# Proud To Partner Leadership Academy

# Student Handbook

## 2024-2025 SY

Dr. Sharri Coleman, Board President
Ms. Dawn Bowles, Superintendent

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# Welcome to our Ambassador Families!

**FIRST DAY OF SCHOOL:**

## Monday, August 19, 2024 4149 Highline Blvd. Oklahoma City, OK 73108

**PTPLA will kick off our school year with the "Greater is Here" Vision Conference! August 19-23, 2024**

During our Vision Conference, held the first week of school, we will make our way around Oklahoma City, as we introduce ourselves to our community partners and experience the rich history that Oklahoma

has to offer. Ambassadors will participate in various workshops and community sessions aligned to our Leadership model!

PROUD TO PARTNER
LEADERSHIP ACADEMY

**AMBASSADOR ATTIRE #DRESS CODE:** Do you have to wear uniforms? Ambassadors will wear uniforms on designated days and special occasions. On other days, you will be able to wear your own appropriate clothing, as noted in the approved Dress Code Policy that each family will receive. **You will need to purchase** the following items to be worn as a part of your uniform on designated days:

★Navy Blue bottoms **and** Khaki bottoms (You decide whether you like a long pant, skirt, or both. You will need both colors for your uniform.) ★White button down shirt with collar

★White short-sleeved polo shirt

★Black or Brown belt

★**Solid** Black or Brown shoes

**PTPLA will purchase** the following for your uniform: ★School blazer with logo

★Tie or Crosstie

★One short-sleeved polo shirt with logo

**SCHEDULES:** You will receive your schedule during the first week of school during our **"GREATER is Here" 2024 Vision Conference!**

PROUD TO PARTNER
LEADERSHIP ACADEMY

4149 Highline Boulevard Suite 300, Oklahoma City, OK 73108 School Year 2024-2025

| | | | |
|---|---|---|---|
| Intake/Breakfast<br>● Ambassador Check-in and Celebrations 8:45-9:00 on Monday ONLY | 8:30 AM | 9:00 AM | 30 Minutes |
| Transition | 9:00 AM | 9:03 AM | 3 Minutes |
| 1st Session A Day/B Day | 9:03 AM | 10:26 AM | 83 Minutes |
| Transition | 10:26 AM | 10:33 AM | 7 Minutes |
| 2nd Session A Day/B Day | 10:33 AM | 11:56 AM | 83 Minutes |
| Transition | 11:56 AM | 11:59 AM | 3 Minutes |

| | | | |
|---|---|---|---|
| *1st Lunch or Leadership/SEL Lab 1 -*<br>*Advisory Social Set Combined*<br>*2nd Lunch or Leadership/SEL Lab 2 - Advisory* | *11:59 AM*<br>*12:24 PM*<br>*12:39 PM* | *12:24 PM*<br>*12:39 PM*<br>*1:04PM* | *25 Minutes*<br>*15 Minutes*<br>*25 Minutes* |
| Transition | 1:04 PM | 1:07 PM | 3 Minutes |
| 3rd Session A Day/B Day | 1:07 PM | 2:30 PM | 83 Minutes |
| Transition | 2:30 PM | 2:37 PM | 7 Minutes |
| 4th Session A Day/B Day | 2:37 PM | 4:00 PM | 83 Minutes |
| Dismissal | 4:00 PM | | |

**Note:** Students participating in off-campus College, Career Tech, or Internship & Industry courses during the school day will have a personalized daily schedule.

We're looking forward to the GREATEST high school

experience ever!

Contact Superintendent Bowles for additional information at (405) 697-0459 or Greater@ptpla.org. Follow us on social media Facebook: Proud To Partner Leadership Academy and IG ptpla_school

# Proud to Partner Leadership Academy
# 2024 - 2025 School Calendar


Ms. Dawn Bowles, SuperPrincipal
Dawn.Bowles@ptpla.org
4149 Highline Blvd. Suite 300
Oklahoma City, OK 73108
(405) 697 - 0459


### July 2024

| S | M | T | W | T | F | S |
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### August 2024

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### September 2024

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### October 2024

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### November 2024

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### December 2024

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| 29 | 30 | 31 | | | | |

| | |
|---|---|
| Aug 8 - Aug 16 | Professional Development Days |
| Aug 20 | First Day of School for Students |
| Sep 2 | Labor Day |
| Oct 17 - Oct 21 | Fall Break - No School |
| Oct 17 | End of 1st Quarter |
| Oct 21 | Professional Development Day |
| Nov 25 - Nov 29 | Thanksgiving Break |
| Dec 20 | End of 2nd Quarter |
| Dec 23 - Jan 3 | **Winter Break** |
| Jan 6 | Professional Development Day |
| Jan 20 | Martin Luther King, Jr. Day |
| Mar 14 | End of 3rd Quarter |
| Mar 14 | Professional Development Day |
| Mar 17 - Mar 21 | Spring Break |
| May 20 | Last Day of School |
| May 20 | End of 4th Quarter |
| May 20 | (TBD) High School Graduation |

| | |
|---|---|
| 42 Instr. Days | Quarter One |
| 39 Instr. Days | Quarter Two |
| 47 Instr. Days | Quarter Three |
| 42 Instr. Days | Quarter Four |

### Test Dates

Aug 20 - Aug 22
Dec 17 - Dec 19
April State Testing (TBD)
May 13 - May 15

### Virtual Day (Only Teachers/Staff Report)

| | |
|---|---|
| Sep 20 | Virtual Day/PD |
| Dec 20 | Virtual Day/PD |
| Feb 17 | Virtual Day/PD |
| Mar 14 | Virtual Day/PD |
| Apr 18 | Virtual Day/PD |

School Closed
Virtual Day/PD
Employee Planning (no school for students)
Report Cards
Parent/Teacher Conferences
First & Last Day of School

### January 2025

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### February 2025

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### March 2025

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### April 2025

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### May 2025

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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

### June 2025

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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

### Half Days

| | |
|---|---|
| Oct 16 | 12:00 PM Dismissal |
| Dec 19 | 12:00 PM Dismissal |
| Mar 13 | 12:00 PM Dismissal |

### Parent/Teacher Conferences

| | |
|---|---|
| Oct 16 - Oct 17 | Times TBD |
| Dec 19 - Dec 20 | Times TBD |
| Jan 7 | Times TBD |
| Mar 13 - Mar 13 | Times TBD |
| May 12 - May 16 | Times TBD |

### Exit Interviews

| | |
|---|---|
| May 12 - 16 | Juniors & Seniors |

2024-25

SCAN BELOW

# AMBASSADOR PARKING DECAL

**REGISTER YOUR VEHICLE TODAY!**

Scan below for

# TRANSPORTATION

Ralph Ellison Library, Midwest City Library, NW Route, Small Ride Share, and Embark Passes!

**Reserve your ride today!**

## Car Riders & Student Drivers

Proud To Partner Leadership Academy 4149
Highline Blvd., OKC, OK 73108
(405) 697-0459

# Bullying Policy

The Governing Board of Proud To Partner Leadership Academy believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

*Bullying* may occur when a student or group of students engages in any form of repetitive behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

*Bullying* of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyber bullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

*Cyberbullying* is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

*Harassment* is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

*Hazing* is any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, in which both the following applies:

- The act was committed in connection with an initiation into an affiliation with, or the maintenance of, membership in any organization that is affiliated with the school;
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person. School organizations that violate the hazing policy may forfeit their right to conduct operations on campus. Any staff member who is directly involved in, knowingly permits, authorizes, or condones any form of harassment, bullying, hazing, or threats of harm is subject to disciplinary action and may be reported to law enforcement. Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property.

Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media. Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. The reporting student will be asked to fill out the Ambassador Incident Report (AIR). School personnel are to maintain appropriate confidentiality of the reported information.

Retaliation by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable district policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

# PTPLA Bus Policy

*Proud To Partner Leadership Academy makes every effort to provide transportation for our Ambassador families. Below are guidelines for experiencing the privilege of transportation to and from The Embassy. PTPLA will notify families at least 30 days in advance if for some reason school transportation is no longer a feasible option for our school.*

1. The driver and/or monitor is responsible for always ensuring the safety and security of ALL students and personnel on the bus. To provide this safety and security, the driver will not allow any parent to enter the bus for any reason at any time. Furthermore, the driver will not allow any student that is not assigned to that bus route to enter the bus without prior authorization from the Transportation Department.
2. The driver has the authority to assign a student a seat on the bus for any reason, and for as long as the driver deems it necessary.
3. The driver and/or monitor has authority to enforce all rules on the bus. Students found to be in violation will be subject to potential loss of bus privileges. Riding the bus is a privilege. If a student has had their bus riding privileges revoked for any reason, it is the responsibility of the parent and/or legal guardian to arrange for student transportation to and from school until the privileges are reinstated.
4. It is the responsibility of the parent and/or legal guardian to ensure that all parties (parents, guardians, and students) fully understand how to use the Remind App as this will be the communication method. Anyone violating the usage of the Remind App by using inappropriate, profane, or verbally abusive or aggressive language toward a PTPLA driver or staff member will be subject to loss of bus privileges. If clarification is required to set up the Remind App, the parent may reach out to the Transportation Coordinator.
5. A parent/guardian or student must notify the Transportation Coordinator via the Remind App no later than 6:30 AM if transportation will not be needed. Failure to do so more than two times will result in loss of bus privileges.
6. Students must be at their assigned stop 5 minutes before designated time, and wait up to 5 minutes after designated time. Drivers will make the first bus stop of the route at the designated time and will make all corresponding stops in order according to the route assignments. Bus stop arrival times may be affected by weather, traffic congestion, staff shortages, or other unforeseen challenges. Drivers will communicate in the Remind App when morning and afternoon updates or changes are necessary.
7. If a student misses their bus, either in the morning or afternoon, it is the responsibility of the parent and/or legal guardian to arrange transportation to or from school. PTPLA will not be able to return to a bus stop or a school for a student that missed the bus.
8. If a parent and/or legal guardian has any objections, questions, or concerns regarding bus discipline, they should not approach the driver about it when en route. The parent and/or legal

guardian is therefore encouraged to contact the Transportation Coordinator at Rachel.Brainard@ptpla.org.

# PTPLA Morning Bus Route

7:10 AM - Liberty Pointe Apartments
7:22 AM - Arrowwood Community
7:30 AM - Apts. in the Park
7:34 AM - Oakcliff Dr & Oak Valley Rd
7:40 AM - Overland Dr
7:45 AM - Oakridge Village
8:00 AM - Santa Fe Family Life Center
8:14 AM - Forest Oaks Apartments
8:17 AM - Summer Oaks Apartments
8:22 AM - Cedardale Dr
8:25 - Summit at Rockwell
8:29 AM - London Square
8:40 AM - School

Please arrive at your stop at least three minutes before the scheduled time and be prepared to wait up to three minutes after. We will always stop and wait for you for a reasonable amount of time unless we hear that you are not able to attend school.
**Please use the Remind app for bus stop assistance.**

# PTPLA Afternoon Bus Route

4:25 PM - Liberty Pointe Apartments
4:37 PM - Arrowwood Community
4:45 PM - Apts. in the Park
4:49 PM - Oakcliff Dr & Oak Valley Rd
4:55 PM - Overland Dr
5:00 PM - Oakridge Village
5:15 PM - Santa Fe Family Life Center
5:29 PM - Forest Oaks Apartments
5:32 PM - Summer Oaks Apartments
5:37 PM - Cedardale Dr
5:40 PM - Summit at Rockwell
5:44 PM - London Square

# Discipline Policy SY 24-25

**School Culture and Discipline Practices**

PTPLA intends to employ best practice elements associated with low suspension rates, especially for students of Black and Brown demographics. These elements are based on a framework developed by the Advancement Project (2009), and the indicators are derived from research and recommendations from experts in the field (H.R. 2192, Or. 2013; Nishioka, 2012). We will promote school culture and discipline by doing the following:

1. Eliminate disproportionate use of exclusionary discipline.
2. Focus primarily on prevention and positive reinforcement as our discipline approaches.
3. Require Restorative Practices and Circles as the tool for conflict resolution and behavioral accountability.
4. Engage with an office referral system supportive of a traditional Office Referral for negative behaviors, as well as a non-traditional Positive Office Referral for positive behaviors. (See Appendix)
5. Involve parents in the development, modifying, and or implementation of the discipline policies.
6. Reference use of disaggregated discipline data to monitor exclusionary discipline procedures.
7. Avoid academic penalties for disciplinary concerns.
8. Employ applicable policies only to misconduct at school activities or events that directly influence the functioning of the school or community stakeholders.
9. Outline a graduated set of discipline responses that focuses on early intervention and student support.
10. Provide consistently formative alternatives to suspension.
11. Address therapeutically any suspendable behaviors that pose a serious and credible threat to the safety of students, staff, or school community (weapons, firearms, arson, drugs, persistent fighting, assault of staff, gang related activities).

**Equitable Practices**

The PTPLA Board will use the Regional Educational Laboratory Northwest Training Guide for Using Data to Promote Equity in School Discipline with the Discipline Policies and Procedures Summary (DPPS). The use of exclusionary discipline practices has shown to have negative academic and social outcomes and to be ineffective at reducing misbehavior. The priority of PTPLA is to promote **NON-EXCLUSIONARY DISCIPLINE**: Discipline actions that assign additional support or consequences to students without removing them from classroom instruction or with the least restrictive environments. The suspension rate in the Putnam City &

Western Heights School District has most impacted that of the Black and Brown subgroups. Students in these subgroups are also economically disadvantaged, trauma-informed, English Language Learners, and Students with Disabilities, and chronically absent. The PTPLA inclusive approach to discipline is designed to minimize learning loss, and provide consistency and accountability for onsite academic, and social and emotional learning engagement.

**Communication of Discipline Policies**

PTPLA staff, students, and families will be notified of all discipline policies upon enrollment, upon receipt of handbook, during the Family Vision Conference, and during grade level/classroom orientation. Community partners will also receive a written copy of the discipline policy and will be expected to inform the PTPLA Dean of Leadership when a student is in violation of the policy. Additional notifications when it is deemed necessary to enforce a discipline policy will be adhered to in the following manner:

- Staff Notification: PTPLA staff be notified via the Student Information System, and on our computer-based daily discipline log.
- Student Notification: PTPLA students will receive both a verbal and written notice, along with a conference with a member of the Administrative Team if deemed appropriate
- Parental/Family Notification: PTPLA parents/families will be contacted via phone and in writing. In some instances, a parent conference will be requested.
- Community Partner Notification: PTPLA Community Partners will not be notified of an actual student violation; however, the Dean of Leadership will communicate as to whether the student is able to participate with the said community partner, depending on the infraction. PTPLA Community Partners will receive communication when a student receives a Positive Office Referral.

**Restorative Practices**: PTPLA has found that the Denver Public Schools Discipline Policy and Matrix and that of Denver North High School is closely aligned to our discipline philosophy of restorative frameworks.

A 2019 report from WestEd's Justice and Prevention Research Center summarized the breadth of evidence on restorative practices and found that some schools adopt a universal approach that involves training all staff members and students, while others add the practices on to existing discipline systems. PTPLA intends to employ a universal approach, training both staff and students, as well as applying to our discipline system. The excerpt below, as taken from the report speaks to the decision of PTPLA to use Restorative practices in our model.

"Restorative justice (RJ) is a broad term that encompasses a growing social movement to institutionalize non-punitive, relationship-centered approaches for avoiding and addressing harm, responding to violations of legal and human rights, and collaboratively solving problems. RJ has been used extensively both as a means to divert people from traditional justice systems and as a program for convicted offenders already supervised by the adult or juvenile justice system.
In the school setting, RJ often serves as an alternative to traditional discipline, particularly exclusionary disciplinary actions such as suspension or expulsion. RJ proponents often turn to restorative practices out of concern that exclusionary disciplinary actions may be associated with harmful consequences for children (e.g., Losen, 2014). More recently, it has also been embraced as a preventative intervention for building an interconnected school community and healthy school climate in which punishable transgressions are less common (e.g., Brown, 2017).

Within school settings, RJ encompasses many different program types. An RJ program can involve the whole school, including universal training of staff and students in RJ principles, or it can be used as an add-on to existing discipline approaches and philosophies. It also has been combined with other nonpunitive discipline approaches, such as Social and Emotional Learning and Positive Behavioral Interventions and Supports." (As taken from WestEd's Justice and Prevention Research Center.)

## SECTION ONE: SCHOOL DISCIPLINE ADMINISTRATION

### 1-1 Characteristics of Disciplinary Practices

A. Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They have logical, fair, consistent, and age-appropriate consequences.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for significant parent/guardian and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engaged in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

**1-2 Staff Training**

A. Staff training will be provided as needed to ensure that the disciplinary program in each school is effective and that relevant policies and procedures are equitably applied.

**1-3 Non-Discrimination**

A. School district staff responsible for implementing this Policy shall do so without discrimination based on race, color, gender, sex, sexual orientation, gender identity or expression, transgender status, religion, national origin, immigration/citizenship status, ancestry, age, marital status, pregnancy, parenting or marital status, veteran status, disability, or participation in a discrimination investigation. (Policies AC and JB).

B. Discipline for students with disabilities shall be in accordance with the student's individualized education program (IEP), any behavior intervention plan, 504 Plan, and applicable laws affording procedural safeguards to students with disabilities.

**1-4 Addressing Racial Disparities and Other Protected Class Disparities in School Discipline**

A. Efforts shall be made to eliminate any racial disparities in school discipline. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled, or referred to law enforcement.

**1-5 Student Conduct Subject to Disciplinary Action**

A. Student conduct during either curricular or extracurricular activities in classrooms, in school buildings, on school grounds, or in school vehicles may be subject to disciplinary action, if such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

## SECTION TWO: INTERVENTIONS AND CONSEQUENCES

### 2-1 General

A. Effective school discipline policies promote disciplinary responses that refrain from interrupting a student's education to the extent possible. Schools should minimize the use of out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

### 2-2 Reasonable Consequences

A. Consequences should be reasonable, fair, age-appropriate, and should match the severity of the student's misbehavior, as well as consider the impact on the victim and/or community. Consequences that are paired with meaningful and developmentally appropriate instruction and guidance (corrective feedback and re-teaching) offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in getting the student re-engaged in learning.

B. Any use of consequences should be carefully planned with well-defined outcomes in order to provide the greatest benefit. Positive consequences include systematic recognition for appropriate behavior and lead to an increase in that appropriate behavior. Negative consequences are designed to provide feedback to the student that his or her behavior is unacceptable and should not occur again.

### 2-3 Relevant Factors in Making Discipline Decisions

A. When choosing consequences for students' misbehavior, teachers, administrators, and staff must balance the District's goals of eliminating school disruptions and maximizing student instruction time. Prior to disciplining students, the following factors shall be considered:

1. Age, health, and disability or special education status of the student
2. Appropriateness of student's academic placement
3. Student's prior conduct and record of behavior
4. Student's attitude
5. Level of parent/guardian's cooperation and involvement
6. Student's willingness to repair the harm
7. Seriousness of the offense and the degree of harm caused
8. Impact of the incident on the overall school community.

B. The availability of prevention and intervention programs that are designed to address student misbehavior should also be considered prior to disciplining students.
C. If a student has an IEP or 504 Plan (or who we reasonably suspect may have a disability), PTPLA will consider whether we can apply exclusionary discipline for more than 10 days. Exclusionary discipline for more than ten days in a school year requires a hearing to determine if the conduct was a manifestation of the student's disability. PTPLA will consult with our Special Education Teacher/Coordinator and if additional clarification is needed we intend to seek OSDE Special Education counsel and Oklahoma Public School Resource Center Special Education counsel for governance on the process. PTPLA will also consider when behavior may indicate a need to consider our Child Find obligations to identify students with disabilities.

**2-4 Interventions**

A. When misconduct occurs, schools shall investigate the circumstances and gather facts that will help to determine appropriate interventions and consequences for that student, with emphasis on correcting student misbehavior through school-based resources at the lowest possible level. Interventions should provide students an opportunity to learn from their mistakes, and re-engage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and needs of the overall school community.

B. There are three types of intervention strategies that are available to teachers and administrators: Administrative, Restorative, and Skill-based/Therapeutic.
    1. Administrative Strategies are statutory, rule-based, or contract-based interventions done "to" the offender, such as:
        a. Removal from classroom
        b. Detention
        c. Suspension
        d. Expulsion
    2. Restorative Strategies are problem solving interventions done "with" the offender. They are driven by justice as much as is possible and focus on the harm caused and how it will be repaired. A successful restorative justice strategy may utilize collaboration in interventions with allied agencies and professionals. An assessment of the incident/conduct will be done, and a determination will be made

by the school or District whether a face-to-face meeting with all parties is appropriate. Examples may include:

a. Family group conferencing
b. Victim-offender mediation
c. Classroom peace circles
d. Reparation of harm.

3. Therapeutic/Resource Strategies are done "by" the offender and require intrinsic motivational behavior change. Such interventions include:
    a. Mental health counseling
    b. Anger management classes
    c. Informal mentoring and behavior coaching.

C. Teachers and administrators should consider utilizing different types of strategies, or multiple strategies simultaneously, to deal with misbehavior, especially for 2nd or 3rd offenses. For example, in compliance with this Policy, the three types of interventions may be used in the following ways:
    1. Independently (e.g., 1-day after-school detention)
    2. As alternatives to each other (e.g., choice of mediation or 1-day suspension)
    3. In conjunction with each other (e.g., 2-day in-school suspension along with anger management class and mediation).

D. Interventions can range from reminders, redirection, student/teacher conferences to classroom removal, behavior contracts, suspensions, recommendations for expulsion, and/or referral to law enforcement.

## SECTION THREE: DISCIPLINARY OFFENSES

### 3-1 Offenses and Consequences

For a detailed list of offenses, potential consequences, and whether a mandatory referral to law enforcement is necessary, see Discipline Matrix.

### 3-2 Discipline Ladder

A. Six levels of intervention are defined in the discipline ladder. Disciplinary action should begin and be resolved at the lowest level possible, consistent with the nature of the violation. If similar violations continue, the intervention moves to a higher level on the ladder (e.g., from Level A to Level B). It is the intent of this policy that disciplinary offenses or violations are cumulative for a current school year. Past school years' referrals of a student should generally not be considered in determining the

maximum consequence or ladder level for a disciplinary offense or violation during a current school year.

B. The discipline ladder is used to provide students with support so as to avoid future disciplinary action. At all levels of the disciplinary referral ladder, interventions considered may include any of the types referenced above in Section 2-4 of this policy.

The PTPLA Board of Directors is currently in the process of developing a Discipline Matrix similar to that of DPS, and intends to include the Matrix in the Enrollment Packet. See below for the Discipline Ladder, types of conduct displayed at each level, and the Intervention Plan, understanding that this is still in draft form.

## Discipline Ladder

**Type One Conduct (Levels A-C)**

| | | | |
|---|---|---|---|
| Classroom disruption | Use of profanity or vulgarity | Verbal insults or put-downs | Scholastic dishonesty |
| Excessive tardiness, skipping class | Dress code violation | Unauthorized use of school equipment, elevators | Minor physical aggression with another student (e.g., pushing, shoving) |
| Picking on, bothering, or distracting other students | Minor defiance of authority/disobedience | Use of cell phones, electronic devices at unauthorized times | Minor damage or defacement of school property |
| Unauthorized location of building | Tobacco offenses | Gambling | Other minor school-based misconduct |

<u>Level A - Teacher/Student</u>

• The student is provided an opportunity to tell his/her version of the incident.

• The teacher or designated staff counsels with the student.

• One or more interventions are initiated as appropriate.

• Any interventions will be documented.

Level B - Teacher/Student/Parent

• The student is provided an opportunity to tell his/her version of the incident.

• The teacher or designated staff notifies the student's parent/guardian.

• The teacher counsels with the student and, if possible, the parent/guardian.

• One or more interventions are initiated as appropriate.

• Any interventions will be documented.

Level C - Teacher/Support Staff/Student/Parent

• If intervention at Level B has not been successful, the teacher or designated staff can determine whether to involve a social worker, nurse, guidance counselor, psychologist, or any other member of the school's support staff.

• The student is provided an opportunity to tell his/her version of the incident.

• The parent/guardian is notified.

• The teacher and any member of the support staff who has been involved will conference with the student and, if possible, the parent/guardian to provide support for correcting the misbehavior. If possible, all of the student's teachers will be included in the conference.

• One or more interventions are initiated as appropriate.

• Any referrals or interventions will be documented.

**Type Two Conduct (Level D)**

| | | | |
|---|---|---|---|
| Classroom disruption | Use of excessive profanity or vulgarity in the presence of adults | Bullying | Consensual but inappropriate physical contact |
| Excessive tardiness, skipping class | Possession of fireworks/firecrackers | Unauthorized use of school equipment, elevators | Minor physical aggression with another student (e.g., pushing, shoving) |
| Harassment based on sex, | Severe defiance of | Harassment based on | Destruction or theft of |

| | | | |
|---|---|---|---|
| gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment) | authority/disobedience | race, color, religion, national origin, immigration/citizenship status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment | school property, including graffiti (under $500) |
| False activation of a fire alarm | Tobacco offenses | Gambling | Recurring Type One offenses |

Level D - Administrative Level Referral

• The student is referred to the appropriate administrator or designated staff person.

• Documentation of the steps taken to intervene and change the student's behavior is provided.

• The student is provided an opportunity to tell his/her version of the incident.

• The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

• One or more interventions are initiated as appropriate.

• If necessary, in-school suspension of up to three days may be utilized (see Section 6-2 of this policy for more details).

• School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).

• Referrals and interventions will be documented.

**Type Three Conduct (Level E)**

| | | | |
|---|---|---|---|
| Classroom disruption | Use of profanity or vulgarity toward adults | Bullying | Consensual but inappropriate physical contact |
| Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs | Possession of fireworks/firecrackers | Destruction or theft of school property, including graffiti ($500 - $5000) | Mutual fighting (may include incidents that result in minor injuries like cuts, scrapes etc.) |
| Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment) | Severe defiance of authority/disobedience | Harassment based on race, color, religion, national origin, immigration/citizens hip status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment | Theft from an individual ($500 - $5000) |
| Being under the influence of drugs or alcohol | Excessive tobacco offenses | Excessive Gambling | Other school-based misconduct that substantially disrupts the school environment and Recurring Type Two offenses |

Level E - Suspension Options

• The student is referred to the appropriate administrator or designated staff person.

• Documentation of the steps taken to intervene and change the student's behavior is provided.

• The student is provided an opportunity to tell his/her version of the incident.

• The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

• One or more interventions are initiated as appropriate.

• If previous interventions have not been successful, the Head of School or 's designee may consider the use of an in-school suspension of 1-3 days or a one-day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions).

• School officials should consider developing a behavior intervention plan for the student (in some cases, such a plan might be mandatory; see Section 5-3 of this policy).

• Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

**Type Four Conduct (Level F)**

| | | | |
|---|---|---|---|
| Habitual disruption in classroom and building | Assault, harassment, false allegation of abuse or willfully causing property damage against a school employee | Bullying | Unlawful sexual behavior, unlawful sexual contact, and indecent exposure |
| Possession of alcohol, unauthorized (but legal) drugs, or illegal drugs | Possession of an explosive (non fireworks/firecrackers) that seriously endangering the welfare or safety of others, Arson | Destruction or theft of school property (over $5000) | Student behavior presenting an active or ongoing danger to the welfare or safety of school occupants |
| Harassment based on sex, gender, sexual orientation, gender identity or expression, transgender status, or pregnancy, parenting, or marital status (sexual harassment) | Severe defiance of authority/disobedience | Harassment based on race, color, religion, national origin, immigration/citizens hip status, ancestry, age, veteran status, disability, or genetic information of an employee or applicant for employment | Theft from an individual ($500 - $5000) |
| Being under the influence of drugs or alcohol | Third Degree Assault | Witness Intimidation or Retaliation | Other school-based misconduct that |

| | | | |
|---|---|---|---|
| | | | substantially disrupts the school environment and Recurring Type Three offenses |

Level F - Additional Suspension Options

• The student is referred to the appropriate administrator or designated staff person.

• Documentation of the steps taken to intervene and change the student's behavior is provided.

• The student is provided an opportunity to tell his/her version of the incident.

• The administrator or designated staff person schedules a conference with the parent/guardian and determines if further consultation with support personnel is necessary.

• One or more interventions are initiated as appropriate.

• If previous interventions have not been successful, the Head of School or 's designee may issue an additional 1-3 day in- school suspension and/or a 1-3 day out-of-school suspension (see Sections 6-2, 6-3, and 6-4 of this policy regarding the use of suspensions)

• Persistent misconduct can result in the student being declared "habitually disruptive," and will be recommended for expulsion.

• Upon return to school after suspension, further steps to encourage positive behavior are to be considered.

**Type Five/Six Conduct (Potential Expulsion Recommendation)**

| | | | |
|---|---|---|---|
| Hazing and bodily harm therein | Sale or distribution of, or intent to sell, unauthorized drugs or controlled substance | First degree assault | Firearm |

| | | | |
|---|---|---|---|
| Dangerous Weapon | Sexual assault | Second degree assault | Possession of, knowing of and participating therein for any of these conducts |

## Bullying & Harassment Policy

The Governing Board of Proud To Partner Leadership Academy believes it is the right of every student to be educated in a positive, safe, caring, and respectful learning environment. The Governing Board further believes a school environment that is inclusive of these traits maximizes student achievement, fosters student personal growth, and helps a student build a sense of community that promotes positive participation as citizens in society. To assist in achieving a school environment based on the beliefs of the Governing Board, bullying in any form will not be tolerated.

*Bullying* may occur when a student or group of students engages in any form of repetitive behavior that includes such acts as intimidation and/or harassment that

- has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or damage to property,
- is sufficiently severe, persistent or pervasive that the action, behavior, or threat creates an intimidating, threatening, or abusive environment in the form of physical or emotional harm,
- occurs when there is a real or perceived imbalance of power or strength, or
- may constitute a violation of law.

*Bullying* of a student or group of students can be manifested through written, verbal, physical, or emotional means and may occur in a variety of forms including, but not limited to

- verbal, written/printed or graphic exposure to derogatory comments, extortion, exploitation, name calling, or rumor spreading either directly through another person or group or through cyber bullying,
- exposure to social exclusion or ostracism,
- physical contact including but not limited to pushing, hitting, kicking, shoving, or spitting, and damage to or theft of personal property.

*Cyberbullying* is, but not limited to, any act of bullying committed by use of electronic technology or electronic communication devices, including telephonic devices, social networking and other Internet communications, on school computers, networks, forums and mailing lists, or other District-owned property, and by means of an individual's personal electronic media and equipment.

*Harassment* is intentional behavior by a student or group of students that is disturbing or threatening to another student or group of students. Intentional behaviors that characterize harassment include, but are not limited to, stalking, hazing, social exclusion, name calling, unwanted physical contact and unwelcome verbal or written comments, photographs and graphics. Harassment may be related, but not limited to, race, religious orientation, sexual orientation, cultural background, economic status, size or personal appearance. Harassing behaviors can be direct or indirect and by use of social media.

*Hazing* is any intentional, knowing, or reckless act committed by a student, whether individually or in concert with other persons, against another student, in which both the following applies:

- The act was committed in connection with an initiation into an affiliation with, or the maintenance of, membership in any organization that is affiliated with the school;
- The act contributes to a substantial risk of potential physical injury, mental harm or degradation, or causes physical injury, mental harm or personal degradation.

There shall be no hazing, solicitation to engage in hazing, or aiding and abetting another who is engaged in hazing of any person. School organizations that violate the hazing policy may forfeit their right to conduct operations on campus. Any staff member who is directly involved in, knowingly permits, authorizes, or condones any form of harassment, bullying, hazing, or threats of harm is subject to disciplinary action and may be reported to law enforcement. Intimidation is intentional behavior by a student or group of students that places another student or group of students in fear of harm of person or property.

Intimidation can be manifested emotionally or physically, either directly or indirectly, and by use of social media. Students are prohibited from bullying on school grounds, school property, school buses, at school bus stops, at school sponsored events and activities, and through the use of electronic technology or electronic communication equipment on school computers, networks, forums, or mailing lists.

Disciplinary action may result for bullying which occurs outside of the school and the school day when such acts result in a substantial physical, mental, or emotional negative effect on the victim, while on school grounds, school property, school buses, at school bus stops, or at school sponsored events and activities, or when such act(s) interfere with the authority of the school system to maintain order. All suspected violations of law will be reported to local law enforcement.

Students who believe they are experiencing being bullied or suspect another student is bullied should report their concern to any staff member of the School District. The reporting student will be asked to fill out the Ambassador Incident Report (AIR). School personnel are to maintain appropriate confidentiality of the reported information.

Retaliation by any student directed toward a student or employee related to the reporting of a case or a suspected case of bullying shall not be tolerated, and the individual(s) will be subject to the disciplines set out in applicable district policies and administrative regulations.

Students found to be bullying others will be disciplined up to and including suspension or expulsion from school.

Knowingly submitting a false report shall subject the student to discipline up to and including suspension or expulsion. Where disciplinary action is necessary pursuant to any part of this policy, relevant District policies shall be followed.

Law enforcement authorities shall be notified any time District officials have a reasonable belief that an incidence of bullying is a violation of the law.

## PTPLA Intervention Plans: Universal, Targeted, and Intensive (as adopted from DPS)

For each incident of misbehavior, different student support/discipline strategies can be implemented. The identification of the appropriate interventions and consequences will lead to the correction of the misbehavior. Students need to be re-engaged in the learning process as quickly as possible. The following are some examples of student support/discipline strategies:

Fewer than 5% of students will need **Intensive Interventions**

**Administrative/Legal**

*Out-of-school suspension
*Referral to Denver Dept. of Human Services
*Referral to Denver Police Dept.
*Expulsion

**Restorative**

*Family group conferencing
*Victim-Offender mediation
*Classroom peace circles
*Reparation of harm

**Skill-based/Therapeutic**

*Mental health counseling
*Social emotional curriculum
*Individual mentoring and behavior coaching
*Functional Behavioral Assessment

Between 5% and 10% of students will need **Targeted Interventions**

**Administrative/Legal**

*Behavior intervention plan
*In-school suspension

**Restorative**

*Victim-Offender Dialogue
*Mediation
*Peace Circles
*Community Accountability Boards
*Mentoring

**Skill-based/Therapeutic**

*Daily Progress Report/Point Sheet
*Social Skills Group
*Behavior Regulation Skills Group

Between 85% and 90% of students benefit from **Universal Interventions**

**Administrative/Legal**

*Reminders/Redirection
*Loss of a privilege
*Weekly Progress Report/Point Sheet

**Restorative**

*In-class Peace Circles
*Apologies
*Restorative Community Service
*Restorative Dialogue

**Skill-based/Therapeutic**

*Role-playing
*Bullying prevention
*MTSS

## SECTION FOUR: DISRUPTIVE STUDENTS IN THE CLASSROOM

4-1 Removal from Classroom

A. The District acknowledges the important role and responsibility of teachers in an effective discipline plan. A classroom free of disruption is essential for learning. When a teacher judges it necessary to protect the instructional process, he or she may remove a disruptive student from class to an alternative setting. The PTPLA Board of Directors defines "Classroom Disruption" as a willful and substantial disobedience or open and persistent defiance, or repetitive interfering with the school's or teacher's ability to provide an appropriate learning environment in the classroom which cannot be managed through effective classroom management and/or the intervention strategies identified in this policy.

B. In the event a student is removed from the classroom, the teacher shall see that the student has his or her textbooks/devices and class work to complete assignments. The assigned team should collaborate with the Head of School to formulate a plan regarding alternative setting(s) for students removed from a classroom by a teacher. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student. As soon as reasonably possible the teacher or Head of School (or designee) will contact the parent or legal guardian regarding the removal and request his or her attendance at a conference, if appropriate.

C. A behavior plan may be developed at this time, but must be developed after the second removal of the student from the class. The plan should be consistent with the building disciplinary plan. Conditions under which students will be returned to class after the second removal, including the time period which should expire before the student is returned, shall be part of the behavior plan if developed. A referral to the school intervention team (with adequate documentation) is appropriate. The student will be returned to class only after the teacher has been consulted and a conference has been held with the student.

D. Upon the third removal (with the exception of students with an active IEP), the student may be removed from the teacher's class for the remainder of the term. A referral to the school intervention team (with adequate documentation) is appropriate. Whether the student will be placed in a different education setting or suspended shall be consistent with this policy and IDEA regulations. This section shall not serve as a

substitute for expulsion, and may only be applied if the school has an equal educational opportunity available for the student in the building.

E. If the Head of School has evidence a teacher is referring an excessive number of students for disciplinary reasons, the Head of School shall review the classroom practices with the teacher and try to determine if a more preventive approach is possible through change in practice, or if the teacher would benefit from staff development. However, this concern shall not be utilized as a reason for returning a student to class who has been excluded by the teacher without the conference referred to above.

## SECTION FIVE: SUSPENSION AND EXPULSION PREVENTION

5-1 General

A. Alternatives, such as restorative or therapeutic interventions, should be utilized to help students who are at risk of suspension or expulsion before such disciplinary measures become necessary.

B. The Head of School or a designee shall work with the professional staff to identify students who are at risk of suspension or expulsion. Among those students who may be at risk are those who have been or are likely to be declared habitually truant or habitually disruptive.

C. At-risk students could be defined as those students with previous behavioral problems or students who were suspended, expelled, or removed from class at any point in the last calendar year.

### 5-2 Behavior Intervention Plans

A. The use of behavior intervention plans to prevent or correct persistent discipline problems is strongly encouraged. The goals of the plan are to address the student's disruptive behavior and educational needs, and emphasize the importance of maintaining the child's enrollment in school.

B. To develop the plan, the Head of School or a designee will arrange for a meeting with the student, the student's parent/guardian, the mentor/community partner and any members of the staff whom the Head of School designee believes should attend. The

purpose of the meeting will be to address the reasons for the student's disruptive behavior and cooperatively to establish goals, objectives, and timelines to modify such behavior.

C. A written plan will be prepared that addresses the student's disruptive behavior, educational needs, and the steps necessary to keep the child in school. Functional behavioral assessments are encouraged in developing the plan. The plan will include incentives for good behavior and consequences if the student is disruptive in violation of the plan. The behavioral plan shall include a description of the support and educational services that will be provided by the school to help the student avoid future suspensions and expulsion.
    1. The District must work with the student's parent or guardian in providing these services.
    2. Such services may be provided through agreements with appropriate local governmental agencies, community-based organizations, and institutions of higher education.

D. Every effort will be provided for parent/guardian and teacher(s) input and involvement in the contract's development. Notification of the plan will be presented to the parent/guardian in a language he or she understands or is fluent.

E. The parent/guardian, student, and the Head of School or designee should sign the contract.

F. Every effort will be made to ensure that a plan of services is in place and acted upon before any action is taken to suspend or expel a student, barring emergency situations in which immediate disciplinary action is necessary to ensure the safety of the school and its occupants.

**5-3 Mandatory Behavior Intervention Plans**

A. There are two situations in which a behavior intervention plan must be developed: when a student has been twice removed from class for being disruptive; and when a student receives a suspension that counts toward being declared a "habitually disruptive student."

## SECTION SIX: SUSPENSIONS OR EXPULSIONS

### 6-1 General

A. Suspensions, both in-school and out-of-school, are only to be given in accordance with Section 3-1 of this policy.

B. A student may not be suspended for conduct that occurs off of school property and outside the school day unless the conduct substantially disrupts, or will substantially disrupt, the school environment, or seriously endangers the welfare or safety of other students or school personnel. In this instance, the provisions in Section 3-1 of this policy shall be followed.

C. Students who are suspended may not participate in extracurricular activities or school sponsored events during the period of the suspension, unless the participation is directly aligned to grading or academic programming and term evaluation, and is approved by the Head of School. Additionally, students on suspension during the administration of state assessments shall be provided an opportunity to take the test and may be allowed to participate in related test preparation activities, upon approval by the Head of School.

D. The school shall provide the student with the opportunity to earn equivalent grades and credits as other students during the student's suspension, and the ability to make-up tests, final examinations, and complete class and homework assignments without penalty while on suspension or within a reasonable time following the completion of the suspension. The intent of this provision is to provide an opportunity for the student to reintegrate into the educational program of the district following the period of suspension.

### 6-2 In-School Suspensions

A. Students with consistently problematic behavior patterns should not be allowed to disrupt the educational process; yet when these students are suspended from school it often adds to the problems of the students, the school, and the community. Therefore, PTPLA and the PTPLA Board of Directors endorse the concept of in-school suspension.

B. The purpose of in-school suspension is to provide a more effective means of discipline than detention or out-of- school suspension. By using in-school suspension, students

should not fall behind on school assignments, but should still learn from their mistakes and misbehavior. All in-school suspensions shall be imposed in a manner that is consistent with students' due process rights, as outlined in this and other policies. The following guidelines shall be observed:

1. Students shall be assigned to a special class, if available, where they shall be adequately supervised at all times. The in-school suspension supervisor shall see that each student has appropriate assignments and materials from his/her regular teachers.
2. The Head of School or a designee shall notify the parents/guardians at once by telephone if their child has been placed under in-school suspension. If the parent/guardian cannot be reached by phone, or if requested by the parent/guardian, there shall be a written notification in a language the parent/guardian can understand. Reasons for the in-school suspension shall be given, and a conference may be scheduled prior to the student's readmission to regular class.

**6-3 Out-of-school Suspensions**

A. Students can only be suspended out-of-school if they commit a Type Three, Type Four, Type Five or Type Six offense (see Section 3-1 of this policy), or if they have reached Level E in the Discipline Ladder (see Section 3-2 of this policy).

**6-4 Procedures for Out-of-school Suspensions**

A. The PTPLA Board of Directors delegates to the Head of School, or to a person designated in writing by the Head of School, the authority to suspend a student out of school in a manner consistent with this policy. In exercising this authority, the Head of School or designee must follow the procedures prescribed to afford due process.

B. Before a student is suspended, he or she has the right to an informal conference with the Head of School or designee. At the conference, the student must:
    1. Be allowed to call a parent or guardian, and have the parent or guardian attend the conference if they are able to within a reasonable amount of time.
    2. Be informed of the charges and evidence against him or her.
    3. Have an opportunity to respond to the charges, verbally or in writing, and present his or her version of events.
    4. Be informed of the right not to submit a written statement, if a written statement is requested.
    5. Have an opportunity to present evidence in his or her defense, including the right to have his or her witnesses interviewed by the Head of School or designee.

C. It is best practice for the Head of School, or designee, to interview all known witnesses and to review all evidence prior to making a determination regarding suspensions.

D. If, after the informal conference, the Head of School or designee decides to suspend the student out of school, the school must make a reasonable attempt to contact the parent or guardian at once by phone. The school must also provide a written notice of suspension in a language that the parent/guardian can understand. Both the oral and written notices must inform the parent/guardian that the student has been suspended, and must include the grounds for the suspension, the period of the suspension, and offer to schedule a time and place for the parent/guardian to meet with the Head of School or designee to review the suspension prior to or concurrent with reinstatement. It must also state that make-up work will be provided during the period of suspension, and that the student has the right to appeal the suspension and how to do so.

E. If an emergency requires immediate removal of the student from school, the informal hearing shall follow as soon after the student's removal as practicable. If immediate removal from school is necessary, the school shall immediately notify the parent/guardian to determine the best way to transfer custody of the student to the parent/guardian.

F. If the suspension will count toward declaration of the student as "habitually disruptive," the parent/guardian and student must be notified in writing, as discussed in Section 6-7 of this Policy.

G. Upon reinstatement from suspension of any student, the Head of School or designee shall attempt to meet with the student's parent or legal guardian to discuss the student's behavior and the possible need for a behavior intervention plan (as discussed in Sections 5-2 and 5-3) for the student in an effort to prevent further disciplinary action.

H. For Type Three offenses (see Section 3-1 of this policy) committed by a student in the 4th through 12th grades,, if the student's presence in school presents a danger or severe disruption to the school and its occupants or additional time is needed to further investigate the incident, the Head of School has the option of extending the maximum one-day out-of-school suspension available under Section 3-1 by up to two days, for a total of three days.

I. For Type Four offenses (see Section 3-1 of this policy), the Head of School has the option of extending the maximum three-day out-of-school suspension available under Section

3-1 by up to two days, for a total of five days, if deemed necessary for the safety of the school.

**6-5 Out-of-school Suspension Appeal Rights**

A. The student must be informed of his or her right to appeal an out-of-school suspension with the Head of School or designee in the notice of suspension.
B. The student shall have the following rights in the suspension appeal process:
    1. The right to request a meeting with the Head of School or designee.
    2. The right to a representative to be present at the meeting.
    3. The right of the student, parent/guardian, and/or representative to address the Head of School or designee on the evidence and the appropriateness of the penalty.
    4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension, and have it included in the student's disciplinary file.
    5. The right to review, or have a parent, guardian, or representative review, any evidence relied upon in the suspension decision and which is reasonably available for production. The district shall not be obligated to produce evidence which would be in violation of the Family Education Rights and Privacy Act or without an individual(s) consent or Court order.
C. The Head of School or designee will:
    1. Review all written documents.
    2. Make a determination of whether there was sufficient evidence to find:
        a. That the alleged violation occurred, and
        b. Whether the penalty imposed was appropriate.
    3. Provide a written decision within five days of the meeting.
    4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
    5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the Head of School or designee.
D. If the Head of School or designee denies the appeal, the student may pursue a second appeal of the suspension to the PTPLA Board of Directors.
E. The student shall have the following rights in the second appeal process:
    1. The right to request a meeting with the PTPLA Board of Directors.
    2. The right to a representative to be present at the meeting.

3. The right of the student, parent/guardian, and/or representative to address the PTPLA Board of Directors on the evidence and the appropriateness of the penalty.
4. The right to submit, or have a parent, guardian, or representative submit, a dissenting opinion regarding the suspension.

F. The PTPLA Board of Directors will:
   1. Review all written documents.
   2. Make a determination of whether there was sufficient evidence to find:
      a. That the alleged violation occurred, and
      b. Whether the penalty imposed was appropriate.
   3. Provide a written decision within five days of the meeting.
   4. If it is determined that no violation occurred, all school records pertaining to the suspension will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
   5. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.

**6-6 Extensions of Out-of-school Suspensions**

A. The PTPLA Board of Directors delegates to the Head of School or a designee the authority to extend a student's out-of- school suspension by up to ten (10) days as necessary, upon recommendation of the Head of School. The total period of suspension shall not exceed twenty-five (25) days. All suspensions shall not violate that of Special Education Services and documented IEP.

B. A suspension shall only be extended if the student committed a Type Four or Type Five Offense (see Section 3-1 of this policy), the student's presence in school presents a danger or severe disruption to the school and its occupants, and either additional time is needed to further investigate an incident or there has been a recommendation to the Head of School or designee to expel the student.

C. If an extension of the suspension is to be recommended, the Head of School or a designee shall make a reasonable attempt to notify a parent/guardian at once by telephone and shall follow up with a written notification in a language the parent/guardian can understand. Through this oral and written notification, the Head of School or designee shall attempt to schedule a conference with the parent/guardian to explain the reason for the extension.

E. If the suspension has been extended so that the total suspension is ten (10) days or more, and there has not been a recommendation of expulsion, the student is to receive the same right to a hearing as described below in Section 6-8 of this policy.

F. If a student's suspension is extended beyond a total of ten (10) days, the student must be provided with an alternative learning environment in which he or she shall have the opportunity to earn equivalent grades and credits as other students during the suspension period.

**6-7 Habitually Disruptive Students**

A. A "habitually disruptive student" is a child who has been suspended out-of-school by the Head of School or a designee three (3) times during the course of a school year for causing a disruption in the classroom, on school grounds, in school vehicles, or at school activities or sanctioned events.

B. For violations which are counted toward declaration as a habitually disruptive student, consideration will be given to whether a change in the student's schedule is appropriate to address the disruptive behavior.

C. The student and parent/guardian must be notified in writing of each suspension counted toward declaring the student as habitually disruptive. The student and parent/guardian must be notified in writing and by telephone or other means at the home or the place of employment of the parent/guardian of the definition of "habitually disruptive student" and the option to recommend expulsion of such students. This written notification must be provided in a language that the parent/legal guardian can understand and or is fluent.

**6-8 Procedures for Expulsion**

A. The PTPLA Board of Directors delegates to the Head of School the authority to expel for any period up to one (1) calendar year. A parent may also opt to return to their zoned traditional public school in lieu of continued enrollment in PTPLA charter school.

B. Procedures for expulsion of a student will be initiated by the Head of School's recommendation to the PTPLA Board of Directors. The Head of School will, at the time of making such recommendation, give to the student and the student's parent/guardian written notice of the recommendation in a language that they can understand or are fluent. The notice will contain:

1. A statement of the reasons for the recommended action.
2. A statement that a hearing on the question of expulsion will be held unless waived by the student or the parent/guardian within ten (10) days after the date of the notice.
3. A statement that the student may be present at the hearing to hear the evidence, may have an opportunity to present relevant evidence, and may be accompanied by a parent/guardian and a representative of choice.

D. Unless the student or parent/guardian expressly waives their right to a hearing, the Head of School or designee shall not expel any child without a hearing at which evidence may be presented in the child's behalf by the parent, an attorney or an advocate of the parent/guardian's choice.

E. Hearings will be conducted by a hearing officer, who may not be a current employee of the school, the District, or the PTPLA Board of Directors. At the hearing, testimony and information will be presented under oath. Technical rules of evidence will not apply. The student, parent/guardian, or representative may question individuals presenting information.
   1. Written statements made by the student may not be used as evidence unless his or her parent/guardian was present at the time it was signed by the student, or school officials had made reasonable attempts to have the parent/guardian present at the time of signing.
   2. For a Type Six offense, if the hearing officer determines that the student possessed a firearm on school grounds, the recommended consequence shall be expulsion for a duration of one year.

F. The Head of School or designee will, following review of the recommended action and the report of the hearing officer take action on the recommended expulsion. A written opinion notifying the student and his or her parent/guardian of the action taken shall be issued within five (5) days of the hearing. If the Head of School or designee determines that the penalty for a Type Six offense does not merit expulsion for the duration of one year, the written opinion will state the reasons for the exception. The notice shall be in a language that the parent/guardian can understand or is fluent.

G. The Head of School or a designee will notify the student and his or her parent/guardian of their right to appeal the decision to the PTPLA Board of Directors within ten (10) days of the receipt of the notice. The notice shall be in a language that the parent/guardian can understand.

H. If an appeal is timely requested, the PTPLA Board of Directors will review the record and offer the opportunity for representatives of PTPLA and the student to make statements to the PTPLA Board of Directors. The PTPLA Board of Directors will:
   1. Make a determination of whether there was sufficient evidence to find:

      a. That the alleged violation occurred, and

      b. Whether the penalty imposed was appropriate.

   2. Provide a written decision within five days of the meeting.
   3. If it is determined that no violation occurred, all school records pertaining to the expulsion will be expunged from the student's file, and a corrected copy of the student's file will be provided to the student's parent or guardian by mail.
   4. If the penalty was not appropriate to the violation, all school records will be revised to indicate only the facts leading to the reduced penalty imposed by the PTPLA Board of Directors.

I. Information will be provided to the parent/guardian of every expelled student regarding educational alternatives available during the period of expulsion. If the parent/guardian desires a home-based educational program, curricula at the appropriate grade level will be made available.

## SECTION SEVEN: ANNUAL REVIEW AND DISCIPLINE COMMITTEES

### 7-1 Annual Review and Report

A. Both PTPLA and the PTPLA Board of Directors will evaluate and monitor the effectiveness of the school discipline plan using school disciplinary data disaggregated by race, ethnicity, and sex of the student. This will identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

B. PTPLA/Head of School will annually review their school climate and submit a written report in a form to be prescribed to the PTPLA Board of Directors; based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.

C. The review will include the following:

   1. Intervention and prevention strategies.

2. The number of referrals, in-school suspensions, out-of-school suspensions, expulsions, tickets, and arrests, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.

3. Differences in referrals among staff members.

4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.

D. Based on the review, PTPLA/Head of School will make changes consistent with the intent of this and other policies.

**7-2 Discipline Committees**

A. PTPLA will work to establish a discipline committee of school personnel, parents, and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

# Ambassador Dress Code Policy

Proud To Partner Leadership Academy believes that there is a connection between Student Dress and Academic Success. As such, any attire that detracts from the learning environment is not acceptable. Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of oneself and others. The following guidelines are not intended to be entirely inclusive of all dress code situations. Therefore, school administrators will be allowed the final decision when applying the guidelines to student appearance standards. Proud To Partner Leadership Academy also values the voice of students and has taken into consideration the suggestions of students in the generation of our unique dress code.

*Please wear the following:*

- Clothing that exposes not more than 2 inches midriff, has a back, has straps (no spaghetti straps, and no male A-cut undershirts), fits closely under the arms and is not too low cut (elbow check).
- Clothing that is loose or appropriately fitting (no short or long bodysuits, catsuits, swimsuits)
- Clothing that is of adequate length to cover the bottom at all times. If wearing leggings, the shirt must fall below the buttocks
- Clothing, if skirt or shorts, that meets the length of the pinky finger when standing
- Clothing, if jeans with rips or holes, that does not expose skin above the line of the pinky finger. If rips or holes are above the pinky finger, an undergarment must be worn.
- Clothing that has appropriate language. No clothing that depicts or references drugs, alcohol, a sexual reference, has profanity, or language that demeans others.
- Appropriate footwear for a safe learning environment. Refrain from wearing slippers, bedroom shoes, and slides. Crocs may be worn. Sandals may be worn.
- Headwear may be worn outside on campus, but must be removed upon entrance to building.
- Appropriate outerwear for warmth such as jackets and/or sweatshirts. Refrain from wearing pajamas or bringing blankets to school.

**School Uniform Dress**

All students are expected to dress in school uniform on the first school day of each week. Additional days will be determined at the discretion of school administration. School uniform dress is as follows:

- White collared polo shirt (purchase on own)
- Navy blue or Khaki pant or skirt (purchase on own)
- White button down dress shirt (purchase on own)
- School/logo collared polo shirt (provided by school)
- School blazer (provided by school)
- School tie/crosstie (provided by school)
- Black, Brown, Navy, or White shoes (purchase on own)

If there is a concern regarding student dress, a staff member will refer the student to the office to address the issue. The student and front office staff will discuss the concern, and if deemed necessary, the student will be provided appropriate clothing to change into or may wait in the front office for appropriate clothing to be brought to the student. Requests for exceptions to the dress code for religious, health-related, or other reasons will be considered by the school administration. We encourage participation on spirit days. However, students must be identifiable. Therefore, full face painting and the wearing of masks that cover the entire face are prohibited.

**Student Acknowledgment**

I have received, read, understand, and agree to abide by the Ambassador Dress Code.

Student Name: _____ Student Signature: _____

Date: _____ Grade: _____

**Parent or Legal Guardian Acknowledgment**

"As the parent/guardian of the above-named student, I have read, understand, and agree that my child shall comply with the Ambassador Dress Code."

Parent/Guardian Name: _____ Signature: _____

Date: _____

# Enrollment Policy

**A.** In compliance with 70 O.S. 2011, § 3-140, the PTPLA shall have an open enrollment and freedom of choice and shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

**B.** The boundaries of the PTPLA are those of the Putnam City Schools District and would be closest to that of Putnam City West High School, Mayfield Middle School, **.** The PTPLA will publish an application packet for parents and students describing eligibility for admission.

**D.** Timeline

a. Establish and publish a deadline for the receipt of Putnam City Schools students, understanding that they will be accepted at any time and will be given priority for admissions. Applications for admission from students who reside outside of the District's boundaries and who desire to transfer to the School shall be submitted with appropriate transfer documents in accordance with the timelines set forth in the Education Open Transfer Act, 70 O.S. 2011, § 8-101.1, et seq.

ii. Applications for Emergency Transfers may be considered at any time in accordance with the law.

b. Applications will be received by the Head of School, who shall review and consider applications for approval.

c. The Head of School will notify parents/students in writing of approval or denial not later than 45 days of the close of application window.

d. Once admitted, the parent must complete the appropriate transfer documents in accordance with the law and District policy.

e. If the number of eligible and qualified applicants exceeds the capacity of PTPLA, to include but not necessarily limited to, program capacity, PTPLA will conduct a lottery in compliance with the applicable law. Those students that reside in the Putnam City Schools District will be designated Priority Level #1 and will be given priority for admission. Priority Level #1 also includes any student of a sibling currently attending the PTPLA, or the child of a teacher and/or staff working at PTPLA, or the child of a Board member. The next consideration will be given to Priority Level #2, which includes any child who resides outside of the Putnam City Schools District, but specifically in the Western Heights Public Schools District. Priority Level #3 includes any child who resides outside of the Western Heights Public School District. PTPLA will conduct a public

lottery for any families desiring admission from the applicable Priority Level that may be oversubscribed. The lottery may be conducted by grade, or any other applicable capacity limiting reason as approved by PTPLA Board.

Applications can be submitted in digital format or hard copy. Both digital and hard copy applications can be accessed and printed from our school website, or retrieved from the school office at 909 S. Meridian Avenue, Oklahoma City, OK 73179. PTPLA will make every effort to ensure that the racial composition of the school resembles that of the needs of the resident district, inclusive of the largely populated Hispanic and African-American demographics, and additionally those students having been categorized in the Additional Targeted Supports and Intervention (ATSI) designation. Additionally, PTPLA will comply with any school Desegregation Plan or Order that is in effect. Families of the Putnam City School District may submit applications at any time, without end.

**The Oklahoma Charter School Act states that "a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability." If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process."** All students are provided a free education without tuition or fees.

**It will be the goal of PTPLA that all "eligible students" will re-enroll in the same school year over year, based on enrollment from fall to fall each year. Eligible students include all students who are not in the final grade of the school, have not moved out of the school's catchment area, and are eligible to attend public school.**

**Proud To Partner Leadership Academy**
**2024-25 School Application Form**

**Applying for Grade (circle): 9 10 11 12**

**Student Information**

**Legal First Name:** _____

**Legal Last Name:** _____ **Middle Initial:** _____

**Current School:** _____

**Is this student a sibling of a current student? Yes No**

**(If yes, please provide first and last name of sibling(s).**

**Sibling Name:** _____ **Sibling Name:** _____

**Student Address**

***Lottery results will be mailed to this address unless notified of any address change.**

**House/Apt. # Street Name:** _____

**City:** _____ **State:** _____ **Zip Code:** _____

**Phone:** _____ **Email address:** _____

**Parent/Guardian Information**

**Parent/Guardian 1 First Name:**_____ **Last Name:** _____

**Phone:** _____ **Email address:** _____

**Parent/Guardian 2 First Name:** _____ **Last Name:** _____

**Parent/Guardian 2 Address (If different than student)**

**House/Apt. # Street Name:** _____

**City:** _____ **State:** _____ **Zip Code:** _____

**Phone:** _____ **Email address:** _____

**Parent/Guardian Signature:** _____

**The Oklahoma Charter School Act states that "a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability." If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process."**

**Mail or hand deliver this form to 4149 Highline Blvd. Suite 300, Oklahoma City, OK 73108 by April 12, 2024. All applications received after the deadline will be placed on the waiting list in the order in which they are received.**

# FERPA Policy

**Legal Reference:** 20 U.S.C. § 1232g; 34 CFR Part 99

## Purpose

Proud To Partner Leadership Academy (PTPLA) is committed to protecting the privacy of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA).

## Policy Details

1. **Parent/Eligible Student Rights Under FERPA:**

    - **Inspect and Review Records:**
      Parents or eligible students (students aged 18 or older) have the right to inspect and review the student's education records maintained by the school.

    - **Request Amendments:**
      They may request amendment of records they believe are inaccurate or misleading.

    - **Consent to Disclosure:**
      PTPLA must obtain written consent before disclosing personally identifiable information (PII) from education records, except under certain permitted conditions.

    - **File a Complaint:**
      Complaints regarding alleged FERPA violations can be filed with:

      U.S. Department of Education
      Family Policy Compliance Office
      400 Maryland Avenue, SW
      Washington, D.C. 20202

2. **Directory Information:** PTPLA may disclose "directory information" without prior consent, unless parents opt out. Directory information may include:

- Student name
- Grade level
- Participation in officially recognized activities
- Awards received
- Photograph for school publications

3. **Opt-Out Procedures:**
   Parents must notify the school in writing within 10 days after receiving the annual notice if they do not want directory information released.

4. **Annual Notification:**

   - PTPLA will annually notify parents and eligible students of their FERPA rights via written notice and website.

5. **Recordkeeping and Training:**

   - School officials with access to education records will receive annual FERPA compliance training.

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# Media Policy

## 1.0 PURPOSE

This policy establishes clear procedures for the selection, evaluation, and review of instructional and library materials in the media center of Proud To Partner Leadership Academy and online library resources as provided through the Metropolitan Library System, ensuring that all content is age-appropriate, educationally relevant, and aligned with community standards and Oklahoma law.

## 2.0 POLICY STATEMENT

The Proud To Partner Leadership Academy Board of Education supports the right of students to access a broad range of educational materials through the school library/media program. All materials shall be selected to support curriculum goals, encourage reading and critical thinking, reflect diversity, and align with age-appropriate guidelines.

## 3.0 MATERIAL SELECTION GUIDELINES

3.1 Selection of materials shall be guided by professional library standards and the following criteria:

- Support for the curriculum and educational goals of the school;
- Appropriateness to age, maturity, and grade level;
- Representation of diverse perspectives and voices;
- Literary, artistic, or educational value;
- Alignment with Oklahoma Academic Standards and community expectations.

3.2 Responsibility for the selection of materials rests with the certified school librarian, in consultation with instructional staff and under the supervision of the site principal.

3.3 No material shall be selected or retained that includes sexually explicit content as defined by Oklahoma law, including but not limited to **House Bill 1775** and related legislation.

PROUD TO PARTNER
LEADERSHIP ACADEMY

**Media Consent for Proud To Partner Leadership Academy (Charter High School):**

Student Name: _____ Grade: _____

I consent to the use and disclosure of the image, quotes, name, the participation in interviews, and the taking of photographs, recordings, and videos of the Student named above by the Proud To Partner Leadership Academy (PTPLA) and invited members of the press for PTPLA and State Department of Education (SDE) sponsored events. I grant PTPLA and SDE and invited members of the press the right to disclose, edit, use, and reuse the Student's image, quotes, name, and interviews, and photographs, recordings, and videos of the Student for PTPLA and SDE nonprofit and public press purposes. This includes use in print, on broadcasts, in online spaces (such as the PTPLA and SDE website and social media accounts and those of the press), and all other forms of media. I understand that when the school hosts a public event, individuals at the event may take their own photographs, videos and audio of the event, that such recordings may capture me or my child, and that they may also be made public. I also release the PTPLA and SDE, its agents, and employees from all claims, demands, and liabilities in connection with the rights granted above.

**If Student is Under Age 18:**
Name of Parent / Guardian: _____
Signature of Parent / Guardian: _____

**If Student is Age 18 of Over:**
Name of Student: _____
Signature of Student: _____

**Date:** _____

**For students 18 and over, the form must be signed by the student, and not the parent or guardian.**

**Consentimiento de medios para Proud To Partner Leadership Academy (Escuela secundaria autónoma):**

Nombre del estudiante: _____ Grado: _____

Doy mi consentimiento para el uso y divulgación de la imagen, citas, nombre, la participación en entrevistas y la toma de fotografías, grabaciones y videos del estudiante mencionado anteriormente por parte de Proud To Partner Leadership Academy (PTPLA) y los miembros invitados de la prensa para eventos patrocinados por PTPLA y el Departamento de Educación del Estado (SDE). Otorgo a PTPLA y SDE y a los miembros invitados de la prensa el derecho de divulgar, editar, usar y reutilizar la imagen, las citas, el nombre y las entrevistas del Estudiante, así como fotografías, grabaciones y videos del Estudiante para organizaciones públicas y sin fines de lucro de PTPLA y SDE. fines de prensa. Esto incluye el uso impreso, en transmisiones, en espacios en línea (como el sitio web de PTPLA y SDE y las cuentas de redes sociales y las de la prensa) y todas las demás formas de medios. Entiendo que cuando la escuela organiza un evento público, las personas en el evento pueden tomar sus propias fotografías, videos y audio del evento, que dichas grabaciones pueden capturarnos a mí o a mi hijo, y que también pueden hacerse públicas. También libero a PTPLA y SDE, sus agentes y empleados de todos los reclamos, demandas y responsabilidades en relación con los derechos otorgados anteriormente.

**Si el estudiante es menor de 18 años:**
Nombre del padre/tutor:
_____ Firma del padre/tutor:
_____

**Si el estudiante tiene 18 años o más:**
Nombre del estudiante:
_____ Firma del estudiante:
_____

**Fecha:** _____

**Para estudiantes mayores de 18 años, el formulario debe estar firmado por el estudiante y no por el padre o tutor.**

# Reasonable Restroom/Changing Area Designation Policy

**Legal Reference:** State and Federal Nondiscrimination Requirements

## Purpose

Proud To Partner Leadership Academy (PTPLA) is committed to providing a safe, respectful, and nondiscriminatory environment for all students, staff, and visitors. This policy establishes guidelines for the reasonable designation and use of restrooms and changing areas on school premises.

## Policy Details

1. **Restroom Access:**
    - Students are permitted to use the restroom facilities that correspond to their consistently asserted gender identity.
    - Reasonable alternative restroom accommodations are available upon request, such as:
        - Use of a single-user restroom, if available.
        - Designated staff restrooms, if mutually agreed upon.
    - No student will be required to use an alternative restroom unless requested by the student or their parent/guardian.
2. **Changing Areas:**
    - PTPLA currently does not provide designated changing areas, as no facilities requiring such areas exist due to building permits approved as of February 29, 2024.
    - Should future facility expansions include changing areas, PTPLA will implement similar accommodations as outlined for restroom access.

3. **Privacy Protections:**

    - PTPLA respects the privacy of all students. No student shall be forced to disclose personal or private information regarding their gender identity or expression as a condition for restroom use.

    - Staff shall maintain confidentiality consistent with federal and state privacy laws.

4. **Request for Accommodation:**

    - Requests for specific accommodations may be directed to the school's Title IX Coordinator:
      Gemma Bernardino: Gemma.Bernardino@ptpla.org (405) 870-8001
      4149 Highline Blvd. Suite 300, Oklahoma City, OK 73108

5. **Training:**

    - All staff members will receive training on restroom access rights and privacy expectations under federal and Oklahoma law.

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# Student Pronoun Usage Policy

**Legal Reference:** B.O. 2023-SR-04 (State Board of Education Resolution)

## Purpose

Proud To Partner Leadership Academy (PTPLA) affirms the importance of respectful communication. This policy establishes standards regarding the use of student names and pronouns in accordance with student rights and applicable law.

## Policy Details

1. **Use of Student Names and Pronouns:**
    - Staff shall address students by the name and pronouns corresponding to the student's recorded designated demographic and state enrollment documentation.
    - PTPLA will not alter sex or gender designations on student records without authorization from the State Board of Education.
2. **Parent/Guardian Notification:**
    - PTPLA will comply with Oklahoma's Parental Rights laws. If a student under the age of 18 requests a change to their recorded name or pronouns, parental/guardian notification is required unless prohibited by law.
3. **Training:**
    - Staff will receive professional development on inclusive practices, Title IX obligations, and respectful communication standards.
4. **Privacy and Confidentiality:**
    - Information about a student's gender identity or pronouns will be treated as confidential and protected under FERPA unless otherwise authorized by the student or required by law.

# Student Smoking Ban and Drug-Free Schools Policy

**Legal References:**

- 63 O.S. § 1-1523 (Oklahoma Smoking in Public Places Act)
- 20 U.S.C. § 6081 (Pro-Children Act of 2001)
- 20 U.S.C. § 7101 et seq. (Safe and Drug-Free Schools and Communities Act)

## Purpose

Proud To Partner Leadership Academy (PTPLA) is committed to maintaining a safe, healthy, and productive learning environment, free from tobacco, alcohol, illegal drugs, and related substances.

## Policy Details

1. **Prohibition on Tobacco Use:**
    - The use, possession, and distribution of tobacco products, including but not limited to cigarettes, cigars, chewing tobacco, electronic cigarettes (vapes), and any nicotine-delivery devices are prohibited:
        - On all PTPLA property (indoors and outdoors)
        - At all school-sponsored activities and events
        - In school-owned or operated vehicles
    - This policy applies to students, employees, and visitors at all times.
2. **Prohibition on Alcohol and Drugs:**
    - The possession, use, sale, or distribution of alcoholic beverages, illegal drugs, or controlled substances is strictly prohibited:
        - On all PTPLA property (indoors and outdoors)

        - At school-sponsored events
        - While students or staff are engaged in school-related activities off-campus

3. **Disciplinary Actions:**
    - Students found in violation of this policy are subject to disciplinary measures up to and including:
        - Suspension or expulsion
        - Referral to appropriate law enforcement agencies
    - Staff and visitors violating the policy may face removal from premises and further action, consistent with applicable law.

4. **Prevention and Education:**
    - PTPLA shall provide prevention education about the dangers of tobacco, alcohol, and drug use as part of its health curriculum or accessible resources..
    - Resources for cessation programs and counseling services will be made available to students and staff.
    - Searches (bag check & wanding) will be conducted daily upon morning entry and randomly as determined by school administration or security.

5. **Posting of Signs:**
    - "Tobacco-Free" and "Drug-Free School Zone" signs shall be posted prominently at all school entrances and properties.

6. **Notification:**
    - Notice of this policy will be included annually in student and staff handbooks, posted on the PTPLA website, and provided during enrollment and employee onboarding.

# Title IX Policy

**Legal Reference:** Title IX of the Education Amendments of 1972, 34 CFR Part 106

## Purpose

Proud To Partner Leadership Academy (PTPLA) prohibits discrimination based on sex in its educational programs and activities. In compliance with Title IX and its implementing regulations, PTPLA maintains procedures to respond promptly and effectively to allegations of sexual discrimination and harassment.

## Scope

This policy applies to all students, employees, and applicants for admission or employment at PTPLA.

## Nondiscrimination Statement

PTPLA does not discriminate on the basis of sex in any education program or activity it operates. This requirement not to discriminate applies to both students and employees and extends to admissions and employment.

## Title IX Roles

- **Title IX Coordinator:**
  Gemma Bernardino: Gemma.Bernardino@ptpla.org (405) 870-8001
  4149 Highline Blvd. Suite 300, Oklahoma City, OK 73108

- **Investigator(s):**
  Rachel Brainard: Rachel.Brainard@ptpla.org

- **Decision-Maker(s):**
  Dawn Bowles, Principal: Dawn.Bowles@ptpla.org
  Kristanza Rowland, Teacher: Kristanza.Rowland@ptpla.org

All individuals assigned as coordinators, investigators, or decision-makers receive specialized Title IX training, and training materials are publicly available.

## Reporting

Any person may report sex discrimination or sexual harassment:

- By phone, email, or mail to the Title IX Coordinator;
- In person at the Coordinator's office;
- At any time, including during non-business hours.

**Complaint Form Available Here:**
ptpla.org/documents

## Grievance Process

Upon receipt of a formal complaint:

- The Title IX Coordinator will promptly respond and offer supportive measures to all parties.
- A neutral Investigator will conduct an impartial investigation.
- A separate Decision-Maker (not the Investigator) will issue a written determination.
- Either party may appeal the Decision-Maker's determination based on specific grounds (e.g., procedural irregularity, new evidence).

The grievance process will ensure:

- Presumption of innocence;
- Equal opportunities for both parties to present evidence;
- Prohibition of retaliation.

## Retaliation

PTPLA strictly prohibits retaliation against any individual participating in a Title IX process.

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docs.google.com/forms/d/e/1FAIpQLSc7hJbybS9vrro4Scy7S_h0V_x6aDXP2pODcirJ8_nD9GmpfA/viewform

PROUD TO PARTNER
LEADERSHIP ACADEMY

4149 Highline Boulevard Ste. 300, Oklahoma City, OK 73108 (405) 870-8001

# Title IX Complaint Form

The District complies with the Civil Rights Laws, including but not limited to Title IX of the Education Amendments of 1972. It is the express policy of the board of education to encourage student victims of sexual harassment to come forward with such claims.

Students who feel that administrators, supervisors, support personnel, teachers, or other students are subjecting them to sexual harassment are encouraged to report these conditions, or have their parents report these conditions, to the Title IX Coordinator. Any employee to whom such a report was made will provide notice of the report to the Title IX coordinator.

Title IX complaints can be submitted by contacting the Title IX Coordinator in person, by mail, by phone, by submitting this form, or by email at the contact information provided below:

**Gemma Bernardino**
Title IX Coordinator
**Address:**
Proud to Partner Leadership Academy
4149 Highline Blvd.
Oklahoma City, OK 73108
**Phone:** 405-870-8001
**Email:** Gemma.Bernardino@ptpla.org
(please use subject line: "URGENT: Title IX Incident")

# Tribal Regalia Policy

**Legal Reference:** 70 O.S. § 24-160

## Purpose

Proud To Partner Leadership Academy (PTPLA) recognizes the cultural and religious significance of tribal regalia. In accordance with Oklahoma law, PTPLA permits students to wear tribal regalia during graduation ceremonies and other school-sponsored events.

## Policy Details

1. **Definition:**
    - "Tribal regalia" includes traditional garments, jewelry, and other adornments of cultural significance to recognized Native American tribes.
2. **Right to Wear Regalia:**
    - Students of Native American descent may wear tribal regalia at graduation and official school events without penalty or discrimination.
3. **Excluded Items:**
    - Prohibited items include weapons, replicas of weapons, or anything that compromises safety or significantly disrupts the ceremony.
    - PTPLA reserves the right to prohibit items that are not part of recognized tribal regalia or that pose a substantial disruption.
4. **Notification:**
    - Students intending to wear tribal regalia must notify the principal or event organizer at least 3 days before the event.
    - Staff will work collaboratively to ensure appropriate accommodations.
5. **Respect and Inclusion:**

- Staff and students will be informed annually about the rights of Native American students to wear tribal regalia.

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**Voluntary Prayer and Moment of Silence Policy**

It shall be the policy of this Proud To Partner Leadership Academy Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer, so long as it is during non-instructional time and does not interfere with the rights of other students. All have the right to participate in voluntary prayer without bias or prejudice.

School employees are free to engage in religious prayer during school events, including sporting events and graduation ceremonies when employees are free to attend briefly to personal matters and students are engaged in other activities in accordance with the holding in *Kennedy v. Bremerton School District.,* 142 S.Ct. 2407 (2022).

Each school site within the district, thus being that of the Proud To Partner Leadership Academy (PTPLA) Charter High School shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence.

The minute of silence will be held at the start of the school day. The minute of silence will be announced over the intercom or in the classroom at the appointed time. The minute of silence shall be announced over the public address system or classroom as follows: "We now pause for a minute of silence in which students may reflect, meditate, pray, or engage in any other silent activity that does not interfere with another individual's choice."

If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

Individuals who wish to file a complaint regarding a violation of 70 O.S. §11-101.1 or §11-101.2 should notify the building principal in writing of the specific issue that has occurred. The building principal will notify the superintendent that a complaint has been

received. The building principal shall investigate the issue and determine whether a violation of the law has occurred. If the law has been violated, a plan of corrective action should be taken to address the issue.

REFERENCE: 70 O.S. §11-101.1 70 O.S. §11-101.2 Accreditation Standard 210:35-3-251 Accreditation Standard 210:35-3-252 Kennedy v. Bremerton School Dist., 142 S. Ct. 2407 (2022)