action up to and including termination of employment. (SHA may search any of its property and all items thereon or therein, with or without the consent of the employee. Personal property of the employee may be searched with consent. However, failure to provide consent may lead to termination.)

5.0 TESTING PROCESS

5.1 Employees subject to testing under this Policy are expected to comply with the instructions of the testing facility during the administration of testing. Failure to comply with the testing facility's instructions may result in corrective action, up to and including termination of employment.

5.2 The Principal or the Director will coordinate safe transportation for the employee to his or her home.

5.3 The employee will be suspended, without pay, from work pending resolution of the testing and subsequent investigation. Subsequent to the investigation, if it is determined that the employee had not violated this policy, the employee will be compensated for missed work days in accordance with the work schedule at the time the screening test was conducted.

5.4 If an employee is deemed to have violated the policy, but is allowed to return to work on a Condition of Employment Agreement, the employee shall be required to report to the testing facility for a "return to work" drug screen, the results of which will guide SHA's determination of the employee's ability to return to work.

5.5 All preliminary results of drug and alcohol screenings of applicants or employee will be reviewed by an appropriate Medical Reviewing Officer ("MRO") prior to the issuing of a final report regarding the results of the drug and/or alcohol screening. As part of this review, the MRO will provide the applicant or employee in question the opportunity to explain, in confidence, the preliminary results of the screenings. The MRO will base his final report regarding the drug and/or alcohol screening upon all of the information available to him or her, including but not limited to the preliminary lab results, any explanation provided by the employee or applicant, and evidence regarding drug prescriptions.

5.6 SHA will not make any decision to terminate an employee's employment until the MRO issues his or her final report regarding the results of the drug and/or alcohol test in question. All decisions under this policy with respect to employees will be based solely upon the MRO's final report.

6.0 CONSEQUENCES OF DRUG SCREENING TESTS

6.1 SHA may take disciplinary action, up to and including termination of employment, in the following circumstances:

6.1.1 Refusal to comply with the instructions of the testing facility during the administration of drug and/or alcohol screening;

6.1.2 If it is reasonably determined that an employee has altered or adulterated a urine specimen; or,

6.1.3 If an employee at any time fails to pass the drug and alcohol screening test under the standards set forth

6.2 If an employee refuses to submit to the outlined drug screening tests and is terminated from employment for that refusal, tests positive for any illegal drugs, evidences a blood alcohol level of 0.02 mg/dl or greater, or is reasonably determined to have altered a test specimen, SHA shall consider the employee to be guilty of misconduct for purposes of the Oklahoma Employment Security Act and will challenge any award of unemployment benefits. The Oklahoma Employment Security Commission may deny the employee unemployment benefits as a result of such misconduct.

7.0 CONFIDENTIALITY OF TEST RESULTS AND RIGHTS TO OBTAIN RECORDS

7.1 The results of any drug or alcohol screening test will be treated confidentially. Test results will not be disclosed to anyone other than those to whom SHA, in its sole discretion, determines to have a need and right to know.

7.2 SHA shall maintain all drug and alcohol test results and related information as confidential records, separate from other personnel records. Such records, including the records of the testing facility, shall not be used in any criminal proceeding, or any civil or administrative proceeding, except in those actions taken by the employee or in any action involving the individual tested and SHA, or unless such records are ordered released pursuant to a valid subpoena or court order.

7.3 All drug and alcohol test results, and records relating thereto, kept by SHA shall be the property of SHA and, upon the request of the employee tested, shall be made available for inspection and copying to the employee.

8.0 CONDITION OF EMPLOYMENT AGREEMENTS

8.1 A component of this policy includes a Condition of Employment Agreement for employees who have successfully completed treatment for substance abuse in an accredited treatment program. SHA retains the sole discretion as to whether to offer this Agreement to an employee. Exercising its sole discretion, SHA will determine, using objective factors and on a case-by-case basis, if an employee should be offered an opportunity to return to work under a Condition of Employment Agreement. It is not required that this Agreement be offered in lieu of termination or other disciplinary action.

8.2 The purpose of the Agreement is to outline the specific requirements for any and all employees given an opportunity to return to work after treatment for substance abuse. This Agreement is intended to provide a program to accommodate those employees who are drug-addicted and rehabilitated, or who are in a current program of rehabilitation and not using drugs, or who are alcoholics and are qualified individuals with a disability under the ADA. Unscheduled (i.e., random) screening tests are included in the Agreement to ensure that a rehabilitated individual is no longer illegally using drugs or abusing alcohol consistent with this Policy.

8.3 The Agreement may be offered as part of the continuing rehabilitation process. The Agreement is specifically intended to meet the needs of the individual employee and SHA, and is a condition for continued employment by SHA. Employees who are offered a Condition of Employment Agreement must have a negative screening test and a signed Agreement before returning to work.

8.4 Once an employee has successfully completed the specific provisions contained within the Agreement, he or she will no longer be subject to the provisions of said Agreement. However, should the employee have a positive screening test after completion of the Agreement, as outlined within this policy, it is not required that an additional Condition of Employment Agreement be offered in lieu of termination or other disciplinary action.

9.0 DEFINITIONS

9.1 Reasonable Suspicion. Reasonable suspicion means a belief that an employee is using or has used drugs or alcohol in violation of this policy drawn from objective and articulated facts and reasonable inferences drawn from those facts in light of experience.

9.2 Under the Influence of Alcohol. Under the influence of alcohol means having a blood/alcohol level of 0.02 mg/dl or greater or observable indications of intoxication coupled with evidence of recent alcohol intake.

Reporting of Child Abuse / Neglect / Sexual Abuse

REPORTING CHILD ABUSE

It is the intent of SHA to comply with state statutes related to mandatory reporting of suspected child abuse and/or neglect.
State law requires any person/employee who, in good faith, has reason to believe that a child under 18 is being subjected to harm or threatened harm to a child's health, safety or welfare, including sexual abuse and exploitation or neglect or abandonment, as defined by statute, to immediately report his/her belief to the Department of Human Services (DHS) in the county where the abuse occurred. Have the child's enrollment form at hand when you call in a report, because it contains information the worker will need to complete the report. Call 767-2800 to make a report.

Official forms can be located in the office. Follow-up the phone call by faxing a copy of the form to DHS at 1-800-522-3511 as verification that you made a report. The person making the oral report to the Department of Human Services is also responsible for submitting a written report to the Department of Human Services. The written report must follow the oral report and be made within twenty-four (24) hours of the contact, which disclosed the existence of possible abuse. A copy of the written report will be given to the Principal. All parties concerned will treat the report contents in a confidential manner. Employees may initially question the child to determine the child's state of neglect or injuries. However, in no case should the child be subjected to undue pressure in order to validate the suspicion of abuse. Validation of suspected child abuse is the responsibility of the Department of Human Services, assisted by the police.

The teacher/staff member is responsible for making the report if a child has evidence or suspicion of abuse, make the phone call and notify the Principal. DHS workers want to see bruises, cuts and/or burns ASAP. If the abuse is sexual in nature, do not investigate on your own. The Care Center will investigate so the child does not have to repeat the story to more than one or two people. It is not the responsibility of the school official or employee to prove the child has been abused or neglected. In suspected cases of physical and sexual abuse, the suspected victim may be questioned by the police or social worker at the school without the Principal obtaining permission of the victim's parent or guardian.

Employees will not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. School officials or employees will not reveal any information regarding the suspected abuse or neglect to any parties other than supervisory personnel, the Department of Human Services and the appropriate law enforcement personnel.

Persons who knowingly and willfully fail to report any incident to the Department of Human Services will be guilty of a misdemeanor. Any individual who reports an incident in good faith and exercises due care will be immune from any civil or criminal liability. SHA shall not discipline, discharge, retaliate, or discriminate against an employee who makes a report in good faith under this section.

The Principal will prepare and implement such procedures as needed to provide employees with the training necessary to properly identify abused or neglected students and to properly report such abuse/sexual abue and/or neglect. Legal Reference: Oklahoma Statute 21 Oklahoma Statute Section 846, 847 and 10 Oklahoma Statute Section 7101 et seg.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Child Abuse Reporting Form

Hotline number: 800-522-3511
Agency Contacted: DHS ☐ Law Enforcement (LE) ☐

Date of Contact with Agency/LE: _____ Time of Contact with DHS: _____

Agency/LE Confirmation Number: _____ Contact Person: _____

Name of Child: _____ Age of Child: _____ ID # _____

School: _____ Grade: _____

Names, Ages, ID #s of Additional Children: _____

_____

Address of Child/ren: _____

_____

Describe the injuries and/or incident as reported: _____

_____

_____

_____

_____

_____

_____

_____

Submit form(s) to the principal and/or other designated administrator within 24 hours of hotline reporting.
Submit one form for each agency contacted.

_____ _____

Signature of Principal/Director *Date Received*

_____ _____

Principal and/or other Designated Administrator *Date Received*

Voluntary Self-Identification of Disability

Form CC-305
Page 1 of 1

OMB Control Number 1250-0005
Expires 05/31/2023

Name: _____ Date: _____

Employee ID: _____
(if applicable)

Why are you being asked to complete this form?

We are a federal contractor or subcontractor required by law to provide equal employment opportunity to qualified people with disabilities. We are also required to measure our progress toward having at least 7% of our workforce be individuals with disabilities. To do this, we must ask applicants and employees if they have a disability or have ever had a disability. Because a person may become disabled at any time, we ask all of our employees to update their information at least every five years.

Identifying yourself as an individual with a disability is voluntary, and we hope that you will choose to do so. Your answer will be maintained confidentially and not be seen by selecting officials or anyone else involved in making personnel decisions. Completing the form will not negatively impact you in any way, regardless of whether you have self-identified in the past. For more information about this form or the equal employment obligations of federal contractors under Section 503 of the Rehabilitation Act, visit the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.

How do you know if you have a disability?

You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition. *Disabilities include, but are not limited to:*

- Autism
- Autoimmune disorder, for example, lupus, fibromyalgia, rheumatoid arthritis, or HIV/AIDS
- Blind or low vision
- Cancer
- Cardiovascular or heart disease
- Celiac disease
- Cerebral palsy
- Deaf or hard of hearing
- Depression or anxiety
- Diabetes
- Epilepsy
- Gastrointestinal disorders, for example, Crohn's Disease, or irritable bowel syndrome
- Intellectual disability
- Missing limbs or partially missing limbs
- Nervous system condition for example, migraine headaches, Parkinson's disease, or Multiple sclerosis (MS)
- Psychiatric condition, for example, bipolar disorder, schizophrenia, PTSD, or major depression

Please check one of the boxes below:

☐ Yes, I Have A Disability, Or Have A History/Record Of Having A Disability

☐ No, I Don't Have A Disability, Or A History/Record Of Having A Disability

☐ I Don't Wish To Answer

PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.

For Employer Use Only

Employers may modify this section of the form as needed for recordkeeping purposes.

For example:

Job Title: _____ Date of Hire: _____

Shadowing Guidelines

The shadowing experience is not always a true representation of a student's classroom behavior. However, shadowing can be a beneficial tool. The purpose of student shadowing is to exhibit a cooperative team effort between school personnel and parents. We ask that the parent display an appropriate and positive attitude toward teachers and staff.

1. Time and date will need to be scheduled through the administration or teacher. A copy of these guidelines will be given to the parent either at the time of the request or when the parent signs in at the office.
2. The primary purpose of the shadowing experience is to observe your child in the classroom setting. The parent is to be an observer and should not interact with other students.
3. The teacher will designate a location for the parent to sit and observe the child.
4. The parent needs to follow the student's regular schedule, including any specials or activities that are scheduled during the day.
5. Parents may not use their cell phones or talk to other adults while observing.
6. Parents will be allowed to shadow students for no more than 45 minutes.

Thank you for your cooperation and continual support!

Stanley Hupfeld Administration

Policy Adopted: 7/2010

Single Cost Objective Form Sample

District Name: **County Code/District Code:**

Fiscal Year: FY

1. Employee Name	
2. Job Title	
3. Program-Funding Source	
4. Percentage of time spent working on the program above	
5. Percentage of time spent working in a distance learning environment	
6. Reporting Time Period	

☐ I hereby certify that this report is an accurate representation of the single cost objective of the work performed during the time period indicated, and charges are accurate, allowable, and properly allocated.

Employee Signature *Date*



Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774

Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Sports Teams

In compliance with 70 O.S. § 27-106 Stanley Hupfeld Academy offers co-ed sports teams to the students. Students must qualify for the sports team by being in the appropriate grade level and must keep academic levels and behavior at the designated level to remain eligible for competition. If academic grades or behavior does not meet the required standard levels a student may be deemed ineligible by administration.

Prior to the beginning of the school year, parents or legal guardian of a student who competes on a school athletic team are required to sign this affidavit acknowledging the biological sex of the student at birth. If there is any change in the status of the biological sex of the student, the affiant shall notify the school within 30 days of such change.

All sports teams, competitive or non-competitive, at Stanley Hupfeld Academy will be co-ed teams.

Affidavit

Date: _____, 20____

My legal name is _____ (Affiant) and am the legal guardian/ parent to: _____ (Child's Name). I hereby declare and affirm that the above-mentioned child was born as a biological (Select One)

☐ Male

☐ Female

Parent/ Guardian: _____

(Signature)

STANLEY HUPFELD STAFF FAMILY

Adopted: 5/2011
Revised: 6/2023

This policy will ensure that Stanley Hupfeld Academy provides a safe and work ready environment for all employees free from unnecessary distractions that may be caused by the presence of children or family members in the workplace. Guardians should note the necessity and importance of this policy given that SHA may be held liable for the safety and health of children in the workplace.

- Students who are not enrolled within the school should not be in the work place.
- Children of employees, who are also SHA students may not be with the employee during normal working hours, they must be with their assigned classroom.

When children/ family members are enrolled as students, the following requirements apply:

- Children/ Family members should comply with the policies of all students. This includes attending "Get Fit" in the morning and following after school procedures. (Carpool, Walkers, etc.)
- Children are expressly prohibited from entering hazardous areas. Storage Areas, the Kitchen, and the Teacher's Lounge are examples of locations that often present hazards to children.
- The workplace may not be used as an alternative for regular child care, if the student is not enrolled in the After School Program, arrangements should be made to have the child picked up during carpool.

STANLEY HUPFELD ACADEMY STATE TESTING PROGRAM

Adopted: 5/2000
Revised: 8/2012

SHA upholds the appropriate use of standardized testing and age-appropriate assessments as an instructional assessment tool. State Standards aligned Benchmark tests will be administered four times a year. Oklahoma State Testing Program (OSTP) criterion referenced tests are administered each year to all 3rd, and 4th grade students.

Third and fourth grades are held accountable for producing successful results in math and reading.
See Master Calendar for complete list of assessments administered throughout the year.

The results of standardized testing will also serve as one of the prescribed methods to be used in accounting for student academic progress as stipulated in the SHA Charter contract. For these purposes, individual student test results will remain confidential.

STANLEY HUPFELD ACCOMODATING STUDENT DISABILITIES POLICY

Adopted: 5/2001
Revised: 9/2018

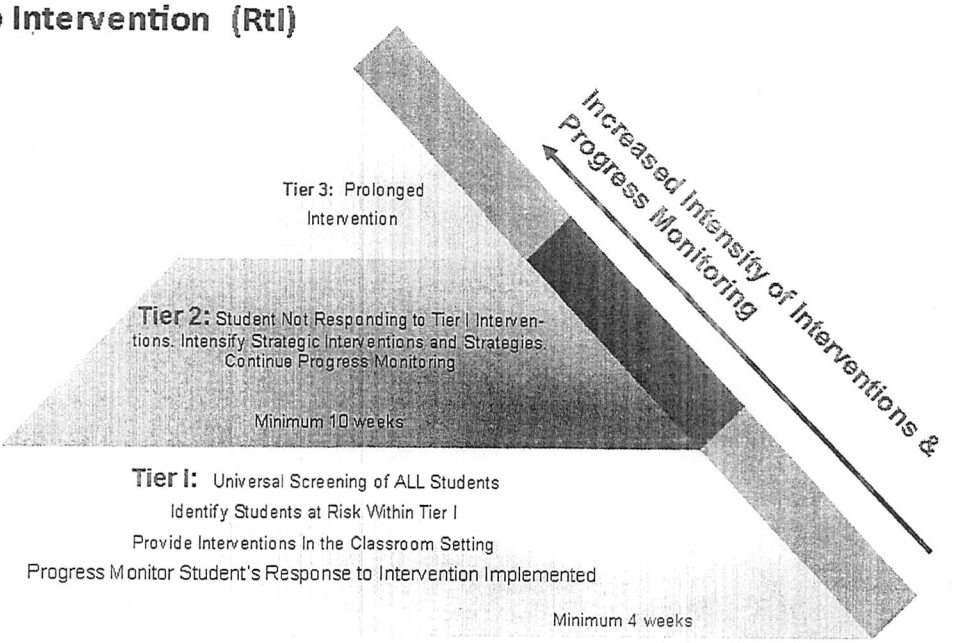
The State of Oklahoma's Governance Committee believes that educational services for all young people should be provided in the normal environment of the school and in the least restrictive environment appropriate for meeting their educational needs. The administration and faculty will work with appropriate assessment teams in evaluating students referred through the RtI process to determine what the least restrictive environment is for that student so that each student may receive a free and appropriate public education.

Legal reference: Individuals with Disabilities Education Act, 20 USCA S 1400 et seq., 34 C.F.R. 300.5 et seq. Oklahoma Statutes 70 S 3-104.

WORKING WITH STUDENTS- RtI Process (Response to Intervention)

The Response to Intervention process will closely monitor students based upon their current data and provide support and interventions as necessary. This tiered process will be part of the weekly team meetings of analyzing student data.

Response to Intervention (RtI)



All students will be assessed three times a year [Fall, Winter, and Spring] with Curriculum Based Measurements (CBMs) in the areas of Reading, Math and Written Expression. Parent/Guardian will be notified if their child falls in the "at-risk" category and will be sent a letter explaining the Tiered intervention process. Data will be collected and graphed to determine if the student who is at-risk is responding to the interventions. Decisions will be made based on the data collected. If you have further questions about the Response to Intervention model, please feel free to speak to your child's teacher or additional staff members such as the school psychologist or site administrator.

WORKING WITH STUDENTS - REPORT CARDS

Report cards will be sent home at the end of each quarter. The 1st-3rd quarter report cards require a return signature from each parent/guardian. Make every attempt possible to initiate parent involvement. See Master Calendar for specific dates. Make a copy of report cards before sending them home.

At any time (1st parent/teacher conference is suggested) during the year a child's potential advancement to the next grade is questionable, you must complete a "DEFICIENCY REPORT" with an educational improvement plan and meet with the parent immediately. The forms are available in the front office.

By Oklahoma State Law, each student not reading on or above grade level at the beginning of the school year, must be placed on a reading plan. The Teacher will advise the parents and provide all information as determined by results from a State approved RSA Reading Screener that aligns with the Reading Sufficiency Act. The benchmark goals established by the Reading Sufficiency Act will be utilized in addition to other assessments (DRA,DIBELS, STAR) to determine if a student is ready for the next grade level. In addition the LIGHTS Retention Scale will be used to determine placement. SHA supports the research that clearly shows that social promotion does not have positive outcomes.

GUIDELINES FOR RETENTION:
MULTIPLE criteria must be utilized when determining whether or not a child is to be retained.

Retention recommended if:

- The student is one year behind in reading and math (check Lexile). (RSA ACT)
- The student produces low scores on CRT, Benchmark tests, DIBELS, STAR Reading assessment administered every eight weeks indicate low achievement.
- The student has been tested for special education and did not qualify for IEP w/average IQ (85 or above), but will not work to his potential to complete daily work.
- The student has low grades in most academic subjects.
- The student has made adequate gains during the school year, but is not at the required level.
- The student has acquired excessive absences/tardies. (Follow State Law)

Retention not recommended if:

- The student has been retained before.
- The student is only ½ year behind in reading and math.
- The student has an IEP and works diligently.
- The student has mastered 80% of "benchmarks."

Whenever a teacher or teachers recommend that a student be retained at the present grade level or not passed in a course, a Deficiency Meeting will be held to notify parents

of the students' deficiencies in January. (Deficiency Form Completed and Signed) A follow-up conference is held in March and the retention committee will meet at the end of April to make their recommendation. The retention committee consists of: Principal, Counselor, Teacher, Special Education Teacher, School Psychometrist (As Needed).

The parent or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with SHA's appeal process. A parent has 3 days following the conference to write a letter to the principal expressing his/her disagreement with the decision. The principal will reply to the parent within 5 days in writing. If the principal upholds the teacher's recommendation, the parent may present in writing an appeal to the SHA Advisory Council who will meet and determine the final outcome. Within 5 days, the council will respond in writing to the parent with a decision. The decision of the Council is final. State Law says: "Whenever a teacher or teachers recommend that a student be retained at the present grade level or not passed in a course, the parent or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent may prepare a written statement to be placed in and become a part of the permanent record of the student stating the reasons(s) for disagreeing with the decision of the board. (70-24-114.1)."

WORKING WITH STUDENTS - SPECIAL EDUCATION PROGRAM POLICY STATEMENT AND PROCEDURES

Students enrolling at SHA with records indicating that they are eligible for Special Education services through an Individualized Education Plan (IEP) are referred to our Special Education Teacher. SHA provides placement in the least restrictive environment which means that all students are served in the regular classrooms as much as possible with our Special Education staff serving as resources to our students. The multidisciplinary evaluation and eligibility team reviews the records and monitors the IEP and progress of all students. All procedures, policies, and services are monitored by the school's multidisciplinary team to be in compliance with the Law.

Response to Intervention is the process that will be used in accordance with Federal and State requirements to identify a student who is in need of additional time and support. Concerns about the educational progress of an individual student are to be shared with the principal and/or special education teacher and brought to the team during the weekly RtI meetings. The Universal Screening scores and performance will begin the formal RtI process. Documented interventions and progress monitoring will occur for students below level in a given area. If the response to interventions warrant more time and support, after going through the RtI process, then an IEP could be developed in Tier III. This process is monitored by the school psychologist and special education teacher.
All forms are to be completed in their entirety, with appropriate teacher signatures and dates affixed. The forms become legal documents and are to reflect the best of professional standards. The special education teacher will deliver a presentation detailing current procedures.

STANLEY HUPFELD – STUDENT GRADING POLICY

Adopted: 7/2011
Revised: 6/2016

SHA provides an instructional program which enables all students to learn, and provides the best educational opportunities for every child. All instructional decisions must be aligned to Oklahoma Standards. SHA believes that grades and grading practices should be administered in a fair, equitable and consistent manner.

Student evaluation/ assessment and grades are based on daily classroom performance, homework, classroom tests/assessments, State Standards, assessments/benchmarks, enrichment, performance-based or alternative assessments, attendance and other curriculum-related projects. Ongoing assessments are essential to determine what a student needs to learn. Teachers are required to frequently monitor and analyze test data to guide lesson development. Tests should be weighted accordingly in the grade book and a minimum of 10 grades per subject per nine weeks.

Grades PREK- 2nd will receive standards based grades.

Third and Fourth grade students grades are based on the following numerical scale:

100-90	A (4.0)
89-80	B (3.0)
79-70	C (2.0)
69-60	D (1.0)
59 and below	F (0.0)

Take every precaution to enforce the regulations of FERPA (Family Educational Rights and Privacy Act). Protect the dignity and privacy of all students by avoiding the following:

- Posting of grades in personally identifiable form
- Requiring students to verbally announce a grade to be recorded in the grade book
- Any other activity which exposes sensitive student information (i.e., discussion/identification of students who qualify for free or reduced-price meals, inappropriate discussions in faculty workroom, front office, etc.).

Suicide Awareness Resources & Staff Training

A growing body of research points to the importance that educators play in cultivating students' personal and interpersonal readiness. Stanley Hupfeld Academy uses several evidence-based programs with a proven track record of sustainable results. These programs equip our educators to integrate social-emotional learning, discipline, and self-regulation in the classroom, helping to enhance students' inner strength and resilience. Additionally, these programs help inform and empower students and faculty to speak up and get help for students who may be showing signs of extreme stress, anxiety or depression. We hope you will view the videos below to learn more about these programs.

Additionally, we have added resources that you may find helpful on topics that are trending among youth, both locally and nationwide. The resources are by no means complete and comprehensive.

Hope Squad

The Hope Squad program was built by educators in partnership with mental health experts. The evidence-based training changes how schools approach mental health and suicide prevention.

Learn More at: https://hopesquad.com/about-us/

Kognito At-Risk in Elementary

At-Risk Elementary training from Kognito helps educators and administrators recognize when a student is in distress, initiate a conversation with a student about your concerns, and connect parents and students to support services.
Stanley Hupfeld Academy Staff is trained annually by this SDE approved training.

Resources:

Depression, Anxiety, Stress, Suicide Prevention:

Call SAM (Student Assistance by Mercy) is a 24-hour helpline operated by Mercy which allows our students and their families to get assistance any time day or night. All calls are anonymous. Specifically, Mercy and its caring staff members have allowed us to better meet the needs of students who experience anxiety, depression, drug addiction or suicidal ideation. 1-855-225-2SAM (2726)

10 Common Signs of a Mental Health Condition in Teens or Young Adults

Risk Factors and Warning Signs

Suicide Prevention

Drugs, Alcohol, Vaping:

The Danger of Youth Vaping Fact Sheet

Tobacco, Spit Tobacco, Secondhand Smoke, and Youth

Underage Drinking

Digital Dangers:

NetSmartz is the National Center for Missing and Exploited Children's online safety education program. It provides age-appropriate videos and activities to help teach children how to be safer online with the goal of helping them to become more aware of potential online risks and empowering them to help prevent victimization by making safer choices on- and offline.

KidSmartz is a child safety program that educates families about preventing abduction and empowers kids in grades K-5 to practice safer behaviors.

SHA SUSPENSION POLICY

Adopted: 8/2011

Revised 2-2025

Reasons for Automatic Referral to Principal and Out-of-School Suspension

Fighting, (fist and/or out of control physical contact); illegal activity requiring a police call (larceny over $50, burglary, robbery; possession, sale, distribution or use of illegal substance; possession of weapon or replica, possession or use of flammable or hazardous materials, arson, vandalism, assault, any direct verbal threat heard by an adult which threatens the life of another student or adult, bomb threat, any gang-related activity, extortion or any felony act.)

***The Special Education teacher will be consulted for students with Individual Education Plans (IEP) in order to comply with the conditions of the IEP.**

ALL SUSPENSIONS WILL REQUIRE A PARENT CONFERENCE WITH THE PRINCIPAL AND FOR THE PARENT TO SIGN THE STUDENT BACK INTO SCHOOL BEFORE HE/SHE IS ALLOWED TO RETURN TO CLASSES. EACH DAY OF SUSPENSION COUNTS AS AN UNEXCUSED ABSENCE. THE STUDENT IS CONSIDERED AS "DROPPED FROM THE ATTENDANCE ROSTER" WHEN SUSPENDED FROM SCHOOL, WHICH IS WHY THE PARENT MUST "RE-ENROLL" THE STUDENT BY SIGNING HIM/HER BACK IN. NO STUDENT MAY BE ON CAMPUS NOR PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES DURING EACH 24-HOUR SUSPENSION PERIOD. ASSIGNMENTS THAT ARE MISSED DUE TO A SUSPENSION WILL BE SENT HOME WITH THE STUDENT. ASSIGNMENTS ARE TO BE COMPLETED AND RETURNED WHEN THE STUDENT RETURNS TO SCHOOL.

Appeal Process:

*Students suspended out-of-school for ten (10) or fewer days shall have the right to appeal the decision of the administration. The appeal for short-term suspensions shall be to a local committee composed of SHA administrators and teachers. Upon full investigation of the matter, the committee or board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. Appeal must be made in writing within 2 days of the suspension.

* Students suspended out-of-school for more than ten (10) days may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision of the administration to the district board of education. No out-of-school suspension shall extend beyond the current semester and the succeeding semester. Upon full investigation of the matter, the board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. A board of education may conduct the hearing and render the final decision or may appoint a hearing officer to conduct the hearing and render the final decision. The decision of the district board of education or the hearing officer, if applicable, shall be final.

Adopted: 8/2010
Revised: 8/2019

A state law requires educational agencies to suspend from school for a period of not less than one year, a student who is determined to have brought a firearm to school. This law requires that any student who brings a firearm to school be referred to the criminal justice or juvenile justice system.

Hupfeld ACADEMY AT WESTERN VILLAGE
1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
• Our mission is to provide effective learning oppurtunities for all students. •

Office Use Only:

ID #_____ Admin_____

TERMS_____ Mentor_____

Suspension from School

☐ Out of control behavior which requires student to be removed from the classroom; including violent/dangerous behaviors (knocking over furniture, throwing objects, etc.).

☐ Profanity (written, verbal and/or physical).

☐ Inappropriate Use of Technology

☐ Possession of a controlled substance or weapon.

☐ Attitude (deliberate defiance of authority exhibited by continuing actions after being told to stop).

☐ Running or hiding from adult supervision. / Student in unassigned area.

☐ Theft (under $50).

☐ Aggressive behaviors with physical contact (shoving, pushing, fighting).

☐ Verbal and/or written bullying, threats and/or harassment seen by an adult or reported two or more times.

☐ Threatening words or action / Gang related gestures / Inappropriate Dress

Student's Name: _____ Date of Incident:_____

Teacher Making Referral:_____ Quarter:_____

Homeroom Teacher:_____ _____ Grade: _____

Parent Name: _____ Phone:_____

Location of Incident:_____ Time: _____

Description of Incident:

Action taken by principal _____ Day(s) suspension for _____

Student may return on _____

ALL SUSPENSIONS WILL REQUIRE A PARENT CONFERENCE WITH THE PRINCIPAL NO STUDENT MAY BE ON CAMPUS NOR PARTICIPATE IN ANY EXTRA-CURRICULAR ACTIVITIES DURING EACH 24-HOUR SUSPENSION PERIOD. ALL WORK FROM THE CLASSROOM TEACHER (ATTACHED) SHOULD BE COMPLETED AND RETURNED TO SCHOOL. STUDENTS WITH SPECIAL EDUCATION PLANS WILL BE PROVIDED ACCOMODATIONS.

Signatures:

Parent: _____ ***Student:***_____

Principal:_____ ***Teacher:***_____

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Appeal Process: *Students suspended out-of-school for ten (10) or fewer days shall have the right to appeal the decision of the administration. The appeal for short-term suspensions shall be to a local committee composed of SHA administrators and teachers. Upon full investigation of the matter, the committee or board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. Appeal must be made in writing within 2 days of the suspension.

* Students suspended out-of-school for more than ten (10) days may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision of the administration to the district board of education. No out-of-school suspension shall extend beyond the current semester and the succeeding semester. Upon full investigation of the matter, the board shall determine the guilt or innocence of the student and the reasonableness of the term of the out-of-school suspension. A board of education may conduct the hearing and render the final decision or may appoint a hearing officer to conduct the hearing and render the final decision. The decision of the district board of education or the hearing officer, if applicable, shall be final.

Stanley Hupfeld Academy
LONG TERM SUSPENSION RETURN CONTRACT

This contract is between (Student) _____and Stanley Hupfeld Academy.

I am responsible for:

1. Following the directions of faculty and staff at all times, without question, delay or comment.
2. Acknowledging that I have received a copy of Stanley Hupfeld Academy handbook. I accept the responsibility for receipt and review of this material as it is updated yearly. As a student, I understand the consequences for violation(s) of the discipline code and will expect procedures that are listed therein to be enforced by the teachers and administrators. I agree to abide by the rules and regulations outlined.
3. I understand that cell phones, outside devices, toys, jewelry and weapons are not allowed on school property or at school functions.
4. I understand that I must adhere to school rules at any school sponsored event, on or off campus.
5. I understand the SHA school dress code and will dress for success each day with proper uniform attire. If I need assistance with uniforms, I will ask for assistance when I arrive at school.
6. I understand that I may not bring a book bag on campus or to any school event.
7. Talking about the previous incident, individual consequences, social media posts, etc. will be considered a violation of your return-to-school date.
8. Once you have returned to school, you should be focused on studies. Discussions of your previous behavior, discipline issue, suspension, etc. will be considered a violation of your return-to-school agreement.

Behavior Expectations:
I understand that violation of any of the usual standards of behavior may result in disciplinary measures as outlined in the student handbook and may result in alternative placement in school, half-day placement, suspension or expulsion for the remainder of the year.

Violations Include But Are Not Limited To:

1. Using, possessing, distributing or being under the influence of, or attempting to obtain, controlled substances or vapes, alcohol, marijuana, drugs, etc.
2. Fighting, physical abuse, assault and/or battery, or threats to students or staff.
3. Insubordination.
4. Disturbing the school and/or classroom.
5. Using profane, vulgar, or obscene words (directed or non-directed).
6. Possession of a weapon of any kind or anything which could be reasonably used as a weapon or which is a facsimile of a weapon.
7. Abusing another's and/or school property.
8. Showing disrespect for toward staff.
9. Stealing.
10. Cheating.
11. Displaying inappropriate physical affection or indecent behavior.
12. Possessing an electronic device (cellular phones, IPod, etc.) on campus.
13. Being in a restricted area on campus.
14. **DISHONESTY IN ANY FORM.**
15. Any other behavior considered to be disruptive of school order.

Counseling Services:

1. During the course of your suspension you will be meeting with the school counselor once per week.
2. You will be responsible for the assignments each week to ensure that you stay on target to complete ____ grade at the end of the school year. You will present these to the counselor each week.
3. Outside individual and family counseling is recommended. Resources are attached.
4. The SHA school counselor will assist with transitioning back into the school setting, establishing boundaries with other students and advocating for yourself.
5. The SHA counselor will check-in with you daily upon your full return to campus.

I agree to adhere to the rules and procedures as outlined.

Principal	Date
Counselor	Date
Student's Signature	Date
Parent/Guardian Signature	Date

STANLEY HUPFELD ACADEMY - TEACHER PERFORMANCE REVIEWS

Adopted: 5/2007
Revised: 6/2010

Informal performance reviews of all certified staff members will be conducted through frequent classroom observations and feedback throughout the year. A formal performance review will take place during the second semester. This includes a formal observation by the principal. The evaluation will include indicators of master teaching and instructional strategies. A follow-up conference will be held to review strengths and areas of concern. A planning meeting will be communicated to the staff at least two weeks in advance of the observation. All performance reviews will be conducted by the Principal, with input from the Director.

If the faculty member being reviewed is found to be deficient in any area, the person who reviews that employee will establish a Plan of Improvement that clearly states performance goals and evaluation parameters as well as a date of completion of the plan. The self-assessment and observation instrument was developed with reference to the TAS (Teacher Assessment System) and other teacher assessment tools. The process and timelines will adhere to State of Oklahoma guidelines. The Principal will be evaluated annually by the Director.

FORMAL EVALUATION:

A minimum of three Walk-Through Observations will occur each school year. These will be formative in nature and feedback will be given from the Principal. A formal evaluation will be conducted and comments may be submitted from the employee.

Stanley Hupfeld Academy at Western Village
Teacher Confidential Evaluation

Name _____

Assignment _____ **School Year** _____

Rating Scale:

"EE"	**Exceeds Expectations**
"ME"	**Meets Expectations**
"NI"	**Needs Improvement – Does Not Meet Expectations**
"U"	**Unsatisfactory - A Serious Deficiency Exists**
"NA"	**Not Observed or Not Applicable**

• A rating of "needs improvement" requires a comment of explanation. A rating of "unsatisfactory" requires a written plan for improvement to be attached.

*** Denotes Oklahoma Criteria for Effective Teaching**
**** Denotes Oklahoma School Law**

I. MANAGEMENT

Performance Indicators	**Evaluator Comments**	**Teacher Comments**	**EE**	**ME**	**NI**	**U**	**NA**
* 1. The teacher plans for delivery of the lesson relative to short term and long term objectives.							
* 2. The teacher uses minimum class time for non-instructional routines thus maximizing time on task.							
3. The teacher assumes responsibility for duties other than teaching.							
*4. The teacher clearly defines expected behavior (encourages positive behavior, controls negative behavior and utilizes a variety of discipline alternatives in solving student related problems). The teacher establishes rapport with students; provides a pleasant, safe, and orderly climate conducive to learning; and ensures adequate student supervision.							

Performance Indicators		**Teacher Comments**	**EE**	**ME**	**NI**	**U**	**NA**
6. Teacher's lesson plans coincide with IEP and the teacher has an understanding of essential curriculum required from the state and school. Modifications and accommodations are used as necessary.							
*8. The teacher communicates the instructional objectives to students.							
*9. The teacher shows how the present topic is related to those topics that have been taught or that will be taught.							

*10. The teacher relates subject topics to existing student experiences.							
*11. The teacher uses signaled responses, questioning techniques, and/or guided practice to involve all students.							
*12. The teacher teaches the objectives through a variety of methods.							
*13. The teacher gives directions that are clearly stated and related to the learning objectives.							
*14. The teacher demonstrates desired skills.							
*15. The teacher checks to determine if students are progressing toward stated objectives.							
*16. The teacher changes instruction based on the results of monitoring.							
*17. The teacher requires all students to practice newly learned skills while under the direct supervision of the teacher.							
*18. The teacher requires students to practice newly learned skills without the direct supervision of the teacher.							
*19. The teacher summarizes and fits into context what has been taught.							

III. PRODUCTS

Performance Indicators	**Evaluator Comments**	**Teacher Comments**	**EE**	**ME**	**NI**	**U**	**NA**
*20. The teacher writes daily lesson plans to achieve the identified objectives.							
*21. The teacher maintains a written record of student progress.							
*22. The teacher utilizes grading patterns that are fairly administered and based on identified criteria.							
*23. Students demonstrate mastery of the stated objectives through projects, daily assignments, performance, and test scores.							

IV. PROFESSIONAL QUALITIES

Performance Indicators	**Evaluator Comments**	**Teacher Comments**	**EE**	**ME**	**NI**	**U**	**NA**
24. The teacher follows established school Policies and supports school improvement efforts.							
25. The teacher assumes responsibility for professional growth.							

26. The teacher supports school functions and activities.							
27. The teacher exhibits a willingness to cooperate with staff members.							
28. The teacher is accurate and prompt with records and reports.							
29. The teacher establishes communication with parents.							
**32. The teacher conducts self in a professional manner according to the Standards of Performance and Conduct for Teachers. 70 O.S. 1991, ♣ 6-101.15 thru 6-101.24							

ADMINISTRATIVE COMMENTS:

TEACHER'S COMMENTS: The teacher is invited to make any comments which he/she wishes to include as part of the evaluation.

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement.

_____

Signature of Teacher **Date Signed**

_____

Signature of Evaluator **Date Signed**

Stanley Hupfeld Academy at Western Village
Support Personnel Evaluation Document

Employee Name (Last)_____ (First)_____

Job Title _____Paraprofessional/ Support Staff_____ Evaluation Date_____

Rating Scale: **Meets or Exceeds Standards**
*** Area of Focus or Needs Improvement**
**** Does Not Meet Standards**
Not Observed or Not Applicable

*** A rating of "Area of Focus or Needs Improvement" requires a comment or explanation.**

**** A rating of "Does Not Meet Standards" requires a written plan for improvement to be attached.**

General Criteria **Managing the Job**	**Meets or Exceeds Standards**	**Area of Focus or Needs Improvement**	**Does Not Meet Standards**	**Not Observed or Not Applicable**
Completes work in neat and timely manner.				
Works well independently without inordinate amount of direct supervision.				
Utilizes equipment and supplies appropriately.				
Strives to improve in skills required for present job assignment.				
Takes responsibility for actions.				
Punctuality and attendance.				
Judgment & Decision-Making: Consider the ability to make a decision, form an opinion, or take action objectively, wisely and with authority.				

Attitude on the Job				
Takes constructive criticism well.				
Conducts self in a professional manner and dresses professionally.				
Interacts with staff/parents/students in a positive and professional manner.				
Essential Job Functions	**Meets or Exceeds Standards**	**Area of Focus or Needs Improvement**	**Does Not Meet Standards**	**Not Observed or Not Applicable**
Interaction with Children: Consider the ability to respond to and work with children within the work environment. Actively participates as a member of the instructional team.				
Communication: Consider the ability to understand and respond orally and in writing to directions and instructions. Meets language skills required for the job.				
Professional Growth: Consider effort to improve skills required for job assignment.				
Flexibility: Consider the willingness to make adjustments or alter plans as needed.				

Comments:

III. Acknowledgments and Signatures

I certify this evaluation has been discussed with me. I understand my signature does not necessarily indicate agreement. Within 10 working days after the date of this evaluation, the classified employee may respond in writing, and said response shall become part of the evaluation.

_____ Date_____

Site Administrator

_____ Date_____

Employee

EMPLOYMENT - TEACHER RESPONSIBILITIES AND CONDUCT

- It is my responsibility to treat my students, parents, peers and staff members with respect and serve as a positive role model for students.
- It is my responsibility to provide a safe, orderly, and stimulating learning environment for my students.
- It is my responsibility to utilize a discipline plan that focuses on positive behavior and has logical consequences for inappropriate behavior.
- It is my responsibility to identify each student's learning style and do everything I can to help him/her achieve his/her individual learning goals by continually assessing his/her learning.
- It is my responsibility to provide a variety of instructional strategies through integration of the arts.
- It is my responsibility to faithfully implement all the components and procedures of the balanced literacy approach with small-group guided reading so that I can help ensure that all students are reading on or above grade level by the end of third grade without regression.
- It is my responsibility to communicate frequently with the parents of my students and do everything I can to encourage their involvement in our school with their children.
- It is my responsibility to arrive on time, dress professionally, refrain from profanity in speech, actions, and written language; and represent the school through exhibiting appropriate conduct at all times.
- It is my responsibility to contribute to creating a positive and trusting work environment, resolving conflict promptly and directly with the person with whom I have a conflict, and supporting the mission of SHA by speaking positively about the school and my colleagues.
- Distance Learning requirements will be utilized to ensure learning happens in the event of school closure. This will include phone calls, virtual lessons, use of personal cell phones and devices to conduct learning activities from home.

EMPLOYMENT - TEACHER WORK DAY

The contractual workday is **eight hours per day**. Duty hours are **7:45 a.m. to 3:45 p.m.** Exceptions to this include staff meetings, parent-teacher conferences and family night events. The staff time clock is located in the teachers' workroom. Each staff member must clock in upon arrival and clock out upon departure daily. When leaving the building during the day, clock out and notify the main office. This will serve as a daily record of attendance for payroll. Should it become necessary for staff to work from home and conduct distance learning, the workday will consist of virtual lessons and student/family contacts to ensure learning continues.

A "Request for Leave" form must be turned in to the Principal at least one week in advance for Personal and Professional leave and prior to bereavement leave. On the day of return from emergency or sick leave, a "Request for Leave" form completed by the principal and placed in your mailbox must be signed, the last four digits of your social security number must be written in the blank at the top left side of the form, with your signature on the "employee signature" at the bottom of the form. When this information is completed, the form must be turned in to the Principal.

Requests for Maternity Leave and other forms of family and/or medical leave should be completed in accordance with SHA's family and medical leave policy. FMLA Request forms are available in the front office and must be completed thirty (30) days in advance of anticipated leave date, or as soon as is practical.

Certified and non-certified staff members are prohibited from taking personal leave prior to and/or day immediately following a holiday break.

All staff must be present in the cafeteria each morning at 8:00 a.m. to pick up students. Eagle Morning Pride will be held each Friday morning at 7:50 a.m. in the cafeteria with all staff members arriving promptly at 7:50 a.m. participating with students.

If you leave school for any reason during the day or you leave early to attend a class or meeting, you must notify the principal and/or administrative assistant verbally and in writing by completing a "Request for Leave" form, and make arrangements with another teacher to cover your class. In case of an emergency, which might prevent you from returning on time, we can make arrangements to provide coverage for your students. Leave time must be taken for any personal time taken during work hours, except lunch.

CHILDREN ARE TO BE UNDER THE DIRECT SUPERVISION OF AN ADULT AT ALL TIMES DURING THE SCHOOL DAY. When it is necessary for a teacher to leave the classroom for a personal necessity, please call the office at extension 110 or 113, so the class can be monitored in your absence even if it is only for a few minutes.

Students must be accompanied by an adult when transitioning from the main building to an annex or from annex to main building.

No child is to be left in charge of any other child/children for any reason. Between the hours of 8:00 a.m.-3:15 p.m., classroom phones, cell phones are to be off and re-directed to voice mail. No phones are to ring during class time. Earbuds should not be worn during school hours. During instruction, please set your phone to roll over all calls to voice mail. Outgoing calls must be made during break times when children are not present.

Standards of Performance and Conduct for Teachers

Professional Services Division

Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire of the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

PRINCIPLE I
COMMITMENT TO THE STUDENTS

Oklahoma Administrative Code (OAC) 210:20-29-3 – Effective June 25, 1993

The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the teacher:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning,
2. Shall not unreasonably deny the student access to varying points of view,
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress,
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
5. Shall not intentionally expose the student to embarrassment or disparagement,
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly
   - Exclude any student from participation in any program;
   - Deny benefits to any students; or
   - Grant any advantage to any student.

   Shall not use professional relationships with students for private advantage,

Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

PRINCIPLE II
COMMITMENT TO THE PROFESSION

Oklahoma Administrative Code (OAC) 210:20-29-4 – Effective June 25, 1993

The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

1. Shall not, in an application for a professional position, deliberately make a false statement or fail to disclose a material fact related to competency and qualifications;
2. Shall not misrepresent his/her professional qualifications;
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute;
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position;
5. Shall not assist an unqualified person in the unauthorized practice of the profession;
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law;
7. Shall not knowingly make false or malicious statements about a colleague; and
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

PRINCIPLE III

Title 70, Oklahoma Statute, Section 6-101.22

Subject to the provisions of the Teacher Due Process Act of 1990, a career teacher may be dismissed or not reemployed for:

1. *Willful neglect of duty;*
2. *Repeated negligence in performance of duty;*
3. *Mental or physical abuse to a child;*
4. *Incompetency;*
5. *Instructional ineffectiveness;*
6. *Unsatisfactory teaching performance; or*
7. *Commission of an act of moral turpitude.*
8. *Abandonment of contract.*

Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

A teacher shall be dismissed or not reemployed unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in this state, the United States, or another state of:

1. *Any sex offense subject to the Sex Offender Registration Act in this state or subject to another state's or the federal sex offender registration provisions; or*
2. *Any felony offense.*

A teacher may be dismissed, refused employment or not reemployed after a finding that such person has engaged in criminal sexual activity or sexual misconduct that has impeded the effectiveness of the individual's performance of school duties. As used in this subsection:

1. *"Criminal sexual activity" means the commission of an act as defined in Section 886 of Title 21 of the Oklahoma Statutes, which is the act of sodomy; and*
2. *"Sexual misconduct" means the soliciting or imposing of criminal sexual activity.*

As used in this Section, "abandonment of contract" means the failure of a teacher to report at the beginning of the contract term or otherwise perform the duties of a contract of employment when the teacher has accepted other employment or is performing work for another employer that prevents the teacher from fulfilling the obligations of the contract of employment.

Signed into Law
April 25, 2006

Student Telecommunication Device Policy

Board Approved 12/ 2024

In accordance with Title 70Section 24-101.1 Rules- Possessions of Wireless Telecommunication Devices while on school premises, Stanley Hupfeld Academy has comprised the following policy.

Students shall not carry telecommunication devices on their person while in the school setting. Cell Phones, Smart Watches, telecommunication devices, recording devices and other electronics should not be brought to school. These student devices are not allowed to be in the classrooms or hallways during school hours. If a student is caught with the device, it will be rendered to administration immediately and a parent will be called to pick up the device from the Administration office. Disciplinary actions may incur if the student is using the phone during school hours on school property.

Hupfeld
ACADEMY
AT WESTERN VILLAGE

1508 NW 106th St • Oklahoma City, OK 73114 • (405) 751-1774
Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

8/20/2025

Dear Parent or Guardian:

Our school, Stanley Hupfeld Academy, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child.

Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s): 1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches. 2. Whether the teacher is teaching under emergency or provisional status because of special circumstances. 3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree. If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information: 1. Whether the paraprofessional has completed at least two years of study at an institution of higher education. 2. Whether the paraprofessional has completed an associate's degree (or higher). 3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff. 4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate. To request this information please contact your child's school by phone at 405-751-1774 or by e–mail at ruthie.rayner@wvacademy.com. Should you have any other questions regarding your child's education, please do not hesitate to contact the school office.

Sincerely,

Ruthie Rayner

Principal

Stanley Hupfeld
ACADEMY
AT WESTERN VILLAGE

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8/20/2025

Estimado padre o tutor:

Nuestra escuela, Stanley Hupfeld Academy, recibe fondos federales para los programas de Título I, Parte A. A lo largo del año escolar, le proporcionaremos información importante sobre esta ley en lo que respecta a la educación de su hijo. Esta carta le informa sobre su derecho a solicitar información sobre las calificaciones profesionales del personal del salón de clases que trabaja con su hijo.

Nuestro distrito o escuela podrá proporcionarle la siguiente información con respecto a las calificaciones del maestro (s) de su hijo: 1. Si el maestro cumple con los requisitos estatales y los criterios de licencia para los grados y materias que enseña. 2. Si el maestro está enseñando en situación de emergencia o provisional debido a circunstancias especiales. 3. Si el maestro tiene títulos avanzados y el campo de disciplina de la certificación o título del maestro. Si en algún momento a su estudiante se le ha enseñado durante cuatro (4) o más semanas consecutivas por un maestro (s) que no está altamente calificado, entonces la escuela le notificará. También tiene derecho a solicitar información sobre las calificaciones de los paraprofesionales que asisten al maestro (s) de su hijo.

Si su hijo recibe servicios de Título I, Parte A de un paraprofesional, entonces nuestro distrito o escuela puede brindarle la siguiente información: 1. Si el paraprofesional ha completado al menos dos años de estudios en una institución de educación superior. 2. Si el paraprofesional ha obtenido un título de asociado (o superior). 3. Si el paraprofesional ha cumplido con un riguroso estándar de calidad a través del procedimiento de certificación de nuestro estado para determinar la calidad del personal paraprofesional. 4. Si el paraprofesional tiene: (a) el conocimiento y la capacidad para ayudar en la instrucción de lectura, escritura y matemáticas o (b) el conocimiento y la capacidad para ayudar en actividades de aprendizaje, como tareas, preparación para la lectura, escritura, matemáticas y otro tipo de apoyo según corresponda. Para solicitar esta información, comuníquese con la escuela de su hijo por teléfono al 405-751-1774 o por correo electrónico a ruthie.rayner@wvacademy.com. Si tiene alguna otra pregunta sobre la educación de su hijo, no dude en comunicarse con la oficina de la escuela.

Atentamente,

Ruthie Rayner

Directora

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TITLE IX - NON-DISCRIMINATION / CIVIL RIGHTS

Title IX of the Education Amendments of 1972 protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

NON-DISCRIMINATION

Stanley Hupfeld Academy is committed to providing all students, employees and members of the public with a safe and respectful school and workplace environment. The district prohibits discrimination, harassment, or retaliation based on real or perceived race, religion, color, national origin, sex, sexual orientation, gender expression, gender identity, pregnancy, disability, genetic information, veteran status, marital status, age or any other classification protected by applicable laws. This prohibition applies to students, employees, vendors and board members in any aspect of the district's programs, including during school hours, extracurricular activities, district sponsored events, or outside of school hours if the conduct affects the education or working environment.

Questions regarding gender discrimination or sexual misconduct should be directed to the Stanley Hupfeld Academy's Title IX Administrator:
Ruthie Rayner ruthie.rayner@wvacademy.com

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FEDERAL PROGRAMS COMPLAINT POLICY

Complaint Procedures for Every Student Succeeds Act (ESSA)

Individuals filing complaints **must** include the following written information:

- The name of school or school employee alleged to have violated a specific federal requirement.
- The specific requirement you believe has been violated.
- The actions, facts, and documentation on which you base your complaint.
- Documentation of the efforts to resolve the complaint through the local parent complaint process.
- The resolution you expect.

Written complaints are accepted by mail, fax, e-mail, or in person. Stanley Hupfeld Academy at Western Village must be able to verify the complainant's name, phone number, and address in order to acknowledge receipt of the complaint. Stanley Hupfeld Academy at Western Village will not be able to appropriately respond to the complaint without contact information. Stanley Hupfeld Academy at Western Village requests a signature of the person filing the complaint. Send complaints to:

Stanley Hupfeld Academy at Western Village
Attn. Kara Babbit
1508 NW 106th Street
Oklahoma City, OK 73114
or by calling (405) 751-1774

Complaint Resolution for ESSA

Stanley Hupfeld Academy at Western Village will respond to complaints about the requirements of ESSA within 60 days of receipt, unless an extension is needed because of extenuating circumstances. Complainants will be notified, in writing, if an extension will be needed and the reasons for the extension. The written resolution will include:

- A statement of the federal program requirements involved.
- A summary of the information, records, or data reviewed and considered.
- The findings of fact.
- The conclusions for each allegation, including the reasons for the conclusion.
- Any technical assistance, negotiation, or corrective action that must occur and when the action must occur.

The written resolution will be mailed to the complainant and a copy will be filed with the Office of Federal Programs and Office of Legal Counsel, Oklahoma State Department of Education.

Adopted/Amended: October 5, 2023

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Title IX Complaint Form

Name of school employee alleged to have violated a specific federal requirement

_____

☐ The specific requirement you believe has been violated.

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☐ The actions, facts, and documentation on which you base your complaint.

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☐ Documentation of the efforts to resolve the complaint through the local parent complaint process.

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☐ The resolution you expect.

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Please submit this form to:
Stanley Hupfeld Academy's Title IX Administrator:
Kara Babbit = Kara.babbit@integrishealth.org

Title IX Complaint Form

Name of school employee alleged to have violated a specific federal requirement

_____

☐ The specific requirement you believe has been violated.

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☐ The actions, facts, and documentation on which you base your complaint.

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☐ Documentation of the efforts to resolve the complaint through the local parent complaint process.

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☐ The resolution you expect.

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Please submit this form to:
Stanley Hupfeld Academy's Title IX Administrator:
Kara Babbit = Kara.babbit@integrishealth.org

Adopted: 8/2010
Revised: 8/2019

Stanley Hupfeld Academy at Western Village is a smoke-free, tobacco-free, e-cigarette free and vapor-free environment. NO SMOKING, E-CIGARETTES, VAPES OR CHEWING TOBACCO IS ALLOWED BY STUDENTS, STAFF, PARENTS, OR VISITORS ON ALL SCHOOL GROUNDS (INSIDE OR OUTSIDE), OR IN SCHOOL VEHICLES, 24 hours a day, 7 days a week. This includes all activities that take place on the SHA @WV property including after-hour neighborhood use of the facility.

SHA TRAVEL REIMBURSEMENT POLICY

Adopted: 9/2009
Amended: October 5, 2020

If an employee is given prior written approval by the Director, or designee, to attend a conference, meeting or seminar as an official representative of Stanley Hupfeld Academy, the following may be reimbursable expenses: travel, meals, lodging and registration fees. An employee is considered to be on official travel when the trip has been approved by the Director or designee. Employees shall provide themselves with sufficient funds to cover travel expenses. There will be no advancement of Stanley Hupfeld Academy funds for travel expenses. Travel reimbursements shall be limited to allowance for lodging, transportation, registration fees, meals including gratuities, and other actual and necessary travel expenses incurred by a traveler in the performance of official duties. A non-employee may be reimbursed, as per policy, for the same expenses if they have been approved to perform duties in lieu of a School employee. Stanley Hupfeld Academy will not reimburse for alcoholic beverages.

Travel to and from the conference or convention shall be reimbursed in the amount of the actual commercial fare. Travel within the destination area shall be by the most economical means available and is reimbursable for Stanley Hupfeld Academy purposes only. If an employee desires, airline reservations may be made through a travel agency. It will be necessary for the employee to make all flight arrangements directly with the agency. Flight arrangements should be made at least twenty-one days in advance of the scheduled travel date. Only authorized travel tickets can be charged to Stanley Hupfeld Academy.

The employee must submit a requisition form to the Director or designee, who will prepare a purchase order which can be submitted at the time the employee obtains the ticket. If it is necessary to change travel plans resulting in a refund, the unused portion of the ticket must be submitted to Stanley Hupfeld Academy for credit to the school.

If an employee is approved to drive a personal car instead of using a public mode of transportation, reimbursement will be for coach fare or mileage from workplace to destination, whichever is the lower amount. A copy of the coach fare quote and mileage as determined by MapQuest, Google Maps or a comparable program should be attached to the request for expenses. Stanley Hupfeld Academy's rate of reimbursement shall be the same as the prevailing per-mile rate approved by the Internal Revenue Service.

Taxicabs, buses, limousines, use of personal vehicles, rental vehicles, parking fee, and turnpike fee tolls will be reimbursed when their use is required in the performance of official duties.

Every employee will use a Travel Reimbursement Request Form, which shall be prepared by the Director or designee, when requesting reimbursement for travel related expenses. This form must be submitted within ten (10) days following the trip. The agenda or conference brochure reflecting dates of the conference must be attached to the reimbursement form. The Travel Reimbursement Request Form must be prepared in detail including receipts for hotel/motel, turnpike fees, parking fees, registration, airline passenger ticket (last sheet of ticket used), airline fees, railroad ticket, bus ticket, and rental vehicle, which must be attached. Each category of expenses must be itemized separately.

The following is a summary of expenses allowable for approved travel:

1. Actual fare and fees for common carrier transportation.
2. Reimbursement for mileage at the prevailing per-mile rate approved by the Internal Revenue Service.
3. Meals that are connected to an over-night stay, which are a qualified business expense. Meals not involving an overnight stay may be reimbursed. Reimbursements will be actual costs or the per diem rate as allowed by the General Services Administration, whichever is less.
4. Single rate for hotel room; an employee may, based upon reservation confirmation, request advance payment payable to the hotel to cover the cost of their room. Upon return, the employee must provide receipts to substantiate the actual cost of the room. If the cost of the room is less than the advance, the difference must be reimbursed to Stanley Hupfeld Academy.
5. Registration expenses cannot include professional dues;
6. Expenses for travel to and from the airport plus travel expense to and from the convention building and hotel;
7. Dependent Care, if applicable;
8. Turnpike expense and parking fees; and
9. Expenses for dry-cleaning, non-business long distance telephone calls and alcoholic beverages are not reimbursable.

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Stanley Hupfeld Academy Tribal Regalia Policy

The tribal regalia bill, SB 429, vests students enrolled in a public school district or in an institution within the Oklahoma State System of Higher Education with the right to "wear tribal regalia during the institution's official graduation ceremonies, whether held at a public or private location." In the event of a graduation or bridging ceremony at Stanley Hupfeld Academy, Native American students will be allowed to wear feathers, or native regalia.

Policy Reviewed by Board: 10/2/2023

STANLEY HUPFELD ACADEMY TRANSPORTATION IN PRIVATE VEHICLES POLICY

Adopted: 7/2007
Revised: 6/2016

1.0 Purpose: Stanley Hupfeld Academy (SHA) recognizes that a very important goal of the school is to nurture relationships with SHA students and families through extra-curricular opportunities and experiences. Some SHA employees may also choose to foster appropriate relationships with SHA students and families totally unrelated to school or extra-curricular school activities. The nature of these

activities may sometimes involve the transportation of students via private vehicle. This policy sets out the respective rights and responsibilities of SHA and its employees when students are transported via private vehicle.

2.0 Policy:

2.1 Whenever possible, SHA students should be transported for SHA field trips, sporting events, and other extra-curricular activities by the SHA bus in accordance with Oklahoma City District Public School transportation guidelines.

2.2 If use of the SHA bus is not feasible (*e.g.* too few students, scheduling conflicts, etc.), teachers or parents may, but shall not be required to, transport students via private vehicle to and from SHA field trips, sporting events, and extra-curricular activities in accordance with this policy. The SHA Principal or School Director shall determine whether transportation by bus is feasible in each instance. All drivers are voluntary and acknowledge that any time a student is transported via private vehicle, the volunteer driver's personal automobile liability policy must respond first to any accident.

2.2.1 If transportation of SHA students via private vehicle has been approved, each participating student must return a field trip permission slip signed by the student's parent or guardian granting permission not only for the student's participation in the field trip but also for transporting the student via private vehicle.

2.2.2 To be eligible to volunteer to transport SHA students via private vehicle, each SHA employee must provide SHA proof of a current valid driver's license and proof of insurance on the private vehicle to be used in accordance with applicable state law. Copies of the required documentation will be maintained in every employee's personnel file who volunteers to transport SHA students via private vehicle. Additionally, by volunteering to transport SHA students via private vehicle, SHA employees agree to consent to periodic review of his/her driving records as may be requested from time to time by SHA to assure that all volunteer drivers are operating their vehicles safely.

2.2.3 SHA employees are expected to obey all traffic rules while transporting students in private vehicles. SHA assumes no responsibility for any moving violations acquired by an employee while transporting students via private vehicle. Disciplinary action, up to and including immediate termination, will be enforced for inappropriate operation of a private vehicle while transporting SHA

students. For purposes of this policy, inappropriate operation of a motor vehicle includes, but is not limited to, the following:

2.2.3.1 A charge of reckless driving;
2.2.3.2 A charge of human endangerment;
2.2.3.3 Vehicle manslaughter; or
2.2.3.4 Operating a motor vehicle while under the influence of drugs or other impairing substances.

If requested to do so by SHA, SHA employees agree to indemnify and hold SHA harmless for any liability incurred by SHA as a result of any SHA employee's inappropriate operation of a private vehicle while transporting SHA students.

2.2.4 Any SHA employee whose private vehicle is involved in an accident while transporting SHA students shall immediately report it to the SHA Principal and shall cooperate in providing all relevant information for SHA's review.

2.3 SHA employees who make arrangements to attend functions or events unrelated to school or to spend time with SHA students or families in activities that are not sponsored by the school fall outside of this policy even if the activity involves transportation of students via private vehicle. Individuals are not considered SHA employees while engaged in any such activity.

2.3.1 Individuals who transport students for activities that are not school sponsored must provide notice to SHA students and families that such activities are not sponsored or affiliated with SHA.

2.3.2 Every individual who transports students for activities that are unrelated to school or are not school sponsored must understand and acknowledge he/she is personally liable for any harm caused to SHA students or third parties and any damage caused to SHA students or third party property as a result of such activities, and if requested by SHA, must agree to indemnify and hold SHA harmless from any such liabilities. In such event, the individual's personal automobile liability policy will apply.

If transportation of SHA students via private vehicle has been approved, each participating student must return an Enrichment Excursion Permission Form signed by the student's parent or guardian granting permission not only for the student's participation in the Enrichment Excursion but also for transporting the student via private vehicle. (A copy of this form is available on the "Public" drive in the "School Forms" folder)

STANLEY HUPFELD ACADEMY VANDALISM POLICY

Adopted: 2/2001
Revised: 5/2015

Any member of the Administrative Team is authorized to sign a criminal complaint and to press charges against parents or guardians of perpetrators of vandalism against school property. In addition, these individuals are authorized to pursue legal action against parents or guardians of perpetrators to recover expenses incurred in the repair, renovation or replacement of vandalized property.

SEARCH OF STUDENTS, STUDENT PROPERTY, AND SCHOOL–WIDE SEARCHES

SHA recognizes its responsibility for the safety and welfare of students and faculty. Guidelines for the search of dangerous weapons, controlled dangerous substances or contraband on any student will be developed by the Principal. Such guidelines will include notification of the local law enforcement agency if the search reveals items suggestive of criminal conduct.

A search of an individual student, student property, or school-wide searches may be conducted to safeguard the educational process, preserve discipline and order, and promote the safety and security of persons and their property. A student or student property may be searched when the student is reasonably suspected of having violated a school policy or a state criminal statute. The Principal may authorize school-wide searches, including the use of metal detection devices, after making the determination that school-wide searches are necessary to detect the presence of dangerous weapons, contraband or to deter potential school violence.

School officials may search school property at any time. In view of the fact that students do not have privacy rights on school property, desks and book bags may be searched with reasonable suspicion of any violation of state law or school policy. Items which violate state law or a school policy will not be stored in desks. **At least one witness, in addition to the person performing the search, must be present during the search of student property or desk.**

Group or individual searches of students may be made when a student is on school premises, upon entering a district property, while in transit under the authority of the school, or while in attendance of any function sponsored or authorized by school. **If available a person of the same gender as the student being searched will conduct the search of the individual students. If none is available, administration will be present.** At least one witness, in addition to the person performing the search, must be present during individual student searches.

Any type of search must have appropriate authorization and be conducted by Principal, Principal's Designee, or law enforcement personnel so as to assure parents that safeguards are employed to protect the well-being and privacy of students. The students' constitutional rights will be protected in any type of search conducted.

Stanley Hupfeld Academy Voluntary Prayer Policy

Pending Board Approval: 11/ 4 / 2024

This policy permits those students and teachers to participate in voluntary prayer. A moment of silence is observed each day under this policy as required by state law 70 O.S. § 11-101.2.

This policy:

(1) require that the daily minute of silence last for approximately one minute;

(2) require that the daily minute of silence begin with an announcement over the public address system that substantially mirrors the statutory language, such as the following announcement: "We now pause for a minute of silence in which students and teachers 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"; and

(3) include provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.2.

This policy includes provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.1.

The complaint policy is attached below.

Stanley Hupfeld Academy Voluntary Prayer Policy

Pending Board Approval: 11/ 4 / 2024

This policy permits those students and teachers to participate in voluntary prayer. A moment of silence is observed each day under this policy as required by state law 70 O.S. § 11-101.2.

This policy:

(1) require that the daily minute of silence last for approximately one minute;

(2) require that the daily minute of silence begin with an announcement over the public address system that substantially mirrors the statutory language, such as the following announcement: "We now pause for a minute of silence in which students and teachers 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"; and

(3) include provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.2.

This policy includes provisions for addressing complaints regarding violations of 70 O.S. § 11- 101.1.

The complaint policy is attached below.

Stanley Hupfeld ACADEMY
AT WESTERN VILLAGE

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Stanley Hupfeld Academy creates a community of lifelong learners through positive connections and a rigorous, integrated curriculum to inspire excellence.

Name of school employee alleged to have violated a specific state requirement:

_____

☐ The specific requirement you believe has been violated.

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☐ The actions, facts, and documentation on which you base your complaint.

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☐ Documentation of the efforts to resolve the complaint through the local parent complaint process.

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☐ The resolution you expect.

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Please submit this form to:
Stanley Hupfeld Academy's Administrator:
Ruthie.rayner@wvacademy.com

Voting Policy
Approved: 9/2020

1.0 PURPOSE

Provide guidance and define procedures for teachers and staff voting during scheduled working hours.

Campaigning for a candidate / party or expressing candidate / party preference is not allowed on school property.

2.0 POLICY

Stanley Hupfeld Academy provides paid time off for all employed staff to vote, subject to eligibility criteria.

3.0 SCOPE

This policy applies to all organizations and employed personnel of Stanley Hupfeld Academy.

4.0 PROCEDURE

4.1 Staff who are not scheduled to work when polls are open should vote during non-working hours. Staff whose shifts begin or end within three (3) hours of polls opening or closing should vote during non-worked hours.

4.2 Staff may have time off to vote, including absentee voting. The staff member must notify his/her supervisor either verbally or in writing at least three (3) calendar days before an election day or absentee voting in order to qualify for this time off, including requests to report late or leave early for a shift.

4.3 When voting time off is requested, leaders may schedule voting time during the staff member's shift in a manner which best aligns to class schedules and workload, and will notify the staff member accordingly.

4.4 Staff members will be permitted a maximum of two (2) hours of paid time for voting. Timekeepers should use the appropriate pay code to assign voting hours.

4.5 If the staff member votes before coming to work with the manager's permission, resulting in the staff member being tardy, the staff member should clock in upon arrival and the timekeeper adds time for voting using the appropriate pay code.

4.6 If the staff member leaves to vote during the day with the principal's permission, the staff member should clock out and then back in when they return. The timekeeper adds time for voting with the appropriate pay code.

4.7 If the staff member leaves work early without returning with the principal's permission, the staff member should clock out and the timekeeper adds time for voting with the appropriate pay code.