

**IN THE UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Department of  
Education, et al.,

*Defendants.*

Case No.: CIV-22-787-JD

**PLAINTIFFS' MOTION FOR PRELIMINARY INJUNCTION AND  
SUPPORTING MEMORANDUM OF LAW**

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## I. PRELIMINARY STATEMENT

Plaintiffs Andrew Bridge (“Andy”), Mark Miles (“Mark”), and Sarah Stiles (“Sarah”) (collectively, the “Students”),<sup>1</sup> by and through their respective parents, respectfully move this Court for a preliminary injunction against Defendants<sup>2</sup> pursuant to Rule 65(a) of the Federal Rules of Civil Procedure.<sup>3</sup>

Andy, Mark, and Sarah are hard-working and dedicated Oklahoma students. They also are transgender. The Equal Protection Clause of the Fourteenth Amendment to the U.S. Constitution and Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, *et seq.* (“Title IX”) recognize and protect Andy, Mark, and Sarah’s right to be treated just like any other student, regardless of their transgender status.

Notwithstanding these sacrosanct rights, on May 25, 2022, Oklahoma Governor Kevin Stitt signed into law Oklahoma Senate Bill 615, which has been codified as Okla. Stat. tit. 70, §1-125 (“SB615”). SB615 requires each Oklahoma public school and public charter school serving pre-kindergarten through twelfth grade students to designate all multiple occupancy restrooms or changing areas exclusively for the use of either the “male sex” or the “female sex,” while limiting each of those terms to include only students whose

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<sup>1</sup> Mark and Sara, and their respective parents, use pseudonyms in compliance with the Court’s Temporary Order Allowing Pseudonym Litigation. *See* Dkt. No. 11.

<sup>2</sup> For purposes of this motion only and unless otherwise specified, “Defendants” collectively refer herein to all defendants named in the Complaint except for Oklahoma City Public Schools (“OKCPS”), which is excluded from this motion. Plaintiff Stiles reserves her right to seek preliminary injunctive relief as against OKCPS.

<sup>3</sup> In support, the Students rely upon the following Memorandum of Law and the supporting declarations from the Students, Aysha Prather, Mia Miles, Sue Stiles, Stephanie L. Budge, Ph.D., and Mitchell A. Kamin.

gender aligns with the sex they were assigned on their original birth certificate. SB615 also requires the Oklahoma State Board of Education, Oklahoma public school districts, and Oklahoma public charter school governing boards to promulgate and enforce rules and disciplinary policies against individuals who refuse to comply with SB615's requirements.

SB615 and Defendants' related policies unlawfully target the Students because they are transgender by prohibiting them from using school restrooms consistent with their gender, which non-transgender students are permitted to use. SB615 and Defendants' policies force the Students into an unlawful Hobson's choice of using restrooms that are *inconsistent* with their gender, using inconveniently located and stigmatizing single-occupancy restrooms that no other students are required to use, avoiding use of restrooms at school altogether, or risking disciplinary action by their schools. These daily indignities are not mere inconveniences: SB615 and Defendants' policies single out Andy, Mark, and Sarah for differential treatment, humiliate them, and cause them significant emotional harm. SB615 and Defendants' policies tell the Students that who they are is wrong and send the same message about the Students to their peers and school staff, encouraging further discrimination against and harassment of the Students. And, finally, SB615 and Defendants' policies interfere with the Students' medical treatment and education.

A preliminary injunction is necessary to stop this irreparable harm pending final resolution of this case. The Students are likely to prevail on the merits of their Equal Protection and Title IX claims. Defendants are unjustifiably treating the Students and other transgender Oklahoma students worse than their classmates on the basis of their sex, gender identity, and transgender status. Unless enforcement of SB615 and Defendants' policies

are enjoined, Defendants' discrimination will subject the Students to further irreparable injuries. The Court therefore should grant the Students' motion for preliminary injunction.

## II. STATEMENT OF FACTS

### A. Gender Identity and Gender Dysphoria

Sex designations at birth are typically based solely on inspection of an infant's external genitalia but, in fact, an individual's sex is multifaceted and comprised of numerous characteristics that include chromosomal makeup, hormones, internal and external reproductive organs, secondary sex characteristics, and gender identity. Expert Decl. of Stephanie L. Budge, Ph.D. ("Budge Decl.") ¶¶23–24. "Gender identity" is a person's internal or psychological sense of having a particular gender. *Id.* ¶21. When there is a divergence among the characteristics comprising an individual's sex, the individual's gender identity is the most important and determinative factor. *Id.* ¶24. Most people are cisgender, meaning that their gender identity aligns with the sex they were assigned at birth. *Id.* ¶23. A person is transgender if they have a gender identity that does not align with the sex they were assigned at birth. *Id.* Unlike cisgender individuals, transgender individuals experience a pervasive, consistent, persistent, and insistent sense of being a gender different from their sex assigned at birth. *Id.* ¶25.

Many people who are transgender experience sustained and clinically significant distress caused by the incongruence between their gender and the sex they were assigned at birth. *Id.* ¶¶26–29. The American Psychiatric Association's Diagnostic & Statistical Manual of Mental Disorders ("DSM-5") diagnostic term for this distress is "Gender Dysphoria." *Id.* ¶¶27–29. The World Professional Association for Transgender Health

(“WPATH”) has published widely accepted standards of care for treating gender dysphoria (the “WPATH Standards”). *Id.* ¶¶32–33. Treatments for gender dysphoria in accord with the WPATH Standards may include psychological care, social transition, pubertal blockers, hormone therapy, and/or, for those who are older, gender-affirming surgeries. *Id.* ¶¶35–40. Untreated gender dysphoria can result in debilitating anxiety, severe depression, substance use, suicidal ideation, and self-harm. *Id.* ¶27. Social transition is an important treatment for gender dysphoria and is the sole treatment available under the WPATH Standards for pre-pubertal children, aside from psychological therapy. *Id.* ¶¶35–37. Most transgender adolescents undergo some form of social transition. Clinically effective social transition allows a transgender child or adolescent to live and be recognized consistent with their gender (*i.e.*, allows boys who are transgender to live and be treated as the boys they are and allows girls who are transgender to live and be treated as the girls they are), in all spheres of their lives. *Id.* Typically, social transition includes allowing children to wear clothing, cut or grow their hair, adopt other appearance styles, use names and pronouns, and use restrooms and other sex-separated facilities consistent with their gender, instead of the sex they were assigned at birth. *Id.* ¶36.

**B. SB615, the SBOE Emergency Rules, and the NPS, MPS, and HICD Disciplinary Policies**

SB615 mandates that each Oklahoma public school and public charter school serving pre-K–12 students designate multiple occupancy restrooms or changing areas for the exclusive use of either the “male sex” or the “female sex.” Ex. 1, §1(B)(1)–(2).<sup>4</sup> SB615

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<sup>4</sup> All citations to exhibits refer to the exhibits to the Declaration of Mitchell A. Kamin.

defines “sex” as “the physical condition of being male or female based on genetics and physiology, as identified on the individual’s original birth certificate,” *id.* §1(A)(1), conflicting with the scientific understanding of sex. *Supra* Section II.A; Budge Decl. ¶24.

SB615 requires the Oklahoma State Board of Education (“SBOE”)—of which Defendants Appointed Board Members and State Superintendent are members—to promulgate and enforce rules to implement Section 1 of SB615. The SBOE promulgated emergency rules (the “SBOE Emergency Rules”) on August 25, 2022, set forth in Title 210 of the Oklahoma Administrative Code as new Section 35-3-186(h). Ex. 2.

SB615 requires Oklahoma school districts and public charter school governing boards to adopt disciplinary policies for individuals who refuse to comply with SB615. SB615 §1(E)(1). The law also requires that the SBOE decrease funding for noncompliant districts or schools by 5% for the fiscal year following the year of noncompliance. The SBOE Emergency Rules further require that the Regional Accreditation Officer evaluate schools for compliance with SB615 and provide that non-compliance may result in “adverse accreditation action.” Okla. Admin. Code §210:35-3-186(h).

Pursuant to SB615 §1(E)(1), the respective governing boards of NPS, MPS, and HICD have adopted policies implementing SB615 and providing for discipline of students who do not comply with SB615. Exs. 3–7, 15–17. Students may be subject to detention, in-school suspension, out-of-school suspension, or other consequences should they violate these policies and practices. *Id.*

Attorney General John O’Connor (“AG O’Connor”) has expressed his intent to exercise his powers to exclude students who are transgender from multiple occupancy



school restrooms and other sex-segregated facilities consistent with their gender. *See, e.g.*, Attorney General O'Connor Releases Statement Following the Signing of SB615 and HB4327, May 26, 2022 (“The Attorney General has been working vigorously on this issue for months now” and has “already begun pushing back ... and will continue to do so.”).

## **C. Plaintiffs’ Experiences in Oklahoma Schools as Transgender Students**

### **1. Andy Bridge**

Andy is a senior at Noble High School (“NHS”), which is part of Noble Public Schools (“NPS”). Decl. of Andrew Bridge (“Bridge Decl.”) ¶¶2–3. Andy is an honor student and a member of the Varsity Team in the Academic Bowl; he also enjoys reading and painting. *Id.* ¶¶5, 7. He plans to attend a university to study psychology. *Id.* ¶6.

Andy is a transgender boy. *Id.* ¶¶8–9. Although Andy was identified as female at birth on his birth certificate, he identifies as a male and lives consistently with his gender in all aspects of his life. *Id.* ¶¶10–18. Andy became certain he is transgender through discussions with his therapist, physician, and supportive friends and through extensive reading and reflection on his gender identity. *Id.* ¶11. Andy told his family he is a boy in the summer of 2020, and shortly after, began aligning his lived experience with his gender and told his close friends his name and pronouns. *Id.* ¶¶12–13; Decl. of Aysha Prather (“Prather Decl.”) ¶¶4, 6. Andy was diagnosed with gender dysphoria and has been receiving treatment since June 2021. Bridge Decl. ¶¶15–16; Prather Decl. ¶7.

During Andy’s junior year at NHS, Andy changed his name on his school records. Teachers and peers generally used his correct male pronouns and treated him like any other boy in every respect. Bridge Decl. ¶¶17–18. With the knowledge and support of school

administrators, Andy used the boys' restrooms during his junior year. *Id.* ¶19.

After SB615 was enacted, a district administrator informed Andy and his mother that under NPS's new policy, transgender students would have a single-occupancy restroom made available to them, Andy would be counseled to use other restrooms if there were complaints about him using the boys' restroom, and he would be subject to further discipline if he continued using the boys' restroom. *Id.* ¶22; Prather Decl. ¶15. On September 12, 2022, the NPS Board of Education adopted "SB615 Bathroom and Changing Facility Policy," providing for discipline of students who refuse to follow SB615. Ex. 3; *see also* Ex. 4 at 78–81 ("Student Discipline").

Since the school year started, Andy has used the boys' restroom at school or returned home to use the restroom during extended breaks in his schedule. Bridge Decl. ¶23. Andy wants to be treated with the same dignity and respect as other boys and feels that using a single-occupancy restroom that non-transgender students are not required to use or using a restroom inconsistent with his gender would be stigmatizing, ostracizing, and an invasion of his privacy. *Id.* ¶¶24, 26. As a result of SB615, Andy feels like adults are bullying him and other transgender students by implying that transgender students are wrong, dangerous, or perverted and need to be segregated from other students. *Id.* ¶¶21, 26. Andy no longer feels safe or welcome in the only community he has called home. *Id.* ¶25.

## **2. Mark Miles**

Mark is a student enrolled at a Moore Public Schools' ("MPS") high school in Oklahoma City, Oklahoma. Decl. of Mark Miles ("Miles Decl.") ¶2. Mark loves music, would like to study music theory in college, and plans to make a career in music. *Id.* ¶4.

Mark is a transgender boy. *Id.* ¶¶5–6. Although he was identified as female at birth, Mark knew and told others he was a boy from a young age. *Id.* ¶¶7–8. Mark came out to his family as transgender in the summer of 2018. *Id.* ¶9; Decl. of Mia Miles (“Mia Miles Decl.”) ¶5. He then took steps to align his lived experience with his gender, such as having his family use his correct name and pronouns and cutting his hair short. Miles Decl. ¶10. Mark has since been diagnosed with gender dysphoria and began receiving medical treatment in July 2019. *Id.* ¶¶11–12.

During his freshman year of high school in 2021–22, Mark obtained a legal name change, which was reflected in his school records, his teachers and peers referred to him by his correct name and male pronouns, and he was treated as a boy in all regards. *Id.* ¶15. Mark also began using the boys’ restroom at school. *Id.* ¶16. In January 2022, a teacher reported Mark for using the boys’ restroom, and in February 2022, an MPS Assistant Superintendent told Mark he was no longer allowed to use the boys’ restroom but would have access to a single-occupancy restroom. *Id.* ¶17; Mia Miles Decl. ¶¶13–14.

As a result of Mark’s exclusion from the boys’ restroom, his parents filed a Title IX grievance with the school district that was ultimately rejected because of the passage of SB615. Mia Miles Decl. ¶¶15–16. During the pendency of the grievance, Mark was required to use an out-of-the-way, single-occupancy restroom, causing his anxiety and depression to worsen until his parents ultimately pulled him out of in-person classes for the rest of the school year and enrolled him in online classes. *Id.* ¶17; Miles Decl. ¶18.

On August 8, 2022, the MPS Board of Education adopted a “Use/Misuse of School Restrooms and Changing Facilities” disciplinary policy. Ex. 5. Students who “misuse” the

restroom, *i.e.*, use a restroom that does not correspond with the sex on their original birth certificate, are subject to discipline, such as a conference, detention, in-school suspension, restriction of privileges, a behavior contract, or suspension. *Id.*; *see also* Ex. 6.

Being barred from using the boys' restroom at school upsets Mark and worsens his gender dysphoria. Miles Decl. ¶19. He also fears that being required to use a separate, single-occupancy restroom will make it more likely that his peers will discover he is transgender. *Id.* These worries distract Mark from his schoolwork. *Id.* Although Mark initially continued using the boys' restroom when attending school in-person this year, after the filing of this lawsuit and due to the anxiety Mark was experiencing—caused in part by SB615 and MPS's disciplinary policy—Mark and his parents decided he would return to online classes for his health and safety. *Id.* ¶¶19–20; Mia Miles Decl. ¶20.

### 3. Sarah Stiles

Sarah is an eighth grade student at Independence Charter Middle School (“ICMS”), which is part of the Harding Independence Charter District (“HICD”). Decl. of Sarah Stiles (“Stiles Decl.”) ¶2. Sarah's favorite subject in school is history, and for fun she likes to bowl, play video games, and play the cornet. *Id.* ¶¶3–4. She is also active in her church's youth group and a local LGBTQ center's youth group. *Id.* ¶4.

Sarah is a transgender girl. *Id.* ¶¶5–6. At birth, Sarah was identified as male on her birth certificate, but she identifies as female and lives her life as a girl. *Id.* ¶7. In the summer of 2021, Sarah told her parents she is transgender and her family began using her correct name and pronouns. *Id.* ¶¶8–9. Sarah has been diagnosed with gender dysphoria and began receiving medical treatment in April 2022. *Id.* ¶¶11–12.

During the 2021–22 school year, Sarah attended a different middle school, where she was bullied and harassed for being transgender. *Id.* ¶13. Sarah was required to use the boys’ restroom, where she was physically assaulted multiple times. *Id.*; Decl. of Sue Stiles (“Sue Stiles Decl.”) ¶7. For Sarah’s health and safety, her parents enrolled her at ICMS after learning that HICD schools promise a nondiscriminatory and welcoming environment for transgender students. Stiles Decl. ¶¶14–15; Sue Stiles Decl. ¶8. HICD told Sarah she would be able to use the girls’ restroom at ICMS. Stiles Decl. ¶15; Sue Stiles Decl. ¶10.

At the beginning of this school year, Sarah used the girls’ restroom at ICMS without incident. Stiles Decl. ¶17. However, despite the assurances previously provided to Sarah’s parents, Superintendent Stefanik soon after informed Sarah’s parents that ICMS and HICD’s governance board are obligated to follow Oklahoma law and noted that ICMS had designated a single-occupancy restroom that Sarah could use. Sue Stiles Decl. ¶¶11–12. On September 12, 2022, the governing board of HICD adopted “Bathroom/Changing Area Use Based On Sex,” mandating discipline for students who refuse to follow SB615. Ex. 7.

The single-occupancy restroom to which Sarah was given access was so far out of the way that Sarah could not access the restroom during the four-minute passing period between classes. Stiles Decl. ¶¶21–22. As a result, Sarah had to go to the restroom during class periods, missing instructional time. *Id.* One of Sarah’s teachers complained about the time it took Sarah to use the restroom and gave Sarah just three minutes to use the restroom. *Id.* This was impossible, as the trip—which passes at least two other girls’ restrooms that Sarah is prohibited from using—took four to six minutes. *Id.*

The single-occupancy restroom Sarah was offered was located in the classroom for

in-school suspension, where suspended students could see Sarah en route—one of whom even asked why she was there. *Id.* ¶¶18–19. Sarah faces an impossible choice: she fears being stigmatized, singled out, and bullied for using a restroom inconsistent with her gender but also fears that using the single-occupancy restroom will result in other students discovering she is transgender and treating her differently. *Id.* ¶¶18–19, 23.

Following the filing of this lawsuit, Sarah was told that she could use a single-occupancy restroom located in the front office of the school. Stiles Decl. ¶20. This single-occupancy restroom also is out of the way, and Sarah is still unable to make it to the new restroom between classes. *Id.*

Sarah has been negatively impacted by being treated differently than her female classmates. *Id.* ¶¶18–23. Moreover, her education is disrupted because she is forced to choose between distracting physical discomfort and missing extended periods of class time to use the single-occupancy restrooms. *Id.*; Sue Stiles Decl. ¶15.

### **III. LEGAL STANDARD**

“Four factors must be shown by the movant to obtain a preliminary injunction: (1) the movant ‘is substantially likely to succeed on the merits; (2) [the movant] will suffer irreparable injury if the injunction is denied; (3) [the movant’s] threatened injury outweighs the injury the opposing party will suffer under the injunction; and (4) the injunction would not be adverse to the public interest.’” *Fish v. Kobach*, 840 F.3d 710, 723 (10th Cir. 2016) (citation omitted). As demonstrated below, the Students are entitled to preliminary injunctive relief because each of these four factors is satisfied.

**IV. PLAINTIFFS ARE SUBSTANTIALLY LIKELY TO SUCCEED ON THE MERITS OF THEIR EQUAL PROTECTION AND TITLE IX CLAIMS.<sup>5</sup>**

**A. Defendants Violate the Equal Protection Clause by Discriminating Against the Students Based on Their Sex and Transgender Status.**

SB615, the SBOE Emergency Rules, and Defendants’ disciplinary policies (collectively, “SB615 and Defendants’ Policies”) violate the Fourteenth Amendment’s Equal Protection guarantee that no State shall “deny to any person within its jurisdiction the equal protection of the laws.” U.S. Const. amend. XIV, §1. This guarantee is “concerned with governmental action that disproportionately burdens certain classes of citizens.” *A.M. v. Holmes*, 830 F.3d 1123, 1166 (10th Cir. 2016) (citation omitted). SB615 and Defendants’ Policies discriminate against transgender students like Andy, Mark, and Sarah by treating transgender students differently than non-transgender students in requiring only transgender students to use either restrooms that do not match their gender or single-occupancy restrooms, which no other students are required to use.

The discrimination codified in SB615 is not an issue of first impression for the federal courts. Every court of appeals to have considered this issue, and numerous district courts, have held that excluding transgender students from multiple occupancy school restrooms consistent with their gender violates or is likely to violate the Equal Protection Clause.<sup>6</sup> SB615 should be reviewed under heightened scrutiny because (1) discrimination

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<sup>5</sup> Plaintiffs seek a preliminary injunction on their Equal Protection claims as to State Superintendent Hofmeister, the appointed members of the SBOE, and AG O’Connor, all in their official capacities, and NPS, MPS, and HICD. Plaintiffs seek a preliminary injunction on their Title IX claims as to OSDE, NPS, MPS, and HICD.

<sup>6</sup> See, e.g., *Grimm v. Gloucester Cty. Sch. Bd.*, 972 F.3d 586, 608–14 (4th Cir. 2020), *as amended* (Aug. 28, 2020), *cert. denied*, 141 S. Ct. 2878 (2021); *Whitaker ex rel. Whitaker*

against transgender students constitutes discrimination on the basis of sex and (2) discrimination against transgender people bears all the indicia of a suspect classification.

**1. Sex-based discrimination demands heightened scrutiny.**

Discrimination against transgender individuals triggers heightened scrutiny because it necessarily classifies them based on sex. Any policy that treats transgender people differently than others “is inherently based upon a sex-classification,” *Whitaker*, 858 F.3d at 1051, for three reasons.

First, the Supreme Court has made clear that discrimination against transgender people is necessarily a form of sex discrimination, holding that “it is impossible to discriminate against a person for being ... transgender without discriminating against that individual on the basis of sex.” *Bostock v. Clayton Cty.*, 140 S. Ct. 1731, 1741 (2020).<sup>7</sup> SB615 and Defendants’ Policies “cannot be stated without referencing sex,” *Whitaker*, 858 F.3d at 1051, and “[o]n that ground alone, heightened scrutiny should apply.” *Grimm*, 972 F.3d at 608 (4th Cir. 2020). SB615 and Defendants’ Policies are a “straightforward” case of sex discrimination. *Boyden v. Conlin*, 341 F. Supp. 3d 979, 995 (W.D. Wisc. 2018).

Second, sex discrimination encompasses any differential treatment on the basis of

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*v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ.*, 858 F.3d 1034, 1051 (7th Cir. 2017); *Dodds v. United States Dep’t of Educ.*, 845 F.3d 217, 220–22 (6th Cir. 2016); *Ray v. McCloud*, 507 F. Supp. 3d 925, 937–38 (S.D. Ohio 2020); *Evancho v. Pine-Richland Sch. Dist.*, 237 F. Supp. 3d 267, 288 (W.D. Pa. 2017); *Bd. of Educ. of the Highland Local Sch. Dist. v. U.S. Dep’t of Educ.*, 208 F. Supp. 3d 850, 874 (S.D. Ohio 2016); *Adkins v. City of N.Y.*, 143 F. Supp. 3d 134, 139–40 (S.D.N.Y. 2015).

<sup>7</sup> Although *Bostock* concerned a Title VII claim, courts rely upon a common body of law when analyzing discrimination claims, regardless of whether the claim at issue arises under the Equal Protection Clause or a particular nondiscrimination statute. See *Glenn v. Brumby*, 663 F.3d 1312, 1316 (11th Cir. 2011) (applying Title VII case law to Equal Protection claim); *Smith v. City of Salem*, 378 F.3d 566, 576–77 (6th Cir. 2004) (same).



“sex-based considerations,” *Price Waterhouse v. Hopkins*, 490 U.S. 228, 242, 251 (1989), including gender non-conformity. See *EEOC v. R.G. & G.R. Harris Funeral Homes, Inc.*, 884 F.3d 560, 576–77 (6th Cir. 2018), *aff’d sub nom. Bostock*, 140 S. Ct. 1731 (“There is no way to disaggregate discrimination on the basis of transgender status from discrimination on the basis of gender non-conformity.”). “Many courts ... have held that various forms of discrimination against transgender people constitute sex-based discrimination ... because such policies punish transgender persons for gender non-conformity, thereby relying on sex stereotypes.” *Grimm*, 972 F.3d at 608; see also *Glenn*, 663 F.3d at 1316 (“A person is defined as transgender precisely because of the perception that his or her behavior transgresses gender stereotypes.”); *Fabian v. Hosp. of Cent. Conn.*, 172 F. Supp. 3d 509, 526 (D. Conn. 2016) (“discrimination because of the properties or characteristics by which individuals may be classified as male or female” is based on sex).

Third, “discrimination ‘because of sex’ inherently includes discrimination against employees because of a change in their sex.” *Harris Funeral Homes*, 884 F.3d at 575. Just as discrimination based on religious conversion is necessarily based on religion, discrimination based on gender transition is necessarily discrimination based on sex. *Schroer v. Billington*, 577 F. Supp. 2d 293, 306–07 (D.D.C. 2008).

## **2. Discrimination based on transgender status demands heightened scrutiny.**

Even aside from its inextricable connection to sex discrimination, discrimination on the basis of transgender status is separately entitled to strict, or at least heightened, scrutiny. Courts examine four factors to assess whether some form of heightened scrutiny applies:

(1) whether the class has been historically “subjected to discrimination,” *Lyng v. Castillo*, 477 U.S. 635, 638 (1986); (2) whether the class has a defining characteristic that “frequently bears no relation to ability to perform or contribute to society,” *City of Cleburne v. Cleburne Living Ctr.*, 473 U.S. 432, 440–41 (1985); (3) whether the class exhibits “obvious, immutable, or distinguishing characteristics that define them as a discrete group,” *Lyng*, 477 U.S. at 638; and (4) whether the class is “a minority or politically powerless,” *id.* However, “[i]mmutability and lack of political power are not strictly necessary factors” for heightened scrutiny to apply. *Windsor v. United States*, 699 F.3d 169, 181 (2nd Cir. 2012), *aff’d*, 570 U.S. 744 (2013). Here, all four factors point in favor of some form of heightened scrutiny.

Numerous federal courts have applied these factors to recognize that transgender people constitute at least a quasi-suspect class. *See, e.g., Grimm*, 972 F.3d at 610 (finding “[e]ach factor ... readily satisfied” with regard to transgender people); *accord Karnoski v. Trump*, 926 F.3d 1180, 1200 (9th Cir. 2019). “[T]ransgender people have suffered a history of persecution and discrimination” and “are a politically powerless minority,” and “transgender status bears no relation to ability to contribute to society” and “is a sufficiently discernible characteristic to define a discrete minority class.” *Adkins*, 143 F. Supp. 3d at 139–40. Transgender people have experienced a long history of discrimination, including pervasive discrimination in employment, housing, and access to places of public accommodation or government services. *Id.* at 139; *see also Highland*, 208 F. Supp. 3d at 873–74; *Brocksmith v. United States*, 99 A.3d 690, 698 n.8 (D.C. 2014). Additionally, “there is obviously no relationship between transgender status and the ability to contribute

to society.” *Highland*, 208 F. Supp. 3d at 874.

Transgender individuals are also a discrete minority—it is estimated that only 0.39% of the adults in the United States identify as transgender, and there can be little dispute that they are relatively powerless politically. Esther L. Meerwijk and Jae M. Sevelius, *Transgender Population Size in the United States: A Meta-Regression of Population-Based Probability Samples*, 107(2) Am. J. Pub. Health (Feb. 2017). Further, a person’s gender identity is an innate, effectively immutable characteristic that cannot be altered and that the government cannot require be changed in order to obtain equal treatment. Budge Decl. ¶25; *Highland*, 208 F. Supp. 3d at 874; *Hernandez-Montiel v. INS*, 225 F.3d 1084, 1093 (9th Cir. 2000). Defendants’ discrimination based on transgender status must be evaluated under strict, or at least heightened, scrutiny.

**3. SB615 fails to further a compelling, important, or even legitimate governmental interest.**

Since heightened scrutiny applies, *Defendants* must show both that the policy “serves important governmental objectives” and that “the discriminatory means employed are substantially related to the achievement of those objectives.” *United States v. Virginia*, 518 U.S. 515, 524 (1996) (citation omitted). Defendants are unable to advance a compelling, important, or even legitimate government interest that is furthered by SB615 and Defendants’ Policies. Indeed, the sole government “interest” in this law is not only speculative, but is false, and has been rejected by every court to consider it. *Id.* at 533 (on intermediate scrutiny, “[t]he justification must be genuine, not hypothesized, or invented *post hoc* in response to litigation”).

Segregating school restroom use based on sex assigned at birth was an eleventh-hour amendment that stripped the provisions of a bill that previously concerned sex education curricula, replacing them with the text as passed.<sup>8</sup> The entire justification for SB615 is an unelaborated reference to “privacy and safety.” Ex. 1. This reference is an empty attempt to identify some rationale. The legislature provided no evidence of privacy or safety offenses, no evidence showing that transgender people have a predisposition toward such offenses, and not a single incident of such offense in Oklahoma or elsewhere.

Other courts have routinely rejected the unsupported presumption that transgender students pose a threat to the safety of others simply by using restrooms that align with their gender.<sup>9</sup> Budge Decl. ¶¶69–70; *Whitaker*, 858 F.3d at 1052. Transgender people generally *avoid* bringing attention to themselves while in restrooms to protect their own safety. Budge Decl. ¶¶69–70. These facts accord with the Students’ experiences: how could Andy, for instance, threaten anyone’s privacy or safety simply by entering a restroom stall and closing the door?

Defendants’ justification for SB615 is not genuine and should be rejected. Because there is no evidence-based, actual reason for their discriminatory policies, Defendants fall

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<sup>8</sup> Compare Ex. 18, Engrossed Senate Bill No. 615, concerning sex education curricula and having no content associated with restrooms, privacy, or safety, with Ex. 1, Enrolled Senate Bill No. 615, containing no reference to sex education curricula.

<sup>9</sup> *G.G. v. Gloucester Cty. Sch. Bd.*, 822 F.3d 709, 723 n.11 (4th Cir. 2016) (rejecting school district’s “amorphous safety concerns”); *Glenn*, 663 F.3d at 1321 (dismissing as pretextual employer’s “purported concern that other women might object to [transgender woman’s] restroom use” and “speculative concern about lawsuits arising if [plaintiff] used the women’s restroom”); *Cruzan v. Special Sch. Dist., No. 1*, 294 F.3d 981, 984 (8th Cir. 2002) (rejecting sexual harassment claim by non-transgender woman based on transgender colleague’s use of women’s restrooms).

well short of satisfying their burden under heightened scrutiny of showing an “exceedingly persuasive” justification. *See Virginia*, 518 U.S. at 533.<sup>10</sup>

**4. SB615 is not substantially or even rationally related to its purported goals.**

Given SB615’s lack of credible objectives, Defendants necessarily fail to demonstrate that “the discriminatory means employed are substantially related to the achievement of those objectives.” *Virginia*, 518 U.S. at 524 (citation omitted). Even if the purported privacy and safety justification were legitimate (and they are not), there is no explanation of how SB615 achieves privacy and safety goals, or how other alternatives would fail to achieve the same. *Cf. Whitaker*, 858 F.3d at 1052 (school’s birth certificate-based restroom policy “does nothing to protect the privacy rights of each individual student ... and it ignores the practical reality of how [plaintiff], as a transgender boy, uses the restroom: by entering a stall and closing the door”).

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<sup>10</sup> Even if rational basis review applied, SB615 and Defendants’ Policies are not rationally related to any legitimate government interest. Defendants cannot show that their measures “bear[] a rational relation to some legitimate end.” *Romer v. Evans*, 517 U.S. 620, 631 (1996); *see also Lawrence v. Texas*, 539 U.S. 558, 580 (2003) (O’Connor, J., concurring) (“When a law exhibits such a desire to harm a politically unpopular group, we have applied a more searching form of rational basis review to strike down such laws under the Equal Protection Clause.”). SB615 and Defendants’ Policies amount to an impermissible objection to transgender students, as confirmed in the press release following the passage of SB615, in which Senator Bullard decried “[h]ow far have we slipped in our society” that “we are willing to fail our kids by coercing them into living in someone else’s fantasy.” Ex. 9. Across history, there have been similar claims of “discomfort” about simply sharing spaces with those perceived as different—but the correct answer has never been to indulge discomfort. Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America’s Struggle for Equality* 107 (Knopf 1975). Even if such beliefs are born of a “profound and deep conviction[],” *Lawrence*, 539 U.S. at 571, “mere negative attitudes, or fear, unsubstantiated by factors which are properly cognizable ... are not permissible bases” for differential treatment of a vulnerable group. *Cleburne*, 473 U.S. at 448. Discomfort or dislike of transgender people cloaked as privacy or safety concerns is simply not a legitimate basis for imposing unequal or stigmatizing treatment.

SB615 also arbitrarily anchors the definition of “sex” to the identification made on an individual’s “original” birth certificate. Ex. 1. Setting aside instances where an original birth certificate may contain typographical errors, this decision assumes—without justification—that designating restroom use based on sex assigned at birth, *i.e.*, excluding transgender students, somehow increases safety and privacy. In fact, the opposite is true. Transgender students may be indistinguishable from non-transgender students, and policies forcing them to use restrooms inconsistent with their gender may well trigger discrimination. Budge Decl. ¶¶38, 63–64. If an adolescent transgender boy is forced to use a girls’ restroom, other students in that restroom could actually feel *less safe*, due to the presence of an individual they correctly perceive as of a different sex in an otherwise sex-segregated space. Similarly, an adolescent girl who is transgender should not be forced to use a restroom occupied by boys. *See* Stiles Decl. ¶13 (describing a physical assault when Sarah was forced to use the boys’ restroom). SB615 is simply not a safety and privacy bill.

**B. Defendants OSDE, NPS, MPS, and HICD Discriminate Against the Students on the Basis of Sex, in Violation of Title IX.**

Title IX provides that “[n]o person ... shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.” 20 U.S.C. §1681. The Students are also substantially likely to succeed on their Title IX claim because: (1) the Students are excluded from participation in an education program “on the basis of sex”; (2) Defendants Oklahoma State Department of Education (“OSDE”), NPS, MPS, and HICD receive Federal financial assistance; and (3) SB615 and Defendants’ Policies harm

the Students. *See Grimm*, 972 F.3d at 616.

As recipients of Federal financial assistance, *see* Exs. 10–13, Defendants OSDE, NPS, MPS, and HICD must comply with Title IX. Excluding Andy and Mark from boys’ restrooms and Sarah from girls’ restrooms, on account of their transgender status, gender identity, and nonconformity with the sex assigned to them at birth, is sex-based discrimination. *Supra* Section IV.A.1. “[I]t is impossible to discriminate against a person for being ... transgender without discriminating against that individual on the basis of sex.” *Bostock*, 140 S. Ct. at 1741. Discrimination based on transgender status is sex-based discrimination because it amounts to “penaliz[ing] a person identified as [a particular sex] at birth for traits or actions” that would be tolerated in a person identified as another sex at birth. *Id.*

Here, SB615 and Defendants’ Policies forbid the Students from using facilities consistent with their gender simply because their gender identity does not conform with the sex they were identified as at birth, while students whose gender identity conforms with the sex they were identified as at birth are allowed to use those facilities. This is discrimination on the basis of sex. *See Grimm*, 972 F.3d at 616–19 (policy discriminating against transgender students constituted discrimination on the basis of sex under Title IX); *see also Whitaker*, 858 F.3d at 1049–50; *Dodds*, 845 F.3d at 220–22; *B.E. v. Vigo Cty. Sch. Corp.*, 2022 WL 2291763, at \*4 (S.D. Ind. June 24, 2022); *J.A.W. v. Evansville Vanderburgh Sch. Corp.*, 396 F. Supp. 3d 833, 841 (S.D. Ind. 2019).

Moreover, SB615 and Defendants’ Policies harm the Students by causing psychological distress, stigma, and a disrupted educational experience due to being

excluded from multiple occupancy school restrooms on the basis of their sex. *Infra* Section V; *Grimm*, 972 F.3d at 617–18 (holding disrupted education time and emotional and dignitary harm cognizable harm under Title IX); *Highland*, 208 F. Supp. 3d at 870–71 (finding likelihood of success on Title IX claims when student forced to use gender-inconsistent restroom felt stigmatized and isolated).

**V. THE STUDENTS WILL SUFFER IRREPARABLE HARM ABSENT A PRELIMINARY INJUNCTION.**

**A. The Students Are Irreparably Harmed as a Matter of Law Based on the Infringement of Their Constitutional and Statutory Rights.**

Irreparable harm is established as a matter of law. Because Defendants are violating the Students’ constitutional rights under the Equal Protection Clause, they presumptively suffer irreparable harm in the absence of preliminary injunctive relief. *Fish*, 840 F.3d at 752. The Students similarly suffer irreparable harm because their rights under Title IX are being violated, and there is no adequate monetary remedy for such violations. *Salt Lake Tribune Publ’g Co. v. AT&T Corp.*, 320 F.3d 1081, 1105 (10th Cir. 2003) (“Irreparable harm ... is harm that cannot be undone, such as by an award of compensatory damages or otherwise.”); *Roberts v. Colo. State Bd. of Agric.*, 998 F.2d 824, 833 (10th Cir. 1993).

**B. Defendants’ Discrimination Causes Stigma, Adverse Health Consequences, Physical Discomfort, and Interferes with the Students’ Education.**

Beyond legal presumptions, the Students are actually and irreparably harmed by SB615 and Defendants’ Policies. Each is an Oklahoma public school student, seeking to participate in their community, learn, and grow. They cannot be adequately compensated with monetary damages for the shame, stigma, and invalidation that result from being



forced to use restrooms inconsistent with their gender, nor can monetary damages compensate for the harm to their health and education. Budge Decl. ¶55.

First, the Students' feelings of stigma and marginalization constitute irreparable injury. *Evancho*, 237 F. Supp. 3d at 294. SB615 and Defendants' Policies tell Andy, Mark, and Sarah that there is something wrong with them. For example, Andy "feel[s] singled out and stigmatized, as if there is something wrong with [him]." Bridge Decl. ¶24. At a time when he is at risk of psychological distress, these policies make him "no longer feel safe and welcome in the only place [he has] ever called home." *Id.* ¶25.

Second, for students with gender dysphoria, stigma and marginalization cause significant psychological harm, including depression, anxiety, and suicidal ideation. Budge Decl. ¶¶55–59. When discrimination exacerbates gender dysphoria, "it can be life threatening." *Doe by & through Doe v. Boyertown Area Sch. Dist.*, 897 F.3d 518, 529 (3d Cir. 2018) ("[M]istreatment of transgender students can exacerbate gender dysphoria, lead to negative educational outcomes, and precipitate self-injurious behavior. When transgender students face discrimination in schools ... it can be life threatening."); *see also Whitaker*, 858 F.3d at 1045. Mark feels "unwanted" and experiences heightened gender dysphoria; Andy and Sarah feel similarly. Miles Decl. ¶¶19, 21; Bridge Decl. ¶¶24, 26; Stiles Decl. ¶23. The emotional distress of Defendants' discrimination has forced Mark to leave in-person school and take online classes at home. Miles Decl. ¶20; Mia Miles Decl. ¶20. For transgender students like Andy, Mark, and Sarah, using a restroom that aligns with their gender is part of the treatment of their gender dysphoria. Budge Decl. ¶¶60–62.

Third, the Students cannot be compensated with monetary damages for harm that

results from unwanted disclosure of their transgender status, which can result in psychological distress and gender dysphoria, as well as persistent fear of further unwanted disclosure. *Id.* ¶¶63–64. Sarah, for example, worries that she will be outed as transgender for using a different restroom than the other girls at her school. Stiles Decl. ¶19.

Fourth, the Students cannot be compensated with monetary damages for the health consequences, physical discomfort, psychological distress, and attendant impairment of focus and concentration caused by attempts to hold urine or restrict fluid or food intake. Budge Decl. ¶¶67–68; Prather Decl. ¶8. And they likewise cannot be compensated with monetary damages for the critical instructional time lost traveling to remote, single-occupancy restrooms or being distracted by fear, anxiety, and physical discomfort. Budge Decl. ¶¶63, 68. Sarah, for example, cannot make it to the single occupancy restroom her school requires she use between classes. Stiles Decl. ¶21. This wasted time undoubtedly detracts from Sarah’s educational opportunities. *Id.* ¶¶21–22.

**C. A Permanent Injunction Cannot Remedy the Students’ Ongoing Injuries.**

The Students’ harm cannot be rectified by permanent injunctive relief at the conclusion of this case. The Students study and live under conditions of fear, anxiety, and persecution. Each day that passes is yet another day of irreparable harm. *See Whitaker v. Kenosha Unified Sch. Dist. No. 1 Bd. of Educ.*, 2016 WL 5239829, at \*6 (E.D. Wis. Sept. 22, 2016), *aff’d sub nom. Whitaker*, 858 F.3d 1034. Time is of the essence: the Students’ time in school is limited and any judgment in their favor at the end of trial can never make up for that loss. *D.M. by Bao Xiong v. Minn. State High Sch. League*, 917 F.3d 994, 1003

(8th Cir. 2019) (“[D]eprivations of temporally isolated opportunities [such as participation in high school communities] are exactly what preliminary injunctions are intended to relieve.”). Neither monetary damages nor permanent injunctive relief following final judgment in this action could compensate the Students for those losses.

**VI. THE BALANCE OF HARMS STRONGLY FAVORS THE STUDENTS, AND ENTRY OF PRELIMINARY INJUNCTIVE RELIEF IS IN THE PUBLIC INTEREST.**

Given the Students’ strong likelihood of success on the merits, the irreparable harm they will suffer if an injunction does not issue, and the constitutional and civil rights at stake, the balance of harms tilts heavily in the Students’ favor. For the same reasons, entry of a preliminary injunction is in the public interest.

“[W]hen a constitutional right hangs in the balance ... ‘even a temporary loss’ usually trumps any harm to the defendant.” *Ricard v. USD 475 Geary Cty., KS Sch. Bd.*, 2022 WL 1471372, at \*9 (D. Kan. May 9, 2022) (citations and quotations omitted); *see Awad v. Ziriox*, 670 F.3d 1111, 1131 (10th Cir. 2012) (“[W]hen the law that voters wish to enact is likely unconstitutional, their interests do not outweigh [plaintiff’s] in having his constitutional rights protected.”); 11A Fed. Prac. & Proc. Civ. §2948.2 (3d ed.) (same). Indeed, Defendants have *no* interest in enforcing a constitutionally repugnant law such as SB615. *See Chamber of Com. of U.S. v. Edmondson*, 594 F.3d 742, 771 (10th Cir. 2010).

Conversely, “it is *always* in the public interest to prevent the violation of a party’s constitutional rights.” *Awad*, 670 F.3d at 1132 (citation omitted) (emphasis added). And “[t]he overriding public interest [lies] in the firm enforcement of Title IX.” *Dodds*, 845 F.3d at 222 (citation omitted). Granting preliminary injunctive relief will further

Defendants' interest in educating students: allowing transgender students to use multiple occupancy facilities consistent with their gender fosters positive outcomes compared to segregating facilities on the basis of birth certificates. Budge Decl. ¶65; *Whitaker*, 858 F.3d at 1054 (considering evidence from school administrators in twenty-one states and the District of Columbia to hold that school district would suffer no harm if required to allow transgender students to use facilities consistent with their gender).

The balance of harms must consider the weighty value of the Students' constitutional rights against Defendants' non-existent interest in enforcing an unconstitutional law and Defendants' false flags of safety and privacy concerns. The balance of harms weighs decidedly in favor of the Students' constitutional and statutory rights and therefore is also in the public interest.<sup>11</sup>

## **VII. CONCLUSION**

Plaintiffs respectfully request that this Court preliminarily enjoin Defendants from enforcing Okla. Stat. tit. 70, §1-125, Okla. Admin. Code 210:35-3-186(h), Defendants' respective disciplinary policies, and any other policy, practice, or custom that prohibits Plaintiffs and other transgender students from using multiple occupancy restrooms in public schools and public charter schools that correspond with their identity, pending resolution of this case. A proposed form of injunction has been submitted for the Court's consideration.

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<sup>11</sup> Plaintiffs further request that this Court exercise its discretion not to impose a security bond. See *RoDa Drilling Co. v. Siegal*, 552 F.3d 1203, 1215 (10th Cir. 2009).

DATED: September 29, 2022

Respectfully Submitted,

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**CERTIFICATE OF SERVICE**

I hereby certify that on September 29, 2022, I filed the attached document with the Clerk of the Court and served the attached document by process server on the following, who are not registered participants of the ECF System.

[1] Oklahoma State Department of Education, [2] Joy Hofmeister, [3] Carlisha Bradley, [4] Jennifer Monies, [5] Estela Hernandez, [6] Brian Bobek, [7] Trent Smith, [8] Sarah Lepak, [9] John O'Connor, [10] Independent School District No. 40 of Cleveland County, Oklahoma, [11] Independent School District No. 2 of Cleveland County, Oklahoma, [12] Independent School District No. 89 of Oklahoma County, Oklahoma, and [13] Harding Independence Charter District, Inc.

/s/ Johanna Roberts  
Johanna Roberts

# ATTACHMENT 1

DECLARATION OF ANDREW BRIDGE

**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF ANDREW BRIDGE**

I, Andrew Bridge, pursuant to 28 U.S.C. § 1746 declare as follows:

1. My name is Andrew Bridge, although I have not yet petitioned for a change of name through a guardian or next friend. I typically go by “Andy.” I am a plaintiff in the above-captioned action. I make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. I am 16 years old. I reside in Oklahoma with my mother, Aysha Bridge; father, Eli Bridge; and older brother, Oliver Bridge. My parents are biologists, and we also have two dogs, three cats, and several chickens and goats that live with us or in our yard.

3. I am a registered student at Noble High School, which is part of the Noble Public Schools (“NPS”) in Noble, Oklahoma. I began my senior year on August 10, 2022.



4. A photograph of me taken earlier this year is below.



5. I am an honor student. My academic record is extremely important to me. I am on the Varsity team in the Academic Bowl, where I have competed interscholastically throughout my high school career.

6. After high school, my plans are to attend a four-year university to study Psychology. Ultimately, I would like to be either a clinical psychologist or psychiatrist.

7. I love to paint and read in my free time. I also worked part-time in a restaurant, but I recently left to focus on my course load at school.

8. I am a boy.

9. I am also transgender.

10. When I was born, my sex was designated as “female” on my birth certificate, even though I am a boy.

11. At the onset of puberty, I started to feel uncomfortable with my body. After many discussions with my therapist, physician, and supportive friends

in addition to extensive reading and thinking about my gender identity, I felt ready to come out to my family as transgender.

12. During the summer of 2020, I came out to my mother as being a boy. My mother was not surprised that I was a boy and was immediately accepting and supportive of me. Next, I came out to my brother and father who both also were supportive of me.

13. After informing my family, with their support, I began taking steps towards aligning my lived experience with my gender. I cut my hair short and began wearing more masculine clothing. I also informed close friends of my name and pronouns.

14. Each gradual step of my transition brought me a sense of relief and happiness, and I felt like I was finally starting to live the way I was meant to live. This confirmed for me that transitioning was the only way I would ever feel fully comfortable in my own skin.

15. I have since been diagnosed with gender dysphoria, and that diagnosis has been confirmed by multiple healthcare providers.

16. I began pursuing medical treatment for gender dysphoria in June 2021 at Oklahoma Children's Hospital Adolescent Medicine Clinic ("OU Health"). I have been under the care of health care professionals at OU Health since May 2018 after I was referred there by my primary care physician.

17. During my junior year at Noble High School in August 2021, I was living as my authentic self, meaning as the boy that I am. The school changed my

name on my school records where possible and teachers were informed that I use male pronouns. We also spoke to the assistant principal who was supportive.

18. At school, I am generally perceived by students and staff alike as a boy. My peers and my teachers generally used male pronouns to refer to me, and generally treated me as the boy I am in every respect.

19. I consistently used the boys' restrooms at school for the entire 2021-2022 school year with the knowledge and support of school administration. I knew that I belonged in the boys' restroom, so I simply used the boys' restrooms along with all the other boys. I always used one of the stalls, as I continue to do in every other setting where I use male restrooms.

20. During my junior year, there was only one issue involving a small group of students who are known to bully and harass other students. That small group made a complaint to the assistant principal. This was quickly resolved by the assistant principal who allowed me to continue to use the boys' restrooms but also gave me the option to use a single occupancy restroom in the front office.

21. My mother made me aware of SB 615. I was very upset when it passed because it implies that transgender students are unfit to share a communal space with others – as if we are dangerous or perverted.

22. Before this school year started, my mother and I spoke with the vice principal and principal of my school regarding the school district's restroom policy. The principals called a district-level administrator who stated that the NPS's policy is that transgender students would have a single occupancy restroom made available

to them, and if there was a complaint about a transgender student using the “wrong” restroom (that is, a multiple occupancy restroom used by students of the same gender), they would be counseled to use other restrooms. I was also told that if I continued to use the boys’ restroom after being counseled, I would be subject to discipline. At the end of the conversation, both my mother and I made it clear that I planned to continue using the boys’ restroom at school

23. Since I began my senior year in August 2022. I have continued to use the boys’ restroom at my school. I have done so without incident. I either use the boys’ restroom between classes or return home during extended breaks in my schedule to use the restroom at home.

24. The only single occupancy restroom at my school that I am aware of that is not a faculty restroom is the restroom located in the front office. It would be out of the way of my class schedule to use that restroom. Additionally, being forced to use this restroom would make me feel singled out and stigmatized, as if there is something wrong with me that means I should not use the same restroom as the other boys at my school.

25. Throughout the years, I have seen anti-transgender bills across the country and have found it very disheartening that politicians would target people like me. Now with the Oklahoma legislature choosing to make the lives of transgender people, like myself, more difficult, I no longer feel safe and welcome in the only place I have ever called home.

26. Being banned from the boys' restroom would be stigmatizing, ostracizing, and an invasion of my privacy. It feels as if adults are attempting to bully me and other transgender students. I deserve to be treated with the same dignity and respect as all other boys.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 24, 2022.

A handwritten signature in black ink, appearing to be 'AB', written over a horizontal line.

Andrew Bridge

# ATTACHMENT 2

DECLARATION OF AYSHA PRATHER

**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF AYSHA PRATHER**

I, Aysha Prather, pursuant to 28 U.S.C. § 1746 declare as follows:

1. I am over the age of eighteen (18) and make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. I am the mother of Andrew Bridge. I reside in Oklahoma, within the geographical boundaries of Noble Public Schools (“NPS”).

3. I am the proud parent of Andrew, a boy who is also transgender. My husband Eli Bridge and I have been married for nearly 20 years, and we are both biologists. In addition to Andrew, Eli and I also have an older son named Oliver.

4. Andrew’s sex assigned at birth was female, but I suspected he was transgender before Andrew told me. I knew Andrew questioned his gender for a while, but he did not come out to me as transgender until the summer of 2020.

5. When Andrew informed me that he was a boy I was immediately accepting and supportive of him. I knew that this would make his life more difficult

due to some people's attitudes towards transgender individuals, however I just wanted what was best for my son. At the time, the state of Oklahoma had not been as outwardly hostile towards transgender youth as it is today, and I was optimistic that our community would be understanding and accepting of Andrew.

6. After Andrew informed me and his father that Andrew is transgender, we began assisting Andrew with steps towards living his authentic self as a boy. I cut his hair in the short style that he liked, and he began dressing in more masculine clothing. We also began addressing him by his name, Andrew, or the shortened form he often uses, Andy, and referring to him with masculine pronouns. I quickly saw a shift in Andrew's behavior, he became happier and more confident.

7. Andrew has been diagnosed with gender dysphoria, and that diagnosis has been confirmed by multiple health providers. Our local primary care physician referred us to the Oklahoma Children's Hospital Adolescent Medicine Clinic ("OU Health") in May 2018. In June of 2021, Andrew was prescribed medical treatment for his gender dysphoria.

8. Since coming out in 2020, Andrew lived most of his life as his authentic self, as a boy. However, due to the COVID-19 pandemic, school was only part-time during the 2020-2021 school year, so we had not yet informed the school of his transition. During that school year, Andrew would often not drink water while at school to avoid using the restroom. This led to Andrew having an increased amount of anxiety while at school.

9. After returning to school full time for his junior year in August 2021



at Noble High School, Andrew decided he would like to be out about being transgender at school. Before the school year, we spoke to the assistant principal who was supportive. We worked with the school administration to change Andrew's name on his school records where possible and inform his teachers that he uses male pronouns.

10. Finally, being able to live his authentic self while at school brought Andrew immense relief. He was finally able to meld who he was at school with who he could be at home, which relieved some of the anxieties he faced when attending school.

11. Andrew has consistently used the men's restroom in a host of public settings since 2021. Starting his junior year during the 2021-2022 school year, Andrew also began consistently using the boys' restroom throughout the school year.

12. His restroom usage was not an issue during that school year. There was one instance when a group of male students made a complaint to the vice principal that Andrew was using the boys' restroom. The complaint was made at the direction of a teacher who had a prior conflict with Andrew unrelated to Andrew's gender identity. This was promptly resolved by the vice principal and Andrew was allowed to continue his use of the boys' restroom.

13. The vice principal did offer to give Andrew a key to a single occupancy faculty restroom. Andrew declined that offer because he said that he needed to use the boys' restroom because that is what made him feel normal.

14. I follow education related activity at the Oklahoma State Legislature

closely. When I became aware SB 615, I immediately became concerned for what this meant for Andrew's upcoming school year.

15. In the weeks before this school year began, I was able to speak with the vice principal and principal in person. I asked about the current policy regarding restroom usage. The principal and vice principal called district-level administrator who stated that the district's policy was that transgender student would have a single occupancy restroom made available to them, and if there was a complaint of a transgender student using the "wrong" restroom (that is, a multiple occupancy restroom used by students of the same gender), they would be counseled to use the other restrooms. If a student persisted in using the boys' restroom after being counseled to use the other restrooms, the student would be subject to further discipline. Andrew was in attendance, and we both made it clear that Andrew planned to continue his use of the boys' restroom at school.

16. Since school has started Andrew has either used the boys' restroom at school or returned home to use the restroom there during extended breaks in his schedule.

17. Not using the boys' restroom would be a contradiction to Andrew's medical providers' recommendations for his treatment of gender dysphoria. If Andrew is required to use the girls' restroom or a single occupancy restroom, it will set back the progress he has made coping with his gender dysphoria and the anxiety it causes him.


18. Andrew is not a kid that gets into trouble but using the girls' restroom

or a single user restroom at school is simply not an option for him. I am worried that, if this policy is enforced, Andrew will start avoiding using the restroom during school and stop drinking fluids throughout the day.

19. Andrew has lots of energy and I know he can do anything he puts his mind to. However, laws like SB 615 are an unnecessary obstacle to Andrew's growth and development. As his mother, I can't help but worry that the hostility he will face simply for being transgender will limit him in some way. I hope that there will be a day where Andrew, and every other transgender youth, can simply exist and thrive free from discrimination.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 24, 2022.

  
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Aysha Prather

# ATTACHMENT 3

DECLARATION OF MARK MILES

**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF MARK MILES**

I, Mark Miles, pursuant to 28 U.S.C. § 1746 declare as follows:

1. My name for purposes of this lawsuit is Mark Miles. I am a plaintiff in the above-captioned action using the pseudonym Mark Miles to protect my right to privacy and myself from discrimination, harassment, and violence, as well as retaliation for seeking to protect my rights. I make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. I am a student enrolled at a Moore Public Schools' high school in Oklahoma City, Oklahoma. I began my current school year on August 11, 2022.

3. My favorite subject in school is AP music theory.

4. I love music and play guitar. After I finish high school, I would like to attend college and study music theory. I ultimately would like a career in music production.

5. I am a boy.

6. I am also transgender.

7. When I was born, the sex designated for me on my birth certificate was “female,” even though I am a boy.

8. As long as I remember, I knew I was a boy. I would tell people that I was a boy, and if they did not agree I would argue with them. It was not until I was ten that I knew what being “transgender” was.

9. During the summer of 2018, shortly after finding the language to describe myself, I came out to my mother and other members of my family as transgender. My family had a positive reaction to me coming out – everyone was accepting and supportive of me.

10. After coming out, my family began to use my correct pronouns and name. I also cut my hair short. That day I cut my hair short was one of the happiest days of my life. Each step I took, I began to feel more and more like my true self.

11. I have since been diagnosed with gender dysphoria, and that diagnosis has been confirmed by multiple health providers.

12. I began pursuing medical treatment for gender dysphoria in July 2019 at Oklahoma Children’s Adolescent Medicine (“OH Health”) after I was referred there by my primary care physician.

13. I have consistently used male restrooms in public since 2019 without incident.

14. Initially during junior high, I would use the faculty restroom because

I felt more comfortable doing so. However, during my eighth-grade year I let my parents know that I would like to use the boys' restroom at school. School ended up being remote that year due to the COVID-19 pandemic so there was no need to address restroom use at school.

15. I have obtained a legal name change, which is reflected on my school records. During my freshman year, which began in August 2021, I was living as my authentic self, meaning as the boy that I am. At school, I am generally perceived by students and staff alike as the boy I am. My peers and my teachers generally use male pronouns for me, and I am generally treated as a boy in every respect.

16. As I began to appear more masculine throughout my freshman year, I started using the boys' restroom at school, along with all the other boys. I always used one of the stalls, as I continue to do in every other setting where I use male restrooms.

17. In January 2022, a teacher informed the freshman principal that I was using the boy's restroom. The freshman principal called me into his office and told me that I could no longer use the boys' restroom. I was told instead that I needed to use the single occupancy faculty restroom. The principal also told me that he couldn't direct me to use the girls' restroom because that could potentially cause him to get fired. When I was asked what I would need to do to use the boys' restroom he told me that I would need a legal document showing my gender as male.

18. Being forced to use the single occupancy restroom felt like an insult to my identity as a boy and it was far away from my classes. My parents allowed me



to finish my freshman school year online, because I was uncomfortable with the restroom policy.

19. Being told that I cannot use the boys' restroom makes me very upset and heightens my dysphoria. By being required to use a separate restroom, it makes it more likely that my classmates will discover that I am transgender. Worrying about being outed as transgender often distracts me from my schoolwork. This school year my parents have told me to use the boys' restroom, just as I normally use restrooms for males in all other public spaces. I have used the boys' restroom since the start of school without incident.

20. In part because of anxiety caused by SB 615 and my school's disciplinary policy, however, my parents decided in September 2022, after the filing of this lawsuit, that I needed to return to online classes at home instead of in-person classes, which my school has permitted.

21. Laws like SB 615 make me feel unwanted in my home state of Oklahoma. When I graduate high school, I will likely leave the state.

22. I am just like every other student, and I just want to live my life but laws like SB 615 make that difficult for me.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 24, 2022.

Mark Miles  
Mark Miles



# ATTACHMENT 4

DECLARATION OF MIA MILES

**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF MIA MILES**

I, Mia Miles, pursuant to 28 U.S.C. § 1746 declare as follows:

1. My name for the purposes of the above-captioned action is Mia Miles, a pseudonym.<sup>1</sup> I am over the age of eighteen (18) and make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. I am the mother of Mark Miles, one of the minor plaintiffs in this lawsuit. I share custody of Mark with his father, Max Miles.

3. I am the proud parent of my son Mark, a boy who is also transgender.

4. Mark's sex designated at birth was female, but I suspected he was transgender before Mark told me. From a young age Mark told everyone he was a

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<sup>1</sup> Mia Miles, Mark Miles, and Max Miles are pseudonyms. My son (who is a minor), his father, and I are proceeding under pseudonyms to protect his right to privacy and to protect from discrimination, harassment, and violence, as well as retaliation for seeking to protect his rights.

boy and when others attempted to tell him otherwise, he would argue with them. He never wanted to wear feminine clothing, such as dresses and skirts. He also never wanted to play with what are traditionally thought of as “girl” toys and would only play with what are traditionally thought of as “boy” toys.

5. During the summer of 2018, Mark told me that he was transgender, and this did not come as a surprise. He also told his grandmother and father. Shortly after, I met with extended family to let them know as well and to ensure they used the correct name and pronouns for Mark.

6. After Mark came out as transgender, we began taking steps to support him in his transition. We made sure to call him by his name and use masculine pronouns. Mark had always dressed in a more masculine manner, but after coming out he also wanted a short haircut. After he cut his hair for the first time, he had the biggest smile on his face – you couldn’t have seen a happier kid.

7. Mark has been diagnosed with gender dysphoria, and that diagnosis has been confirmed by multiple health providers. Our primary care physician referred us to the Oklahoma Children’s Adolescent Medicine (“OU Health”) in July 2019 for evaluation and treatment of Mark’s gender dysphoria.

8. Since coming out in 2018, Mark has lived his life as his authentic self, as a boy.

9. When Mark began attending junior high, we informed school staff of Mark’s name and pronouns. We also let them know that we expected Mark to be treated as all the other boys.

10. At the time, Mark let us know that he did not want to use the girls' restroom anymore and that he wanted to use a single occupancy restroom. There had been an incident towards the end of the prior school year where a girl complained that Mark was using the girls' restroom. We spoke with the school counselor and received permission for Mark to use a single occupancy restroom at the school.

11. During his seventh-grade year Mark began using male restrooms in public. Beginning his eighth-grade year, Mark informed his father and I that he no longer wanted to use the single occupancy restroom at his school, and instead he would like to use the boys' restroom. This was not relevant at the time because Mark was still attending school remotely due to the COVID-19 pandemic.

12. During his freshman year of high school, which began in August 2021, Mark returned to in-person school. By this time, Mark had begun to appear more masculine. We spoke with the school counselor before the school year started to let them know that Mark was transgender and that he would be using the boys' restroom like other boys.

13. Mark used the boys' restroom whenever he attended school in person without incident, until a teacher noticed Mark leaving the boys' restroom one day in January 2022. I was first informed of this after Mark let me know he had been pulled from class to speak with the freshman principal. I was then contacted by the freshman principal who informed me that it was Moore Public Schools' policy that students must use the restroom that matches of the sex they were assigned at birth.

I was also told that Mark was no longer allowed to use the boys' restroom and was told that he was required to use the single occupancy faculty restroom.

14. Shortly thereafter, I asked for a written copy of the policy on transgender students and restrooms. On February 9, 2022, I received an email from an Assistant Superintendent at Moore Public Schools stating that "[t]he district does not have a specific policy with regard to this issue" and instead had a "consistent practice." The email also stated that transgender students would have access to a private restroom facility.

15. After receiving the email, I requested a copy of the MPS's Title IX grievance policy and shortly thereafter filed a Title IX grievance with the school district.

16. On or about June 15, 2022, we received a final Decision and Opinion in the Appeal of the Title IX Grievance ("Final Decision"). MPS denied all relief we had sought under Title IX because of Oklahoma's enactment of SB 615.

17. While this process was pending, Mark was required to use a single occupancy restroom. This caused Mark's anxiety and depression to worsen. Due to this distress, we pulled Mark from in-person classes and allowed him to finish the school year online.

18. When speaking with the district I pulled information directly from the Moore Public School website that said they weren't allowed to discriminate against transgender students because of Title IX. I initially thought this entire thing was a misstep by MPS that would quickly be resolved. Instead, we were dragged



along a lengthy process where MPS seemed set on an ultimate conclusion—denying Mark access to the restroom that was consistent with his identity as a boy. In fact, the Final Decision was not issued until after SB 615 was signed into law.

19. This school year, online classes are not the best option for Mark because he did not perform well academically last year. Mark began in-person classes at his MPS high school in August 2022. We have not had any discussions with school administrators, as we believe it would be futile given their Final Decision. We did however tell Mark to continue to use the boys' restroom, just as he uses male restrooms in all other public spaces.

20. In part because of the anxiety Mark experienced due to SB 615 and Moore Public Schools' disciplinary policy, his father and I decided in September 2022, after the filing of this lawsuit, that Mark needed to return to online classes at home instead of in-person classes, which his school permitted.

21. Mark not being allowed to use the boys' restrooms is discriminatory and a violation of his rights. Those who enact laws and enforce them should not be seeking to make the lives of children more difficult. I hope that one day Mark can have the same rights as every other boy.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 24, 2022.

Mia Miles

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Mia Miles

# ATTACHMENT 5

DECLARATION OF SARAH STILES



**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF SARAH STILES**

I, Sarah Stiles, pursuant to 28 U.S.C. § 1746 declare as follows:

1. My name for purposes of this lawsuit is Sarah Stiles. I am a plaintiff in the above-captioned action using the pseudonym Sarah Stiles to protect my right to privacy and myself from discrimination, harassment, and violence, as well as retaliation for seeking to protect my rights. I make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. I am a student enrolled at Independence Charter Middle School (“ICMS”), which is part of the Harding Independence Charter District (“HICD”) in Oklahoma City, Oklahoma. I began my eighth-grade year on August 10, 2022.

3. My favorite subject at school is history. In the future, I’d like to be a drama or music teacher.

4. For fun I like to bowl, play video games, and play the cornet. I also



am very active in my church's youth group and my local LGBT center's youth group.

5. I am a girl.

6. I am also transgender.

7. When I was born, the sex designated for me on my birth certificate was "male," even though I am a girl.

8. I began questioning my gender in 2020. When I began puberty, it made me feel uncomfortable with my body. Over time I started to become more certain that I am transgender.

9. In the summer of 2021, I first told my mom that I was questioning my gender identity on our family camping trip. I told my parents that I no longer used he/him pronouns, and instead I used they/them pronouns. Later that year, I became more certain that I am transgender and eventually began using she/they pronouns.

10. Coming out to my family as transgender gave me a huge sense of relief. I was initially very nervous, but after I told my family it felt like a huge weight off of my chest. As my family began using my correct name and pronouns, it made me very happy and euphoric.

11. I have since been diagnosed with gender dysphoria, and that diagnosis has been confirmed by my healthcare providers.

12. I began pursuing medical treatment for gender dysphoria in April 2022 at Oklahoma Children's Adolescent Medicine ("OU Health"). Before this

current school year, I attended a middle school in another school district in Oklahoma. During my time at this middle school, I was bullied and harassed for being transgender.

13. At my former middle school, I was not permitted to use the girls' restroom, so I often avoided the restroom all together. Each time I had to use the boys' restroom, it made me very scared. In the boys' restroom, I was assaulted on multiple occasions, including being struck on my backside and being shoved in the chest.

14. My parents and I did not like how I was being treated at my former middle school, so we decided to find a different school for me to attend eighth grade that was more accepting of who I am.

15. My parents found Independence Charter Middle School for me to attend. I was told that ICMS would allow me to use the restroom that is consistent with who I know myself to be and use my correct pronouns.

16. I was very excited because using the girls' restroom is what feels the most normal for me. I have been using female restrooms in public spaces since coming out as transgender in 2021. Now, with this new law, I am very upset and disappointed that I will not be allowed to use the girls' restroom at ICMS.

17. On the first day of this school year, August 10, 2022, my mom had not heard about a change in the school's policy, so I used the girls' restroom that day. I only used the restroom once and did so the same way I routinely go in public – using a locked stall and without incident.

18. That afternoon my mom informed me about the new policy and that I was only allowed to use a single occupancy restroom at ICMS that was going to be made available to me. I learned that restroom is located in the classroom used for in-school suspension (“ISS”). I had to walk through the ISS classroom to use the restroom. The restroom in the ISS classroom is also used partially for storage, including an unused wheelchair, empty picture frames, and plants.

19. Students who attended ISS could view that I was using this specific restroom. I am nervous that students will discover that I am transgender and start to treat me differently. One student asked why I was using that specific restroom.

20. After the lawsuit was filed, I was informed that I could use the single occupancy restroom in the office instead, which is also in the front of the building near the restroom I had been required to use in the class for ISS students. It still takes me just as long to use the office restroom.

21. A trip to either single occupancy restroom typically takes me about 4-6 minutes, and, on occasion, I have to wait for others to finish using the restroom before I can use it. On most trips, I pass at least two other multiple occupancy girls’ restrooms that I am not permitted to use because of the restroom policy. It takes longer during my four-minute passing periods because there are other students in the hallway, so I can only go during class time. I have already missed parts of class and I am very nervous that as school continues, this will lead me to missing additional parts of my classes.

22. Since this school year began, I have already had a teacher complain

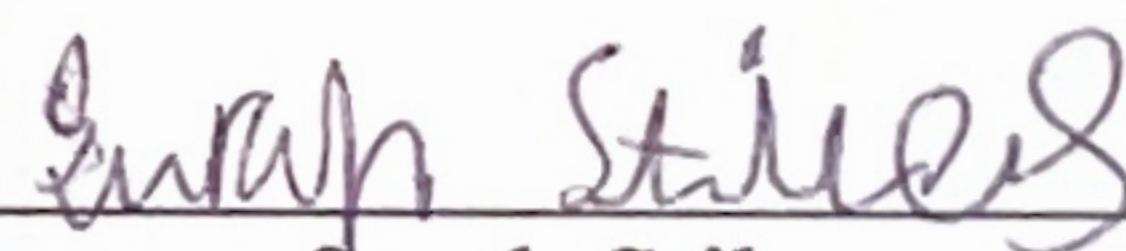


about how long it takes me to use the restroom. Despite the teacher knowing that I have to use the single occupancy restroom, she said that I took too long and only have three minutes to use the restroom. A trip from that specific classroom to the single occupancy restroom is impossible for me to make in under 3 minutes. I do not know what I will do going forward.

23. This policy not only upset me because I am treated differently than every other girl at my school, but also because it takes away from my opportunity to learn at school for no good reason. I fear that this policy also puts me at risk of disclosure to other students that I am transgender. I just want to be able to use the girls' restroom, just like every other girl.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 25, 2022.



Sarah Stiles



# ATTACHMENT 6

DECLARATION OF SUE STILES

**UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Board of Education, et al.,

*Defendants.*

Civil Action No.: CIV-22-787-JD

**DECLARATION OF SUE STILES**

I, Sue Stiles, pursuant to 28 U.S.C. § 1746 declare as follows:

1. My name for the purposes of the above-captioned action is Sue Stiles, a pseudonym.<sup>1</sup> I am the mother of Sarah Stiles, one of the minor plaintiffs in this lawsuit. I am over the age of eighteen (18) and make this declaration of my own personal knowledge, and, if called as a witness, I could and would testify competently to the matters stated herein.

2. My daughter Sarah, my husband Steve Stiles, Sarah's older sister, and I all reside in Oklahoma. My daughter Sarah Stiles is a student at Independence Charter Middle School ("ICMS"), which is part of the Harding Independence Charter District ("HICD"). She is also transgender.

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<sup>1</sup> Sue Stiles, Sarah Stiles, and Steve Stiles are pseudonyms. My daughter (who is a minor), my husband, and I are proceeding under pseudonyms to protect my daughter's right to privacy and to protect her from discrimination, harassment, and violence, as well as retaliation for seeking to protect her rights.

3. In the summer of 2021, Sarah first let her father, Steve Stiles, and I know that she was questioning her gender identity. She let us know that the idea of going through male puberty brought her discomfort. Initially I was shocked, but I love my daughter and just wanted what was best for her. As an initial step, our family began using Sarah's correct pronouns. I also started doing research to better understand and support Sarah.

4. Through our local PFLAG chapter we were recommended a therapist. After assessing Sarah and diagnosing her with gender dysphoria, the therapist recommended that we continue to support Sarah by allowing her to live as a girl in every aspect of her life and seek medical care in support of her transition

5. We began pursuing medical treatment for Sarah's gender dysphoria in April 2022 at Oklahoma Children's Adolescent Medicine ("OU Health").

6. Sarah attended another middle school in Oklahoma during the 2021-2022 school year. I spoke with school staff and administrators about Sarah's gender identity and provided them with resources about supporting transgender youth.

7. Throughout the school year Sarah was harassed and bullied for being transgender. Most of the bullying and harassment stemmed from the school's restroom policy that required Sarah to use the boy's restroom. In the boys' restroom Sarah has been assaulted on multiple occasions, including being struck on her backside and being shoved in the chest.

8. Due to how Sarah was being treated at her former middle school, my husband and I decided to move Sarah to ICMS, a public charter school in Oklahoma City. We heard throughout the community that HICD schools were doing all that they could to

make sure that its transgender students felt welcome by the school community and did not tolerate discrimination.

9. Because ICMS is a public charter school, Sarah had to apply and be selected to attend. We applied to ICMS in February 2022, and we were notified in April 2022 that a seat was available for Sarah.

10. Prior to signing our commitment to enroll Sarah at ICMS, I spoke with an ICMS counselor, the principal of ICMS, and the HICD superintendent. They were all very supportive and assured me that Sarah would be able to use the multiple occupancy girls' restrooms at ICMS. Harding Independence Charter District also has a policy prohibiting, "racism, bigotry, gender bias, and sexual orientation bias," and I was told by the counselor that ICMS's Student Bill of Rights allows students to use the bathroom they identify with or a unisex bathroom. Shortly thereafter, we signed the commitment to enroll Sarah at ICMS for the 2022-2023 school year.

11. Given news reports of several Oklahoma school districts adopting discipline policies as required by SB 615, I contacted the Principal at ICMS on the first day of school—August 10, 2022. I asked whether Sarah would be permitted to use the multiple occupancy girls' restroom used by other girls at her school and, if not, what consequences she could face if she does.

12. In response to my inquiry, Superintendent Stefanik responded that, despite the assurances he provided during our conversations in the spring, SB 615 had since passed and that ICMS and HICD's governance board are obligated to follow the laws passed in Oklahoma. He quoted provisions of SB 615, noted that ICMS would make a single



occupancy restroom available Sarah, and explained that “the HICD staff and community will support the non-discrimination policy set forth by the governance board and help your student feel safe and comfortable at school, outside of the provisions provided in SB 615.”

13. While I was not surprised by this news, I was disappointed that the HICD did not stand up against this policy in the same way that they have stood up against other policies that adversely affected the well-being and safety of their students in the past.

14. On September 20, I received HICD’s September Newsletter which, among other updates, highlighted HICD’s new E-36 policy, called “Bathroom/Changing Area Use Based on Sex,” which made clear that it was for “compliance with the Oklahoma State Department of Education and SB 615.”

15. Although Sarah is trying the best of a new school under the circumstances, this policy has greatly disappointed Sarah. We have already noticed this policy start to have a negative impact on Sarah. She has been warned by a teacher for taking too long to use the restroom and has already been questioned by another student about her use of the single occupancy restroom.

16. My daughter should have access to the girls’ restroom just like every other girl in school. When Sarah is in other settings outside of school, she uses women’s restrooms. To my knowledge, there has never been an incident or complaint by anyone regarding Sarah’s restroom usage outside of school.

17. Like any other parent I want my daughter to have every chance for success in life. My top priority is Sarah’s mental health and well-being, and SB 615 will directly harm her. Middle school and high school are hard enough and adding ways in which



students can single out kids is just cruel.

18. Sarah deserves to be treated like every other student. There is no reason it should be a question; my child should be able to use the restroom that is consistent with who she is – a girl.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed on September 25, 2022.

  
Sue Stiles



# ATTACHMENT 7

EXPERT DECLARATION OF  
STEPHANIE L. BUDGE, PH.D.

**IN THE UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Department of  
Education, et al.,

*Defendants.*

Case No.: CIV-22-787-JD

**EXPERT DECLARATION OF STEPHANIE L. BUDGE, PH.D.,  
IN SUPPORT OF PLAINTIFFS' MOTION FOR PRELIMINARY INJUNCTION**

I, Dr. Stephanie L. Budge, Ph.D., hereby declare as follows:

1. I submit this expert declaration based on my personal knowledge.
2. I am a licensed psychologist specializing in issues of gender identity and gender transition and, in particular, the mental health of transgender individuals and the treatment of gender dysphoria, for over 15 years. I am an associate professor in counseling psychology at the University of Wisconsin-Madison.
3. I have been retained by counsel for the Plaintiffs in the above-captioned matter to provide expert opinions about: (a) the psychological understanding of gender identity, (b) gender dysphoria and its treatment, including social transition, (c) the importance of access to sex-segregated facilities as a part of social transition, (d) the harms caused by excluding transgender students from using sex-segregated facilities that

are aligned with their gender identity, and (e) misinformation about transgender individuals' use of restrooms consistent with their gender identity.

## **I. QUALIFICATIONS**

4. The information provided regarding my professional background, experiences, publications, and presentations are detailed in my curriculum vitae. An accurate and true copy is attached as Appendix A to this declaration.

5. I received a master's degree in educational psychology from the University of Texas at Austin in 2006 and a PhD in counseling psychology in 2011 from the University of Wisconsin-Madison. My PhD concentration specifically focused on transgender individuals' mental health. I also specialized in psychological assessment as part of my PhD degree program.

6. I have been a mental health professional since 2006, and I am currently licensed to practice psychology in the state of Wisconsin (license # 3244-57). I have been a faculty member in counseling psychology at the University of Wisconsin-Madison since 2014.

7. I have extensive expertise working with individuals whose gender assigned at birth is different from their gender identity (hereafter referred to as transgender or trans individuals). I have been a mental health provider to transgender individuals since 2007. Transgender individuals have comprised the majority of my clinical caseload since 2011, and I have worked clinically with approximately 200 transgender patients through the provision of individual therapy, group therapy, psychological evaluations, and supervision of others' clinical work.

8. As a faculty member at UW-Madison, I teach courses that focus on training master's and doctoral students to become mental health professionals and psychological researchers. I provide pro bono therapy and train student therapists in best practices in clinical work with transgender patients at the Counseling Psychology Training Clinic (CPTC), the community clinic affiliated with my academic department at UW-Madison.

9. As part of my faculty appointment, I am the Director of the Trans Counseling Advocacy Research and Education (CARE) Collaborative. In this role, I design research projects that focus on the mental health needs of transgender individuals. One of the current research projects is an open clinical trial focusing on the effectiveness of psychotherapy for transgender individuals. As part of this clinical trial, we have trained over 100 mental health providers on how to reduce distress that is experienced from discrimination by other individuals or entities, and 50 patients have been enrolled in and are receiving psychotherapy as part of the trial.

10. I am the Director of the Advancing Health Equity and Diversity (AHEAD) program in the School of Medicine and Public Health at UW-Madison. In this role, I mentor postdoctoral scholars and junior faculty in the School of Medicine and Public Health who focus their clinical and research efforts on health equity issues.

11. I also am the Diversity, Equity, and Inclusion Scholar in Residence for the South Central Mental Illness Research Education and Clinical Center for the Veterans Affairs (VA). As the DEI Scholar in Residence, I provide trainings to medical and psychological staff regarding best practices in conducting clinical trial research and also provide one-on-one support to staff involved in diversity, equity, and inclusion research.

12. I have published 92 invited and peer-reviewed journal articles and book chapters, with the majority of these focusing on transgender individuals. Notably, several of these publications are focused on the impact of discrimination on transgender people's mental health and effective interventions to improve transgender people's mental health. I have been involved in more than 180 academic presentations (internationally, nationally, and regionally). The majority of these presentations have been focused on transgender individuals.

13. I am an associate editor for the journal *Psychology of Sexual Orientation and Gender Diversity*. I am on the editorial board for the *International Journal of Transgender Health*. Researchers in the United States and internationally regularly seek my assistance as an expert reviewer for research focused on transgender individuals.

14. I have received several awards for my work in the science and clinical practice of working with transgender individuals. Recently, I received the 2021 American Psychological Association Distinguished Contribution to Counseling Psychology Award for my clinical work and research with transgender people. I also received the 2021 American Psychological Association Social Justice Award for my contributions to psychotherapeutic practice with transgender people. I was the first recipient of the American Psychological Association Transgender Research Award in 2010. Locally, I am also a member of the Wisconsin Trans Health Coalition ("WTHC"), an organization focused on improving health care for transgender individuals throughout Wisconsin. My primary role on the coalition is to consult on research projects and collect data about transgender individuals in the upper Midwest in order to tailor health care interventions

for local community members. For my community-focused research, I received the UW-Madison School of Education 2018 Community Engaged Scholar Award, the 2021 UW-Madison Exceptional Service Award, and the 2022 UW-Madison School of Education Excellence in Diversity Award.

15. I am a member of the Society for the Psychology of Sexual Orientation and Gender Diversity within the American Psychological Association (APA), of which I am also a member. In August 2021, I completed a 10-year term as co-chair of the Science Committee for the Society. We provide programming at the APA annual convention to disseminate cutting edge research on the best psychological practices and evidence-based treatments with lesbian, gay, bisexual, transgender, and queer (“LGBTQ”) individuals. At the 2022 APA annual convention, I chaired or participated in six presentations and panels that focused on best practices in psychological science regarding transgender populations and interventions to reduce psychological distress for transgender individuals. In 2021, I became a Fellow of the American Psychological Association

16. In addition, I am a member of the World Professional Association of Transgender Health (WPATH). WPATH is an interdisciplinary professional organization of individuals worldwide specializing in research and practice in transgender health. WPATH publishes the Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People, which are widely accepted by health care practitioners across disciplines who provide care to transgender individuals.

17. I am being compensated at an hourly rate of \$250/hour for actual time devoted for research, preparation, reports, and / or consulting related to my expert opinion



in this case. If deposed or providing testimony in the state of Wisconsin, I will be compensated at a rate of \$400/hour. I also receive \$3000 a day for compensation when travel is required for my services. My compensation does not depend on the outcome of this litigation, the opinions I express, or the testimony I provide.

18. In the past six years, I have been retained as an expert witness in five cases. Of these cases, I provided testimony by deposition and at trial in only one,

19. Boyden v. Conlin, Case No. 17-cv-264, and testimony by deposition in one other, Cooper v. USA Powerlifting & USA Powerlifting Minnesota Case No. 62-CV-21-211.

20. In preparing this expert declaration, I reviewed the text of Senate Bill 615 at issue in this matter, as well as the complaint in this case. My opinions are based on my education; my clinical experience; research findings from my own scholarship; my review of the seminal and most influential psychological and public health research on transgender individuals, including the most current research, published as recently as this year. Attached as Appendix B is a bibliography of the relevant and pertinent medical and scientific literature relating to the opinions expressed in this expert declaration. The materials I have relied upon in preparing this expert declaration are the same types of materials that experts in my field of study regularly rely upon when forming opinions on these subjects. I may wish to supplement these opinions based on subsequent developments in my field and/or factual developments in this litigation.

## **II. BACKGROUND INFORMATION ON GENDER IDENTITY AND GENDER DYSPHORIA**

21. The term “gender identity” is a well-established concept in psychology and medicine, referring to a person’s internal or psychological sense of having a particular gender. All human beings have a gender identity. Human beings usually begin to explore and understand their gender identity around the age of three (with some variation), although some transgender individuals may not begin to recognize or express their gender identity until later in life.

22. Neuroimaging data demonstrate strong evidence to indicate biological factors related to transgender identity (see Sanchez & Pankey, 2017 for a review; Spizzirri et al., 2018). Recent neuroimaging data show that transgender women’s brains are similar to cisgender women’s brains (Rametti et al., 2011) and that transgender men’s brains are similar to cisgender men’s brains (Luders et al., 2009; Savic & Arvor, 2011).

23. At birth, the sex of infants is typically assigned as male or female based on external genitalia. Typically, individuals born with the external physical characteristics commonly associated with males identify as men and experience themselves as male, and individuals born with the external physical characteristics commonly associated with females identify as women and experience themselves as female. However, for transgender individuals this is not the case. For transgender individuals, their internal sense of their gender—that is, their gender identity—differs from the sex they were identified as at birth.

24. Every individual’s sex is multifaceted and comprised of many distinct biologically influenced characteristics, including, but not limited to, chromosomal makeup, hormones, internal and external reproductive organs, secondary sex

characteristics, and gender identity. Where there is a divergence between these characteristics, gender identity is the most important and determinative factor. Therefore, someone's sex or gender is properly understood to be the same as their gender identity.

25. Unlike cisgender children and adolescents, transgender children and adolescents experience a pervasive, consistent, persistent, and insistent sense of being a gender different from the sex assigned to them (e.g., Olson et al., 2015; Rafferty et al., 2018).

26. For many people who experience incongruence between their gender identity and their sex assigned at birth, the incongruence can cause serious emotional distress.

27. Gender Dysphoria, a condition codified in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5), is the psychiatric diagnosis for the distress associated with gender incongruence. Individuals who are diagnosed with Gender Dysphoria can experience a number of different symptoms. When individuals with distress related to gender incongruence do not obtain competent and necessary treatment, serious and debilitating psychological distress (for example, suicidal ideation, substance use, depression, anxiety, and self-harm) often occurs.

28. Under the DSM-5, there are two criteria used for diagnosing Gender Dysphoria in adults and adolescents (302.85), Criteria A and B. The symptoms under Criterion A for identifying Gender Dysphoria include a marked incongruence between

one's experienced/expressed gender and one's assigned gender, of at least 6 months' duration, as manifested by at least two of the following:

- (1) A marked incongruence between one's experienced/expressed gender and primary and or/secondary sex characteristics (or in young adolescents, the anticipated secondary sex characteristics);
- (2) A strong desire to be rid of one's primary and/or secondary sex characteristics because of a marked incongruence with one's experienced/expressed gender (or in young adolescents, a desire to prevent the development of the anticipated secondary sex characteristics);
- (3) A strong desire for the primary and/or secondary sex characteristics of the other gender;
- (4) A strong desire to be of the other gender (or some alternative gender different from one's assigned gender);
- (5) A strong desire to be treated as the other gender (or some alternative gender different from one's assigned gender); and
- (6) A strong conviction that one has the typical feelings and reactions of the other gender (or some alternative gender different from one's assigned gender).

29. According to the DSM-5 Criterion B, a diagnosis of Gender Dysphoria also requires a finding of clinically significant distress or impairment in social, occupational, educational, or other important areas of functioning.

30. The diagnostic criteria for Gender Dysphoria in children have some similarities with the criteria for adolescents and adults. Criterion A is mostly the same,

but children must have six symptoms rather than two. Gender Dysphoria symptoms for children include the following:

- (1) A strong desire to be of the other gender or an insistence that one is the other gender (or some alternative gender different from one's assigned gender);
- (2) In children who were assigned a male sex at birth, a strong preference for cross-dressing or simulating female attire; or for children assigned a female sex at birth, a strong preference for wearing only typical masculine clothing and a strong resistance to the wearing of typical feminine clothing;
- (3) A strong preference for cross-gender roles in make-believe play or fantasy play;
- (4) A strong preference for the toys, games, or activities stereotypically used or engaged in by the other gender;
- (5) A strong preference for playmates of the other gender;
- (6) In children who were assigned a male sex at birth, a strong rejection of typically masculine toys, games, and activities and a strong avoidance of rough-and-tumble play; or in children who were assigned a female sex at birth, a strong rejection of typically feminine toys, games, and activities;
- (7) A strong dislike of one's sexual anatomy; and
- (8) A strong desire for the primary and/or secondary sex characteristics that match one's experienced gender.

Criterion B for children is similar to Criterion B for adolescents and adults, listed above, with more of an emphasis on school.

31. To receive a diagnosis of Gender Dysphoria, a licensed medical or mental health provider will conduct an intake and health history of a patient and will ask questions that focus on the diagnostic criteria for Gender Dysphoria. The diagnosis is most often provided from self-report in an interview with a patient and a provider, and if a minor, with their parents; some providers may also use psychological assessment tools that focus on Gender Dysphoria.

32. The World Professional Association for Transgender Health (WPATH) publishes the Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People (SOC), which are widely accepted protocols for the treatment of gender dysphoria. These standards are developed by the foremost experts in the field of transgender health based on systematic review of the evidence-based research on transgender health.

33. WPATH (originally called the Harry Benjamin International Gender Dysphoria Association) has published several iterations of the SOC since 1979. The seventh and most current version of the SOC was published in 2012, with the eighth version set to be released later in 2022. All of the major medical and mental health organizations within the United States recognize the SOC as the authoritative practice guidelines for treatment of Gender Dysphoria. These include the American Psychological Association, the American Psychiatric Association, the American Academy of Pediatrics, the American Counseling Association, and the American Medical Association.

34. According to the SOC, providers working with adolescents or children presenting with Gender Dysphoria should have: a) at least a master's degree or its

equivalent in a clinical behavioral science field, b) competence using the DSM-5 or the International Classification of Diseases (ICD), c) the ability to recognize and diagnose coexisting mental health concerns and to distinguish these from Gender Dysphoria, d) documented supervised training and competence in psychotherapy or counseling, e) knowledge about gender-nonconforming identities and expressions, and the assessment and treatment of Gender Dysphoria, and f) regular continuing education in the assessment and treatment of gender dysphoria. In addition to these components, it is necessary for providers to have specialized training in child and adolescent development, with a specific emphasis on assessment and diagnosis/psychopathology for children and adolescents.

35. Under the WPATH SOC, treatment of Gender Dysphoria often includes social transitioning. Social transitioning refers to living in the world in a manner consistent with the individual's gender identity. The WPATH SOC also provide that for some adolescents and adults, medical interventions to align the individual's body with their gender identity may be indicated. Treatment is individualized based on the needs of the patient and the patient's age.

36. For transgender individuals, social transition can be an important aspect of treatment to reduce the symptoms of Gender Dysphoria. As part of a social transition, an individual will typically, among other things, use a name and pronouns congruent with their gender identity, dress and groom in a manner typically associated with their gender identity and use sex-designated facilities such as restrooms that align with their gender identity. To be clinically effective at alleviating the distress associated with Gender

Dysphoria, a social transition must be respected consistently across all aspects of a transgender individual's life—for example, at home, in school, and at work.

37. Most transgender adolescents will undergo some type of social transition. Youth who do not move forward with a social transition are often barred from doing so due to external factors, such as unsupportive caregivers or lack of safety (see Ehrensaft et al., 2018). Current evidence-based treatment protocols indicate that when a transgender adolescent socially transitions, mental health and medical providers and social supports should affirm the adolescent's gender identity to ensure that their gender identity is part of their lived experience in all aspects of their lives. It is the aim of treatment to assist the children and adolescents in successfully integrating their internal identity into a life that allows them to function consistently in accordance with that identity and not feel shame for who they are. For those transgender adolescents for whom social transition is part of treatment of Gender Dysphoria, it is likely that serious distress will result if clinically indicated aspects of transition are impeded. Under the SOC, there are no medical interventions indicated for pre-pubertal children. For transgender adolescents, hormone therapy may be prescribed—either puberty-blocking hormones designed to delay the onset of physical changes associated with puberty and/or hormones designed to masculinize or feminize the individual's appearance. According to the SOC, chest reconstruction may be advised for some older adolescents, depending on a number of factors. Genital surgery is generally not advised by the SOC until after the adolescent has reached the age of majority. Whether any of these medical interventions are indicated for a patient depends on the needs of the individual patient. And both the SOC and the



Endocrine Society guideline, Endocrine Treatment of Gender Dysphoric/Gender Incongruent Persons: An Endocrine Society Clinical Practice Guideline, advise that informed consent and a rigorous psychological assessment occur before initiating any medical interventions to treat adolescents with gender dysphoria.

38. Transgender boys treated with hormone therapy may appear indistinguishable from cisgender boys at school, and transgender girls treated with hormone therapy may appear indistinguishable from cisgender girls. Transgender boys who are prescribed puberty blockers will not develop breasts or muscle and fat distribution experienced by girls during puberty, and if that is followed by testosterone, they typically will, among other changes, have a chest, muscle/fat distribution, facial and body hair, skin changes that may increase acne, and deepened voice typical of other boys. Transgender girls who are prescribed puberty blockers will not develop the deepened voice, facial hair, and muscle development experienced by boys during puberty, and if that is followed by estrogen and anti-androgen medication, they will have breast development, redistribution of fat (specifically to abdomen, buttocks, hips, thighs, and arms), musculature, and hair and skin texture typical of other girls.

39. Psychotherapy to reduce the harmful effects of stigma and improve resiliency can also be an important form of support for individuals of any age with Gender Dysphoria. While psychotherapy can be useful as a support tool, it is not a substitute for social and medical transitioning as ways to reduce/eliminate Gender Dysphoria.

40. There is no “one size fits all” treatment regimen. In addition, individuals may be constrained by practical limitations—for instance medical contraindications or cost—on the ability to obtain particular treatments.

41. Before transgender identity and Gender Dysphoria were well understood by the medical and psychological communities, there were attempts to use psychotherapy to try to change the individual’s gender identity to match their sex assigned at birth. This has been referred to as “reparative therapy” in much of the academic and clinical literature. Such efforts were found to be ineffective and harmful and are therefore now considered unethical, and their use on minors is now illegal in numerous states.

### **III. DISCRIMINATION AGAINST AND VICTIMIZATION OF TRANSGENDER INDIVIDUALS.**

42. Excluding transgender boys from using facilities used by other boys, and transgender girls from using facilities used by other girls. subjects these youth to discrimination in a context in which they already experience a disproportionate amount of discrimination and adverse health impacts that result from discrimination.

43. Psychological science has used the concept of minority stress to understand and explain the reasons why transgender people (and members of other minority groups) experience physical and mental health disparities. The model focused on minority stress indicates that there are three types of minority stressors: 1) external stressors, 2) expectations of external stressors, and 3) internal stressors. Examples of external stressors experienced by transgender people include discrimination, prejudice, harassment, rejection, and non-affirmation of gender identity. Examples of internal stressors

experienced by transgender people include: concealing one's gender identity, internalizing gender-related stigma, and constantly thinking about (that is, ruminating about) one's gender. Transgender people will often expect that they will experience external stressors due to having actually experienced these in the past (or currently experiencing them) as well as witnessing or hearing about other transgender people who have experienced external stressors.

44. In addition to studies that focus generally on external stressors, there have been several studies that delve into specific types of external stressors. For example, there is one type of external stressor called misgendering that includes communications or actions that convey that a person's gender is misperceived or is being purposefully denied. Examples of misgendering can include using a name or pronouns inconsistent with a person's gender identity or denying them access to gendered facilities that are consistent with their gender identity (McLemore, 2018). McLemore (2015) found that experiences of being misgendered were associated with anxiety and negative affect (e.g., hostility and guilt), lower self-esteem related to appearance, and felt stigma. In a follow-up study with more specific measures regarding mental health, McLemore (2018) again reported that experiences of being misgendered were related to depression, anxiety, stress, and felt stigma.

45. Misgendering, along with other forms of external stressors is considered a form of social exclusion. Social psychology has established that seeking social acceptance is one of the most basic human needs and that the harms of social exclusion based on identity are widespread and can be catastrophic. On an individual level, social

exclusion impacts one's sense of belonging, self-esteem, sense of existence, and self-control. Social exclusion is associated with an increase in maladaptive behaviors, risky behaviors, and risk-taking behaviors. On a systematic level, social exclusion is often reinforced by organizations and institutions adopting policies and procedures that can enforce discrimination toward certain groups of people. Social exclusion is considered harmful, in general; however, it can be even more harmful when people in positions of power perpetuate notions that isolate and stigmatize transgender people. Research on social identity theory describes the harm that results when people of higher status—usually people in power such as administrators—fail to affirm or actively disaffirm lower-status individuals with a marginalized identity. This often leads to external forms of harm such as ostracization and discrimination against the individual by peers and others, as well as internal harms such as internalized shame and self-hatred. These internal and external factors can be directly related to psychological distress, such as post-traumatic stress disorder, depressive disorders, anxiety disorders, and hypertension, amongst myriad other health concerns.

46. In a study involving 610 transgender individuals (Galupo et al. 2020), study participants provided information about their experience of Gender Dysphoria. When asked about the impact of being misgendered or otherwise discriminated against based on their being transgender, they provided descriptions such as “it’s like a visceral, violating, physical manifestation of psychological pain for me” and “each of those [misgenderings] is a knife.”

47. There is a large body of scientific data indicating that transgender people experience a significant amount of external stressors. The US Trans Survey (James et al., 2016), collected data regarding discrimination experiences of 27,715 transgender people, aged 18 and above in the United States. This dataset concluded that transgender people experience substantial discrimination through a multitude of contexts, including employment, education, facilities, housing, legal protections, and access to health care services. Follow-up studies using the same nation-wide dataset indicate that experiences of transgender-related harassment in K-12 environments years primarily accounts for negative mental health experiences and that socially transitioning buffers the effects of harassment in those environments (Turban et al., 2021).

48. Estimates of transgender-specific discrimination across contexts range from 40-70%, depending on the type of discrimination (McCann & Brown, 2017). However, more recent estimates indicate the numbers might be higher than in the 2017 study. In a study my colleagues and I recently conducted with a sample of 575 transgender participants, 92.6% reported at least one lifetime experience of transgender-related discrimination, 94.2% reported at least one lifetime experience of anti-transgender rejection, and 78.9% reported at least one lifetime experience of anti-transgender victimization (see Barr, Snyder, Adelson, & Budge, 2021). Also, a recent study focusing on discrimination experiences of transgender people, 76.1% of the sample reported experiencing discrimination in the past year (Puckett et al., 2020). In addition to experiences of discrimination, transgender people report extensive exposure to mistreatment, harassment, and violence (James et al., 2016). One of the largest nation-

wide US studies focused on LGBTQ youth, GLSEN (2021) demonstrates that transgender youth experience significant amounts of harassment, bullying, and violence. For example, 84.4% of transgender youth felt unsafe at school when compared to 20.6% of their cisgender LGBQ peers. In addition, 43.6% of the transgender sample reported missing school because they felt unsafe or uncomfortable, compared to 24.9% of their cisgender LGBQ peers. The study indicated that 77.3% of transgender students reported experiencing discrimination at school, compared to 46.1% of the cisgender sample. In the overall report (Kosciw et al., 2020), 53.2% of youth reported hearing biased language regarding gender expression and 43.7% reported hearing anti-transgender language while at school. Of those youth, 30.7% reported that there was a staff member present while hearing those remarks and that 91% of staff did not intervene. In one of the largest nationwide Canadian studies to focus on transgender youth, 66% of youth reported being bullied, 35% were physically threatened or injured, 9% were threatened with a weapon; 63% reported experiencing verbal sexual harassment, 34% reported physical sexual harassment.

49. Transgender children and adolescents experience a great deal of victimization in the school environment, including bullying, physical assault, sexual assault, maltreatment, property victimization, and witnessing/indirect victimization. In their systematic review, Martin-Castillo et al. (2020) examined the effects of school-based victimization throughout 19 studies covering over 23,000 transgender people. Results from this review indicate that transgender youth experience significantly higher rates of victimization at school than their cisgender peers.

50. There also is robust data regarding the psychological impact of external stressors for transgender youth and young adults. Exposure to discrimination has been linked with higher reports of depression, anxiety, post-traumatic stress disorder, self-harm, and suicidality (e.g., Chozden et al., 2019; Price-Feeney, Green, & Dorison, 2020; Veale et al., 2019; Wilson et al., 2016). In a study just released, Pease and colleagues (2022) note that external minority stressors were directly related to psychological distress for young adults. In addition to this finding, they also note that experiencing more anti-transgender discrimination leads to higher levels of gender dysphoria, which then increase psychological distress for young adults.

51. Regarding mental health disparities, transgender youth consistently report higher instances of mental health concerns when compared to their cisgender counterparts. When compared with cisgender matched controls, transgender youth displayed a twofold to threefold increased risk of depression, anxiety, suicidal ideation, suicide attempt, and self-harm (Reisner et al., 2015). Fox et al. (2020) report that transgender adolescents were 8 times more likely to report depressive symptoms when compared to cisgender adolescents and were 5 times more likely than cisgender adolescents to report self-harm and suicidality.

52. Although all psychological distress deserves attention, suicidality is perhaps one of the most devastating outcomes due to the finality of completed suicide. For transgender youth, the evidence indicates that suicidality is an overwhelming mental health disparity. For example, in a recent sample of transgender youth, 86% reported suicidal ideation and 56% reported a previous suicide attempt (Austin et al., 2022). Data

indicate that transgender youth are 2.71 times more likely to attempt suicide when compared to cisgender youth (Jackman et al., 2019).

53. Studies demonstrate that negative school climate is not only detrimental to transgender youths' mental health, but also impacts their academic achievement. When compared to cisgender youth, transgender youth were three times more likely to be truant from school more often due to feeling more unsafe and distressed (Day et al., 2018). As well, transgender youth reported greater victimization at school and poorer academic performance when compared to cisgender LGBTQ+ peers (Poteat et al., 2021).

#### **IV. THE IMPACTS OF EXCLUDING TRANSGENDER STUDENTS FROM FACILITIES THAT MATCH THEIR GENDER IDENTITY**

54. In the United States, school and other public multiple occupancy restrooms and locker rooms are typically separated based on gender (women's and men's or girls' and boys' restrooms and locker rooms), unlike most other spaces. When facilities are gendered and a transgender individual is prohibited from using facilities consistent with their gender identity, a variety of negative consequences can result, each of which can lead to adverse mental and/or physical health for the excluded transgender person. These include: (1) feelings of rejection, invalidation, isolation, shame, and stigmatization; (2) interference with the process of social transition; (3) disclosure that the individual is transgender to others who may not know that (and to whom the individual does not wish to disclose that); (4) communication to others of a view that the transgender individual does not belong in spaces used by their peers and that there is something wrong with the individual, which can foster additional discrimination, harassment, and even violence (5)



efforts to avoid going to the restroom, including restricting intakes of fluids and food, which can cause serious physical illness; and (6) reduction in the ability to concentrate and learn. In addition, when “accommodations” are offered to transgender individuals that require them to use a separate restroom that is not usually designated for their group (e.g., sending a high school student to a faculty or nurse’s restroom) or when they, unlike others, are told that they—but not their peers—must use a single-user restroom, that individual likewise is being told not only that their gender identity is invalid, but that they are something “other” and must be separated from all their peers. Numerous research studies have confirmed the negative psychological impact of being invalidated and “othered” in these ways (e.g., Price-Feeney et al., 2021; McGuire et al., 2022; McLemore, 2015; McLemore, 2018).

**A. Excluding students who are transgender from facilities that are consistent with their gender identity worsens the already severe discrimination experienced by transgender people, contributing to negative health outcomes.**

55. Adding to the discrimination transgender youth already experience by excluding them from using the same restrooms and locker rooms as their peers subjects these youth to significant psychological harm and worsens their mental health, including causing feelings of feelings of rejection, invalidation, isolation, shame, and stigmatization, as well as depression, anxiety, and suicidal ideation. Research also indicates that there are cumulative effects of experiencing discrimination, especially related to trauma. In a recent study, my colleagues and I found that the chronicity and

accumulation of discrimination events were related to higher instances of Post-Traumatic Stress Disorder (Barr et al., 2021).

56. Although many transgender individuals report negative consequences when they are restricted from using restrooms consistent with their identity, this exclusion may be particularly damaging during adolescence. Adolescence is marked by a time of development where individuals' attention and awareness are particularly heightened related to looks, "fitting in," and navigating complex social interactions. Transgender adolescents are typically acutely self-conscious of the ways they may be perceived as different from their peers of the same gender. An internal consequence of that "not fitting in" is often internalized shame and sometimes diagnosable social anxiety and depression. External consequences can include experiences of bullying, harassment, and discrimination by peers and adults within school institutions. Of particular concern is bullying and harassment of transgender students, and even violence against them, if they use restrooms that are inconsistent with how they appear to, or are known to others.

57. In addition to the links between harassment and discrimination from peers and clinical distress in transgender adolescents, it can be even more harmful when adults in power perpetuate notions that isolate and stigmatize transgender adolescents. Research on what is known as social identity theory describes the harm that results when people of higher status—usually people in power such as, in the case of students, school administrators—fail to affirm or actively disaffirm lower-status individuals with a marginalized identity. This often leads to external forms of harm such as ostracization and discrimination against the individual by peers and others, as well as internal harms

such as internalized shame and self-hatred. These internal and external factors can be directly related to psychological distress, such as post-traumatic stress disorder, depressive disorders, anxiety disorders, and hypertension, amongst myriad other health concerns.

58. It is clear that serious harms can result when transgender individuals are not allowed to use restrooms corresponding to their gender identity. Most transgender individuals begin using restrooms consistent with their identity after completing other aspects of social transition (wearing clothing associated with their gender, changing their hair, etc.). Transgender and gender non-conforming people regularly face harassment and victimization in restrooms when they are perceived not to belong (Herman, 2013). Requiring transgender individuals to use facilities that do not correspond to their gender identity following a social transition thus subjects those individuals to increased risk of actual victimization as well as the realistic fear of such victimization, with the accordant harms resulting from that stress.

59. Highlighting the harm caused to transgender youth, Price-Feeney, Green, and Dorison (2021) note that in a sample of 7,370 transgender youth, 58% reported being prevented or discouraged from using a restroom that corresponds to their gender identity. Of those youth, 85% reported experiencing depression and 60% seriously considered suicide. Statistical analyses indicated that restroom discrimination against transgender youth not only increased depression and thoughts of suicide but was also related to one or more suicide attempts. Additional data indicate that internalizing the impact of legislation restricting restroom use is related to depression and anxiety for transgender

people (Horne et al., 2022). McGuire et al.'s (2022) qualitative study of transgender youths' experiences with restrooms indicate that restrictions on one's use of gendered restrooms impeded participants from having a good quality of life and that this impacted how they structured their lives, moved through their days, interacted with others, and envisioned their futures. They also described chronic embarrassment, anxiety, and poor self-esteem specifically tied to fears of harassment and actually experiencing harassment in restrooms that specifically did not align with their gender identity.

**B. Excluding transgender students from facilities that are consistent with their gender identity interferes with social transitioning.**

60. Because social transition involves an individual living in the world in a manner consistent with the individual's gender identity, being excluded from facilities consistent with one's gender identity is inconsistent with and will interfere with the process of social transition.

61. Research demonstrates the importance of social transitioning for transgender youth. Research from the longitudinal TransYouth Project (TYP) indicates that transgender youth who have socially transitioned demonstrate similar mental health patterns when compared to cisgender youth (Durwood et al., 2017; Olson et al., 2016). Additional research demonstrates that social transition processes are related to less depression, less suicidal ideation, less and suicidal behaviors (Russell et al., 2018).

62. Consequently, delaying socially transitioning is detrimental for transgender youth. Horton's (2022) qualitative study of parents of transgender youth provides an in-depth analysis of the consequences of delaying social transition for the parents' children,

notably mentioning the psychological distress that results from delaying social transition. In the largest nationwide survey in the US focusing on discrimination experiences of transgender people 18 and older, impeding social transition processes (for example, not being able to change one's name) is directly related to experiencing harassment and assault (James et al., 2016). In a large (N = 1,519) nation-wide Canadian survey of transgender youth, findings similarly demonstrate that not being able to access social transition components/processes is also directly related to experiencing harassment, assault, and denial of services (Taylor et al., 2020).

**C. Requiring transgender students to use facilities that are inconsistent with their gender identity can disclose that they are transgender to others who do not know that.**

63. Most transgender individuals begin using restrooms consistent with their identity after completing other aspects of social transition (such as wearing clothing associated with their gender, changing the way they wear their hair, and changing their name and pronouns to be consistent with their gender). Because of that, when transgender individuals who are in the process of social transition are forced to use facilities inconsistent with how their gender is perceived by others or are excluded from facilities that other students who identify as the same sex as them, this can disclose to others who may not already be aware that the student is transgender that the student is transgender.

64. There are two primary outcomes from this forced disclosure—one being that transgender youth will experience the psychological distress and Gender Dysphoria that come from worrying about their gender identity being disclosed without their

permission. The second outcome is that transgender youth can become targets for discrimination when their transgender status is made known to others.

**D. Excluding transgender students from facilities used by their peers can lead to harassment, bullying, and even violence.**

65. When transgender students are excluded from using facilities used by their peers, it does not go unnoticed by other students, who receive the unmistakable message that their transgender classmates are not suitable to be among them. This can encourage other students to engage in harassment, bullying, and even violence toward transgender students (see Taylor et al., 2020; Murchison et al, 2019).

66. Requiring transgender individuals to use facilities that do not correspond to their gender identity following a social transition thus subjects those individuals to increased risk of actual victimization as well as the realistic fear of such victimization, with the attendant harms resulting from that stress.

**E. Transgender students excluded from restrooms consistent with their gender identity often take steps to avoid using the restroom, which can have adverse physical consequences.**

67. To avoid the harmful effects of non-affirmation or fear of victimization, transgender individuals, including transgender minors, will often avoid using the restroom in any public space, including at school. This can lead to significant health consequences. First, transgender individuals will often avoid an intake of fluids to avoid the necessity to urinate; this can have significant health consequences related to dehydration. Even if transgender individuals do not avoid fluid intake, they will often

hold urine in their bladders to avoid using the restroom; this can also cause negative health consequences such as urinary tract or kidney infections. Transgender individuals may also avoid eating certain foods (or restrict food in general) to circumvent defecation, leading to constipation and muscle damage/weakness (see James et al., 2016 for data regarding these outcomes).

**F. Restricting transgender students from using facilities consistent with their gender identity interferes with their education.**

68. Disaffirmation of a transgender student's gender identity, interference with the student's social transition, and anxiety about having their transgender identity disclosed and having to use restrooms inconsistent with the student's gender identity causes emotional harm that interferes with students' ability to concentrate, learn, and thrive at school. In addition, reducing fluid and food intake and holding urine in their bladders is psychologically distressing and distracting and also makes it harder for students to concentrate in their classes and learn. All of this interferes with these students' education and denies them equal educational opportunities. It impairs their ability to develop a healthy sense of self, peer relationships, and the cognitive skills necessary to succeed in adult life.

**V. MISINFORMATION ABOUT TRANSGENDER INDIVIDUALS' USE OF RESTROOMS CONSISTENT WITH THEIR GENDER IDENTITY**

69. Policies restricting transgender individuals, and in particular transgender youths', access to restrooms that are consistent with their gender identity are frequently sought to be justified by claims that are not supported by the facts. One such piece of

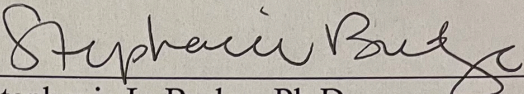
misinformation is that transgender people are a threat to the safety of other people when they use restrooms that do not correspond to the sex they were assigned at birth. The evidence does not support this concern (Crissman et al., 2020). This claim is frequently advanced with assertions that a transgender individual assaulted someone in a restroom when the individual who committed the assault in fact was not transgender. In fact, transgender individuals are the ones who are most likely to be assaulted in restrooms (see Murchison et al., 2019; Taylor et al., 2020).

70. Another piece of misinformation is that transgender people will expose their genitals to others or engage in “peeking” at others’ genitals in public restrooms. Such conduct is illegal or may subject individuals engaging in it to discipline but, even more importantly, there is no evidence indicating that transgender people are more likely to engage in such misconduct. In my clinical experience discussing restroom safety and perception of threat with transgender patients and community members, they are more concerned about their own safety and are focused on their own anxiety and fear when using the restroom. Young people generally exhibit modesty with regard to exposure of their genitals to others and this is particularly true of transgender young people for whom bringing any attention to their genitals makes them extremely uncomfortable and can increase their experience of Gender Dysphoria. Gender Dysphoria is an uncomfortable and distressing experience, by definition, and transgender people attempt to avoid experiencing it if provided with the opportunity (see Galupo et al., 2020).

I respectfully reserve the right to modify and expand upon my testimony as the facts are developed in this matter.



Pursuant to 28 U.S.C. § 1746, I declare under penalty of perjury under the laws of the United States of America that the foregoing is true and correct.

  
Stephanie L. Budge, Ph.D.

Executed on September 5, 2022



**Appendix A**  
**Curriculum Vitae of Stephanie L. Budge, Ph.D.**

**Stephanie L. Budge, PhD, Licensed Psychologist**  
**Curriculum Vitae**

Department of Counseling Psychology, School of Education, Room 305, University of  
Wisconsin-Madison, Madison, WI 53706, 608-263-3753, [budge@wisc.edu](mailto:budge@wisc.edu)

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**EDUCATION**

**Doctor of Philosophy** **8/2006 - 8/2011**  
University of Wisconsin-Madison  
APA Accredited Counseling Psychology Program  
Minor: Psychological Assessment  
Dissertation Title: *Distress in the transition process for transgender individuals: The role of loss, community, and coping.*

**Master of Science** **8/2004 - 5/2006**  
University of Texas at Austin  
Educational Psychology  
Thesis Title: *Sexual pressure in gay, lesbian, and bisexual relationships.*

**Bachelor of Science** **1/2003 - 12/2003**  
University of Utah  
Major: Psychology

Pace University **9/2000 - 12/2002**  
Major: Psychology  
Minor: Women's and Gender Studies

**POSITIONS HELD**

**Diversity, Equity, and Inclusion Scholar In Residence** **1/2022 – current**  
Mental Illness Research Education and Clinical Center  
Veterans Affairs

**Associate Professor, tenured** **8/2018 - current**  
Department of Counseling Psychology,  
University of Wisconsin-Madison

**Director of AHEAD (Advancing Health Equity and Diversity)** **7/2018 – current**  
Institute for Clinical and Translational Research  
School of Medicine and Public Health  
University of Wisconsin-Madison

**Health Psychologist** **6/2017 – 2/2019**  
University of Wisconsin Hospital & Clinics

Stephanie Budge CV 2022

American Family Children's Hospital

**Assistant Professor**, tenure-track **8/2016 – 8/2018**  
 Department of Counseling Psychology,  
 University of Wisconsin-Madison

**Assistant Professor**, visiting, **8/2014 - 7/2016**  
 Department of Counseling Psychology,  
 University of Wisconsin-Madison

**Postdoctoral Clinical Training** **7/2013 - 6/2014**  
 University of Louisville Trans Project

**Assistant Professor**, tenure-track **8/2011 - 8/2014**  
 Department of Educational and Counseling Psychology,  
 University of Louisville

**Postdoctoral Clinical Training**, **9/2011 - 8/2012**  
 University of Louisville Counseling Center

**Predocctoral Internship**, **8/2010 - 8/2011**  
 University of Minnesota, University  
 Counseling and Consulting Services,  
 APA-Accredited, APPIC listed predoctoral internship

### **PROFESSIONAL LICENSE**

Licensed Psychologist in Wisconsin - 3244-57 **2/2015 - current**

Licensed Psychologist (provisional) in Kentucky - 2012-42 **8/2011 - 6/2014**  
 (under supervision to gain hours for Health Service Provider status)

### **SPECIAL HONORS AND AWARDS**

**Excellence in Diversity Award** **3/2022**  
 Awarded the School of Education Excellence in Diversity Award at UW-Madison—awarded for my research, teaching, and service focused on supporting and advocating for LGBTQ people.

**American Psychological Association Division 44 Fellow** **10/2021**  
 Fellow status is an honor bestowed upon APA members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work has had a national impact on the field of psychology beyond a local, state or regional level. Division 44 focuses on psychological science and issues related to Lesbian, Gay, Bisexual, Transgender, and Queer people.

Stephanie Budge CV 2022

- UW-Madison Exceptional Service Award** 4/2021  
Awarded the UW-Madison Exceptional Service Award, provided to faculty who provide service “above and beyond” service expectations in a university environment
- Division 17 Distinguished Contribution to Counseling Psychology** 4/2021  
American Psychological Association Division 17 (Society of Counseling Psychology) award for research and practice with trans and nonbinary populations
- Division 29 Social Justice Award** 2/2021  
American Psychological Association Division 29 (Society for the Advancement of Psychotherapy) award for social justice work and research with LGBT populations
- Impact 2030 Faculty Fellow** 8/2020  
Awarded the Impact 2030 Faculty Fellowship. Chosen to be one of 10 faculty in the School of Education to be an Impact 2030 Fellow. The fellowship includes 5 years of research support.
- Honorary Rainbow Degree** 5/2019  
The University of Wisconsin-Madison’s Gender and Sexuality Campus Center provides an award every year to an individual on campus who is dedicated to making positive change for LGBTQ students on campus.
- Community Engaged Scholarship Award** 4/2018  
The University of Wisconsin-Madison School of Education award for researchers engaged in community-focused scholarship—awarded specifically for my collaborations with the Wisconsin Trans Health Coalition
- Outstanding Paper Award** 6/2017  
American Psychological Association Division 17 (Counseling Psychology) award for a 2016 major contribution published in *The Counseling Psychologist*
- Division 17 Early Career Award** 7/2017  
American Psychological Association Division 17 (Counseling Psychology) award for social justice work and research with LGBT populations
- Division 29 Early Career Award** 5/2015  
American Psychological Association Division 29 (Society for the Advancement of Psychotherapy) award for psychotherapy research
- University of Louisville Trustees Award Nomination** 2/2013  
Nomination provided to faculty for excelling in mentoring students
- Outstanding Graduate Student Award** 7/2010  
American Psychological Association Division 17 (Counseling Psychology) LGBT award given for community contributions with the LGBT population during my doctoral studies
- Graduate Student Research Award** 7/2010

Stephanie Budge CV 2022

American Psychological Association Division 17 (Counseling Psychology)  
Society for Vocational Psychology/ACT for career research regarding transgender individuals

**Transgender Research Award** **6/2010**

Recipient of the inaugural American Psychological Association Division 44 (Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues) award for research with transgender populations

**John W. M. Rothney Memorial Research Award** **2/2010**

University of Wisconsin-Madison Counseling Psychology Department award provided to an outstanding doctoral student excelling in research

**Outstanding Student Poster Award** **8/2009**

American Psychological Association Division 17 (Counseling Psychology)

**EXPERT WITNESS AND PUBLIC INTEREST EXPERIENCE**

Cooper v. USA Powerlifting & USA Powerlifting Minnesota, No. 62-CV-21-211 (Minnesota, 2021)

Boyden v. State of Wisconsin Employee Trust Funds, No. 17-cv-264 (Wisconsin, 2018)

Flack v. Wisconsin Department of Health Services, No. 3:18-cv-00309 (Wisconsin, 2018)

Whitaker v. Kenosha Unified School District, No. 2:16-cv-00943-PP (7<sup>th</sup> Cir. 2016)

Name redacted (private case of a transgender woman seeking asylum), United States DOJ Immigration Court Case (2015)

**RESEARCH**

**JOURNAL PUBLICATIONS**

Underlining denotes student

1. **Budge, S.L.**, Tebbe, E.A., & Love, D. (In press). The development and pilot testing of a minority stress psychoeducation tool for transgender and nonbinary people. *Transgender Health*. (in final draft form in the publication process)
2. Tebbe, E.A. & **Budge, S.L.** (In press). Mental health and the factors driving disparities and promoting well-being in trans and nonbinary people. *Nature Reviews Psychology*. (in final draft form in the publication process)
3. dickey, l. m., Thomas, K., Andert, B., Ibarra, N., & **Budge, S. L.** (In press). The relationship between realization of transgender identity and transition processes with nonsuicidal self-injury in transgender populations. *Psychiatry Research*.

4. Minero, L.M., Domínguez, S. Jr., Budge, S.L., & Salcedo, B. (In press). Latinx trans immigrants' survival of torture in U.S. detention: A qualitative investigation of the psychological impact of abuse and mistreatment. *International Journal of Transgender Health*.
5. Sinnard, M.T., Budge, S.L., & Rossman, H.R. (In press). Nonbinary individuals' emotional experiences: implications for advancing counseling psychology beyond the binary. *Counseling Psychology Quarterly*.
6. Barr, S.M., Snyder, K., Adelson, J., & Budge, S.L. (In press). Post-traumatic stress in the trans community: The roles of anti-transgender bias, non-affirmation, and internalized transphobia. *Psychology of Sexual Orientation and Gender Diversity*.
7. **Budge, S.L., Guo, E., Mauk, E., Tebbe, E.A.** (2021). The development of an observational coding scheme to assess transgender and nonbinary clients' reported minority stress experiences. *Psychotherapy, 58*, 288-300.
8. Thai, J.L., Budge, S.L., & McCubbin, L. (In press). Qualitative examination of transgender Asian Americans navigating and negotiating cultural identities and values. *Asian American Journal of Psychology*.
9. Bhattacharya, N., Budge, S.L., Pantalone, D.W., & Katz-Wise, S.L. (2021). Conceptualizing relationships among transgender and gender diverse youth and their caregivers. *Journal of Family Psychology, 35*, 595-605.
10. **Budge, S.L., Sinnard, M.T., & Hoyt, W.T.** (2021). Longitudinal effects of psychotherapy with transgender and nonbinary clients: A randomized controlled pilot trial. *Psychotherapy, 58*, 1-11.
11. **Budge, S.L., Orzechowski, M., Lavender, A., Schamms, S., Onsgard, K., Leibowitz, S., & Katz-Wise, S.L.** (2021). Transgender and gender nonconforming youths' emotions: The Appraisal, Valence, Arousal Model. *The Counseling Psychologist, 49*, 138-172.
12. **Budge, S.L., Lee, J., Lindley, L.** (2020). Therapy with transmasculine clients. *Psychotherapie im Dialogue, 21*, 52-56.
13. Sun, S., Budge, S.L., Shen, W., Ge, X., Liu, M., & Feng, S. (2020). Minority stress and health: A grounded theory exploration among men who have sex with men in China and implications for health research and interventions. *Social Science and Medicine*.
14. Allen, B.J., Andert, B., Botsford, J., Budge, S.L., & Rehm, J. (2020). Intersections at the margins: Comparing school experiences of nonbinary and binary-identified transgender youth. *Journal of School Health, 90*, 358-367.
15. dicky, l.m. & Budge, S.L. (2020). Suicide and the transgender experience: A public health crisis. *American Psychologist, 75*, 380-390.
16. **Budge, S.L., Domínguez, S. Jr., & Goldberg, A.E.** (2020). Minority stress in nonbinary students in higher education: The role of campus climate and belongingness. *Psychology of Sexual Orientation and Gender Diversity, 7*, 222-229.
17. Pantalone, D. & Budge, S.L. (2020). Psychotherapy research is needed to improve clinical practice for clients with HIV. *Psychotherapy, 57*, 1-7.
18. Hase, C.N., Meadows, J.C., & Budge, S.L. (2019). Inclusion and exclusion in the white space: An investigation of the experiences of people of color in a primarily white American meditation community. *Journal of Global Buddhism, 20*, 1-18.
19. Paquin, J., Tao, K., & Budge, S.L. (2019). A social justice framework for ethical psychotherapy research. *Psychotherapy, 56*, 491-502.

20. **Budge, S.L.**, & Katz-Wise, S. L. (2019). Sexual minorities' sexual communication, internalized homophobia, and conformity to gender norms. *International Journal of Sexual Health*, 31, 36-49.
21. Barcelos, C. & **Budge, S.L.** (2019). Inequalities in crowdfunding for transgender health care. *Trans Health*, 4, 81-88..
22. Goldberg, A., Kuvalanka, K., **Budge, S.L.**, Benz, M., & Smith, J. (2019). Mental health and health care experiences of transgender undergraduate and graduate students: A mixed methods study. *The Counseling Psychologist*, 47, 59-97.
23. Rossman, K., Sinnard, M., & **Budge, S.L.** (2019). A qualitative examination of consideration and practice of consensual non-monogamy among sexual and gender minority couples. *Psychology of Sexual Orientation and Gender Diversity*, 6, 11-21.
24. **Budge, S.L.**, Conniff, J., Belcourt, W.S., Parks, R. L., Pantalone, D., & Katz-Wise, S.L. (2018). A grounded theory study of the development of trans youths' awareness of coping with gender identity. *Journal of Child and Family Studies*, 27, 3048-3061.
25. **Budge, S.L.** & Moradi, B. (2018). Attending to gender in psychotherapy: Understanding and incorporating systems of power. *Journal of Clinical Psychology*, 74, 2014-2027.
26. Moradi, M. & **Budge, S.L.** (2018). A meta-analytic approach to studying psychotherapy outcomes for LGBTQ affirmative therapies. *Journal of Clinical Psychology*, 74, 2028-2042.
27. **Budge, S.L.**, Orovecz, J., Owen, J.J., & Sherry, A.R. (2018). The relationship between conformity to gender norms, sexual orientation, and gender identity for sexual minorities. *Counselling Psychology Quarterly*, 31, 79-97.
28. Salkas, S., Conniff, J. & **Budge, S.L.** (2018). Provider quality and barriers to care for transgender people: An analysis of data from the Wisconsin transgender community health assessment. *International Journal of Transgenderism*, 19, 59-63.
29. Katz-Wise, **Budge, S.L.** Fugate, E., Flanagan, K., Touloumtzis, C., Rood, B...Leibowitz, S. (2017). Transactional pathways of transgender identity development in transgender and gender nonconforming youth and caregiver perspectives from the Trans Youth Family Study. *International Journal of Transgenderism*, 18, 243-263.
30. Nienhuis, J. B., Owen, J., Valentine, J. C., Black, S. W., Halford, T. C., Parazak, S. E., **Budge, S.**, & Hilsenroth, M. J. (2018). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. *Psychotherapy Research*, 28, 593-605.
31. **Budge, S.L.**, Israel, T., Merrill, C. (2017). Improving the lives of sexual and gender minorities: The promise of psychotherapy research. *Journal of Counseling Psychology*, 64, 376-384.
32. **Budge, S.L.**, Chin, M.Y., & Minero, L.P. (2017). Trans individuals' facilitative coping: An analysis of internal and external processes. *Journal of Counseling Psychology*, 64, 12-25.
33. ° Imel, Z.E., **Budge, S.L.**, & Owen, J. (2017). Introduction to special section on advanced methodology: Counseling the dog to wag its methodological tail. *Journal of Counseling Psychology*, 64, 601-603.
34. Katz-Wise, S. L., Williams, D. N., Keo-Meier, C. L., **Budge, S. L.**, Pardo, S., & Sharp, C. (2017). Longitudinal associations of sexual fluidity and health in transgender men and cisgender women and men. *Psychology of sexual orientation and gender diversity*, 4, 460-471



35. Matsuno, E. & **Budge, S.L.** (2017). Non-binary/genderqueer identities: A critical review of the literature. *Current Sexual Health Reports*, 9, 116-120.
36. Katz-Wise, S.L., Reisner, S.L., White, J.M., & **Budge, S.L.** (2017). Self-reported changes in attractions and social determinants of mental health in transgender adults. *Archives of Sexual Behavior*, 46, 1425-1439.
37. **Budge, S.L.** & dickey, l.m. (2017). Barriers, challenges, and decision-making in the letter writing process for gender transition. *Psychiatric Clinics*, 40, 65-78.
38. Katz-Wise, S.L., **Budge, S. B.**, Orovecz, J.O. , Nguyen, B., & Thompson, K. (2017). Imagining the Future: Qualitative findings of future orientation from the Trans Youth Family Study. *Journal of Counseling Psychology*, 64, 26-40.
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44. **Budge, S.L.**, Thai, J.L., Tebbe, E., & Howard, K.H. (2016) The intersection of socioeconomic status, race, sexual orientation, transgender identity, and mental health outcomes. *The Counseling Psychologist*, 44, 1025-1049.
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46. Moradi, B., Tebbe, E., Brewster, M., **Budge, S.L.**, Lenzen, A., Enge, E...Painter, J. (2016). A content analysis of trans people and issues: 2002-2012. *The Counseling Psychologist*, 44, 960-995.
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51. Owen, J.J., Adelson, J.L., **Budge, S.L.**, Wampold, B.E., Kopta, M., Minami, T., & Miller, S.D., (2015). Trajectories of change in short-term psychotherapy. *Journal of Clinical Psychology, 71*, 817-827.
52. **Budge, S.L.** (2015). The effectiveness of psychotherapeutic treatments for personality disorders: A review and critique of current research practices. *Canadian Psychology, 56*, 191-196.
53. Owen, J.J., Adelson, J.L., **Budge, S.L.**, Reese, R.J., & Kopta, M.M. (2015). Good-Enough Level and Dose-Effect models: Variation among outcomes and therapists. *Psychotherapy Research, 26*, 22-30.
54. Katz-Wise, S.L. & **Budge, S.L.** (2015). Cognitive and interpersonal identity processes related to mid-life gender transitioning in transgender women. *Counselling Psychology Quarterly, 28*, 150-174.
55. **Budge, S.L.**, Orovecz, J., & Thai, J.L. (2015). Trans men's positive emotions: The interaction of gender identity and emotion labels. *The Counseling Psychologist, 43*, 404-434.
56. **Budge, S. L.**, Keller, B.L., & Sherry, A. (2015) A qualitative investigation of lesbian, gay, bisexual, and queer women's experiences of sexual pressure. *Archives of Sexual Behavior, 44*, 813-824.
57. **Budge, S.L.** (2014). Navigating the balance between positivity and minority stress for LGBTQ clients who are coming out. *Psychology of Sexual Orientation and Gender Diversity, 1*, 350-352.
58. **Budge, S.L.**, Rossmann, H.K., & Howard, K.H. (2014). Coping and psychological distress among genderqueer individuals: The moderating effect of social support. *Journal of LGBT Issues in Counseling, 8*, 95-117.
59. **Budge, S.L.**, Moore, J.T., Del Re, A.C., Wampold, B.E., Baardseth, T.P., & Nienhuis, J.B. (2013). The effectiveness of evidence-based treatments for personality disorders when comparing treatment-as-usual and bona fide treatments. *Clinical Psychology Review, 33*, 1057-1066.
60. **Budge, S.L.** (2013). Interpersonal psychotherapy with transgender clients. *Psychotherapy, 50*, 356-359.
61. Katz-Wise, S.L., **Budge, S.L.**, & Hyde, J.S. (2013). Individuation or identification? Self-objectification and the mother-adolescent relationship. *Psychology of Women Quarterly, 37*, 366-380.
62. **Budge, S.L.**, Adelson, J.L., & Howard, K.H. (2013). Anxiety and depression in transgender individuals: The roles of transition status, loss, social support, and coping. *Journal of Consulting and Clinical Psychology, 81*, 545-557.
63. **Budge, S.L.**, Owen, J.J., Kopta, S.M., Minami, T., Hanson, M.R., & Hirsch, G (2013). Differences among trainees in client outcomes associated with the Phase Model of Change. *Psychotherapy, 50*, 150-157.
64. **Budge, S. L.**, Katz-Wise, S. L., Tebbe, E., Howard, K.A.S., Schneider, C. L., & Rodriguez, A. (2013). Transgender emotional and coping processes: Use of facilitative and avoidant coping throughout the gender transition. *The Counseling Psychologist, 41*, 601-647.
65. Valdez, C. R. & **Budge, S.L.** (2012). Addressing adolescent depression in schools: Effectiveness and acceptability of an in-service training for school staff in the United States. *International Journal of Educational Psychology, 1*, 228-25.

66. Wampold, B.E., & **Budge, S.L.** (2012). The relationship—and its relationship to the common and specific factors of psychotherapy. *The Counseling Psychologist*, *40*, 601-623.
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70. **Budge, S. L.**, Tebbe, E. N. & Howard, K. A. S. (2010). The work experiences of transgender individuals: Negotiating the transition and coping with barriers. *Journal of Counseling Psychology*, *57*, 377-393.
71. Howard, K. A. S., **Budge, S. L.**, Gutierrez, B., Lemke, N. T., & Owen, A. D. (2010) Future plans of urban youth: Influences, perceived barriers, and coping strategies. *Journal of Career Development*, *37*, 655-676.
72. **Budge, S. L.**, Baardseth, T. P., Wampold, B. H., & Fluckiger, C. (2010). Researcher allegiance and supportive therapy: Pernicious affects on results of randomized clinical trials. *European Journal of Counselling and Psychotherapy*, *12*, 23-39.
73. Howard, K. A. S., **Budge, S. L.**, & McKay, K. M. (2010). Youth exposed to violence: The role of protective factors. *Journal of Community Psychology*, *38*, 63-79.
74. **Budge, S. L.** (2006) Peer mentoring in post-secondary education: Implications for research and practice. *Journal of College Reading and Learning*, *37*, 71-85.

## **BOOK CHAPTERS**

1. **Budge, S.L.** (2022). Genderqueer. In A. Goldberg (Ed.) *The SAGE Encyclopedia of LGBTQ Studies, 2<sup>nd</sup> Edition* (pp. xx-xx). Thousand Oaks, CA: SAGE.
2. Dominguez, S. & **Budge, S.L.** (2020). Gender Nonconformity. In A. Goldberg (Ed.) *The SAGE Encyclopedia of Trans Studies* (pp. xx-xx). Thousand Oaks, CA: SAGE.
3. **Budge, S.L.** & Moradi, B. (2019). *Gender Identity*. In J. Norcross and B. Wampold (Eds.) *Psychotherapy Relationships That Work, Volume 2*. London, England: Oxford University Press.
4. Moradi, B. & **Budge, S.L.** (2019). *Sexual Orientation*. In J. Norcross and B. Wampold (Eds.) *Psychotherapy Relationships That Work, Volume 2*. London, England: Oxford University Press.
5. **Budge, S.L.** & Orovecz, J.J. (2017). Gender fluidity. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 660-662). Thousand Oaks, CA: SAGE.
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10. **Akinniyi, D.** & **Budge, S.L.** (2017). Biological sex and mental health outcomes. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 161-165). Thousand Oaks, CA: SAGE.
11. **Lam, J.** & **Budge, S.L.** (2017). Help-seeking behaviors and men. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 832-834). Thousand Oaks, CA: SAGE.
12. **Jones, T., Chin, M.Y., & Budge, S.L.** (2017). Sororities. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 1611). Thousand Oaks, CA: SAGE.
13. **Sun, S.** & **Budge, S.L.** Women's group therapy. (2017). In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 1829-1830). Thousand Oaks, CA: SAGE.
14. **Sun, S., Miner, L., & Budge, S.L.** (2017). Multiracial people and gender. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 1208-1212). Thousand Oaks, CA: SAGE.
15. **Alexander, D., Hunter, C., & Budge, S.L.** (2017). Experiences of women in religious leadership. In K. Nadal (Ed.) *The SAGE Encyclopedia of Psychology and Gender* (pp. 1813-1815). Thousand Oaks, CA: SAGE.
16. **Budge, S.L.** (2017). Genderqueer. In A. Goldberg (Ed.) *The SAGE Encyclopedia of LGBTQ Studies* (pp. 460-463). Thousand Oaks, CA: SAGE.
17. **Budge, S.L.** & **Snyder, K.E.** (2016). Sex-related differences research. In A. Goldberg (Ed.) *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies* (pp. 2125-2129). Thousand Oaks, CA: SAGE.
18. **Budge, S. L., & Wampold, B. E.** (2015). The relationship: How it works. In O. C. G. Gelo, A. Pritz, & B. Rieken (Eds.), *Psychotherapy research: Foundations, process, and outcomes* (pp. 213-228). Dordrecht: Springer.

### **GRAPHIC NOVEL**

**Budge, S.L.** & **Funk, H.** (2019). *Longitudinal effects of psychotherapy with transgender clients: A randomized controlled pilot trial*. JKXComics. Available at: <https://www.jkxcomics.com/psychotherapy>

### **RESEARCH REPORTS**

**Botsford, J.C., Allen, B.J., Andert, B.D., Budge, S.L., & Rehm, J.L.** (2018). *Meeting the healthcare needs of transgender, nonbinary, and gender expansive/ nonconforming youth in Wisconsin: A report of the 2017 Wisconsin Transgender Youth Community Needs Assessment*. Available at: <https://www.med.wisc.edu/media/medwiscedu/documents/about-us/CH-174891-18-TNG-Youth-Report-Full.pdf>

**PRACTICE REPORTS**

Matsuno, E., Webb, A., Hashtpari, H., **Budge, S.L.**, Krishnan, M., & Balsam, K. (2021). Nonbinary fact sheet. A publication for the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues: Available at: <https://www.apadivisions.org/division-44/resources/advocacy/non-binary-facts.pdf>

Paquin, J., Tao, K., & **Budge, S.L.** (2020). Is psychotherapy for everyone? Available at: <https://www.apa.org/pubs/highlights/spotlight/issue-192>.

Webb, A. Matsuno, E., **Budge, S.L.**, Krishnan, M., & Balsam, K. (2017). Nonbinary gender identities fact sheet. A publication for the Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues: Available at: <https://www.apadivisions.org/division-44/resources/advocacy/non-binary-facts.pdf>

**Budge, S.L.** (2015). Critical considerations in writing letters for trans clients. Available at: <https://societyforpsychotherapy.org/critical-considerations-in-writing-letters-for-trans-clients/>

**CURRICULUM GUIDE**

McGinley, M., Christie, M. B., Clements, Z., Goldbach, C. M., Kraus, E., Woznicki, N. W., Breslow, A. S., **Budge, S. L.**, & Matsuno, E. (2020). A resource for incorporating trans and gender diverse issues into counseling psychology curricula. APA Division 17 Special Task Group, Making Room at the Table: Trans/Nonbinary Pipeline to Counseling Psychology. Available at: <https://www.div17.org/wp-content/uploads/Incorporating-Trans-and-Gender-Diverse-Issues-into-Counseling-Psychology-Curricula.pdf>

**RESEARCH SUPPORT**

**School Mental Health Collaborative IES Grant** **9/01/2022-9/01/2024**  
**Institute of Education Training Grant, funded**

This grant focuses on training postdoctoral trainees in innovative research methods that will impact communities experiencing marginalization  
 Role: Collaborator

**Young Investigator Grant** **9/01/2022-9/01/2024**  
 American Foundation for Suicide Prevention, \$90,000—**funded**

This grant focuses on using EMA methods to assist therapists with intervening for transgender adult clients experiencing suicidal ideation.  
 Role: Co-Investigator

**Diverse & Resilient Community Grant** **9/17/2021-9/17/2022**  
 Diverse & Resilient, \$20,000—**funded**

Community grant focusing on a program evaluation regarding a training for mental health providers to infuse radical healing into their practice and to reduce internalized stigma.



Stephanie Budge CV 2022

Role: PI

**Understanding and Reducing Inequities Initiative** 7/01/2021-7/01/2023University of Wisconsin-Madison, \$250,000—**funded**

Study focusing on creating a psychotherapy intervention for trans and nonbinary people that includes radical healing and skills to reduce internalized transnegativity.

Role: PI

**Baldwin Seed Grant** 07/2021-07/2022University of Wisconsin-Madison, \$4,000—**funded**

Mentoring student (L. Lindley) on a grant focused on coping mechanisms for transgender and nonbinary people.

Role: PI

**2030 Faculty Fellowship Funds** 8/20/2020-8/20/2025University of Wisconsin-Madison, \$100,000—**funded**

Funds to support community-based research focused on improving mental health and wellness for transgender and nonbinary people.

Role: PI

**Baldwin Seed Grant** 06/2019-06/2020University of Wisconsin-Madison, \$4,000—**funded**

Mentoring student (M. Sinnard) on a grant focused on objectified body consciousness for trans, nonbinary, and gender nonconforming individuals.

Role: PI

**Online Course Development Grant** 01/2019-9/2020University of Wisconsin-Madison, \$15,000—**funded**

This grant funds university faculty to design new and innovative courses at UW-Madison. The funding will cover the creation of a course called “Gender and Queer Issues In Psychology” set to begin in Summer 2020.

Role: Instructor

**Fall Research Competition** 6/2018 – 6/2019University of Wisconsin-Madison, \$34,000 - **funded**

Research project determining the effectiveness of psychotherapy interventions focused on minority stressors for transgender clients.

Role: PI

**UW Institute for Clinical Research (ICTR)** 6/2017 – 6/2018Health Equity and Diversity (AHEAD) research pilot award, \$10,000 - **funded**

Research project determining the effectiveness of psychotherapy interventions focused on minority stressors for transgender clients.

Role: PI

**National Institute of Health** 1/2017 – 1/2019

Stephanie Budge CV 2022

**NICHD, R21, \$206,028—funded**

Structured pubertal suppression readiness assessment for gender dysphoric youth.

Role: Collaborator

**Gaining STEAM**

**5/2018 – 5/2019**

JKX Comics, \$0, **awarded**

Grant awarded to scientists to pair with a comic book artist to create visual representation of scientific content.

Role: Scientist

**Fall Research Competition**

**5/2017 - 9/2018**

University of Wisconsin-Madison, \$60,000 - **funded**

Supplemental research project for the NIH grant (listed below) focusing on pubertal suppression for transgender youth.

Role: PI

**Wisconsin Partnership Program**

**6/2016 – 6/2018**

Community Opportunity Grant, \$50,000 - **funded**

A grant that assists with opportunities focused on transgender health and equity in health care.

Role: Collaborator

**UW Institute for Clinical Research (ICTR)**

**6/2016 – 6/2018**

**Health Equity and Diversity (AHEAD) research pilot award, \$10,000 - funded**

Research project advancing the Wisconsin Survey of Trans Youth: An Assessment of Resources and Needs.

Role: Co-investigator

**Faculty Research Development Grant**

**10/2012 - 10/2013**

University of Louisville, \$2,200 - **funded**

Research project testing psychotherapy process and outcomes for transgender individuals.

Role: PI

**Faculty Research Development Grant**

**9/2011- 9/2012**

University of Louisville, \$2,200 - **funded**

Research project regarding positive experiences of transgender identity and intersectionality of identities with genderqueer individuals.

Role: PI

**Charles J. Gelso Research Grant**

**6/2010 – 6/2012**

American Psychological Association (Division 29), \$2,000 - **funded**

Meta-analysis project focusing on personality disorders and treatment effectiveness.

Role: PI

**INTERNATIONAL PRESENTATIONS**

°Invited; Underlining denotes student;

1. **Budge, S.L.** & Lee, J. (2022, July). Understanding and Incorporating Trans-Affirmative Therapies When Working With Two Spirit, Trans, and Nonbinary Clients. Korean Counseling Association/ Korean Counseling Psychology Association Conference. Presented virtually to an audience in Seoul, Korea.
2. **Budge, S.L.** (2021, June;). *Attending to Power, Privilege, and Oppression in Psychotherapy Research*. Panel moderator for a plenary session at the Society for Psychotherapy Research, Heidelberg, Germany (hybrid model online due to COVID-19).
3. **Budge, S.L.** (2020, October). *Mental Health Care for Trans Youth: What Helps Youth Thrive and What Resources are Requested?* World Professional Association for Transgender Health (WPATH) Conference, originally scheduled to be in Hong Kong, online due to COVID-19.
4. **Budge, S.L.** & Sinnard, M.T. (2020, October). *Acceptability and Feasibility of a Randomized Controlled Trial with Transgender and Nonbinary Clients*. World Professional Association for Transgender Health (WPATH) Conference, originally scheduled to be in Hong Kong, online due to COVID-19.
5. Sinnard, M.T. & **Budge, S.L.** (2020, October). *Development of the Objectified Body Consciousness Scale for Transgender and Nonbinary Adults*. World Professional Association for Transgender Health (WPATH) Conference, originally scheduled to be in Hong Kong, online due to COVID-19.
6. Allen, B., Rehm, J., **Budge, S.L.**, Botsford, J., & Andert, B. (2018, May). *School Safety and Support for Transgender Youth with Non-binary vs. Binary Gender Identities*. Pediatric Academic Societies (PAS) Conference, Toronto, Canada.
7. Rehm, J., Allen, B., **Budge, S.L.**, Botsford, J., & Andert, B. (2018, May). *Transgender youth who receive gender related care from a specialized provider differ from other transgender youth*. Pediatric Academic Societies (PAS) Conference, Toronto, Canada.
8. Rehm, J., Allen, B., **Budge, S.L.**, Botsford, J., & Andert, B. (2018, May). *Increased awareness of healthcare needs of youth with nonbinary gender identities is needed*. Pediatric Academic Societies (PAS) Conference, Toronto, Canada.
9. **Budge, S.L.** & Katz-Wise, S.L. (2016, July). *Emotional expression of trans youth and their families: A cross-comparison of familial cultures for gender and emotions*. Paper presented at the International Congress of Psychology Conference, Yokohama, Japan.
10. Chin, M.Y., Minero, L., & **Budge, S.L.** (2016, July). *"This is me, and I am happy. I love it": Understanding Internal Coping Processes of Trans-identified Individuals using Grounded Theory*. Paper presented at the International Congress of Psychology Conference, Yokohama, Japan.
11. **Budge, S.L.**, Katz-Wise, S.L., Conniff, J., Belcourt, S., & Parks, R. (2016, July). *Developmental processes of coping for trans youth: Results from the Trans Youth and Family Study (TYFS)*. Paper presented at the World Professional Association for Transgender Health Biannual Conference, Amsterdam, The Netherlands.
12. Sinnard, M., Raines, C., & **Budge, S.L.** (2016, July). *Effects of location and transition status on anxiety and depression in trans individuals*. Paper presented at the World Professional Association for Transgender Health Biannual Conference, Amsterdam, The Netherlands.



13. **Budge, S.L.** & salkas, s. (2016, July). *An overview of non-binary gender identities in the National Transgender Discrimination Survey*, Paper presented at the World Professional Association for Transgender Health Biannual Conference, Amsterdam, The Netherlands.
14. Orovecz, J., salkas, s., & **Budge, S.L.** (2016, July). *External identity processes for individuals with non-binary identities*. Paper presented at the World Professional Association for Transgender Health Biannual Conference, Amsterdam, The Netherlands.
15. Rossmann, K., Sinnard, M., & **Budge, S.L.** (2016, July). *The externalization of affect for individuals with non-binary gender identities*. Paper presented at the World Professional Association for Transgender Health Biannual Conference, Amsterdam, The Netherlands.
16. Hase, C.N., Reiland, M.T., **Budge, S.L.** (2015, August). "Omitting none:" *Experience of people of color in a primarily white meditation community*. Poster presented at American Psychological Association. Toronto, ON.
17. Akinniyi, D.A. & **Budge, S.L.** (2015, August). *Genderqueer individuals' conceptualizations of multiple identities: A qualitative investigation using identity maps*. Paper presented at the Annual Meeting for the American Psychological Association, Toronto, Canada.
18. Sinnard, M. & **Budge, S.L.** (2015, August). *Effects of location and transition status on anxiety and depression in trans individuals*. Poster presented at the Annual Meeting for the American Psychological Association, Toronto, Canada.
19. Watkins, C.E., **Budge, S.L.**, & Wampold, B.E. (2015, August). *Extrapolating the Wampold/Budge psychotherapy relationship model to psychotherapy supervision*. Paper presented at the Annual Meeting for the American Psychological Association, Toronto, Canada.
20. **Budge, S.L.** (2014, February). *Developmental processes of positive emotions for trans individuals: The interplay of interpersonal emotions and transition appraisal*. Paper presented at the World Professional Association for Transgender Health Biannual Conference, Bangkok, Thailand.
21. **Budge, S.L.**, Adelson, J.L., & Howard, K.A.S. (2014, February). *Transgender and Genderqueer individuals' mental health concerns: A moderated mediation analysis of social support and coping*. Paper presented the World Professional Association for Transgender Health Biannual Conference, Bangkok, Thailand.

### NATIONAL PRESENTATIONS

°Invited; Underlining denotes student;

1. Klessig, C., Dyer, R. L., Teasdale, T., Weber, I. J., & **Budge, S. L.** (2022). "In most cases, abortion is understandable": *A qualitative investigation of psychotherapists' abortion attitudes*. Poster presented at the 2022 American Psychological Association Annual Convention, Minneapolis, MN.
2. Teasdale, T., Dyer, R. L., Weber, I. J., Klessig, C., & **Budge, S. L.** (2022). *Exploring the impact of benevolent sexism on mental health clinicians' abortion attitudes*. Poster presented at the 2022 American Psychological Association Annual Convention, Minneapolis, MN.
3. Weber, I. J., Dyer, R. L., Klessig, C., Teasdale, T., & **Budge, S. L.** (2022). *Mental health clinicians' attitudes about classism and client pregnancy decisions*. Poster presented at the 2022 American Psychological Association Annual Convention, Minneapolis, MN
4. Smith, C. L., Zubizarreta, D., **Budge, S. L.**, Watson, R. J., Gordon, A. R., Austin, S. B., & Katz-Wise, S. L. (2022, August). Risk and protective factors related to body image and disordered

- eating in a longitudinal study of Transgender and Nonbinary adolescents. Poster presented at the American Psychological Association Convention, Minneapolis, Minnesota.
5. Guan, T., Pham, C., & Budge, S.L. (2022, August). Disrupting white supremacy in psychology training: Recommendations to support trainees of color. Poster presented at the American Psychological Association Convention, Minneapolis, Minnesota
  6. Lee, J. & Budge, S.L. (2022, August). Moving From Gatekeeping to a Companionship Model in Letter Writing for TNB Individuals. Poster presented at the American Psychological Association Convention, Minneapolis, Minnesota.
  7. Dominguez, Jr. S., & Budge, S.L. (2022, August). Using CBPR in Psychotherapy Research to Undermine Gatekeeping Practices. Paper presented at the American Psychological Association Convention, Minneapolis, Minnesota.
  8. Lee, J., Dominguez Jr., S., Matsuno, E., Norton, M., Lindley, L., Tebbe, E., & Budge, S.L. (2022, August). Mixed-Methods Results from Gender, Resilience and Resistance, Empowerment, and Affirmation Training. Paper presented at the American Psychological Association Convention, Minneapolis, Minnesota
  9. Dominguez Jr., S. Budge, S.L., Tebbe, E.A., Norton, M., Lee, J., Lindley, L., & mcneill, j. (2022, August). Baseline data from an open psychotherapy trial with Two-Spirit, Trans, & Nonbinary Clients of Color. Paper presented at the American Psychological Association Convention, Minneapolis, Minnesota.
  10. **Budge, S.L.** (2022, August). Changing Cisnormative Spaces: Improving Access to Psychotherapy and Educational Spaces for Trans and Nonbinary People. Fellows talk provided at the American Psychological Association Convention, Minneapolis, Minnesota.
  11. Smith, C. L., Zubizarreta, D., Budge, S. L., Watson, R. J., Gordon, A. R., Austin, S. B., & Katz-Wise, S. L. (2022, June). Longitudinal associations of risk and protective factors on body image and disordered eating among Transgender and Nonbinary youth. Paper presented at the International Conference of Eating Disorders, Virtual Conference.
  12. **Budge, S.L.** (2021, August). *Gab with the greats*. An invited panelist for Division 29 Society for the Advancement of Psychotherapy at the annual American Psychological Association National Convention, Virtual Conference.
  13. **Budge, S.L.** (2021, August). *Attending to Power, Oppression, and Healing with Trans, Nonbinary, and Queer Populations*. Chair of symposium presented at a mini symposium at the at the annual American Psychological Association National Convention, Virtual Conference.
  14. Elliott, G., Domínguez, S. Jr., & Budge, S. L. (2021, August). *A Case Study Approach to Using a Strong Intersectional Lens in Therapy with Trans and Nonbinary Clients*. Paper presented at a mini symposium at the at the annual American Psychological Association National Convention, Virtual Conference.
  15. Norton, M., Domínguez, S. Jr., Elliot, G., & Budge, S. L. (2021, August). *Dismantling, Decolonizing, and Deconstructing: Engaging the Possibilities within a Critical Lab Praxes*. Paper presented at a mini symposium at the at the annual American Psychological Association National Convention, Virtual Conference.
  16. McNeill, J. & Budge, S.L. (2021, August). *Theory and Practice of Radical Healing for Queer and Trans Black and Indigenous People of Color*. Paper presented at a mini symposium at the at the annual American Psychological Association National Convention, Virtual Conference.

17. Lee, J., Hoyt, W.T., **Budge, S.L.**, & Lee, B. (2021, August). *Parental attachment and internalized transnegativity among Korean TNB populations: Role of Self-shame, Rejection Sensitivity, and self-concept clarity*. Poster presented at the American Psychological Association Convention. Virtual Conference due to COVID-19.
18. Lindley, L. & **Budge, S.L.** (2021, August). *Development of the Transgender/Nonbinary Coping Measure*. Poster presented at the American Psychological Association Convention. Virtual Conference due to COVID-19.
19. Veldhuis, C.B., **Budge, S.L.**, Velez, B., Galupo, M.P., Cascalheira, C., Renteria, R., & Delucio, K. (2021, August). *Thought-Provoking Conversations about LGBTQIA+ Research*. Panelist at the American Psychological Association Convention. Virtual Conference due to COVID-19.
20. Katz-Wise, S., Vishnudas, S., Smith, C., Marchwinski, B., **Budge, S.L.**, Godwin, E., Moore, L., Ehrensaft, D., Rosal, M.C., Thomson, K. (2021, May). *Family Functioning and Mental Health: A Two-Year Longitudinal Study of Families with Transgender and/or Nonbinary Youth*. Paper presented at the LGBTQ Health Conference. Virtual Conference due to COVID-19.
21. Dyer, R.L. & **Budge, S.L.** (2021, March). *Psychotherapist attitudes about client pregnancy decision-making: Developing a scale*. Paper presented at the Association for Women in Psychology. Virtual Conference due to COVID-19.
22. **Budge, S.L.**, Velez, B., Mohr, J., Moradi, B., Puckett, J., & Matsuno, E. (2020, August). *Taking the mystery out of publishing LGBTQ research: Lessons learned*. Symposium accepted at the 2020 American Psychological Association Convention, Washington, D.C.
23. **Budge, S.L.**, Sinnard, M.T., & Hoyt, W.T. (2020, August). *Minority stress outcomes during and post psychotherapy: 6-month follow-up results for trans clients*. Paper accepted at the 2020 American Psychological Association Convention, Washington, D.C.
24. Tao, K., Paquin, J., & **Budge, S.L.** (2020, April). Using a counseling psychology lens to propose and implement a social justice framework for ethical psychotherapy research. Symposium accepted at the 2020 Counseling Psychology Conference, New Orleans, Louisiana. Conference cancelled due to COVID-19.
25. Dyer, R.L. & **Budge, S.L.** (2020, April). *Qualitative examination of transgender clients' reflections on discussing minority stress with psychotherapists*. Poster to be presented at the 2020 Counseling Psychology Conference, New Orleans, Louisiana. Conference cancelled due to COVID-19.
26. Domínguez, S. Jr., **Budge, S. L.** (2020, April). *The Social and Internal Aspects of Gender Dysphoria Scale (SIAGD): A community-engaged measure for gender dysphoria*. Poster to be presented at the 2020 Counseling Psychology Conference, New Orleans, Louisiana. Conference cancelled due to COVID-19.
27. Domínguez, S. Jr., **Budge, S. L.**, & Goldberg, A. E. (2019, August). *Minority stress in nonbinary college students: The impact of campus climate and belongingness*. Poster presented at the 2019 American Psychological Association National Convention, Chicago, IL.
28. Dyer, R. L., Sinnard, M.T., & **Budge, S. L.** (2019, August). *Working alliance and gender minority stress: Implications for psychotherapy with trans, nonbinary, and gender expansive/nonconforming clients*. Poster presented at the 2019 American Psychological Association Convention, Chicago, Illinois.

29. Sinnard, M.T., Dyer, R. L., & Budge, S. L. (2019, August). *Effects of identity concealment on substance use and suicidality among Midwest trans, nonbinary, and gender expansive/nonconforming individuals*. Poster presented at the 2019 American Psychological Association Convention, Chicago, Illinois.
30. Schoenike, D., Wachter, E., & Budge, S.L. (2019, August). *The Interaction of Transgender Identity, Race, and Mental Health: A Nationwide Sample*. Poster presented at the 2019 American Psychological Association Convention, Chicago, Illinois.
31. Barcelos, C., **Budge, S.L.**, & Botsford, J. (2019, April). *Uneven Access: The Health of Trans and Gender Nonconforming People in Wisconsin and the Upper Midwest*. Paper to be presented at the Annual National Transgender Health Summit, San Francisco, CA.
32. Bhattacharya, N., **Budge, S.L.**, Pantalone, D., & Katz-Wise, S.L. (2018, November). *Conceptualizing relationships among transgender and gender nonconforming youth and their caregivers*. Paper presented at the American Public Health Association Conference, San Diego, California.
33. **Budge, S.L.**, Sinnard, M.T., & Hoyt, W.T. (2018, September). *Longitudinal Effects of Psychotherapy with Transgender Clients: A 6-month Follow-up*. Paper presented at the Biennial North American Society for Psychotherapy Research Conference, Snowbird, Utah.
34. Sinnard, M.T. & **Budge, S.L.** (2018, September). *“I Want to Correct Past Harmful Counseling Experiences”: Goal Attainment in Psychotherapy with Transgender Clients*. Paper presented at the Biennial North American Society for Psychotherapy Research Conference, Snowbird, Utah.
35. **Budge, S.L.** (2018, August). *The feasibility of a clinical trial focusing on trans individuals’ minority stress*. Paper presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
36. **Budge, S.L.**, Allen, B., Andert, B., Botsford, J., & Rehm, J. (2018, August). *Resources contributing to psychological well-being for trans youth: A CBPR Approach*. Paper presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
37. Sweetnam, M.R., Mauk, E., & **Budge, S.L.** (2018, August). *A qualitative analysis of nonbinary and genderqueer individuals’ experiences of proximal and distal minority stress*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
38. Dillard, S., Sinnard, M.T., **Budge, S.L.**, & Katz-Wise, S.L. (2018, August). *Triadic analysis of concordance and discordance in families of trans youth*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
39. Mauk, E., Guo, E., Stock, C., Eck, M., & **Budge, S.L.** (2018, August). *Minority stress interventions in a psychotherapy pilot trial for transgender clients*. Paper presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
40. Orzechowski, M., **Budge, S.L.**, Lavendar, A., Onsgard, K., Schamms, S., Liebowitz, S., & Katz-Wise, S.L. (2018, August). *Emotions of transgender youth*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.



41. Raines, C.R & **Budge, S.L.** (2018, August). *Measuring masculine sexual entitlement: Subscales of a new instrument*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
42. Sinnard, M.T, Orzechowski, M., Budge, S.L., Belcourt, S., Conniff, J., Orovecz, J., Parks, R., Sun, S., & Sutton, J. (2018, August). *Depression and anxiety among transgender compared to cisgender Individuals: A meta-analysis*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
43. Sinnard, M.T., Budge, S.L., & Hoyt, W.T. (2018, August). *The effectiveness of psychotherapy for transgender clients: A randomized controlled trial*. Paper presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
44. Sun, S., Hoyt, W.T., & Budge, S.L. (2018, August). *Minority stress, HIV risk behaviors, and mental health among Chinese men who have sex with men (MSM): A qualitative analysis*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
45. Thomas, K.A., Andert, B., Ibarra, N., Budge, S.L., & dickey, l. (2018, August). *Non-suicidal self-injury in transgender individuals*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
46. Dyer, R., Budge, S.L., Rehm, J., Botsford, J., Andert, B., & Allen, B. (2018, August). *Rural-urban differences in perceived safety at school for Wisconsin trans youth*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
47. Raines, C.R & **Budge, S.L.** (2018, August). *Understanding the relationships between masculine sexual entitlement, masculinity, and violence*. Poster presented at the Annual Meeting for the American Psychological Association, San Francisco, California.
48. Rehm, J., Botsford, J., Budge, S.L., Andert, B., & Allen, B. (2017, September). *Initial results of needs assessment for trans and gender expansive youth in Wisconsin*. Poster presented at the International Joint Meeting of Pediatric Endocrinology, Washington, D.C.
49. Rossman, H. K., Sinnard, M. T., & Budge, S. L. (August, 2017). *Bisexuality and Consensual Non-Monogamy for Trans Individuals and Their Romantic Partners*. Paper presented at the Bisexuality Issues Committee Intersectionality Symposium at the Annual Meeting for the American Psychological Association in Washington, D.C.
50. Minero, L.M. & Budge, S.L. (2017, February). *Experiences of exclusion and discrimination among undocutrans (undocumented and transgender) individuals in the united states and implications for mental health professionals*. Paper presented at the meeting for the United States Professional Association for Transgender Health, Los Angeles, California.
51. Thai, J.L, Orovecz, J., Budge, S.L. (2017, February) *“I was pretty sure I was doing the wrongest thing a wrong thing could be done”*: A qualitative examination of trans men’s experiences of negative emotions. Presentation in a symposium at the US Professional Association of Transgender Health, Los Angeles, CA.
52. **Budge, S.L.** (2017, February). *Evaluating the effectiveness of psychotherapy with trans clients: using the working alliance inventory*. Paper presented at the meeting for the United States Professional Association for Transgender Health, Los Angeles, California.

53. **Budge, S.L.** (2016, August). *Psychotherapy interventions, process, and outcome with transgender and gender non-conforming clients*. Chair of invited symposium for Division 29 at the Annual Meeting for the American Psychological Association, Denver, Colorado.
54. **Budge, S.L.** (2016, August). *The impact of minority stress interventions on psychotherapy outcomes with a trans client*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
55. Minero, L.M., Chin, M.Y., & Budge, S.L. (2016, August). *Transgender clients' reports of characteristics of effective and trans-competent therapists*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
56. **Budge, S.L.** (2016, August). *The state and future of psychotherapy research with transgender clients*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
57. Orovecz, J., Moon, J., & Budge, S.L. (2016, August) *Using transgender emotion labels to expand on emotion models*. Presentation in a symposium at the American Psychological Association Annual Convention, Denver, CO.
58. Minero, L.M., Chin, M.Y., & Budge, S.L. (2016, August). *Understanding external coping processes of trans-identified individuals using grounded theory*. Poster presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
59. Salkas, S. & Budge, S.L. (2016, August). *An overview of US population-based data on individuals with non-binary gender identities*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
60. Alexander, D., Orovecz, J., Salkas, S., Stahl, A., & Budge, S. L. (2016, August). *Internal identity processes for individuals with non-binary identities*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
61. Rossman, K., Sinnard, M., & Budge, S.L., (2016, August). *The "queering" of emotions--using non-binary gender identity to label emotional processes*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
62. Barr, S. M. & Budge, S.L. (2016, August). *Experiences of self esteem and well-being for individuals with non-binary gender identities*. Paper presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
63. Chase, A., Lam, J., & Budge, S.L. (2016, August). *Culture and masculine ideology: measuring masculinity among japanese american men*. Poster presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
64. Akinniyi, D. & Budge, S.L. (2016, August). *The student-athlete experience: Multiple minority statuses and discrimination*. Poster presented at the Annual Meeting for the American Psychological Association, Denver, Colorado.
65. **Budge, S.L.** (2016, August). *Identity processes, well-being, and emotional processes for individuals with non-binary identities*. Chair of symposium at the Annual Meeting for the American Psychological Association, Denver, Colorado.
66. Hase, C.N., Meadows, J.D., Budge, S.L. (2016, June). *Inclusion and exclusion in the white space: An investigation of the experiences of people of color in a primarily white american meditation community*. Poster presented at Mind & Life Summer Research Institute. Garrison, NY.
67. **Budge, S.L.** (2015, June). *The effectiveness of psychotherapeutic treatments for personality disorders: A review and critique of current research practices*. Paper

- presented at the Annual Meeting for the Society for Psychotherapy Research, Philadelphia, PA.
68. Kring, M. & **Budge, S.L.** (2015, June). *Re-evaluating outcomes in psychotherapy: Considerations beyond self-report*. Paper presented at the Annual Meeting for the Society for Psychotherapy Research, Philadelphia, PA.
  69. Owen, J. J., Wampold, B.E., Miller, S.D., **Budge, S.L.**, & Minami, T. (2015, June). *Trajectories of change in short-term psychotherapy: Lessons from growth curve mixture modeling*. Paper presented at the Annual Meeting for the Society for Psychotherapy Research, Philadelphia, PA.
  70. Katz-Wise, S.L. & **Budge, S.L.** (2015, April). *Imaging the future: qualitative findings of future orientation from trans youth and parents/caregivers in the Trans Youth Family Study*. Paper presented at the Annual Transgender Health Summit, Oakland, CA.
  75. **Budge, S.L.** (2014, August). *The other side of the story: trans individuals' experiences of positivity and resilience*. Symposium chair for the Annual Meeting for the American Psychological Association, Washington, DC.
  76. **Budge, S.L.** (2014, August). *Lessons learned from NIH-grant submission for LGBTQ research*. Invited panelist for the Annual Meeting for the American Psychological Association, Washington, DC.
  71. **Budge, S.L.** & Katz-Wise, S.L. (2014, August). *Emotional and interpersonal experiences of trans youth and their caregivers*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  72. Eleazer, J.L., Nguyen, Y., **Budge, S.L.** (2014, August). *"I'm afraid of my therapist": Military policy and access-to-care for transgender US service members*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  73. Thai, J.L. & **Budge, S.L.** (2014, August). *Mental health outcomes for trans Asian American, Asian, and Pacific Islander populations*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  74. Alexander, D. & **Budge, S.L.** (2014, August). *The impact of partner support on symptoms of anxiety for trans women, trans men, and genderqueer individuals*. Poster presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  75. Barr, S.M. & **Budge, S.L.** (2014, August). *Trans identity salience as a predictor for well-being and body control beliefs for trans individuals*. Poster presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  76. Keller, B.L., Barr, S.M., & **Budge, S.L.** (2014, August). *Trans women's emotional resilience: Reactions to the intersection of sexism and transphobia*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  77. Rossmann, H.K., Sinnard, M., **Budge, S.L.** (2014, August). *Adapting a three-tiered model of emotions to genderqueer individuals' identity processes*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  78. Thai, J.L., Orovecz, J., **Budge, S.L.** (2014, August). *Trans men's experiences of positive emotions: An examination of gender identity and emotion labels*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, DC.
  79. Tebbe, E.N., Brewster, M., **Budge, S.L.** (2014, August). *A content analysis of transgender psychological literature*. Poster presented at the Annual Meeting for the American Psychological Association, Washington, DC.



80. Thai, J.L. & **Budge, S.L.** (2014, March). *Family relationships and outness for transgender Asian Pacific Islander individuals*. Paper presented at the Society of Counseling Psychology Conference, Atlanta, GA.
81. Hunter, C. & **Budge, S.L.** (2014, March). *The moderating effect of race related to discrimination for transgender individuals*. Paper presented at the Society of Counseling Psychology Conference, Atlanta, GA.
82. Alexander, D. & **Budge, S.L.** (2014, March). *The impact of partner support on symptoms of anxiety for trans women, trans men, and genderqueer individuals*. Paper presented at the Society of Counseling Psychology Conference, Atlanta, GA.
83. Barr, S.M. & **Budge, S.L.** (2014, March). *Validation of the Objectified Body Consciousness Scale for transgender individuals*. Paper presented at the Society of Counseling Psychology Conference, Atlanta, GA.
84. **Budge, S.L.** (2013, October). *Addressing grief and role transitions for transgender clients experiencing gender identity incongruence*. Paper presented at the Biennial North American Society for Psychotherapy Research Conference, Nashville, TN.
85. **Budge, S.L.**, Barr, S.M., Katz-Wise, S.L., Keller, B.L., & Manthos, M. (2013, June). *Incorporating positivity into psychotherapy with trans clients*. Workshop presented at the Annual Philadelphia Transgender Health Conference, Philadelphia, PA.
86. **Budge, S.L.** & Barr, S.M. (2013, April). *Emotional and identity processes of trans youth: A developmental approach*. Paper presented at the Biennial Society for Research on Child Development Conference, Seattle, WA.
87. **Budge, S.L.**, Thai, J., Rossmann, H.K. (2012, August) *Intersecting identities and mental health outcomes for transsexual, cross-dressing, and genderqueer individuals*. Poster presented at the Annual Meeting for the American Psychological Association, Orlando, Florida.
88. **Budge, S.L.** & Keller, B.L. (2012, August). *"She felt pressured, I felt neglected": LGBTQ individuals' experiences of sexual pressure in relationships*. Poster presented at the Annual Meeting for the American Psychological Association, Orlando, Florida.
89. **Budge, S.L.**, Moore, J., Neinhuis, J., Baardseth, T., & Wampold, B.E. (2012, June). *The relative efficacy of bona-fide psychological treatments for personality disorders: A meta-analysis of direct comparisons*. Paper presented at the Annual Meeting for the Society for Psychotherapy Research, Virginia Beach, Virginia.
90. **Budge, S.L.** & Katz-Wise, S.L. (2012, February). *Trans-affirmative therapy: Focusing on emotional and coping processes throughout gender transitioning*. Workshop presented at the Transgender Spectrum Symposium, Annual Meeting of the Gay and Lesbian Affirmative Psychotherapy Association, New York, New York.
91. **Budge, S.L.** & Katz-Wise, S.L. (2011, November). *Transgender emotional and coping processes: Facilitative and avoidant coping throughout the gender transition*. Paper presented at the Annual Meeting for the Society for the Scientific Study of Sexuality, Houston, Texas.
92. **Budge, S.L.** & Howard, K.H. (2011, August). *Gender socialization and genderqueer individuals: The impact of assigned sex on coping and mental health concerns*. Paper presented at the Annual Meeting for the American Psychological Association, Washington, D.C.
93. Tebbe, E.L., **Budge, S.L.**, & Fischer, A. (2011, March). *Transforming the research Goliath: Reflections on research with transgender communities*. Roundtable presented at

- the Bi-Annual Meeting of the Association for Women in Psychology, Philadelphia, Pennsylvania.
94. **Budge, S.L.** & Howard, K.A.S. (2010, August). *Coping, social support, and well-being in the transition process for transgender individuals*. Paper presented at the Annual Meeting for the American Psychological Association, San Diego, California.
  95. Baardseth, T.P., **Budge, S.L.**, & Wampold, B.E. (2010, August). *Allegiance and psychotherapy research: The effectiveness of supportive therapy as a control*. Poster presented at the Annual Meeting for the American Psychological Association, San Diego, California.
  96. Solberg, V.S., Gresham, S.L., **Budge, S.L.**, & Phelps, A.L. (2010, August). *Impact of learning experiences on students with disabilities career development*. Poster presented at the Annual Meeting for the American Psychological Association, San Diego, California.
  97. Katz-Wise, S.L., **Budge, S.L.**, & Hyde, J.S. (2010, August). *Individuation or identification? Objectified body consciousness*. Poster presented at the Annual Meeting for the American Psychological Association, San Diego, California.
  98. Solberg, V.S., Gresham, S.L., **Budge, S.L.**, & Phelps, A.L. (2010, August). *Impact of exposure to quality learning experiences on career development*. Paper presented at the Annual Meeting for the American Psychological Association, San Diego, California.
  99. **Budge, S.L.** & Fluckiger, C. (2010, June). *Comparison of evidence-based-treatments versus treatment as usual: A meta-analysis*. Paper presented at the Annual Meeting for the Society for Psychotherapy Research, Asilomar, California.
  100. **Budge, S.L.** & Howard, K.A.S. (2010, April). *Career decision-making in the transgender population: The role of barriers and discrimination*. Paper presented at the Annual Meeting for the American Educational Research Association, Denver, Colorado.
  101. **Budge, S.L.**, Solberg, V.S., Phelps, L.A., Haakenson, K., & Durham, J. (2010, April). *Promising practices for implementing Individualized Learning Plans: Perspectives of teachers, parents, and students*. Paper presented at the Annual Meeting for the American Educational Research Association, Denver, Colorado.
  102. Solberg, V.S., Gresham, S.L., Phelps, L.A., & **Budge, S.L.** (2010, April). *Identifying decision-making patterns and its impact on career development and workforce readiness*. Paper presented at the Annual Meeting for the American Educational Research Association, Denver, Colorado.
  103. Katz-Wise, S.L., **Budge, S.L.**, & Hyde, J.S. (2010, March). *Objectified body consciousness and the mother-adolescent relationship*. Poster presented at the Biennial Meeting for the Society for Research on Adolescence, Philadelphia, Pennsylvania.
  104. **Budge, S. L.**, Tebbe, E. N., Katz-Wise, S. L., Schneider, C. L., & Howard, K. A. (2009, August). *Workplace transitions: Work experiences and the impact of transgender identity*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada.
  105. Katz-Wise, S. L., **Budge, S. L.**, & Schneider, C. L. (2009, August). *Navigating the gender binary: A qualitative study of transgender identity development*. Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada.
  106. Nelson, M. L., Thompson, M. N., Huffman, K. L., & **Budge, S. L.** (2009, August). *Development and further validation of the social class identity dissonance scale*.

- Paper presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada.
107. Dvorscek, M., **Budge, S. L.**, Bluemner, J. L., & Valdez, C. R. (2009, August). *Health care provider perspectives on Latino patients with depression*. Poster presented at the Annual Meeting of the American Psychological Association, Toronto, Ontario, Canada.
  108. Neumaier, E. R., **Budge, S. L.**, Bohlig, A. J., Doolin, E. M., & Nelson, M. L. (2009, August). *I feel masculine but they think I'm feminine: Toward measuring experienced gender role*. Poster presented at the Annual Meeting of the American Psychological Association during the Division 17 Social Hour, Toronto, Ontario, Canada.
  109. Doolin, E. M., Graham, S. R., Hoyt, W. T., **Budge, S. L.**, & Bohlig, A. J. (2009, January). *Out and about in the South: Defining lesbian communities*. Poster presented at the National Multicultural Conference and Summit, New Orleans, LA.
  110. **Budge, S. L.**, Tebbe, E. N. & Howard, K. A. S. (2009, January) *Transgender individuals' work experiences: Perceived barriers, discrimination, and self-efficacy*. Paper presented at the Annual Meeting of the Career Conference, Madison, WI.
  111. Howard, K. A. S., **Budge, S. L.**, Jones, J., & Higgins, K. (2009, January). *Future plans of urban youth: A qualitative analysis of influences, barriers, & coping strategies*. Paper presented at the Annual Meeting of the Career Conference, Madison, WI.
  112. **Budge, S.**, Schneider, C., Rodriguez, A., Katz-Wise, S., Tebbe, E., & Valdez, C. (2008, August). *The emotional roller coaster: Transgender experiences of positive and negative emotions*. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.
  113. Nelson, M. L., Huffman, K. & **Budge, S. L.**, (2008, August). *Initial validation of the Social Class Identity Dissonance Scale*. Poster presented at the Annual Meeting of the American Psychological Association, Boston, MA.
  114. **Budge, S. L.**, Schneider, C., Rodriguez, A., & Howard, K. A. S. (2008, January) *What about the "T"?: Career counseling with transgender populations*. Paper presented at the Annual Meeting of the Career Conference, Madison, WI.
  115. Howard, K. A. S., McKay, K. M., & **Budge, S. L.** (2007, August) *Adolescents' use of SOC strategies: The interaction with low-income and high violence contexts*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
  116. **Budge, S. L.** & Sherry, A. (2007, August) *The influence of gender role on sexual compliance: A preliminary investigation of LGB relationships*. Poster presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
  117. Howard, K. A. S., Solberg, V. S., & **Budge, S. L.** (2007, August). *Designing culturally responsive school counseling career development programming for youth*. Paper presented at the Annual Meeting of the American Psychological Association, San Francisco, CA.
  118. Howard, K. A. S., Jones, J. E., **Budge, S.**, Gutierrez, B., Lemke, N., Owen, A., & Higgins, K. (2007, April). *Academic and career goals of high school youth: processes and challenges*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

**REGIONAL PRESENTATIONS**°Invited; Underlining denotes student;

1. Dominguez, S. Jr., Matsuno, E., **Budge, S. L.**, & Tebbe, E. (2021, September). *Gender, Resilience and Resistance, Empowerment, and Affirmation Training*. Training provided at the University of Wisconsin-Madison via Zoom.
2. Dominguez, S. Jr., & **Budge, S. L.** (2021, May). *Microaggressions, communication, and power dynamics*. Workshop presented at the Madison Inclusive Leadership Conference, Madison, Wisconsin.
3. Tebbe, E.A. & **Budge, S.L.** (2021, April). *Transforming healing spaces: Tips and considerations in creating trans affirming spaces*. Workshop provided at the Wisconsin LGBTQ Health Summit, Madison, Wisconsin.
4. **Budge, S.L.**, Lindley, L., & Dominguez, S. (2021, February). Supporting mental health care for TNB clients. School of Social Work, University of Wisconsin-Madison, Madison, Wisconsin.
5. **Budge, S.L.** (2020, September). *Recruiting LGBTQ populations*. Symposium for Research Administrators. Madison, Wisconsin.
6. **Budge, S.L.** (2020, September). *Best practices for conducting research with LGBTQ populations*. Institute for Clinical and Translational Research training for researchers at the University of Wisconsin-Madison. Madison, Wisconsin.
7. **Budge, S.L.** (2019, April). *Trans affirmative therapy: Therapy for trans and nonbinary clients beyond the "101."* Workshop provided at the Wisconsin LGBTQ Health Summit, Madison, Wisconsin.
8. Guo, E., Mauk, E., & **Budge, S.L.** (2018, November). *Minority stress interventions in a psychotherapy pilot trial for transgender clients*. Paper presented at the Annual Meeting for the Wisconsin Counseling Association, Madison, Wisconsin.
9. **Budge, S.L.** (2018, November). *Mental Health and Wellbeing: Trans, Nonbinary, and Gender Nonconforming People*. Paper presented at the Annual Midwest Family Medicine Conference, Madison, Wisconsin.
10. Dyer, R. L., **Budge, S. L.**, Botsford, J., Andert, B., Rehm, J., & Allen, B. (April 2018). *Supporting trans youth in rural Wisconsin*. Symposium presented at the 2018 Wisqueer Conference, Madison, Wisconsin.
11. Dyer, R. L., **Budge, S. L.**, Botsford, J., Andert, B., Rehm, J., & Allen, B. (April 2018). *Trans youth needs assessment survey results: Nonmetropolitan-metropolitan differences in perceived safety at school for Wisconsin trans and nonbinary youth*. Poster presented at the 2018 Wisconsin Psychological Association Convention, Appleton, Wisconsin.
12. **Budge, S.L.** & Bostford, J. (February, 2018). *Trans experiences in Mental Health*. Symposium presented at the 2018 Wisconsin LGBTQ Summit, Milwaukee, Wisconsin.
13. Dyer, R. L., **Budge, S. L.**, Botsford, J., Andert, B., Rehm, J., & Allen, B. (February 2018). *Supporting trans youth in rural Wisconsin*. Symposium presented at the 2018 Wisconsin LGBTQ Summit, Milwaukee, Wisconsin.
14. °**Budge, S.L.** (2017, September). *Transgender individuals and minority stress: The past, present, and future*. Research talk presented for the UW Department of Psychology Diversity series.



15. °**Budge, S.L.** and Karcher, O. (2017, May). *Supporting trans youth and their mental health needs, Part 2*. Paper presented at the Supporting Trans and Gender Expansive Youth conference, Madison, Wisconsin.
16. °**Budge, S.L.** (2016, October). *Supporting trans youth and their mental health needs*. Paper presented at the Supporting Trans and Gender Expansive Youth conference, Madison, Wisconsin.
17. **Budge, S.L.** (2013, November). *Incorporating an IPT approach with transgender clients*. Paper presented at the Annual Kentucky Psychological Association Conference, Lexington, Kentucky.
18. **Budge, S.L.** (2013, April). *Using interpersonal therapy with transgender clients*. Workshop provided at the Annual University of Florida Interdisciplinary Conference on LGBT Issues.
19. Barr, S. M. & **Budge, S. L.** (2013, April). *The role of identity integration in the emotional well-being of post-transition individuals*. Poster presentation at the Kentucky Psychological Association Student Research Conference, Louisville, Kentucky.
20. Orovecz, J., Thai, J.L., & **Budge, S.L.** (2013, April). *“I’m stoked about life”: The emotional processes of trans men through a qualitative lens*. Poster presented at the Spring Research Conference, Lexington, Kentucky.
21. Rossmann, K. & **Budge, S.L.** (2013, April). *Genderqueer individuals’ mental health concerns: The relationship between social support and coping*. Paper presented at the Spring Research Conference, Lexington, Kentucky.
22. Barr, S. M. & **Budge, S. L.** (2013, April). *The role of identity integration in the emotional well-being of post-transition individuals*. Poster presented at the Spring Research Conference, Lexington, Kentucky.
23. Rossmann, K. & **Budge, S.L.** (2013, June). *Just the fact that I commanded that respect - I got the privilege: Qualitative examination of privilege in the trans community*. Paper presented at the Spring Research Conference, Lexington, Kentucky.
24. Keller, B.L., Barr, S.M., & **Budge, S. L.** (2013, April). *“For every bad, there’s 40 good things that happen”: A qualitative approach to understanding the positive emotional experiences of trans women*. Poster presentation at the Spring Research Conference, Lexington, Kentucky.
25. Orovecz, J., Thai, J.L., & **Budge, S.L.** (2013, April). *“I’m stoked about life”: The emotional processes of trans men through a qualitative lens*. Presented at the Spring Research Conference, Lexington, Kentucky.
26. Orovecz, J., Thai, J.L., & **Budge, S.L.** (2013, March). *“I’m me, and I’m proud to be me”: A grounded theory analysis of trans men’s emotional processes*. Presented at the Kentucky Psychological Association Foundation Spring Academic Conference, Louisville, Kentucky.
27. Eleazer, J. R. & **Budge, S. L.** (2013, March). *“It would be better for them to have a dead hero for a father than a freak:” Suicidality and trans military service*. Poster presented at the Kentucky Psychological Association Spring Academic Conference, Louisville, Kentucky.
28. Sinnard, M., Rossmann, K., & **Budge, S. L.** (2013, March). *Positive emotional experiences of gender non-binary identified individuals*. Poster presentation at the Kentucky Psychological Association Student Research Conference, Louisville, Kentucky.

29. Barr, S.M., Stahl, A., Manthos, M., & Budge, S.L. (2012, November). *“It means there aren’t rules and you don’t have to ascribe to a specific binary”*: A qualitative examination of genderqueer identity. Paper presented at the Chicago LGBTQ Health and Wellness Conference, Chicago, Illinois.
30. Thai, J.L., Orovecz, J., & Budge, S.L. (2012, November). *Trans men and positivity: Emotional processes related to identity*. Paper presented at the Chicago LGBTQ Health and Wellness Conference, Chicago, Illinois.
31. **Budge, S.L., Barr, S.M., Orovecz, J., & Rossman, H.K.** (2012, November). *Clinical work with LGBT youth*. Workshop provided at the Annual Kentucky Psychological Association Conference, Louisville, Kentucky.
32. **Budge, S.L., Lee, S., & Monahan-Rial, V.** (2011, February). *Bridging institutional gaps: Utilizing transgender-affirmative therapy with college students*. Workshop presented at the Annual Meeting for the Big 10 College Counseling Center Conference, Minneapolis, Minnesota.
33. Lee, J., **Budge, S.L.,** Wilson, J.L., & Roper, J.M. (2011, February). *The Korean Conundrum: Managing stigma in the recruitment of group counseling members*. Workshop presented at the Annual Meeting for the Big 10 College Counseling Center Conference, Minneapolis, Minnesota.
34. **Budge, S.L. & Katz-Wise, S.L.** (2010, February). *Transition to adulthood: Developmental steps for transgender individuals*. Workshop presented at the Conference on Transgender and Gender Variant Youth, Madison, Wisconsin.
35. **Budge, S.L.** (2009, October). *Individualized Learning Plans: Parent, student, and educator focus groups*. Paper presented at the Fall Institute for the National Collaborative on Workforce and Disability/Youth, Charleston, South Carolina.

### **KEYNOTE AND INVITED PRESENTATIONS**

1. **Budge, S.L.** (2022, April). Providing evidence-based psychotherapy to transgender and nonbinary clients: Beyond the basics. Keynote presented at the Kentucky Psychological Association conference in Louisville, KY.
2. **Budge, S.L.** (2021, February). Conducting psychotherapy research with trans and nonbinary populations. Presented to the Counseling Psychology department at the University of British Columbia, Vancouver, Canada.
3. **Budge, S.L. & Dominguez, S. Jr.** (2019, November). *Mental health care for transgender, nonbinary, and gender nonconforming clients*. Presented to practitioners at Group Health Cooperative Insurance, Madison, Wisconsin.
4. **Budge, S.L., Dominguez, S.Jr., Mauk, E., & Sweetnam, M.** (2018, October). *School of Education: At the forefront of transgender studies*. Presented to the Board of Visitors at the School of Education—University of Wisconsin-Madison.
5. **Budge, S.L. & Mauk, E.** (2017, May). *Health and well-being of LGBTQ students: Lessons learned and recommendations for educators*. Invited presentation at the CESA Conference, Madison, Wisconsin.
6. **Budge, S.L.** (2016, March). *The construction of gender identity as “disordered”*: A critical examination of mental health using trans narratives. Invited presentation at the Women’s and Gender Studies Forum at the University of Florida, Gainesville, Florida.



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7. °**Budge, S.L.** (2016, March). *Understanding, acknowledging, and responding to LGBTQ microaggressions in health care settings*. Keynote provided at the Florida Area Health Education Center, Gainesville, Florida.
8. °**Budge, S.L.** (2014, September). *Positivity in trans populations: Implications for vocational psychology*. Boston University, Boston, Massachusetts.
9. °**Budge, S.L.** (2013, April). *Future directions for research and therapy with trans and gender diverse individuals*. Keynote provided at the Annual University of Florida Interdisciplinary Conference on LGBT Issues.
10. °**Budge, S.L.** (2013, March). *The psychology of sexual orientation and gender identity: future directions and implications*. Keynote provided at the East Texas Psi Chi Student Research Conference, Tyler, Texas.

### **NATIONAL RESEARCH BRIEFINGS**

1. °**Budge, S.L., & Solberg, V.S.**, (2010, March) *Career exploration and the use of career narrative data for high school students' career exploration processes: A United States sample*. Research briefing presented at the Department of Labor, Washington, D.C.
2. °**Budge, S.L., Solberg, V.S., & Phelps, A.L.** (2010, March) *Individualized Learning Plans within a community-oriented approach: The usefulness of focus group data with parents, teachers, and students*. Research briefing presented at the Department of Labor, Washington, D.C.

### **INTERNATIONAL RESEARCH BRIEFINGS**

1. °**Budge, S.L., & Solberg, V.S.**, (2010, February) *A three-tiered approach to analyze the career decision making processes using focus group data with Singaporean parents, students, and staff*. Research briefing presented at the Ministry of Education, Singapore.
2. °**Budge, S.L., & Solberg, V.S.**, (2010, February) *Use of narrative analysis for high school students' career exploration processes: A Singapore Sample*. Research briefing presented at the Ministry of Education, Singapore.

### **BLOGS**

Paquin, J., Tao, K., & **Budge, S.L.** (2020). *Is psychotherapy effective for everyone?*

<https://www.apa.org/pubs/highlights/spotlight/issue-192>

**Budge, S.L.** (2015). *Critical considerations in writing letters for trans clients*.

<https://societyforpsychotherapy.org/critical-considerations-in-writing-letters-for-trans-clients/>

### **TEACHING EXPERIENCE**

**University of Wisconsin-Madison Courses (Fall 2014 – current)**

\*CP = counseling psychology, SMPH = school of medicine and public health

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**Fall 2021**

CP 926: Ethical and Legal Considerations in Counseling Psychology (graduate): enrollment = 9  
CP 990: Independent research (graduate): enrollment = 6  
SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Summer 2021**

CP 332: Gender and Queer Issues in Psychology (undergraduate): enrollment = 10

**Spring 2021**

CP 900: Foundational practicum (graduate): enrollment = 7  
CP 903: Advanced practicum (graduate): enrollment = 3  
CP 905: Research Practicum (graduate): enrollment = 17  
SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Fall 2020**

CP 860: Social and Cultural Foundations of Counseling (graduate): enrollment = 28  
CP 990: Independent research (graduate): enrollment = 6  
SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Summer 2020**

CP 332: Gender and Queer Issues in Psychology (undergraduate): enrollment = 11

**Spring 2020**

CP 900: Foundational practicum (graduate): enrollment = 4  
CP 903: Advanced practicum (graduate): enrollment = 5  
CP 699: Independent research (undergraduate): enrollment = 2  
CP 990: Independent research (graduate): enrollment = 3  
SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Fall 2019**

On maternity leave

**Spring 2019**

CP 900: Foundational practicum (graduate): enrollment = 4  
CP 903: Advanced practicum (graduate): enrollment = 5  
CP 699: Independent research (undergraduate): enrollment = 6  
CP 990: Independent research (graduate): enrollment = 3  
SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Fall 2018**

CP 805: Helping Relationships & Techniques (graduate): enrollment = 15  
CP 905: Research Practicum (graduate): enrollment = 11  
CP 990: Independent Research (graduate): enrollment = 2  
CP 699: Independent Research (undergraduate): enrollment = 8

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SMPH: AHEAD Seminars (enrollment varies from 10-15)

**Spring 2018**

CP 806: Pre-practicum (graduate): enrollment = 13  
CP 900: Foundational practicum (graduate): enrollment = 4  
CP 903: Advanced practicum (graduate): enrollment = 5  
CP 699: Independent research (undergraduate): enrollment = 6  
CP 990: Independent research (graduate): enrollment = 3

**Fall 2017**

CP 951: Research in Individual Interventions (graduate): enrollment = 12  
CP 999: Independent Study (graduate): enrollment = 1  
CP 990: Independent Research (graduate): enrollment = 2  
CP 699: Independent Research (undergraduate): enrollment = 3

**Summer 2017**

CP 699: Independent Research (undergraduate): enrollment = 1

**Spring 2017**

CP 903: Advanced Practicum (graduate): enrollment = 8  
CP 900: Foundational Practicum (graduate): enrollment = 5  
CP 890: Advanced Assessment Techniques (graduate): enrollment = 10  
CP 999: Independent Study (graduate): enrollment = 1  
CP 990: Independent Research (graduate): enrollment = 1  
CP 699: Independent Research (undergraduate): enrollment = 8

**Fall 2016**

CP 805: Helping Relationships & Techniques (graduate): enrollment = 15  
CP 990: Independent Research (graduate): enrollment = 2  
CP 699: Independent Research (undergraduate): enrollment = 8

**Summer 2016**

CP 699: Independent Research (undergraduate): enrollment = 1

**Spring 2016**

CP 903: Advanced Practicum (graduate): enrollment = 4  
CP 900: Foundational Practicum (graduate): enrollment = 9  
CP 810: Professional Development/Clinical Practice (graduate): enrollment = 8  
CP 699: Independent Research (undergraduate): enrollment = 1  
Counseling Psychology Training Clinic Supervision ( $n = 7$ )

**Fall 2015**

CP 805: Helping Relationships & Techniques (graduate): enrollment = 10  
CP 999: Independent Study (graduate): enrollment = 10

**Spring 2015**

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CP 806: Master's Pre-Practicum (graduate): enrollment = 17  
 CP 990: Independent Research (graduate): enrollment = 8  
 CP 901: Counseling Psych Practicum (graduate): enrollment = 1  
 CP 699: Independent Research (undergraduate): enrollment = 1  
 Counseling Psychology Training Clinic Supervision ( $n = 12$ )

**Fall 2014**

CP 805: Helping Relationships & Techniques (graduate): enrollment = 17  
 CP 999: Independent Study (graduate): enrollment = 5

**Course or Curriculum Development at UW-Madison From 2014-current**

Ethical and Legal Considerations in Counseling Psychology (new)	2021
Social and Cultural Foundations (new curriculum)	2020
LGBTQ Psychology (new course)	2020
Doctoral Research Practicum (new course)	2018
Individual Interventions (new course)	2017
Advanced Assessment Techniques (new curriculum)	2017
Advanced Doctoral Clinical Practicum (new course)	2016
Foundational Doctoral Clinical Practicum (new course)	2016
Master's Pre-Practicum (new course)	2015
Helping Relationships & Techniques (new course)	2014

**Previous Teaching****University of Louisville Courses**

ECPY 780: Advanced Practicum  
 ECPY 648: Intellectual Assessment  
 ECPY 663: Multicultural Issues  
 ECPY 629: Theories and Techniques of Counseling  
 ECPY 621: Differential Diagnosis  
 ECPY 793: Gender and Queer Issues In Psychology  
 ECPY 793: Advanced Multicultural Psychotherapy  
 ECPY 700: Supervised Research

**Graduate-Student Teaching:****University of Wisconsin-Madison (2006-2009)**

CP 804: Research Methods  
 CP 994: Personality Assessment  
 CP 650: Interviewing Skills  
 CP 115: First Year Experience

**University of Texas at Austin (2005-2006)**

PSY 301: Introduction to Psychology

**Supervision of Clinical Work at UW-Madison**

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**Provision of Supervision at the  
Counseling Psychology Training Clinic****8/2014 – 5/2016**

I was the on-site licensed psychologist and supervisor for one clinic night per week. Provided individual clinical supervision to 7 masters and doctoral students (1 hr. per week of individual clinical supervision for each student in addition to administration [feedback on notes and watching video-recordings of sessions]). Provided one hour of group supervision on the night I was on-site at the clinic.

**Provision of Supervision to students in  
the Pre-Practicum course (CP 806).****1/2015 – 5/2015**

Provided individual supervision (above and beyond class duties, due to low staffing in the department) to masters and doctoral students for the CP 806 course in the Spring of 2015.

**SERVICE ACTIVITIES****PUBLIC SERVICE (From 2014- current)****Wisconsin Transgender Health Coalition (WTHC)****5/2015-current**

I have been involved in the organization since its inception. I have mainly been involved in the “data and dissemination” team, where I provide my expertise as researcher helping community members establish their own research projects and write grants to support personnel within the coalition. As a part of this team, I have given presentations to community members about population-based data within Wisconsin that can influence access to more medical and mental health care. I have also assisted team members with creating surveys and recruiting individuals to be a part of a Wisconsin needs assessment of transgender youth. We meet once per month to focus on the larger data team and have smaller meetings throughout the month to focus on community outreach and training to disseminate research in a fashion that is most helpful for individuals who are not involved in academia.

**Co-Coordinator and Co-Chair for the Transgender  
and Gender Expansive Youth Conference****2/2016-current**

Attend meetings for an ongoing planning committee to coordinate semi-annual conferences about the concerns of transgender youth. Helped develop an agenda for the conferences, planned speakers, coordinated a budget, and decided on special topics for the conference. Introduce the keynote speaker at the conference and provide project management during the day of the conference. Provided three one-hour long sessions to educate teachers, school staff, mental health professionals, and community members.



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**Pro-Bono Psychotherapy****8/2015 - current**

Provided 1.5 hours of pro-bono weekly group psychotherapy to transgender and gender expansive youth at the Counseling Psychology Training Clinic from 2015-2016. Provided group therapy training to a doctoral student to conduct co-therapy with me as part of the group. Provided individual therapy to clients at the CPTC from Spring 2021-current.

**Community Presentations and Trainings**

UW Health Behavioral Health Youth and Family Clinic	<b>5/2021</b>
CORE Lab—UW-Madison	<b>4/2021</b>
University of Utah	<b>3/2021</b>
Counseling Psychology Training Clinic, UW-Madison	<b>2/2021</b>
University of British Columbia	<b>2/2021</b>
Pauquette Center for Psychological Services	<b>1/2021</b>
Nehemiah--Center for Urban Leadership	<b>12/2020</b>
University of Utah	<b>11/2020</b>
Gender and Sexuality Campus Center	<b>11/2020</b>
Alamo Area Resource Center	<b>7/2020</b>
Brown University	<b>1/2020</b>
Group Health Cooperative Insurance	<b>11/2019</b>
Group Health Cooperative Insurance	<b>12/2017</b>
Goodman Community Center and UW Health	<b>9/2017</b>
Marquette University	<b>8/2017</b>
Madison Metropolitan School District	<b>5/2017</b>
Wisconsin Department of Public Safety	<b>4/2017</b>
Psychiatric Services	<b>2/2017</b>

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FORGE	1/2017
Wisconsin Department of Public Instruction	12/2016
Madison Metropolitan School District	10/2016
Marquette University	5/2016

**PROFESSIONAL SERVICE****Associate Editor**

<i>Psychotherapy</i>	1/2014 – 1/2022
<i>Psychology of Sexual Orientation and Gender Diversity</i>	8/2020 -- current

**Guest Editor of Special Sections**

<i>Psychotherapy</i>	5/2019
<i>Journal of Counseling Psychology</i>	12/2017
<i>Psychology of Sexual Orientation and Gender Diversity</i>	12/2017
<i>Psychotherapy</i>	9/2016

**Editorial Board**

<i>Archives of Sexual Behavior</i>	1/2014 – 12/2016
<i>Psychology of Sexual Orientation and Gender Diversity</i>	1/2016 – 8/2020
<i>International Journal of Transgender Health</i>	1/2016 - current

**Ad Hoc Reviewer:** Journal of Consulting and Clinical Psychology, Clinical Psychology Review, Journal of Counseling Psychology, The Counseling Psychologist, Feminism and Psychology, Psychology of Religion and Spirituality, Psychology of Women Quarterly, Journal of GLBT Family Issues, BioMed Central Journal, The Cognitive Behavior Therapist, Psychotherapy Research, Routledge Publishers, Harvard University Press, Family Process

**External Evaluator Letter Requests:**

-Three letters written in 2021

**Leadership in Professional Organizations****Co-Chair of Division 17 Special Task Group**

8/2019 – 8/2020

"Building a Trans and Nonbinary Pipeline into Counseling Psychology." This special task group included giving a free webinar about increasing access for trans and nonbinary students into doctoral psych programs, creating a curriculum guide for psychology courses, and supporting a research project that focused on trans and nonbinary students' experiences in counseling psychology programs

**Co-Chair of Division 44 Science Committee**

8/2011 - current

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Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (Division 44)

### **Membership in Professional Organizations**

American Psychological Association (APA)

- Society of Counseling Psychology (Division 17)
- Division of Psychotherapy (Division 29)
- Society for the Psychology of Women (Division 35)
- Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues (Division 44)
- Society of Clinical Child and Adolescent Psychology (Division 53)

World Professional Association for Transgender Health (WPATH)

Society for Psychotherapy Research (SPR)

### **UNIVERSITY SERVICE**

#### **University Committee**

Faculty Senate (alternate)

**5/2016 – current**

LGBTQ University Committee

**5/2017 - current**

#### **School of Education Committee**

Information Technology Policy Advisory Committee

**8/2014 – 8/2019**

#### **Department Committee**

Doctoral Training Committee

**8/2015 – current**

Doctoral Admissions Chair

**8/2017 - current**

Social Justice Committee (chair)

**8/2016 – 8/2019**

Salary and Promotion Committee

**8/2016 - current**

Masters Training Committee

**8/2014 – 8/2015**

#### **Doctoral Dissertation Committees (\*Denotes Chair)**

\*Kinton Rossman (University of Louisville; Defended)

\*Jayden Thai (University of Louisville; Defended)

Jake Nienhuis (University of Louisville; Defended)

Kelley Quirk (University of Louisville; Defended)

Keldric Thomas (University of Louisville; Defended)

Johanna Strokoff (University of Louisville; Defended)

Elise Romines (University of Louisville; Defended)

Sebastian Barr (University of Louisville; Defended)

Julia Benjamin (University of Wisconsin-Madison; Defended)

\*Craig Hase (University of Wisconsin-Madison; Defended)

Sarah McArdeell Moore (University of Wisconsin-Madison, Defended)

Noah Yulish (University of Wisconsin-Madison, Defended)

Nick Frost (University of Wisconsin-Madison, Defended)

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Lindsey Houghton (University of Wisconsin-Madison, Defended)  
Shufang Sun (University of Wisconsin-Madison, Defended)  
\*Joe Orovecz (University of Wisconsin-Madison, Defended)  
Andrew Wislocki (University of Wisconsin-Madison, Defended)  
Dustin Brockberg (University of Wisconsin-Madison, Defended)  
\*Christo Raines (University of Wisconsin-Madison, Defended)  
Alyssa Ramirez Stege (University of Wisconsin-Madison, Defended)  
Mun Yuk Chin (University of Wisconsin-Madison, Defended)  
Molly Kring (University of Wisconsin-Madison, Defended)  
\*Laura Minero (University of Wisconsin-Madison, Defended)  
\*Morgan Sinnard (University of Wisconsin-Madison, Defended)  
\*Aaron Stumpf (University of Wisconsin-Madison, Defended)  
\*Jaime Lam (University of Wisconsin-Madison, Defended)  
Kate Bakhuizen (University of Wisconsin-Madison, Defended)  
Nataly Ibarra (University of Wisconsin-Madison, Proposed)  
\*Jessica Perez-Chavez (University of Wisconsin-Madison, Proposed)  
\*Austen Chase Matsui (University of Wisconsin-Madison, Proposed)  
Zubin DeVitre (University of Wisconsin-Madison, Proposed)  
Meier (University of Wisconsin-Madison, Proposed)  
Anna Pederson (University of Wisconsin-Madison, Proposed)  
\*Rachel Dyer (University of Wisconsin-Madison, Proposed)  
\*Sergio Dominguez, Jr. (University of Wisconsin-Madison, In Progress)

**Undergraduate Thesis Committees**

Morgan Sinnard (University of Louisville; Chair, defended)

**Appendix B**  
**Bibliography of Stephanie L. Budge, Ph.D.**

## Bibliography

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Austin, A., Craig, S. L., D'Souza, S., & McInroy, L. B. (2022). Suicidality among transgender youth: elucidating the role of interpersonal risk factors. *Journal of interpersonal violence*, 37(5-6), NP2696-NP2718.

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Chodzen, G., Hidalgo, M. A., Chen, D., & Garofalo, R. (2019). Minority stress factors associated with depression and anxiety among transgender and gender-nonconforming youth. *Journal of Adolescent Health*, 64(4), 467-471.

Crissman, H. P., Czuhajewski, C., Moniz, M. H., Plegue, M., & Chang, T. (2020). Youth perspectives regarding the regulating of bathroom use by transgender individuals. *Journal of Homosexuality*, 67(14), 2034-2049.

Day, J. K., Perez-Brumer, A., & Russell, S. T. (2018). Safe schools? Transgender youth's school experiences and perceptions of school climate. *Journal of youth and adolescence*, 47(8), 1731-1742.

Durwood, L., McLaughlin, K. A., & Olson, K. R. (2017). Mental health and self-worth in socially transitioned transgender youth. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(2), 116-123.

Ehrensaft, D., Giammattei, S. V., Storck, K., Tishelman, A. C., & St. Amand, C. (2018). Prepubertal social gender transitions: What we know; what we can learn—A view from a gender affirmative lens. *International Journal of Transgenderism*, 19(2), 251-268.

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Galupo, M. P., Pulice-Farrow, L., & Lindley, L. (2020). "Every time I get gendered male, I feel a pain in my chest": Understanding the social context for gender dysphoria. *Stigma and Health*, 5(2), 199-208.

GLSEN (2021). *Improving School Climate for Transgender and Nonbinary Youth* (Research Brief). New York: GLSEN.

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cisgender LGBTQ people during a state referendum. *Journal of Counseling Psychology*, 69(1), 1-13.

Horton, C. (2022). "I Was Losing That Sense of Her Being Happy"—Trans Children and Delaying Social Transition. *LGBTQ+ Family: An Interdisciplinary Journal*, 1-17.

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James, S. E., Herman, J. L., Rankin, S., Keisling, M., Mottet, L., & Anafi, M. (2016). The report of the 2015 U.S. Transgender Survey. Washington, DC: National Center for Transgender Equality. Retrieved from: <https://www.transequality.org/sites/default/files/docs/USTS-Full-Report-FINAL.PDF>

Kosciw, J. G., Clark, C. M., Truong, N. L., & Zongrone, A. D. (2020). The 2019 National School Climate Survey: The experiences of lesbian, gay, bisexual, transgender, and queer youth in our nation's schools. New York: GLSEN.

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Russell, S. T., Pollitt, A. M., Li, G., & Grossman, A. H. (2018). Chosen name use is linked to reduced depressive symptoms, suicidal ideation, and suicidal behavior among transgender youth. *Journal of Adolescent Health*, 63(4), 503-505.

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Olson, K. R., Key, A. C., & Eaton, N. R. (2015). Gender cognition in transgender children. *Psychological Science*, 26(4), 467-474.

Olson, K. R., Durwood, L., DeMeules, M., & McLaughlin, K. A. (2016). Mental health of transgender children who are supported in their identities. *Pediatrics*, 137(3).

Pease, M., Le, T. P., & Iwamoto, D. K. (2022). Minority stress, pandemic stress, and mental health among gender diverse young adults: Gender dysphoria and emotion dysregulation as mediators. *Psychology of Sexual Orientation and Gender Diversity*. Advanced Online Print.

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# ATTACHMENT 8

DECLARATION OF  
MITCHELL A. KAMIN AND EXHIBITS

**IN THE UNITED STATES DISTRICT COURT  
FOR THE WESTERN DISTRICT OF OKLAHOMA**

Andrew Bridge, et al.,

*Plaintiffs,*

v.

Oklahoma State Department of  
Education, et al.,

*Defendants.*

Case No.: CIV-22-787-JD

**DECLARATION OF MITCHELL A. KAMIN IN SUPPORT OF PLAINTIFFS’  
MOTION FOR PRELIMINARY INJUNCTION AND SUPPORTING  
MEMORANDUM OF LAW**

I, Mitchell A. Kamin, hereby declare and state as follows pursuant to 28 U.S.C. § 1746:

1. I am a partner of the law firm Covington & Burling LLP, attorneys of record for Plaintiffs. I submit this declaration in support of Plaintiffs’ Motion for Preliminary Injunction and Supporting Memorandum of Law. I have personal knowledge of all facts stated in this declaration, and if called upon as a witness, I could and would competently testify thereto.

2. Attached as **Exhibit 1** is a true and correct copy of Oklahoma Senate Bill No. 615 (“SB615”).

3. Attached as **Exhibit 2** is a true and correct copy of the Oklahoma State Board of Education Emergency Rules (the “SBOE Emergency Rules”) adopted on August 25, 2022, and which took effect on September 14, 2022 upon the Governor’s approval. The

SBOE Emergency Rules are available at <https://sde.ok.gov/administrative-rules> by clicking the link below “Emergency Rules in Effect.”

4. Attached as **Exhibit 3** is a true and correct copy of Defendant Noble Public Schools’ SB615 Bathroom and Changing Facility Policy, available at <https://meeting.assemblemeetings.com/Public/Minutes/300?meeting=502273> at section VI.E.

5. Attached as **Exhibit 4** is a true and correct copy of the Noble High School Student Handbook 2022–2023, which describes “Student Discipline” policies at pp. 78–81 and is available at <https://www.nobleps.com/documents/handbooks-%26-agreements/96012> by clicking “Noble High School Student Handbook 2022–23.”

6. Attached as **Exhibit 5** is a true and correct copy of Defendant Moore Public Schools’ Use/Misuse of School Restrooms and Changing Facilities policy, available through <https://go.boarddocs.com/ok/moore/Board.nsf/Public#>.

7. Attached as **Exhibit 6** is a true and correct copy of Defendant Moore Public Schools’ Discipline Policy, which is available at <https://go.boarddocs.com/ok/moore/Board.nsf/Public#> by clicking on “Policies,” then “7000: Students,” then “7115 Discipline Policy.”

8. Attached as **Exhibit 7** is a true and correct copy of Defendant Harding Independence Charter District’s Policy E-36, Bathroom/Changing Area Use Based on Sex, available at [https://s3.amazonaws.com/scschoolfiles/2537/pdf\\_-\\_hcd\\_bathroom\\_policy\\_e-36.pdf](https://s3.amazonaws.com/scschoolfiles/2537/pdf_-_hcd_bathroom_policy_e-36.pdf).

9. Attached as **Exhibit 8** is a true and correct copy of Independence Charter



Middle School’s Student Handbook, which outlines “Disciplinary Policies & Procedures” on pp. 34–46, available at [https://www.hardingcharterprep.org/312912\\_2](https://www.hardingcharterprep.org/312912_2) by clicking “ICMS STUDENT HANDBOOK.”

10. Attached as **Exhibit 9** is a true and correct copy of Oklahoma State Senator David Bullard’s May 27, 2022 press release titled “Bullard’s bill signed to protect boys’ and girls’ bathrooms in public schools,” available at <https://oksenate.gov/press-releases/bullards-bill-signed-protect-boys-and-girls-bathrooms-public-schools?back=/senator-press-releases/david-bullard>.

11. Attached as **Exhibit 10** is a true and correct copy of the USASPENDING.gov Recipient Profile for the Oklahoma State Department of Education (“OSDE”), available at <https://www.usaspending.gov/recipient/5eaa4899-bab2-13ca-62b2-c977f0a54546-C/latest>.

12. Attached as **Exhibit 11** is a true and correct copy of the USASPENDING.gov Recipient Profile for Noble School District 40, available at <https://www.usaspending.gov/recipient/0637743a-1d70-711e-af95-3e486e8797a9-C/latest>.

13. Attached as **Exhibit 12** is a true and correct copy of the USASPENDING.gov Recipient Profile for Moore Independent School District No. 2, available at <https://www.usaspending.gov/recipient/fbd800ba-495f-3c00-475d-4505c0ac74d5-P/latest>.

14. Attached as **Exhibit 13** is a true and correct copy of OSDE’s Oklahoma Charter School Report 2021, noting Federal funds allocated to Defendant HICD’s

Independence Charter Middle School on p. 9, available at <https://sde.ok.gov/sites/default/files/Oklahoma%20Charter%20School%20Report%202021.pdf>.

15. Attached as **Exhibit 14** is a true and correct copy of the Bylaws of Harding Independence Charter District, noting Independence Charter Middle School is operated by HICD, available at <https://www.hicd.org/541886> 3.

16. Attached as **Exhibit 15** is a true and correct copy of an excerpt of the September 12, 2022 Board of Education meeting minutes for Noble Public Schools, available at <https://meeting.assemblemeetings.com/Public/Minutes/300?meeting=502273> by clicking “Download.”

17. Attached as **Exhibit 16** is a true and correct copy of the minutes for Moore Public Schools’ August 8, 2022 Board of Education meeting, available at <https://go.boarddocs.com/ok/moore/Board.nsf/Public> by clicking “Meetings,” then “2022,” then “Aug 8, 2022 (Mon) Regular Board Meeting,” then “View Minutes.”

18. Attached as **Exhibit 17** is a true and correct copy of the September 12, 2022 meeting agenda of Harding Independence Charter District’s Governance Board, available through <http://www.icmsokc.com/542306> 3 by clicking “September 12, 2022 - Regular Board Meeting,” then “September 2022 Agenda.”

19. Attached as **Exhibit 18** is a true and correct copy of SB615 as engrossed by the Oklahoma Senate to the Oklahoma House of Representatives (Mar. 10, 2022), available at [http://webserver1.lsb.state.ok.us/cf\\_pdf/2021-22%20ENGR/SB/SB615%20ENGR.PDF](http://webserver1.lsb.state.ok.us/cf_pdf/2021-22%20ENGR/SB/SB615%20ENGR.PDF).

I declare under penalty of perjury that the foregoing is true and correct.

Executed this 29th day of September, 2022 in Los Angeles, California.

/s/ Mitchell A. Kamin  
Mitchell A. Kamin

# EXHIBIT 1

# An Act

ENROLLED SENATE  
BILL NO. 615

By: Bullard, Bergstrom,  
Merrick, Jett, Pederson,  
Kidd, Pemberton, Rogers,  
Dugger, Standridge, Quinn,  
Weaver, Allen, Murdock,  
Stanley, Garvin, Hamilton,  
Newhouse, Coleman, Daniels,  
Dahm, Taylor, and Stephens  
of the Senate

and

Williams, Gann, West  
(Kevin), Crosswhite Hader,  
Stearman, West (Josh),  
Conley, Randleman, Moore,  
Boles, Talley, Frix,  
McDugle, Roe, Russ,  
Kendrix, Stark, Ford,  
Burns, Steagall, Bashore,  
Luttrell, Smith, and  
Roberts (Sean) of the House

An Act relating to schools; defining terms; directing certain schools to require certain restrooms or changing areas to be used by individuals based on their sex; requiring certain schools to provide reasonable accommodation to certain individuals; providing exceptions under certain circumstances; requiring school district boards of education and public charter school governing boards to adopt certain disciplinary policy; directing state funding of a noncompliant school district or charter school to be decreased by certain percentage in certain fiscal year; creating a cause of action for certain noncompliance; providing for promulgation of rules; providing for codification; and declaring an emergency.

SUBJECT: Schools

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. NEW LAW A new section of law to be codified in the Oklahoma Statutes as Section 1-125 of Title 70, unless there is created a duplication in numbering, reads as follows:

A. As used in this section:

1. "Sex" means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate; and

2. "Multiple occupancy restroom or changing area" means an area in a public school or public charter school building designed or designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. The term may include but is not limited to a school restroom, locker room, changing room, or shower room.

B. To ensure privacy and safety, each public school and public charter school that serves students in prekindergarten through twelfth grades in this state shall require every multiple occupancy restroom or changing area designated as follows:

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

C. Each public school or public charter school in this state shall provide a reasonable accommodation to any individual who does not wish to comply with the provisions of subsection B of this section. A reasonable accommodation shall be access to a single-occupancy restroom or changing room.

D. The provisions of this section shall not apply to individuals entering a multiple occupancy restroom or changing area



designated for use by the opposite sex when entering in any of the following circumstance:

1. For custodial, maintenance, or inspection purposes; or
2. To render emergency medical assistance.

E. 1. Each school district board of education and public charter school governing board shall adopt a policy to provide disciplinary action for individuals who refuse to comply with the provisions of this section.

2. No school district board of education or charter school governing board shall adopt a policy contrary to the provisions of this section.

F. Upon a finding of noncompliance with the provisions of subsections B and C of this section by the State Board of Education, the noncompliant school district or public charter school shall receive a five percent (5%) decrease in state funding for the school district or public charter school for the fiscal year following the year of noncompliance.

G. A parent or legal guardian of a student enrolled in and physically attending a public school district or public charter school shall have a cause of action against the public school district or public charter school for noncompliance with the provisions of subsections B and C of this section.

H. The State Board of Education shall promulgate rules to implement the provisions of this section.

SECTION 2. It being immediately necessary for the preservation of the public peace, health or safety, an emergency is hereby declared to exist, by reason whereof this act shall take effect and be in full force from and after its passage and approval.

Passed the Senate the 19th day of May, 2022.

\_\_\_\_\_  
Presiding Officer of the Senate

Passed the House of Representatives the 19th day of May, 2022.

\_\_\_\_\_  
Presiding Officer of the House  
of Representatives

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_

Approved by the Governor of the State of Oklahoma this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this \_\_\_\_\_

day of \_\_\_\_\_, 20\_\_\_\_\_, at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

By: \_\_\_\_\_

# EXHIBIT 2

**TITLE 210. STATE DEPARTMENT OF EDUCATION  
CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE  
LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

*PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY  
RULES ARE CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE  
GOVERNOR AS SET FORTH IN 75 O.S., SECTION 253(F):*

**SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL,  
SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS  
PART 19. STANDARD X: SCHOOL FACILITIES**

**210:35-3-186. Site and buildings: size and space; accessibility; maintenance; health and safety**

(a) **General requirements for school facilities.** All school facilities shall meet the following requirements:

(1) The site and building(s) shall be properly sized and equipped for the number of occupants and grades served in accordance with the requirements of 70 O.S. § 5-131.

(2) Adequate space shall be provided for classrooms, specialized instructional areas, support facilities and other areas as needed, these areas being grouped and arranged in such manner to provide optimum instructional function and class control.

(b) **Accessibility requirements for school facilities.** The site and building(s) shall be readily accessible, and shall meet all requirements of state and federal law, including those relating to ~~it~~ providing access for students with disabilities.

(c) **Capital improvement plans.** Each school district shall develop and adopt a four-year capital improvement plan for all public schools in the district that meets the requirements of 70 O.S. 18-153 and 210:30-1. School facilities shall be able to accommodate changes in curriculum and/or equipment within a program.

(d) **Maintenance of school facilities and equipment.** Programs for preventive and corrective maintenance shall be developed and implemented to ensure that the site and building(s) will be clean, in good repair, and maintained with consideration for function and aesthetic values. Equipment, furnishings, and supplies in proper quantity and quality shall be maintained; and a system shall be developed and implemented for inventory, issue, usage, storage, repair, and replacement.

(e) **Health and safety.** The site and building(s) shall ensure that the health and safety of all school students, school personnel, and school visitors are properly safeguarded.

(1) **Building code compliance.** Where required, the facility shall have utility systems, plumbing systems, electrical systems, mechanical systems, emergency systems, building interiors and building envelope designed, built, and maintained to all federal, state, and local standards, codes and/or other legal requirements.

(2) **Loading and unloading zones.** The site shall be as free as possible from hazards, provide a safe area for (un)loading of vehicles, with adequate lighting, signage and drainage.

(3) **Hazardous materials.** Appropriate programs pertaining to hazardous materials, hazardous waste, asbestos, underground storage tanks, lead contamination, and other

applicable life, health, and/or safety matters shall be developed and implemented in accordance with federal, state, and local statutes, regulations, and codes.

(4) **Emergency warning and prevention systems.** Proper precautions shall be taken to prevent injuries. All equipment and facility safety features shall be in place and properly maintained, including, but not limited to safety goggles in accordance with the requirements of 70 O.S. §24-117 and respirators in accordance with the requirements of 70 O.S. §24-118.

(f) **School safety inspections.** The school's administration shall ensure that qualified personnel conduct a safety/emergency/disaster procedure review at least annually and safety inspections of site, building(s), and equipment regularly.

(g) **School safety drills.** Each public school district shall adopt policies and procedures for each type of safety drill required by this subsection. All safety drills shall conform to the written plans and procedures adopted by the district for protecting against natural and man-made disasters and emergencies as required by Title 63 O.S. § 681 and 70 O.S. §§ 5-148 and 5-149.

(1) **Compliance documentation.** Each public school district shall document compliance with the requirements of this subsection by each school site in writing as follows:

(A) The records for each fire drill shall be preserved for at least three (3) years and shall be made available to the State Fire Marshal or the designated agent of the State Fire Marshal upon request. In addition, one copy of the fire drill compliance report shall remain at each school site and one copy shall be filed with the school district's administrative office;

(B) In addition to the fire drill documentation required by (1)(A) of this subsection, each public school district shall document all other required safety drills in writing by school site. One copy of the safety drill compliance report shall remain at each school site and one copy shall be filed with the school district's administrative office. Each school district shall also submit documentation in writing for each school site to the Oklahoma Office of Homeland Security Oklahoma School Security Institute in accordance with the Institute's established forms, policies and/or procedures; and

(C) Each school district shall make all of its safety compliance reports required by this subsection available to the Regional Accreditation Officer during the accreditation process.

(2) **Safety drill types and requirements.** Each school district shall ensure that every public school within the district shall conduct no fewer than ten (10) safety drills per school year at each school site. All students and teachers at the public schools shall participate. Safety drills conducted in accordance with this subsection shall meet all of the following requirements:

(A) **Fire drills.** Each public school shall conduct a minimum of two (2) fire drills per school year. Each fire drill shall be conducted within the first fifteen (15) days of the beginning of each semester. The fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.

(B) **Tornado drills.** Each public school shall conduct a minimum of two (2) tornado drills per school year, in which all students and school employees participate. At least one (1) tornado drill shall be conducted in the month of

September and at least one (1) tornado drill shall be conducted during the month of March.

(C) **Security drills.** Each public school shall conduct a minimum of four (4) security drills per school year, with two (2) security drills conducted per semester. One security drill shall be conducted within the first fifteen (15) days of each semester. No security drill shall be conducted at the same time of day as a previous security drill conducted in the same school year. Security drills shall be conducted for the purpose of securing school buildings to prevent or mitigate injuries or deaths that may result from a threat around or in the school.

(D) **Additional safety drills.** The principal of each public school shall, at the direction of the district superintendent, utilize the remaining two (2) required safety drills for one or more of the following purposes:

- (i) To conduct additional drills of any of the types provided in this subsection;
- (ii) To conduct one or more drill(s) developed by the district that is consistent with the risks assessed for the school facility; or
- (iii) To conduct one or more drills in accordance with recommendations submitted by the Safe School Committee as authorized by the provisions of 70 O.S. § 24-100.5 or any assisting fire or law enforcement department.

**(h) Restrooms and Changing Areas.**

**(1) Definitions.** For purposes of this subsection (h):

(A) "Sex" means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate;

(B) "Multiple occupancy restroom or changing area" means an area in a public school or public charter school building designed or designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. The term may include but is not limited to a school restroom, locker room, changing room, or shower room.

(C) "School" means any public school and public charter school that serves students in prekindergarten through twelfth grades in this state.

(D) "Individual" means any student, teacher, staff member, or other person on the premises of a School.

**(2) Designation of Multiple Occupancy Restroom or Changing Areas.** Each School shall require every multiple occupancy restroom or changing area to be designated as follows:

(A) For the exclusive use of the male Sex; or

(B) For the exclusive use of the female Sex.

**(3) Reasonable Accommodation.** Each School shall provide access to a single-occupancy restroom or changing room to an Individual who does not wish to utilize the multiple occupancy restroom or changing area designated for their Sex.

**(4) District Policies.** Each school district board of education and public charter school governing board shall adopt a policy to provide disciplinary action for Individuals who refuse to:

(A) Use the multiple occupancy restroom or changing area designated for their Sex;



(B) Designate multiple occupancy restrooms or changing areas for the exclusive use of one Sex; or

(C) Provide access to a single-occupancy restroom or changing room to an Individual who does not wish to utilize the multiple occupancy restroom or changing area designated for their Sex, provided that such Individual is authorized to be on the School premises.

**(5) Monitoring and Complaints.**

(A) Schools will be evaluated by the Regional Accreditation Officer during the accreditation process to ensure compliance with the provisions of 70 O.S. § 1-125 and this Rule. Failure to comply with 70 O.S. § 1-125 and this Rule may result in adverse accreditation action.

(B) Students, parents, teachers, school staff, and members of the public may file a complaint with the State Board of Education alleging a violation of 70 O.S. § 1-125 and/or this Rule. A copy of such complaint shall be submitted to the general counsel for the State Department of Education.

**(6) Response by School.**

(A) Within fifteen (15) days of observing or obtaining information suggesting that that a School may be in violation of 70 O.S. § 1-125 and/or this Rule or receiving a complaint pursuant to subsection (h)(4)(C), the State Department of Education shall notify, in writing, the board of education or governing board of the School involved. Simultaneously, the State Department of Education shall provide a copy of the written notification to the State Board of Education.

(B) Upon receipt of the notification, the board of education or governing board of the School shall have fifteen (15) days to request an opportunity to appear before the State Board of Education and/or submit a written response. If the board of education or governing board of the School fails to request an opportunity to appear, the State Board of Education shall proceed without further notice or delay, to conclude the matter.

**(7) Noncompliance.**

(A) Upon a finding of noncompliance with the provisions of subsections B and C of 70 O.S. § 1-125 by the State Board of Education, the noncompliant school district or public charter school shall receive a five percent (5%) decrease in state funding for the school district or public charter school for the fiscal year following the year of noncompliance. State funding shall mean State Aid funding as contemplated 70 O.S. § 18-101 et seq.

(B) If the State Board of Education makes a finding of non-compliance, the five percent reduction shall be withheld from the school district or public charter school's periodic distributions over the course of the fiscal year following the year of noncompliance.

(C) Prior to making a finding of noncompliance, the State Board of Education may, if mitigating factors are present, provide a probationary period for a school district or public charter school to come into compliance with subsections B and C of 70 O.S. § 1-125.

# EXHIBIT 3

NOBLE BOARD OF EDUCATION

GKF

**DISCIPLINARY ACTION FOR MISUSE OF  
SCHOOL BATHROOMS AND CHANGING FACILITIES  
SB615 BATHROOM AND CHANGING FACILITY POLICY**

SB615 requires school districts to designate multiple occupancy restrooms or changing facilities exclusively for use by male sex or female sex. Facilities are labeled accordingly. We will provide reasonable accommodation to any individual who does not wish to comply with the exclusive use restrictions on restrooms. Each school site has a single occupancy restroom or changing room available upon request. Two exceptions in the law allow: (1) custodial, maintenance or inspection purposes; (2) to render emergency medical assistance.

The Noble Board of Education has adopted this policy to provide disciplinary action for individuals who refuse to:

- A. Use the multiple occupancy restroom or changing area designed for their Sex;
- B. Designate multiple occupancy restrooms or changing areas for the exclusive use of one Sex; or
- C. Provide access to single-occupancy restroom or changing area to an individual who does not wish to utilize the multiple occupancy restroom or changing area designed for their Sex; provided that such individual is authorized to be on the school premises.

All individuals are expected to comply with Oklahoma law. Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. Students. Students may be subject to the disciplinary methods listed in the student discipline code.
2. Staff. Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
3. Patrons. Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 and 1376.

Schools failing to adopt a disciplinary policy are subject to a 5% decrease in state aid. This law became effective May 25, 2022.

**THIS POLICY IS REQUIRED BY LAW.**

Adoption Date: September 12, 2022

Revision Date(s):

Page 1 of 1

# EXHIBIT 4

# NOBLE HIGH SCHOOL

**Student Handbook 2022-2023**



Frank Solomon  
**Superintendent**

Kristal Standridge  
**Principal**

Noble High School  
4601 E. Etowah Road  
Noble, OK 73068  
[www.nobleps.com](http://www.nobleps.com)

**Main School Number: 405-872-3441**

**Attendance Hotline: 405-239-3763**

**FAX 405-239-3763**

**ADMINISTRATORS**

Kristal Standridge – Principal  
Joe Roltr – Assistant Principal  
Jeff Allen – Assistant Principal/Athletics

**COUNSELORS**

Tori Christiansen (Academic)

Kim Word (Academic/ICAP)

**SCHOOL REGISTRAR**

Heather Dominey

**FINANCIAL/PRINCIPAL'S SECRETARY**

Sarah Bray

**ATHLETIC SECRETARY**

Rachel Tener

**ATTENDANCE SECRETARY**

Paula Miller

**RECEPTIONIST**

Tama Loveless



*Our Vision...*

Not just what we think

How we think... *Excellence*

Not just what we do

How we do it... *Quality*

*Our Mission...*

We are... dedicated to providing our students with a positive learning climate, which encourages a passion for discovery and achievement. We feel students are entitled to learn in an orderly environment of mutual respect and concern among peers and teachers.

Each day our mission is to provide challenging and creative lessons through which our students have the opportunity to master academic as well as social and personal skills that will lead to healthy living, foster success, and inspire lifelong learning.

Each day our mission is to hold ourselves and our students accountable for positive actions, personal growth and caring relationships, enhanced through a strong partnership between home and school.

*We are...NOBLE PUBLIC SCHOOLS!*

## Noble Public School Calendar

Noble Public Schools						
2022-2023 District Calendar						
<b>July 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<b>August 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
<b>September 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
<b>October 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
<b>November 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
<b>December 2022</b>						
Su	Mo	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<b>January 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<b>February 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
<b>March 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
<b>April 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
<b>May 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
<b>June 2023</b>						
Su	Mo	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 New Teacher Orientation  
Professional Development  
Teacher Work Day

1 First and Last Day of School  
Holiday  
No School

1 Virtual Day  
1 Snow Day - First and Last  
1 District

Days of Post	Post	Days
10-15 weeks	0	1
16-20 weeks	1	1
21-25 weeks	2	1
26-30 weeks	3	1
31-35 weeks	4	1

\*Snowed Weather Days may be Rescheduled Learning on Fridays

Aug 5	New Teacher Orientation
Aug 1 & 8	Professional Development - No School
Aug 9	Teacher Work Day
Aug 10	First Day of School
Sept 2	No School
Sept 5	Labor Day - No School
Sept 10	Professional Development - No School
Oct 7	No School
Oct 13 - 14	Fall Break - No School
Oct 21	No School

Approved by Noble Board of Education April 11, 2022

Nov 21 - 25	Thanksgiving Break - No School
Dec 21 - Jan 2	Winter Break - No School
Jan 10	Assembly / Snow Melt-up Day - No School
Jan 27	No School
Feb 20	Professional Development - No School
Mar 13 - 17	Spring Break - No School
Apr 7	Professional Development - No School
May 23	Last Day of School
May 29	Graduation
May 24	Teacher Work Day

# NHS SITE-SPECIFIC POLICIES

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## ENROLLMENT

Students may be admitted to high school upon presentation of a certificate from an accredited eight-year elementary school, middle school, and junior high school or upon presentation of a transcript from another accredited high school. Students must present current health records, which will be filed in the principal's office.

Students who are under legal age and not living with parents will be required to provide proof of a **legal** guardian currently residing in the Noble Public-School District. **Simple guardianship will not be adequate.** All students (9-11) will be enrolled in seven (7) periods per day, seniors will be enrolled in six (6). The only exceptions to the above regulations will be the following:

1. Concurrent enrollment at a college or university
2. A student placed in a special program by the courts
3. Special permission of the high school principal, the tech center director (principal) and the superintendent of schools due to or because of extenuating circumstances.
4. A special education student with an IEP on file requiring the student to be enrolled in a tech center for three (3) periods per day in the ninth through the twelfth grades.

## SCHEDULE CHANGES

Students must pick up a schedule change form in Student Services. This form must be turned into Student Services before a change will be considered. Students may only drop classes with an approved and validated reason from the administration.

**Students will not be allowed to make schedule changes for teacher preference.**

**Advanced Placement Classes may not be dropped after four weeks into the semester.** If a class is dropped with a doctor's letter after the first nine weeks of a semester, a "WP" (withdrawal/passing) or a "WF" (withdrawal/failing) will be

placed on the permanent transcript. The grade will be determined on the date the doctor's note is approved by an administrator.

### BELL SCHEDULE

Time	9th		Time	10th
8:40-9:35	1st		8:40-9:35	1st
9:40-10:35	2nd		9:40-10:35	2nd
10:40-11:05	3rd-Lunch		10:40-11:35	3rd
11:10-12:05	4th		11:40-12:05	4th-Lunch
12:10-1:05	5th		12:10-1:05	5th
1:10-2:05	6th		1:10-2:05	6th
2:10-3:05	7th		2:10-3:05	7th
3:10-4:10	8th		3:10-4:10	8th
Time	11th		Time	12th
8:40-9:35	1st		8:40-9:35	1st
9:40-10:35	2nd		9:40-10:35	2nd
10:40-11:35	3rd		10:40-12:05	3rd/4th Lunch
11:40-12:35	4th			
12:40-1:05	5th-Lunch		12:10-1:05	5th
1:10-2:05	6th		1:10-2:05	6th
2:10-3:05	7th		2:10-3:05	7th
3:10-4:10	8th		3:10-4:10	8th



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### **LUNCH POLICY**

9<sup>th</sup> grade, 10<sup>th</sup> grade and 11<sup>th</sup> grade students will have **Closed Campus lunch**. Underclassmen can be checked out for lunch (only if a parent comes and picks them up) 12<sup>th</sup> grade students have the option to have lunch off campus. Mid-America Technology Center (MATC) students have 2<sup>nd</sup> lunch due to the time schedule.

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### **VIRTUAL/ONLINE COURSEWORK**

\*For online education guidelines, please see Noble Public Schools Board Policy (EHDF) and the Noble Public Schools Virtual Student Handbook.

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### **ACADEMIC POLICY**

There will be no limit on the numbers of credits that may be awarded for Band, Vocal Music, Speech, Drama, Health/PE, and Athletics. Students may repeat courses for full credit and full GPA calculation beginning with the class of 2006.

AP courses will receive a 5.0 weight for use in GPA calculation. Students enrolled in AP level courses will be required to take the AP exam in order to have AP credit noted on their transcript and in order to have a 5.0 weighting calculated in the GPA. Financial assistance is available for those who qualify.

## GRADUATION REQUIREMENTS

### Graduation Requirements for College Preparatory/Work Ready Curriculum

- 4 units of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;
- 3 units of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;
- 3 units of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;
- 3 units of history and citizenship skills, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;
- 2 units of the same world or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;
- 1 additional unit selected from the above categories or career and technology education courses, concurrently enrolled course, Advanced Placement courses or International Baccalaureate courses approved for college admission requirements; and

- 1 unit or set of competencies of fine arts, such as music, art, or drama, or 1 unit or set of competencies of speech.

### **Graduation Requirements for Core Curriculum**

4 units English

3 units Math (Algebra I and above)

3 units Science

1 unit U.S. History

½ unit Oklahoma History

½ unit American Government

2 units Fine Art (Music, Art, Drama, Speech)

7 units of Elective Credit

23 Total Units

\*All students will be required to complete 23 Total Units and pass four (4) End of Instruction Exams. Tests passed must include Algebra I and English II. Other tests include Geometry, Algebra II, U.S. History, English III and Biology. Personal Financial Literacy must be completed by all students beginning with the 2013-2014 school year.

### **Junior Students wishing to graduate early must:**

\*Be able to meet course requirements by the end of the summer semester following graduation day.

\*If a student declares to administration and is approved to graduate early before October 1<sup>st</sup>, the student will be included on the Senior Panel and listed as a senior in the yearbook.

\*Students graduating early are not allowed to be recognized as Valedictorian, Salutatorian, or Honors Students.

\*Students' grade level will not be changed; they will be considered 11<sup>th</sup> graders graduating early.

\*Students graduating early will be allowed to attend the Senior Trip if they have paid their 11<sup>th</sup> grade class dues and met all of the deadlines for Early Graduation.

\*Students graduating early will be eligible to be included during Senior Send Off, if deadlines are met, but will not be listed as 12 year seniors.



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### **NHS VALEDICTORIAN/SALUTATORIAN POLICY**

The high school principal will determine the valedictorians from members of the graduating class. The valedictorians shall be the graduating seniors who will receive a standard diploma, who have a cumulative grade point average of 4.0 or above and/or ranked number one (1) among the senior class. Students wishing to be considered for valedictorian, salutatorian or top ten (Honors) recognition, must have completed four advanced classes during the 9-12 grade years. Advanced Classes shall be defined as: AP or Pre-AP courses and/or any math or science that goes beyond the Oklahoma State Requirements. In determining these honors, grade point averages shall be based on grades earned during the first seven (7) semesters. Furthermore, in order for a student to be considered for valedictorian, salutatorian, or top ten (Honors), they must be enrolled at Noble High School by September 1<sup>st</sup> of their senior year.

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### **RETAKEING A COURSE**

A student may retake a class in an attempt to receive a higher grade for the course if space allows. Any student who retakes a course will receive both grades on their transcript. However, only the higher grade will be used to calculate the overall GPA. Valedictorian and Salutatorian status will not be changed due to students electing to repeat a course.

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## **CUSTODY ARRANGEMENTS/PROTECTIVE ORDERS/RESTRAINING ORDERS**

It is the responsibility of the parent/guardian to notify the school in writing of any special court orders, changes in custody, or directives in regard to student safety or sign out procedures. The school will not be held responsible for violations if copies of court orders are not on file in the main office. It is the responsibility of the parent/guardian to provide the school with any and all court documents as they occur. The custodial parent and or official guardian have the right to information pertaining to their students.

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### **HALL PASS**

All students **must** have a hall pass provided by the teacher/e-hall pass to leave the room during class.

### **LEAVING SCHOOL GROUNDS/CLOSED CAMPUS**

It is the policy of the Noble Board of Education that Noble schools shall have a closed campus. Once students have arrived on campus, they shall be subject to this policy. To leave campus, students must check out through the main office prior to leaving. **Parents may not check students out over the phone to leave campus for lunch without the parent/guardian transporting them.**

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### **DISPLAY OF AFFECTION**

Display of affection such as kissing or excessive physical contact will not be permitted at school.

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### **STUDENT BEHAVIOR**

All students are expected to conduct themselves, at all times, in a manner that will contribute to the best interests of the school system and not infringe on the rights of others. The following are specific examples of unacceptable behavior that are subject to disciplinary action, including suspension, or expulsion from school:

1. Open or persistent defiance of authority
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2. Assault (physical or verbal) upon student or school personnel
3. Creating or attempted creation of a disturbance
4. Willful disobedience, profanity, or vulgarity
5. Showing disrespect for school property or causing damage to school property
6. Possession, or use of, any dangerous or annoying instrument including, but not limited to, firearms, explosives, fireworks, knives, razors, mace, pepper spray or other weapons used for assault.
7. Selling, possession, distribution, or being under the influence of a narcotic or dangerous drug including, but not limited to, marijuana, LSD, heroin, barbiturates; or non-narcotic intoxicants such as glue, cough medicine; or any type or form of intoxicating liquor or alcohol at school, school sponsored activities, or while truant after being at school. This includes substances that have been misrepresented as one of the above.
8. Stealing or extortion
9. Inappropriate or distracting dress, which disrupts the education process in the classroom.
10. Any violation of state, federal, or local laws or ordinances.
11. Distribution or possession of matter or literature on school property that has not been approved by the school superintendent
13. Possession or use of any form of tobacco. Smoking, dipping, or chewing will not be permitted on or near the school building or grounds.
14. Hazing or harassment by any group and/or any individual in the Noble Schools.
15. Cheating on homework or examinations.

These standards will prevail while students are on school premises, riding school buses, attending any school-sponsored activity, or while in transit to and from school. This list is not an



all-inclusive list, but only an example of unacceptable behaviors for students at Noble High School. In addition, it is the responsibility of the student to return all school property (textbooks, uniforms, etc.). Students will be required to pay for any damaged items or items not returned. Privileges may be revoked for failure to comply.

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### **ELECTRONIC DEVICES AND PERSONAL PROPERTY**

Electronic devices such as iPods, cell phones, guitars, games- are the sole responsibility of the owner, if students choose to bring any of these types of items to school; Noble High School will not be responsible for any damage or theft of such items. Any use within the classroom is not permitted. Electronic Devices should be put away and not used during instructional times.

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### **WIRELESS TELECOMMUNICATION DEVICES**

Telecommunication devices may be used before school, during passing periods, at lunch, after school, but not in the classroom. They may also be used at evening school sponsored events. These devices will be confiscated by school employees when they are heard or seen being used during unauthorized times. Students will be allowed to retrieve their cell phones at the end of the school day on their first offense. From that point on, parents will be required to pick up the phone in person and sign a form showing the number of times the cell phone has been confiscated. The second and third violations will result in students being assigned Saturday School or ISD for each violation. Any further violations will result in a suspension and a required parent conference. The use of cell phones for cheating or inappropriate behavior in the school, on the bus, in locker rooms, etc., will be dealt with harshly. Discipline may include up to suspension, expulsion and law enforcement being notified.

### **HEAD LICE**

If a student is sent to the office with live lice or brown nits, the student will be removed from the classroom and the parent/guardian will be called to pick up the student. The student will not be allowed to ride the bus to or from school or be readmitted to school until the student is properly cleared to return. After the infested person(s) and the home has been properly treated as recommended, the child will be required to be checked for lice before returning to school by a health professional. The child must provide the release form with them when returning to school.

The empty treatment container should be taken to the health facility so they will know what product has been used for their records. The Cleveland County Health Department (321-4048) will check for head lice on Monday-Thursday between 8 am and 4 pm. They reserve the right to close the clinic early based on the availability of staff to care for the number of clients reporting to the clinic. After the check, the parent will receive a completed form stating if the child is free of lice or nits which is required to return to school. The school administrator has the option to allow the child to return based on their observation when the parent proves a hardship exists. If a student has recurring lice problems, it will be up to the discretion of the office personnel to request a release from a doctor or health professional stating that the student has been treated and is free of lice. The school has the right to contact the Department of Human Services, if the problem is not solved.

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### **SEARCH AND SEIZURE**

According to the law of Oklahoma, the superintendent or school principal of any public school in the state of Oklahoma, any teacher, or security personnel, shall have the authority to detain and authorize the search of any pupil or pupils on any school premises or while in transit under the authority of the school or any



function sponsored or authorized by the school, for dangerous weapons or controlled dangerous substances, as defined in the uniform controlled dangerous substances act, and hereinafter referred to as controlled substances that might be in their possession, including the authority to authorize any other persons they deem necessary to restrain such pupil or to preserve any dangerous weapons, or controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property. Student searches may be made based on a reasonable suspicion of a violation of school rules and /or state or federal law by a student. Contraband and other property unauthorized to be on school property or school sponsored activities will be seized for evidentiary purposes in a school hearing and/or legal hearing. **Students that drive and park their vehicle on the school campus are advised that their vehicle may be searched by administrators, campus security, police, law enforcement agencies and or drug-sniffing dogs or dogs searching for bombs or other contraband or illegal substances. This includes the interior and exterior of the vehicle.** Lockers are school property and are subject to a search at any time.

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### SATURDAY SCHOOL

A student may be placed in Saturday School for violations of the Noble High School discipline or attendance policies. This form of punishment serves as an alternative to out-of-school suspension. Saturday School will only be assigned by the principal or his designee. A student who is assigned Saturday School may be ruled ineligible to participate in school activities until the disciplinary action has been served. Saturday School will be from **8:00 a.m. to 12:00 p.m. on designated Saturdays.**

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### SUSPENSION

A student may be temporarily suspended, which shall be defined as exclusion from classroom instruction, by the principal, asst. principal, or the principal's designated representative under

the procedure hereinafter set forth. Upon being brought to the attention of the principal, asst. principal, or his designated representative that a student has allegedly committed certain acts, an informal conference will be held between the student and the principal, asst. principal, or his designated representative. At the conference, the student shall be informed of that which he/she is accused of violating, and they will be advised specifically of what they are accused of doing and what the basis of the accusation is. In the event the student denies these charges, they shall be explained the evidence the school authorities have and shall be given the opportunity to present any information or explanation concerning the incident.

After discussing the charges in detail and considering the explanation, if any, furnished by the student, the principal and his designated representative shall determine if the student is, in his opinion, guilty of those charges. If he/she so determines, the principal, asst. principal, or his designated representative shall have authority to administer a temporary suspension for whatever time period he deems is warranted, taking into consideration the severity of the violation. The administrator will notify the parent or guardian of the punishment. **At no time during suspension, shall student be on school premises, events, or at activities.** Upon completion of the specified suspension time, the parent or guardian may be required to accompany the student to school to be reinstated by the principal, asst. principal or designee. \* **The student must report to an administrator/counselors upon returning to school to complete a return to school plan.**

#### **Statutory Reasons for Long Term Suspension**

Any act that is considered to be a threat to the Health, Safety, and Welfare of the Faculty, Staff or Student Body of Noble High School

Violations of the regulations of Noble Public Schools. Adjudication as a delinquent for an offense that is not a violent offense (note: a violent offense includes those offenses that are exceptions to the term "non-violent offenses" in Oklahoma



criminal laws. Also, violent offenses include the offense of assault with a dangerous weapon but not assault.).

Possession, selling, distribution or under the influence of an intoxicating beverage, low-point beer, device, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; and

**\*\*Possession of a dangerous weapon or a controlled dangerous substance (see: uniform controlled dangerous substances act). Possession of a firearm shall result in out-of-school suspension of not less than one year.**

**Noble High School will consider all options, including reassignment to another setting before a student is suspended out of school. House Bill 2130 mandates that an individual educational plan is provided to all students suspended for five (5) days or more.**

#### **VSS (Virtual School Suspension) Placement**

Students could be placed in a Virtual School Suspension mode depending on length of suspension. Student will be suspended, but will work from virtual setting. Students will be expected to maintain work and have work completed upon return to regular class setting.

**\*\*The section of House Bill 2130 mandating an education plan states that it “shall apply to students who are suspended out-of-school for more than 5 days and who are guilty of acts listed in subparagraphs 1, 2, 3, and 4 . . .of this section.”** The paragraph excludes part 5 (possession of dangerous weapon, controlled dangerous substances, and possession of a firearm). Acts falling in category E do not require an education plan.

#### **Suspension Appeals/ Student Due Process**

In disciplinary cases where the building principal has determined that a student should be suspended from school, the student and/or parent/guardian has the right to request an informal due process hearing. Upon receipt of such a request, the principal

will arrange a conference at a time, during which the student's parent/guardian will be able to attend. Such hearing will be held within three (3) school days of date of punishment.

If the student and or the parent/guardian are not satisfied with the decision rendered in the hearing, he/she may request a hearing before the Superintendent of Schools and or his designee. Such hearing will be conducted within five (5) school days of the first hearing. The Superintendent will notify the parent or guardian of the decision within three (3) days of the hearing.

The Noble Board of Education appoints a standing committee to be known as the "Suspension Appeals Committee" whose responsibility is to conduct an appeal hearing of short-term suspensions of ten (10) days or less.

The Committee will conduct an appeal hearing only after students and or parents/guardians have exhausted their appeals through the Superintendent of Schools and have requested an appeal in writing. The committee shall, upon full investigation of the matter, determine the guilt or innocence of the student and reasonableness of the suspension. The Committee may uphold, overturn or modify the decision of the building principal and Superintendent of Schools. The decision of the Committee is final and may not be appealed.

Committee members will consist of the principal or assistant principal of each building and the Superintendent of Schools. The building principal whose decision is under appeal will not vote in the hearing and the Superintendent, who will conduct the hearing, will vote only when necessary to break a tie.

Should the student and/or the parent/guardian wish to appeal the decision of the Superintendent, a request for appeal hearing must be made in writing within five (5) days of notification of the decision. Appeals will be heard by the Board of Education in cases of long-term suspensions of greater than ten (10) days duration.



## **SUSPENSION OF STUDENTS (REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the suspension of students from school.

The authority to suspend a student from a school in the school district is delegated to the respective building principals.

1. Any student may be suspended for:
  - Acts of immorality
  - Violations of policy or regulations
  - Possession of an intoxicating beverage, low-point beer (37 O.S. §163.2) (See policy FNCE)
  - Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
  - Possession of a dangerous weapon or a controlled dangerous substance (Uniform Controlled Dangerous Substances Act) (See policies FNCE and FNCGA)
  - Possession of a firearm may result in out-of-school suspension of not less than one year (See policy FNCGA)
  - Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers, or officials, or damages property
  - Adjudication as a delinquent
  - Students in grades six through twelve found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension

may be modified by the school district superintendent on a case-by-case basis.

2. A full suspension shall not extend beyond the present semester and the succeeding semester except for violations of the Gun-Free Schools Act which provides suspensions for up to one calendar year or longer. (See policy FNCGA.)
3. Except under circumstances that require the immediate removal of a student or students, the parent(s) or legal guardian(s) shall be informed before a student is released from school.
4. Any student who has been adjudicated as a delinquent and has been removed from a public or private school in this state or any other state for such act, will not be enrolled in a regular class room setting in the district but may be provided an alternative education solution until such time as that student no longer poses a threat to self, other students, or faculty.
5. Students suspended out-of-school who are on an individualized education plan pursuant to IDEA, P.L. No. 101-476, shall be provided the education and related services in accordance with the student's IEP.
6. A student who has been suspended for a violent offense that is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

#### Procedural Steps to Suspension

Before a student is suspended from school, the principal of that school shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspensions. Such placements can include an alternative school setting, reassignment to another classroom, or in-school detention. If such alternate placement is rejected, written justification must be placed in the student's permanent record.

1. Probation. A student may be placed on probation with or without additional disciplinary action. If probation is elected by the principal as a suitable alternative to suspension, both the student and the parent(s) shall be notified of the probation and the reasons therefor.
2. In-school placement is an alternative to out-of-school suspension. In-school placement will be imposed by the student's principal and the student will be placed in a supervised, structured environment. This placement will not be considered suspension and may include an alternative school setting, reassignment to another classroom, or in-school detention. Both the student and the parent(s) shall be notified of the placement, the reasons therefor, and the right to appeal the placement to the suspension appeals committee.
3. Out-of-school suspension.
  - A. Both the student and the parent(s) shall be notified of the suspension, the grounds therefor, and the right to appeal the suspension.
  - B. If a student is suspended out-of-school for five (5) days or less the district may provide an education plan. If a student is suspended for more than five (5) days and is found guilty of acts as described above, the school administration shall provide the student with an education plan designed for the eventual reintegration of the student into school which provides for the core units in which the student is enrolled. The minimum core units shall consist of English, mathematics, science, social studies. The plan shall set out the procedure for education and shall address academic credit for work satisfactorily completed. A copy of the plan shall be provided to the student's parents or guardian, and the parents or guardian shall be responsible for the provision of a supervised,



structured environment in which the parent or guardian shall place the student and bear responsibility for monitoring the student's educational progress until the student is readmitted to school.

#### Appellate Procedures

##### Suspension Appeals Committee

A suspension appeals committee is hereby established which will consist of three administrators or teachers or a combination thereof. The members of the committee shall be appointed by the superintendent and may include the superintendent. However, any member of the committee who initiated a suspension in a case shall be excused from the committee during any appeal of that particular case.

#### Appellate Procedures

1. Any student who has been suspended for ten (10) days or less under the steps listed above, or the student's parent(s), may appeal the suspension to the suspension appeals committee. The following procedures shall govern the appellate process:
  - A. The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.
  - B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the suspension appeals committee. The suspension appeals committee shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.
  - C. During the hearing of the appeal before the suspension appeals committee, the student or the

student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.

- D. The suspension appeals committee shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The suspension appeals committee may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five (5) days of the decision.
  - E. The decision of the suspension appeals committee shall be final.
2. Any student who has been suspended for greater than ten (10) days under the steps listed above, or the student's parent(s), may request a review of the suspension with the administration. If the administration does not withdraw the suspension, the student shall have the right to appeal the decision to the hearing officer. The following procedures shall govern the appellate process:
- A. The student, or the student's parent(s), shall notify the superintendent within ten (10) days following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.
  - B. Upon receiving notice of a student's intent to appeal, the superintendent shall advise the hearing officer. The hearing officer shall hear the appeal within ten (10) days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.



- C. During the hearing of the appeal before the hearing officer, the student or the student's parent(s) shall have the right to provide evidence as to why the suspension, or the duration thereof, is inappropriate. The student shall not have the right to be represented by legal counsel, unless the school district is represented by legal counsel.
- D. The hearing officer shall determine the guilt or innocence of the student, and the reasonableness of the term of the suspension. The hearing officer may uphold, overrule, or modify the suspension. The student and the student's parent(s) shall be notified within five (5) days of the decision. The decision of the hearing officer shall be final.

**NOTE: 70 O.S. §24-101.3 (E) states that a student who has been suspended from a public or private school in the state of Oklahoma or another state for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students shall not be entitled to enroll in a public school of this state, and no public school shall be required to enroll such student, until the terms of the suspension have been met or the time of suspension has expired.**

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## **VISITORS**

Students will not be permitted to bring guests to class or on school grounds at any time during the school day. Visitors to extracurricular events such as dances may be allowed if the sponsor and group requests permission in advance from the school administration. Students may not have food delivered to the school premises by any delivery service.

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## **SCHOOL DISRUPTION**

It shall be unlawful and shall constitute incitement to riot for a person or persons, intending to cause, aid, or abet the institution or maintenance of a riot, to do an act or engage in conduct that urges other persons to commit acts of unlawful force or violence, or the

unlawful burning or destroying of property, or the unlawful interference with a police officer, peace officer, fireman or a member of the Oklahoma National Guard or any unit of the armed services officially assigned to riot duty in the lawful performance of his duty.(Oklahoma State Law 1969, C.89, 2, March 25, 1969).

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### TELEPHONE

The telephone in the office is for school business. **Students will not be called from classes to answer a telephone call. Parents must refrain from calling and leaving messages for students that could have been taken care of at home.** In the case of an emergency, we will deliver a message to the student.

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### VEHICLES ON CAMPUS

Any student who operates a motor vehicle on campus must abide by the rules established by the high school administration for operating such vehicles. Student parking is restricted to the area south of the main entrance of the school. Students are not to leave campus during the time classes are in session, unless permission is received through the principal's office. Students who violate the campus vehicle policies are subject to disciplinary action, which may include detention, fines, suspension, or the vehicle being towed away. Students must be legally parked in order to avoid receiving a parking citation. Students must register their vehicles with the office. Proof of insurance, a copy of the driver's license, and \$10.00 will be required to obtain a parking permit. The permit must be displayed properly. Vehicles that do not have parking permits may not be parked on school property. Students involved in any vehicular misconduct may be restricted from parking on campus and prohibited from driving a vehicle on school grounds, and also subject to being cited by school personnel or law enforcement authority. **Driving a vehicle on campus is a privilege and may be revoked at any time by school administration.**

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## PARKING POLICY

The following guidelines exist to help ensure the safest and most efficient use of our parking facilities. This is not an all-inclusive list; the administration reserves the right to revoke a student's parking permit for disciplinary reasons. Student parking rules, regulations, and criteria will be reviewed/revised throughout each semester to evaluate space, safety, need, etc. Students are expected to follow all guidelines within the Noble High School Handbook for maintaining a safe and orderly environment.

1. **Driving to school is a privilege, not a right.** Buses are available for all students within the Noble High School attendance zone. To be eligible to purchase a parking permit, meet student parking guidelines from the previous school year and return this form with the proper signatures.
2. In accordance with NHS Policy and State Law, students and visitors parking on Noble's campus have consented to a reasonable search of their vehicles. Possession of any contraband items in a vehicle will be construed as possession by the driver/owner of subject vehicle and may result in out of school suspension, loss of driving privileges, and possible referral to the Noble Police Department.
3. All parking permits will cost \$10.00 There will be no refunds.
4. **At the time of purchase** all drivers must produce:
  - a. Valid driver's license
  - b. Vehicle Tag#
  - c. Proof of Insurance
6. If, for any reason, you must drive a vehicle to school that is different than the vehicle for which you have a permit, you must, remove your permit from registered vehicle and place in temporary vehicle. You must inform the office that a temporary vehicle is being driven. Failure to inform the office may result in disciplinary action and loss of your parking permit.



7. If you permanently change vehicles or license plates you must see the administrative immediately to have the information changed in our computer. Failure to update vehicle information may result in disciplinary action and loss of your parking permit.

8. Parking permits are labeled with a row and space number. You must park in your assigned space. The student who registered for the parking permit must be driving the car with the stickers displayed. Removal or altering of parking stickers is not allowed and may result in disciplinary action and loss of your parking permit.

**9. The parking lots are off limits to all students during the day.** You must get a pass from a teacher or administrator prior to going to your car. If you are in the parking lot for any reason (getting books, getting your lunch, bringing something out to your car, etc.) without a pass, you will face administrative disciplinary action for being **OUT OF AREA** which may include loss of parking privileges.

10. The administration has the right to search any vehicle on campus.

11. Students are responsible for their vehicles and their contents.

**12. Vehicles** should be kept locked at all times. Noble High School will not accept responsibility for anything stolen out of vehicles, any damage done to vehicles while parked on campus, or any vehicles stolen while parked on campus.

13. Any accident that takes place in the NHS parking lot needs to be reported to the office immediately.

**The following consequences will result if a student parks illegally on campus:**

**IF A STUDENT HAS A PARKING STICKER BUT PARKS IN THE WRONG SPACE:**

**FIRST OFFENSE**

- A warning notification will be placed on the driver side window indicating the violation.

## **SECOND OFFENSE**

- You may lose your parking privileges for up to 30 calendar days.

## **THIRD OFFENSE**

- You may lose your parking privileges for up to 60 calendar days.

## **IF A STUDENT DRIVES AND PARKS ON CAMPUS WITHOUT PURCHASING A PARKING STICKER OR OBTAINING A TEMPORARY PARKING PERMIT:**

### **FIRST OFFENSE**

- You will be required to attend one day of Saturday School or one day ISD.

### **SECOND OFFENSE**

- You will be required to serve five days of ISS.
- You will lose driving privileges for 30 calendar days; after which, eligible students will be allowed to apply for a permit.

### **THIRD OFFENSE**

- Your car will be towed at your expense.
- You will lose parking privileges indefinitely.

## **OTHER VIOLATIONS WHICH MAY RESULT IN LOSS OF PARKING PRIVILEGES AND/OR OTHER DISCIPLINARY ACTION:**

- Any student who leaves campus without permission for any reason
- Aiding other students in leaving campus without permission
- Reckless and/or unsafe driving while on campus by: passing illegally, driving on the grass, not yielding to the buses, or any



other type of careless driving (the speed limit for the Noble campus is 10 mph)

- Students illegally obtaining (buying or receiving stickers from another student without directly purchasing the permit from Noble), distributing, or trading parking stickers
- You may not let someone else use your parking sticker for any reason

**In accordance with the Student Handbook and/or Noble High School regulations, parking penalties may be incurred for any violations. Examples of these types of infractions are: cutting school/classes, habitual tardiness to class or school, disruptive behavior, etc.**

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### **WEAPONS**

**Any student found to be in possession of a weapon of any type may face a suspension of up to one calendar year or the maximum allowed by state law.**

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### **TECHNOLOGY CENTERS**

Technology center schools are extensions of the local high schools. While attending an area tech center, students earn units of credit, which count toward meeting local and state requirements for graduation. Discipline issues occurring at either the Technology Center or at Noble High School will be honored by each site.

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### **CREDIT FOR LEARNING**

Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum. Contact a school counselor for more information.

## **GUIDANCE SERVICES**

Guidance services are offered to all of Noble High School through our guidance counselors, others of the administration, staff, and faculty. The basic goal is to assist the student to achieve to the level of his/her capacity, to meet and solve problems, and to plan actions more wisely in the full light of all the facts available. The following services and materials are available in the counselor's office: enrollment, vocational information, career guidance, and college information.

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## **SCHOLARSHIPS**

Institutional scholarships and grants are available at many colleges and universities. Many organizations and firms also make scholarships available to high school graduates. Information regarding all types of scholarships is available in the counselor's office. Announcements regarding scholarships are made periodically to seniors through notices in the daily bulletin.

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## **ACTIVITY CALENDAR**

Organizations wishing to place activities on the school calendar must have approval from the school administration.

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## **PRINCIPAL'S HONOR ROLL**

The Principal's Honor Roll will include all students who maintain at least a 3.0 G.P.A.

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## **SUPERINTENDENT'S HONOR ROLL**

The Superintendent's Honor Roll will include all students who maintain at least a 4.0 G.P.A.

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## **CLASS OFFICER REQUIREMENTS**

1. Minimum 3.00 cumulative grade point average.
  2. Must not have failed any class the preceding semester.
  3. Must have 90% attendance the preceding semester.
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4. Students must not have suspensions or major disciplinary issues.

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### ACTIVITIES ABSENTEE POLICY

The Noble Board of Education recognizes the importance of activities in the education program. However, regular class attendance is a prerequisite for students to achieve the maximum educational experience. **Students may not miss a class more than ten (10) times in a school year for excused school sponsored activities. Students will only be allowed to apply for five (5) additional days of Activity Absences per school year. Activity Absence extension request forms are available in the main office.**

The attendance record of the student and the student's grade in each class will largely determine if the student should be allowed to participate in the activity. Students must also make prior arrangements with teachers for make-up work in order to attend the activity. State and nationally sponsored activities are exempt from the above regulations. The guidelines of the Oklahoma Secondary School Activities Association will determine what constitutes a state and/or national activity.

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### ACTIVITY ELIGIBILITY

A student must pass five classes at the end of each semester to be eligible for activities. After each semester, eligibility for participation will be determined on a weekly basis. **This policy will apply to all extracurricular activities including dances, proms, etc.** Participation will be denied if he/she fails any class or combination of classes two (2) consecutive weeks.

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### ACTIVITY ATTENDANCE POLICY

A student must be present at school for at least four periods of the school day to be eligible to participate in that day's activity. Exceptions will be evaluated on an individual basis by school administration. However, the school should be contacted if this type of situation arises prior to the student's absence.

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**ACTIVITY TRANSPORTATION POLICY**

Noble High School students must use school transportation when traveling to all practices, games, contests, etc. In some cases parents may request for their child to ride with them on the return trip. The sponsor or coach must approve exceptions.



## DISTRICT-WIDE POLICIES

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### ACCIDENT INSURANCE: STUDENTS

It is the policy of the Noble Board of Education to select a reputable insurance company through which patrons may purchase accident insurance for their children. A packet will be available for each student during the first week of classes. The purchase of such insurance is entirely within the discretion of parents; however, students playing nine through twelve football must provide evidence of insurance coverage. Public schools may not legally pay insurance premiums or medical bills for students. (Noble Board of Education, Policy FFD)

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### ATTENDANCE POLICY

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the co-curricular program of the school also has educational benefit. Therefore, it is the policy of the board to minimize absenteeism from regular classes while providing students the opportunity to participate in co-curricular activities.

(38 Oklahoma Statute 37; Noble Board of Education, Policy FDC-R1)

#### NHS Attendance/Tardiness

When a student is absent from school, it is the responsibility of the parent or guardian to contact the school. If the school has not been contacted by the parent/guardian, the student will receive an unexcused absence for that day or period. All court, doctor, or dental appointments will require a note from that agency for the absence to be excused and **must be turned in within 48 hours of the absence**.

If a student has more than 10 absences per semester they will receive an "F" for the semester if that was the grade earned. If a student successfully passes the course but has more than 10 absences, the student will receive an "NC" (No Credit) on their

transcript for that course. All absences, excused or unexcused, medical, religious ceremonies, etc., count toward the 10 absences per semester limit except for school activities. Attendance is critical for students to receive the instruction they need to be successful. Please make sure your child is in school on every possible day. Attendance rates have been declining during the last few years and this has contributed to many students losing credit for a class or classes. Illness or serious illness of immediate family, death in family or close relative, doctor or dental appointments, driver's license testing, required court appearances, school sponsored activities, educational trips, religious holidays and pre-arranged family trips are the only excused absences that will be accepted and only then if your parents call the school and/or a signed note is on file in the attendance office. Your parents will be called if they do not call the school. There will be an attendance committee of five staff members to hear appeals for any student that has exceeded the (10 absence) limit.

Excused absences allow the student to make up work missed. The number of days to make up the work will coincide with the days missed plus one. **It is the responsibility of the students, not the teacher, to plan for make-up work.**

Unexcused absences will be given for absences that are not listed above. **If student is absent due to unexcused absence or placed in VISS (Virtual suspension mode), student is expected to stay current with work and is to be completed upon return. Any unexcused absence may result in a truancy citation and court appearance.**

Tardies are from the last bell to 14 minutes into the period. Entering the classroom 15 minutes after the last bell will result in an unexcused absence. Every 3 unexcused tardies per class equals one unexcused absence. This is cumulative for the semester.

Once a student accumulates five tardies for a nine (9) week grading period, they will be placed on the Do Not Release List. The process of accumulating tardies for the DNR List will be reviewed at the six- and twelve-week marks.



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## COMPLIANCE WITH FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974

### Statement of Rights

Parents and eligible students have the following rights under the Family Education Rights and Privacy Act:

1. The right to inspect and review the student's educational record.
2. The right to exercise a limited control over other people's access to the student's education record;
3. The right to seek to correct the student's education record, in a hearing, if necessary;
4. The right to report violations of the FERPA to the Department of Education; and
5. The right to be informed about FERPA rights.

### Procedures to Inspect Education Records

The parent of a student or an eligible student may inspect the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. (Copy fees may apply.)

Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if a parent or eligible student wishes to inspect records where they are maintained, school principals will make every effort to accommodate the wishes.

The principal (or other record custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged. The school administrator, or designee, may be present during the time the records are being reviewed.

The principal (or other record custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be

inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.

If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the school district will arrange for the parent or eligible student to obtain copies of the record. (Copy fees may apply.)

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

#### **Use of Student Education Records**

To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The school district will use the following criteria to determine who are school officials. An official is:

1. A person duly elected to the school board;
2. A person certified by the state and appointed by the school board to an administrative or supervisory position;
3. A person certified by the state and under contract to the school board as an instructor;
4. A person employed by the school board as a temporary substitute for administrative, supervisory, or instructional personnel for the period of his or her performance as a substitute; or
5. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, the school board attorney or auditor, for the period of his or her performance as an employee or contractor.

School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:

1. Perform an administrative task required in the school employee's position description approved by the school board;



2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

### **Procedures to Seek to Correct Education Records**

The parent of a student or an eligible student has a right to seek to change any part of the student's record believed to be inaccurate, misleading, or in violation of student rights. (NOTE: under the FERPA, the district may decline to consider a request to change the grade a teacher assigns for a course.)

For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate, misleading, or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading, and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the school district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may decide to comply with the request for change at several levels in the procedure. **(Reference: Noble Board of Education, Policy FL-R)**

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### **DISTRICT ASBESTOS STATUS**

In compliance with the Asbestos Hazard Emergency Response Act (AHERA) all buildings located on the campus of Noble Public Schools have been re-inspected for Asbestos containing materials. This Re-inspection was done by accredited Department of Labor Inspectors. Based on the Re-inspection, Asbestos Containing Building Materials (ACBM) were found in a few locations. In its present condition, these ACBM's are non-friable. Noble Public School will continue to maintain this material as in the past and report any changes in the condition of

this material to the Asbestos Coordinator. The management plan for the Noble Public-School District is available for review in the Office of the Superintendent.

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### **DRESS CODE**

The Noble Board of Education believes that the majority of the students in the public schools recognizes their own individuality and has no need to express themselves in extreme dress or grooming styles. Generally, dress and grooming standards as determined by the students and their parents will not be questioned. The only requirements the board of education insists upon are that students' dress and grooming shall not lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, or detract from school activities, or create a health or other hazard to the student's safety or to the safety of others. Additionally, any clothing that interferes with the education function entrusted to the board of education is prohibited. **(70 Oklahoma Statute 6-114 (C); Noble Board of Education, Policy FNCA-R)**

In accordance with the policy of the board of education, the following regulation shall establish a dress and grooming code for the Noble Public-School system. The building administrator shall have the authority to determine the appropriateness of any attire not specifically addressed below. In deciding, the administrator shall consider whether the clothing and/or accessory presents a safety hazard, is revealing, or may be reasonably believed to disrupt the teaching or learning environment. Attire that disrupts the educational process is prohibited.

The following dress code will be in effect for all students:

1. **Skirts and Dresses:** The skirt or dress must be within two inches of knee length while shoulders are relaxed and must not be revealing, disruptive or distracting to the educational process. Skirt openings must not be

more than two inches above the knee. Dresses may be sleeveless if they have fitted armholes. Mini-skirts are not allowed.

2. Tops: Any shirt, blouse, sweater or top may be worn with the following conditions:
  - Sleeveless Tops must have fitted armholes and not be revealing or show undergarments. Spaghetti straps, tank tops, muscle shirts, strapless tops, halter tops, racer back tops are not allowed.
  - Nothing translucent, sheer, of mesh, fishnet or revealing may be worn.
  - All tops must be properly buttoned and may not expose the midriff when arms are raised from the side. Tops that expose undergarments are not permitted.
  - Tops, dress and sleeve openings, must not expose undergarments, chest, breast, cleavage or any part of the torso. Tops may not have any type of plunging neckline.
3. Pants: Pants, jeans or slacks that are neat and clean are acceptable.
  - Pants that drag the floor are not allowed. Pants that are cut, slit, or have holes above mid-thigh are not allowed. Pants that have been patched are acceptable.
  - Form fitting pants, skin tight jeans, leggings, and jeggings are not allowed as an outer garment. They may be worn as an undergarment as long as the outer garment reaches within two inches of the knee. Pajama pants are not allowed.
  - Sagging is not permitted at any time. Pants may not be worn low exposing the torso, back or undergarments.



4. Shorts: Shorts that are within two inches of the knee are acceptable for school dress.
  - Shorts that are cut, slit or have holes are not allowed.
  - Form fitting shorts, biker shorts, spandex and mini-shorts, such as Soffes, are not allowed.
5. Shoes: Shoes must be worn at all times. Different programs require different types of shoe types. Students will be informed by their teachers as to the requirements for the particular class or program they are in. House Shoes, Shoes with rollers, wheels, or skates are not allowed.
6. Accessories: Accessories which are not acceptable include the following:
  - Head coverings are permissible in common areas but not in the classroom during instructional times.. Failure to comply may result in disciplinary action. Administration reserves the right to adjust the policy based on circumstances and/or special events. (ex. Testing)
  - Wearing, possessing, using, distributing, displaying or selling of any clothing, jewelry, emblems, badges, symbols, signs, graffiti, or other items that are evidence of membership in or affiliation with a gang are prohibited.
  - Chains, Wallet chains, Biker chains, Collars, Fish Hooks, Jewelry such as earrings with loops that could pose a safety issue are prohibited.
  - Trench coats and other full length coats are prohibited.
7. Insignias, Monograms, Prints or Patches: Lettering or any type of sew-on patch, decal, print, insignia or design that conveys crude, vulgar, profane, violent, death-

oriented, gang related, anything deemed to be insensitive in nature, sexually explicit or sexually suggestive messages or any advertising of tobacco, alcohol drugs or drug paraphernalia are specifically prohibited.

8. Makeup, Tattoos and Brands: Facial make-up, tattoos, brands or other body decorations whether temporary or permanent, that convey crude, vulgar, profane, violent, death-oriented, gang related, sexually explicit or sexually suggestive messages or advertise tobacco, alcohol, drugs or drug paraphernalia are specifically prohibited.
9. Clothing that is purposefully ripped, torn, and or cut in a manner that causes a distraction to the operation of the school and the educational process or is a safety risk is prohibited.
10. Activity/Spirit Days: Teams are allowed to wear uniforms as long as they are compliant with the dress code. Any uniform that in itself does not comply with the school dress code must be worn underneath proper outerwear. Exceptions to the dress code for special activities must be approved in advance by the school administration.
11. Exceptions to the dress code may be authorized by the building administrator or designee for a specific school-related activity on a case-by-case basis.
12. The dress code for Noble Public Schools is a minimum requirement dress code. Students are encouraged to dress in a professional manner above and beyond the dress code.
13. A Dress Code Log will be kept at each site documenting the name of the offender, the violation type and the date of the violation. All head principals will complete a year-end Dress Code Log Report showing total numbers only of singular and repeat student violators as well as the types of violations recorded in their site log. All



year-end site reports will be submitted to the superintendent and the school board. Student names will not be listed or reviewed. In addition, the school board reserves the right to solicit year-to-date site Dress Code Log Reports at any time during the school year.

Any student found out of compliance with the Noble Public Schools Dress Code will be sent to an administrator for resolution. Students will be given the option to change to appropriate clothing or have parents bring acceptable clothing. The parent will have an acceptable amount of time to provide the change of clothes. If a parent is unable to do so, the student will be sent to ISD room or may be sent home. Students will be allowed to return to school/class after clothing has been changed and is compliant with the dress code.

Parents will be notified each time a student is in violation of the Dress Code if the issue is unable to be corrected on site. Parents will always be notified when repeat violations occur. Communication with parents will occur from the school office in these situations. Repeat offenses will result in the Disciplinary Process being followed according to the school site handbook. All disciplinary actions will be adjudicated in a private and confidential manner.

1. 1<sup>st</sup> Offense – Counsel/change of attire
2. 2<sup>nd</sup> Offense – 5 days detention or Community Service
3. 3<sup>rd</sup> Offense – Possible OSS

The Dress Code policy for Noble Public Schools will be reviewed on a regular basis and will be updated and modified at the discretion of the Noble Public Schools Board of Education.  
**(Noble Board of Education, Policy FNCA and FNCA-R)**

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## DRUG-FREE SCHOOLS

It is the policy of the Noble Board of Education that in recognition of the clear danger resulting from illicit drug and alcohol abuse and in good faith effort to promote the health, safety, and well-being of students, employees, and the community, the board has implemented a developmentally based drug and alcohol education and prevention program for grades Kindergarten through twelve (K-12).

Students are hereby notified that the use, possession, or distribution of illicit drugs and alcohol is wrong and harmful. Therefore, standards of conduct that are applicable to all schools in this district, prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities.

Disciplinary sanctions will be imposed on students who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state and federal laws, up to and including probation, suspension, and expulsion, as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation and reentry programs will be made available through the school office.

The standards of conduct and the disciplinary sanctions imposed by this policy includes the following: "The Drug Free Schools and Communities Act Amendments, P.L. 101-226 requires that State, as well as local educational agencies, must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees." (Federal Regulations can be examined through the school office.)

**Parent/Guardian signature certifies receipt of a Student Handbook of Guidelines and Policies for Students and Parents which includes district policy relating to adoption and implementation of a drug prevention program for students.**



(“Public Law 101-226; 70 Oklahoma Statute 1210.221, et sequence; Noble Board of Education, Policy FNCF)

CROSS-REFERENCE: Policy DCC, Drug-Free Workplace; Police FFB, teaching about Drugs, Alcohol, and Tobacco; Policy FFBA, Drug and Alcohol Use by Students; Policy FNCE, Reporting Students Under the Influence.

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### NHS DRUG-FREE SCHOOLS

In recognition of the school's obligation to our students and community, we stand ready to assist in dealing with drug or alcohol related problems. The faculty is obligated to inform the principal when it is suspected that a student is either under the influence of drugs or alcohol, in possession of drugs or alcohol, or distributing drugs or alcohol. When this is reported to the principal, both the superintendent and the parents are notified of this report. When this report is made, the principal will search the student, his locker, personal property, and car. Any student who has been suspended for possession or for being under the influence of alcohol and or illegal drugs shall receive the following consequences:

First offense: Out of School Suspension for 45 school days

Second offense: Out of School Suspension for the current semester and the next semester.

The student may be given the option to enter a counseling program and if recommended by a counselor, a treatment program. The parent/guardian must provide written verification from the program before the student shall be permitted to return to classes in the district following the suspension. Upon written verification of being enrolled in family counseling or a treatment program, the student suspension could be reduced to a minimum of ten days.

**Failure to complete the program will require the number of suspension days waived to be served.**

**Any student found to have distributed drugs or alcohol will not be allowed the opportunity to reduce their suspension by entering a drug counseling program.**

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### **FIRST AID - STUDENTS**

The Noble Board of Education recognizes the school's responsibility for emergency handling of accidents and sudden illnesses occurring at school or on school property.

In order to obtain emergency medical care, a medical release form signed by a parent/guardian must be on file. If a medical release is not on file, emergency medical care will be provided in life-threatening situations only.

**(Noble Board of Education, Policy FFAC)**

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### **GRADING**

In accordance with the policy of the board of education the following grading system will be used for all subjects, including special education:

100 - 90	=	A
89 - 80	=	B
79 - 70	=	C
69 - 60	=	D
59 - Below	=	F

**(Noble Board of Education, Policy EIA-R1)**

#### **NHS Progress Reports**

Each student will be graded on an 18-week grading system. Progress Reports will be issued at the end of each semester. Progress reports are also available at any time on Power School.

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### **GRIEVANCE PROCEDURE: SEX DISCRIMINATION/HARASSMENT**

It is the policy of the Noble Board of Education that the superintendent designee shall serve as Title IX coordinator for this school district. The superintendent shall direct the implementing

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of educational amendments and regulations as they pertain to prohibition of sex discrimination in education or sexual harassment, and shall prepare a regulation governing sex discrimination/harassment grievance procedures.

The board shall appoint on a periodic basis a sex discrimination/harassment grievance committee which shall consist of an administrator, a parent, and a member of the certified teaching staff.

**(Noble Board of Education, Policy FBA)**

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### **GRIEVANCE PROCEDURES SEX DISCRIMINATION/HARASSMENT**

In accordance with the policy of the board of education, the following regulation governs the processing of student sexual harassment grievances in this school district.

1. Any student of this school district who wishes to file a sexual harassment grievance against another student or an employee of the district may file a written or oral (recorded, if possible) complaint with the superintendent, principal, or counselor. The administrator taking the complaint will document the time, place, complainant, and incident and immediately forward the complaint to the grievance committee. The grievance committee will appoint a senior administrator to investigate the grievance. The grievance shall set forth the circumstances of the incident and the identity of the student(s) or employee(s) involved.
2. The superintendent, or appointed administrator, shall initiate an investigation of the incident and shall protect the confidentiality of the grievant.
3. The investigation shall be completed within ten days of the filing of the grievance. Results of the investigation, along with recommendations and suggestions, shall be shared with the grievant, unless it violates another student's confidentiality.



4. If the grievant believes the issues are not resolved after considering the recommendations and suggestions of the superintendent or the investigating administrator, the grievant may request a hearing by the grievance committee.
5. Upon receiving a request for a hearing, the grievance committee shall schedule the hearing to occur within twenty days from the date of the request.
6. Both the grievant and the person against whom the complaint was made (respondent) may be represented by legal counsel at the hearing.
7. Within ten days of the hearing, the grievance committee shall furnish a written report of its findings and recommendations to both the grievant and the respondent while maintaining confidentiality.
8. The superintendent shall, within five days of the receipt of the grievance committee's report, act upon the recommendations of the committee or furnish a written report to the grievant explaining why the recommendations will not be implemented.
9. Upon receipt of the superintendent's report, the grievant may file a written appeal with the board of education. The board of education shall, within thirty days from the date the appeal was received, review the report and affirm, overrule, or modify the decision of the grievance committee.

**(Noble Board of Education, Policy FBA-R)**

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### **HARASSMENT**

It is the policy of this school district that threatening behavior, harassment, intimidation, and bullying of students by other students, personnel, or the public will not be tolerated. This policy is in effect while the students are on school grounds, in school transportation, or attending school-sponsored activities, and while away from school grounds if the misconduct directly affects the

good order, efficient management, and welfare of the school district.

Harassment is intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes but is not limited to harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

As used in the School Bullying Prevention Act, "harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, and bullying include, but are not limited to, a gesture or written, verbal, or physical acts, or electronic communication. Such behavior is specifically prohibited.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one's grades, achievements, etc.;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact.

The superintendent has developed procedures providing for:

1. Prompt investigation of allegations of harassment;
2. The expeditious correction of the conditions causing such harassment;



3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

**(21 Oklahoma Statute 850.0; 70 Oklahoma Statute 24-100.2; Noble Board of Education, Policy FNCD)**

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### **HAZING**

It is the policy of this school district that no student or employee of the district shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the board of education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity which recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the board of education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other

forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity, upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the board of education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

**This policy is not intended to deprive school district authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action which may include expulsion for students and employment termination for employees.**

**(21 Oklahoma Statute 1190; Noble Board of Education, Policy FNCC)**

**CROSS-REFERENCE: Policy DAA-R, Racial Harassment; Policy FB, Sexual Harassment; Policy FMCAA, Gang Activity; Policy FNCD, Harassment; Policy FO, Student Discipline**

## **INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY**

The Noble Public Schools district provides chrome books to students and staff, access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.



Below is the Acceptable Use and Internet Safety Policy (“policy”) of the school district and the Data Acquisition Site that provides Internet access to the school district. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parents or guardians read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user’s access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

#### Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

#### Term of the Permitted Use

A student or staff member who submits to the school, as directed, a properly signed policy and follows to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

#### Acceptable Uses

1. **Educational Purposes Only.** The school district is providing access to its computer networks and the Internet



for educational purposes *only*. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help you decide if a use is appropriate.

2. **Unacceptable Uses of Network.** Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:
  - A. Uses that violate the law or encourage others to violate the law. Don't transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.
  - B. Uses that cause harm to others or damage to their property. For example, don't engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "Trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.

- C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
  - D. Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the users or others, including credit card numbers and social security numbers.
3. **Netiquette.** All users must abide by rules of network etiquette, which include the following:
- A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
  - B. Avoid language and uses that may be offensive to other users. Don't use access to make, distribute, or redistribute jokes, stories, or other material which is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
  - C. Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
  - D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format which the recipient can open.
4. **Cyber Bullying.** Cyber bullying is when one or more people intentionally harm, harass,

intimidate, or reject another person using technology. This includes but is not limited to the following:

- Sending mean or threatening messages via email, IM (instant messaging), or text messages.
- Spreading rumors about others through email, IM, or text messages.
- Creating a Web site or Facebook, Instagram (or other social-networking) account that targets another student or other person(s).
- Sharing fake or embarrassing photos or videos of someone with others via a cell phone or the Web.
- Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Noble Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school or the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Oklahoma and/or federal law.

#### Internet Safety

1. **General Warning; Individual Responsibility of Parents and Users.** All users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.

2. **Personal Safety.** Be safe. In using the computer network and Internet, the user should not reveal



personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone "met" on the computer network or Internet without a parent's permission (if the user is under 18). Regardless of your age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.

3. **"Hacking" and Other Illegal Activities.** It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
4. **Confidentiality of Student Information.** Personally, identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.
5. **Active Restriction Measures.** The school, either by

itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using C.I.P.A. compliant software for our technology protection measure (internet filtering software) to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
  - depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
  - taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
6. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

## Privacy



Network and Internet access is provided as a tool for the user's education. The school district reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

#### Failure To Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's enrollment or the staff member's employment in the school district. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

#### Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for his or her use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, the Data Acquisition Site that provides the computer and Internet access

opportunity to the school district and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

#### Updates

Users, and if appropriate, the user's parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

**(21 Oklahoma Statute 1040.75, Oklahoma Statute 1040.76; Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554); Communications Act of 1934, as amended (47 U.S.C. 254[h], [l]); Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F); Noble Board of Education, Policy EFBCA)**

#### NHS Denial of Internet Access

Noble Independent School District will be operating under an "opt out" policy for students regarding Internet access. This means that students will be assumed to have parent/guardian permission to access the Internet at Noble Independent School District unless the school has received a written statement from the student's parent(s)/guardian(s) that the student does not have Internet access permission.



Please understand that in accessing the Internet at Noble Independent School District schools, students will be expected to adhere to the Noble Independent School District Schools Internet Acceptable Use Policy.

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### **MEDICATION: ADMINISTERING TO STUDENTS**

It is the policy of the Noble Board of Education that if a student is required to take medication during school hours and the parent or guardian cannot be at school to administer the medication or if circumstances exist that indicate it is in the best interest of the student that a non-prescribed medication be dispensed to that student, the principal, or the principal's designee, may administer the medication only as follows:

1. Prescription medication must be in a container that indicates the following:
  - A. student's name,
  - B. name and strength of medication,
  - C. dosage and directions for administration,
  - D. name of physician or dentist,
  - E. date and name of pharmacy, and
  - F. the child has asthma or other disability which may require immediate dispensation of medication.

The medication must be delivered to the principal's office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- A. purpose of the medication,
- B. time to be administered,
- C. whether the medication must be retained by student for self-administration,
- D. termination date for administering the medication, and

- E. other appropriate information requested by the principal or the principal's designee.
2. Self-administration of inhaled asthma medication by a student for treatment of asthma or an anaphylaxis medication used to treat anaphylaxis is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma or anaphylaxis and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:
    - A. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
    - B. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
    - C. Permission for the self-administration of asthma or anaphylaxis medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.
    - D. A student who is permitted to self-administer asthma medication or anaphylaxis medication shall be permitted to possess and use a prescribed inhaler or anaphylaxis medication at all times.
  3. Nonprescription medication may be administered only with the written request and permission of a parent, guardian, or person having legal custody when other alternatives, such as resting or changing activities, are inappropriate or ineffective. The medication will be

administered in accordance with label directions or written instructions from the student's physician.

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

**(10 Oklahoma Statute 170.1; 59 Oklahoma Statute 353.1; 70 Oklahoma Statute 1-116, et sequence; Noble Board of Education, Policy FFACA)**

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### **MINUTE OF SILENCE**

Per state law, public schools are to observe approximately one minute of silence each day for the purpose of allowing each student, in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.

**(70 Oklahoma Statute 11-101.2)**

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### **MULTIMEDIA RELEASE NOTIFICATION**

During the course of the year a student's image, likeness, or voice recording may be acquired for use in news releases, district print, electronic publications, and the District's Web Site. However, if a parent, guardian or eligible student determines that they do not want to permit such uses, they must advise the school district in writing via letter to the head administrator at the appropriate school within two weeks of enrollment. The parent, guardian, or eligible student may consent to the use of such images in one form but decline said use in other forms. The advisement must detail in which forms such use is prohibited. All unlisted uses will be permitted. The district is released from any liability arising from such use and is not obligated to provide remuneration for such use.

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### **ESSA**

At the beginning of each school year, federal law requires local educational

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agencies that receives federal funds to notify the parents of each student attending any school in the district that receive federal funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following: (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;(ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;(iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;(iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

In addition to the information that parents may request, the school shall provide to each parent;(i) information on the level of achievement of their child in each of the State academic assessments as required under NCLB; and (ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

## **NONDISCRIMINATION**

It is the policy of the Noble Board of Education to provide equal opportunities without regard to race, color, national origin, gender, age, qualified handicap, or veteran in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. **(Noble Board of Education, Policy DAA)**

### **Discrimination Complaints Procedures**

Noble Public Schools does not discriminate on the basis of race, color, national origin, gender, age, or qualified disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. Noble School District also does not discriminate in its hiring or employment practices.

In an effort to ensure compliance with and coordination of all federal equity regulations, the district compliance coordinator is Mr. Frank Solomon, Superintendent, 405-872-3452.

### **Definitions**

1. **Discrimination Complaint:** A written complaint alleging any policy, procedure, or practice to discriminate on the basis of race, color, religion, national origin, sex, qualified handicap, veteran status, or other perceived discrimination.
2. **Student Grievant:** A student of the Noble Public School District who submits a complaint alleging discrimination based on race, color, religion, national origin, sex, or qualified handicap.
3. **Employee Grievant:** An employee of the Noble Public School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
4. **Public Grievant:** Any person other than a student or employee or employment applicant who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age, qualified handicap, or veteran status.
5. **Title IX, 504 and ADA Coordinator (Coordinator):** The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other state and federal law addressing equal educational opportunity. The Coordinator is responsible for processing complaints and serves as moderator and recorder during hearings.
6. **Respondent:** The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.

7. Day: Day means a working day. The calculation of days in complaint processing shall exclude Saturdays, Sundays, and holidays.

#### Procedure

1. Prior to filing a written complaint, the person making the complaint should discuss the complaint with the compliance coordinator, and a reasonable effort should be made to resolve the matter.
2. If the matter is not resolved, a written complaint may be filed with the compliance coordinator. The complaint will state the nature and date of the alleged violation, the names of the persons responsible (if known), and the requested action. The complaint must be filed within 30 days of the alleged violation.
3. The compliance coordinator will contact the person(s) named as responsible for the violation within 10 days and inform them of the allegations, and ask them to:
  - a. Confirm or deny the facts,
  - b. Indicate acceptance or rejection of the grievant's requested action, or
  - c. Outline alternatives.Respondents will have 10 days to submit answers to the compliance coordinator.
4. If the complaint is not resolved, the compliance coordinator will have 10 days to refer the complaint to the employee's supervisor. If the complaint was made by a student, the referral will be made to the building principal. The compliance coordinator will schedule a hearing with the grievant, respondent, and supervisor(s) or building principal(s).
5. Following the hearing, the supervisor or principal will issue a decision to all parties within 10 days.
6. If either party is not satisfied with the decision, the compliance coordinator must be notified within 10 days and a hearing with the superintendent requested. The



compliance coordinator will schedule such a hearing to take place with the grievant, respondent, and superintendent within 10 days of the request. The superintendent will issue a decision within 10 days following the hearing.

7. If the grievant or respondent is not satisfied with the decision of the superintendent, the compliance coordinator must be notified within 10 days and a hearing with the board of education requested.
8. The compliance coordinator will notify the board of education, via the superintendent, within 10 days of the request. The hearing will be conducted within 30 days from the date of notification of the board.
9. The Noble Board of Education will conduct the hearing and issue a decision within 10 days. The decision of the board is final.

#### Provisions

1. Time limits may be extended by mutual consent of the parties involved.
2. The district will provide copies of all discrimination regulations upon request.
3. Grievant records will remain confidential unless permission is given for release. Such records will not be entered into the grievant's personnel file, but will be kept for three years.

#### **(Noble Board of Education, Policy DAA-P)**

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### **SEXUAL HARASSMENT OF STUDENTS**

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Noble Board of Education will not tolerate sexual harassment by any of its employees or students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel.

1. Sexual Harassment

For the purpose of this policy, sexual harassment includes:

- A. Verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
  - B. Demeaning comments about a girl's ability to excel in a class historically considered a "boy's" subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.
  - C. Writing graffiti which names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately.
  - D. Any of the aforementioned conduct which effectively deprives a student of access to educational opportunities or benefits provided by the school.
2. Specific Prohibitions
- A. Administrators and Supervisors
    1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.
    2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions, as described below.



3. The school district is not concerned with the "off-duty" conduct of school personnel unless the conduct has or will have a negative impact on the educational process of the school. Any romantic or sexual affiliation between school personnel and students, including students who have reached the age of majority (18), during school hours will have a negative impact on the educational process and shall constitute a violation of school policy. Such violations may result in suspension of the student and suspension or termination for the employee. Any sexual affiliation between teachers and students under the age of 18 may constitute a crime under state or federal law.
3. Report, Investigation, and Sanctions
  - A. It is the express policy of the board of education to encourage student victims of sexual harassment to come forward with such claims. This may be done through the Sexual Discrimination Grievance policy. The Office of Civil Rights relies on school administrators' judgment and common sense in meeting the requirements of the federal law.
    1. 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 appropriate administrator or teacher. If the student's immediate administrator or teacher is the alleged offending person, the report will be made to the next higher level of administration or supervision or to any responsible adult person.
    2. Every attempt will be made to maintain confidentiality; however, absolute confidentiality cannot be guaranteed because of due process

concerns which arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

- B. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. The superintendent has the responsibility of investigating and resolving complaints of sexual harassment.
- C. Any employee found to have engaged in sexual harassment of students shall be subject to sanctions, including, but not limited to warning, suspension, or termination subject to applicable procedural and due process requirements.
- D. Any student found to have engaged in sexual harassment of other students shall be subject to sanctions, including, but not limited to warning, suspension or other appropriate punishment subject to applicable procedural and due process requirements.
- E. Special effort will be made to apprise district administrators, teachers, and counselors of their obligation to receive student complaints of sexual harassment, document such complaints, and forward them to the grievance committee.

**(Title VII of the Civil Rights Act of 1964; 42 U.S.C. §2000e-2; 29 C.F.R. §1604.1, et sequence; Noble Board of Education, Policy FB)**

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## **STUDENT CLUBS AND ORGANIZATIONS**

The Noble Board of Education believes that certain extracurricular and social activities can enhance the learning environment of our schools.

Parents or guardians of students will notify the school administration that they are withholding permission for their child(ren) to join or participate in one or more clubs or organizations. Parents or guardians shall be responsible for preventing their child from participating in a club or organization in which permission is withheld. Parents or guardians are also responsible for retrieving their child(ren) from attendance at a club or organization in which participation is withheld.

**(70 Oklahoma Statute 24-105; Noble Board of Education, Policy FMC)**

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### NHS CLUBS

**Academic Team** – Our Academic Team is not just a trivial pursuit. With alumni who have gone on to enroll in prestigious institutions of higher learning, such as Northwestern University in Evanston, Illinois, the Academic Team is a group that fosters the development of lifelong learners. For us, excellence begins early. Our Freshman team (limited to team members in 9<sup>th</sup> & 10<sup>th</sup> grades) has placed at their state level competition in recent years.

Beginning with freshman, and continuing to graduation, we compete against other local teams in the Heart of Oklahoma Conference to answer questions from all core subject areas as well as many electives. These competitions help us as we prepare for the OSSAA playoff series each year, where we frequently qualify for the State Tournament. Sponsors – Mrs. Turner

**Archery (Outdoor PE)** – Archery allows students the opportunity to learn proper safety procedures and mechanics within the sport of Archery. Students participate in local and state competitions and develop a passion for the outdoors.



**ACE, Art Club Eccentrics** - is an organization team of environmentalists. Their goal is to preserve and beautify the Noble campus by planting flowers, trees, and shrubs. Most of the landscaping materials are donated by local nurseries, but some things are bought using money from fundraisers. Sponsor – Mrs. Dressler

**Band** – The Pride of Noble Band performs at multiple events throughout the year including football games, basketball games, parades, pep rallies, concerts, competitions, and various celebrations. During marching season, we entertain the crowd with a new and exciting halftime show at every home football game. In the Spring, we compete at District and State level events to bring home numerous Superior ratings. Additionally, every two years the band travels around the country to perform in places like Disney World, Washington D.C., and most recently, college football bowl games. The Band prides itself on hard work and dedication to success.

**Bear Buddies** – The mission of the Bear Buddies Club is to help the community by participating as a group in volunteer opportunities that strengthen, beautify, and demonstrate team support for Noble citizens. Membership includes parents, students, and advocates of students with disabilities.

**Broadcast Journalism** – Students record, edit, and produce a series of video journals and stories covering the school year. These are broadcast bi-weekly on our YouTube channel Bears News Network (BNN). This is also an affiliation with NobleBears.TV where students broadcast sports and school events.

**Business Professionals of America (BPA)** – The purpose of BPA is to develop leadership skills and knowledge for students interested in pursuing careers in business management, informational technology, office administration, and other related career fields. BPA is affiliated with the Career Tech Program of Business, Marketing, and Information Technology Education (BMITE).

**Choir** – Choir is an exciting opportunity for students to showcase their talents in the art of sound by using their voices and learn about the various components of singing in a choir. The choir travels to competitions in state and out-of-state as well as giving three concerts a year and running multiple fundraisers that give students leadership opportunities and experience.

**Distributive Education Clubs of America (DECA)** – DECA is an association of marketing students that encourages the development of business and leadership skills through academic conferences and competitions. Students can attend leadership and career conferences, compete in marketing competitive events, and represent Noble High School on the local, state, and international level. DECA is affiliated with the Career Tech Program of Business, Marketing, and Information Technology Education (BMITE).

**Esports /Gaming Club** - Noble High School's Esports mission is to provide an organized high school level esports league, in a safe, comfortable environment with healthy competition. We believe that esports will provide more academic and vocational avenues to students who have put time and work into this emerging sport. Students will learn and nurture valuable skills, such as team communication, strategy creation and manipulation, problem solving, and critical thinking.

The first step to becoming eligible for the Noble High School Esports team is to be a member of the Noble Gaming Club. This recreational gaming club will be a place for students to get to know each other and to begin learning how to communicate as a team in a safe and positive way as they participate and share their passion for video games.

**Fellowship of Christian Athletes (FCA)** – FCA is about seeing the world impacted for Jesus Christ through the influence of Christian adults and students. Although the organization is titled Fellowship of Christian Athletes, it is open to any student and provides a place for students with a common belief in God to come together to discuss their faith with one another.



**Family Career and Community Leaders of America (FCCLA)**

– FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education. Focusing on multiple roles of family member, wage earner, and community leader, members develop skills for life through character development, created and critical thinking, interpersonal communication, practical knowledge, and career preparation. FCCLA is affiliated with the Career Tech Program of Family and Consumer Sciences.

**FFA Organization** – FFA is a dynamic youth organization within agricultural education that changes lives and prepares students for premier leadership, personal growth, and career success. Today, nearly 500,000 student members are engaged in a wide range of agricultural education activities leading to over 300 career opportunities. FFA is affiliated with the Career Tech Program of Agricultural Education.

**German Club** - German Club aims to unite students of all levels who are interested in the German language and culture by creating opportunities to meet, exchange ideas and experiences, and expand awareness and understanding. Events are organized to allow students to come together and participate in activities to further their knowledge of German language and culture.

**National Honor Society (NHS)** – NHS is committed to academic achievement and community service. It promotes four objectives: scholarship, leadership, service, and character. Members sponsor NPS blood drives, Christmas projects, etc. Membership form and requirement lists are available in student services.

**Noble Thespians** – The main goal of the Noble Thespians are to offer students opportunities for personal growth in their chosen Fine Arts specialty within the drama related fields. Students in Noble Thespians participate in plays, compete in speech and drama tournaments, as well as other activities to continue to develop talent within the high school drama program.

**PRISM** – The main goal of PRISM is to show love and acceptance to all who might be struggling with personal issues such as self-acceptance. PRISM is a great way to explore why students feel the way they do and talk about ways to build stronger and more resilient relationships.

**Robotics** – Allows students that have a passion for using mechanical and coding skills in developing robotics/autonomous projects that takes on real-world application of STEM solutions. Robotics competes in Botball and other competitions throughout the year.

**Science Club** – The Science Club is an organization for students that enjoy the sciences. From biological to environmental to zoology, this club is an umbrella for all sciences. Activities include nature hikes, museums, aquarium/zoo visits, as well as other related activities.

**Special Olympics** – The Special Olympics mission remains as vital today as it did when the movement was founded in 1968. Special Olympics strives to create a better world by fostering the acceptance and inclusion of all people. Through the power of sports, students with intellectual disabilities discover new strengths and abilities, skills and success. Noble Special Olympics includes a variety of competitive sports and interest areas.

**Student Athletic Training** - Student Athletic Training allows students a chance to assist the athletic trainer in the treatment of athletes and get a peek into what the sports medicine field is like. This club is ideal for students who would like to work in the medical field. Student athletic trainers gain insight into injury prevention, injury assessment, organization and administration like an athletic trainer, nurse, physical therapist, or a doctor would. Student athletic trainers assist sports and those student-athletes throughout the school year including but not limited to football, softball, basketball, wrestling, baseball, track, and soccer.

**Student Council (Stu-Co)** – Stu-Co prepares the leaders of tomorrow and helps with numerous school activities including



blood drives, homecoming activities, Senior Sendoff, community Christmas projects, and daily announcements.

**Technical Students Association (TSA)** – TSA is an organization dedicated to enhancing personal development, leadership and career opportunities in science, technology, engineering, and math (STEM) through intra-curricular activities, competitions, and related programs.

**Unified Sports (Adaptive PE/Peer Tutors)** – Students are involved in activities which is part of the Special Olympics. Unified Sports pairs a student with disabilities with a student without disabilities as they participate in the activity together. The athletes and their partners train and compete together in different events twice a year. Many of the partners of the Special Olympians are peer tutors and enrolled in an Adaptive PE class.

**Ursidae** – Latin for “Bears,” Ursidae is a group of Noble High School’s most academically inquisitive and scholarly students. Members are given opportunities to enhance their high school experience through field trips, guest speakers, and tours of college/university campuses.

**Yearbook** – Students in the yearbook class create yearbook layouts, select, and crop photos, and help editors meet their deadlines. All the yearbook pages are edited by the yearbook editorial staff. The senior, faculty, and student portraits, sports, clubs, and events are the responsibility of the editorial staff. All members of the yearbook class are responsible for the production, sale, and distribution of the Noble High School yearbook.

## STUDENT DIRECTORY INFORMATION

Parents and eligible students have two weeks to advise the school district in writing via a letter to the school principal of any or all of the items they refuse to permit the district to designate as directory information about that student. At the end of the two weeks, the student’s records will be appropriately marked to designate the items of directory information that may be released without prior written consent.

The following information is designated as "directory information": student's name, student's class designation (i.e., first grade, tenth grade, etc.); student's extracurricular participation; student's achievement awards or honors; student's weight and height if a member of an athletic team; student's photograph; dates of attendance; and the school or school district the student attended before the student enrolled in this school district.

**(51 Oklahoma Statute 24A.16-17; Noble Board of Education, Policy FLD)**

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### STUDENT DISCIPLINE

The Noble Board of Education believes that the school's primary goal is to educate, not to discipline. However, education includes establishing norms of social behavior and assisting students in understanding and attaining those norms. When the behavior of an individual student comes into conflict with the rights of others, corrective actions are necessary for the benefit of the individual and the school. The teacher in a public school has the same rights as a parent or guardian to control and discipline a child while the child is in attendance, in transit to or from the school, or participating in any authorized school function. However, to avoid any appearance of impropriety, no teacher or administrator will be involved in the discipline of that teacher's or administrator's child except in cases of classroom supervision. Disciplinary matters concerning children of school employees will be handled by the superintendent or the superintendent's designee. The superintendent's child will be disciplined by someone other than the superintendent.

Each student shall be treated in a fair and equitable manner. Disciplinary action will be based on a careful assessment of the circumstances of each infraction. The following are examples of these circumstances:

- The seriousness of the offense;
- The effect of the offense on other students;
- Whether the offense is physically or mentally



injurious to other people;  
 Whether the incident is isolated or habitual behavior;  
 The manifestation of a disability;  
 Other circumstances which may apply.

Standards of behavior for all members of society are generally a matter of common sense. The following examples of behavior are not acceptable in society generally, and in a school environment particularly. The involvement of a student in the kind of behavior listed below will generally require remedial or corrective action. These examples are not intended to be exhaustive and the exclusion or omission of unacceptable behavior is not an endorsement or acceptance of such behavior. When, in the judgment of a teacher or administrator, a student is involved or has been involved in unacceptable behavior, appropriate remedial or corrective action will be taken.

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Cutting class
4. Leaving school without permission
5. Refusing detention/late room
6. Smoking
7. Truancy
8. Possessing or using alcoholic beverages or other mood-altering chemicals
9. Stealing
10. Forgery, fraud, or embezzlement
11. Assault, physical and/or verbal
12. Fighting
13. Possession of weapons or other items with the potential to cause harm
14. Distributing obscene literature
15. Destroying/defacing school property
16. Racial discrimination including racial slurs or other demeaning remarks concerning another person's race,

ancestry, or country of origin and directed toward another student, an employee, or a visitor

17. Sexual Harassment
18. Gang related activity or action

In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance. (According to discipline matrix)

1. Conference with student
2. Conference with parents
3. In-school Detention
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension

14. Other appropriate disciplinary action as required and as indicated by the circumstances

Parents, guardians, and students residing in this school district are also advised by means of this policy statement and by the student handbook that students in this district shall have no reasonable expectation of privacy rights towards school officials, in school lockers, desks, or other school property. School personnel shall have access to school lockers, desks, and other school property at any time and no reason shall be necessary for such search. Student property may be searched with reasonable suspicion.

Teachers, parents, guardians, and students are invited and encouraged to participate in the formulation of disciplinary policies, rules, and regulations by suggesting to administrators appropriate means of discipline for specific infractions. (10 Oklahoma Statute 7115; 70 Oklahoma Statute 6-114; 70 Oklahoma Statute 24-101.3; Noble Board of Education, Policy FO)

## STUDENT RIGHTS AND RESPONSIBILITIES

All students have the same civil rights. These rights are limited by the capacity of each student to discharge the particular responsibilities necessarily linked to each right. The rights and responsibilities set forth in no way limit the legal authority of school officials to deal with disruptive students.

### Rights

1. Students have the right to expect that attending school will be productive.
2. Rules and regulations should be developed as a cooperative venture on the part of all concerned and should be common knowledge to every student.
3. Students have the right to expect that materials presented in courses be relevant and appropriate to the maturity level and intellectual ability of the student and that the



various views related to topics or materials will be presented or introduced.

4. Students will be permitted to use school facilities for approved extracurricular activities with proper faculty supervision and should be encouraged to participate in clubs, recreational events, and other related activities.
5. Students have a right to an education and to the equality of educational opportunity and the right to expect that punishments which deprive them of this right will be used only in extreme cases. Punishments should be reasonable, consistent, and fair, and resorted to only when students violate school rules.

#### Responsibilities

1. Students will attend school daily (except when ill), attend all classes and be on time.
2. Students will come to class prepared with proper materials, such as textbooks, pencils and/or pens, etc.
3. Students will be aware of all rules and regulations and/or changes in these rules and regulations defining proper student behavior. Students will conduct themselves according to these guidelines.
4. Students should be willing to volunteer information in disciplinary cases if they have knowledge.
5. Students should willingly and dutifully serve that segment of the student body which they represent.
6. Students will make sure that no individual or group of advocates are allowed to monopolize class time. Teachers will insist on courteous attention to unpopular views, including views contrary to the teacher's own personal opinions. The dignity of all should be respected and no one should be allowed to abuse others. This freedom can only be exercised as long as it does not interfere with the educational process.
7. Students will become involved actively in their own education after returning to school following absence for



any reason. Students temporarily out of school should assume the responsibility for keeping up with work missed.

8. Students should develop the best school record of which they are capable.
9. Students will maintain a clean and pleasant atmosphere in the building and on the grounds.
10. Students will follow the directions of teachers, administrators and other responsible school officials.

A statement of student rights and responsibilities is contained in the student handbook distributed by each building principal.

**Each student is provided with a handbook and is held responsible for the information it contains.** The information serves as a guideline for administrators, all school personnel, students, parents, and other citizens of the school district.  
(Noble Board of Education, Policy FN)

## NPS TRANSPORTATION

### Bus Riders Rules and Regulations

Rules defining student conduct are designed to protect the passengers and shall be observed at all times. Bus safety rules shall include, but not be limited to, the following:

1. The bus driver is in charge of students on the bus. Students shall follow the driver's directions at all times.
2. Only authorized personnel and eligible bus students assigned to a specific bus are permitted to ride the bus.
3. Busses will stop at established stops only. Students will not be permitted to leave the bus until the bus arrives at an established bus stop or the appropriate school. Students shall load and unload at their designated bus stop only.
4. Students shall wait for a bus by remaining on the sidewalk. If there is no sidewalk, students will wait next to (but not in) the street. Students must wait until the bus comes to a full stop before boarding or leaving the bus.

5. Students will remain properly seated at all times and not block the center aisle. Any or all students may be assigned seats.
6. Students must keep their hands, head, feet and personal objects inside the bus at all times.
7. Scuffling, shoving, or fighting is prohibited on the bus and at all established bus stops.
8. Littering or throwing items inside or from the bus is prohibited.
9. Students are not allowed to consume food or drink on the bus. The use of all tobacco products is prohibited.
10. Students shall not deface or vandalize the bus or related equipment. Students who violate this rule will be required to pay for damages.
11. Students are not to engage in loud talking, yelling, the use of profanity, and/or inappropriate language or gestures on the bus.
12. Students are not allowed to bring animals or harmful objects (i.e. weapons, drugs, alcohol, fireworks, etc.) on the bus.
13. Students, while on the bus and when exiting or entering the bus, are required to comply with and will be subject to the Student Code of Conduct/Discipline Rules established by the School District.
14. Students, while on the bus, while entering or exiting the bus, and while at or in the general area of the designated loading and unloading zone areas are required to comply with these rules.

#### Bus Disciplinary Actions

Violations of said rules as listed, but not limited to those shown above, will be handled according to the nature and degree of the infraction. Infractions will be classified as such:

- ❖ Class I            Minor Infraction
- ❖ Class II           Moderate Infraction
- ❖ Class III          Major Infraction

Classification of disciplinary infractions will be handled solely through the Noble Public Schools Transportation administration, as well as, site-specific administrators. The general guidelines used for classification are listed below. The nature and context of all infractions will be assessed prior to disciplinary action being taken. All violations are subject to changes in classification based on the nature and severity of the occurrence to include: suspension from the bus, suspension from school, and/or other forms of punishment as determined by the administration. A point system is used to determine further disciplinary action based on each student's bus discipline history. Each year, all students' values are reset to zero with the exception of violations that have extended into the ensuing semester.

<b>Common Problems</b>	<b>Violation Class</b>	<b>Pt. Value</b>
Electronics violations	1	1
Will not sit correctly	1	1
Will not stay in seat	1	1
Excessive noise	1	1
Eating or drinking on bus	1	1
Horseplay	1	1
Rude or discourteous	1	1
Throwing objects on bus	2	3
Head and/or arms out the window	2	3
Vandalism	2	3



Obscenities/Inappropriate language or material	2	3
Cursing towards the driver	3	10
Tobacco use	3	10
Bullying	3	10
Hitting, Shoving, or Kicking another student	3	10
Fighting	3	10
<b>Referral Point Diagram</b>	<b>Our Action</b>	<b>Handled by:</b>
1 thru 4	Parent Phone Call	NPS Transportation
5 thru 9	5 day Suspension	NPS Transportation
10 thru 19	10-15 Day Suspension	Transportation Director
20 Plus	20 plus day suspension	Transportation Director

For more information pertaining to NPS Transportation policies and procedures, please contact Shirley Armbrister at 405-872-3455.

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### **WARNING SYSTEMS/INCLEMENT WEATHER**

It is policy of the Noble Board of Education to dismiss school if weather conditions deteriorate to the extent that the safety of students may be jeopardized.

Should the superintendent or, in the superintendent's absence, the next person in line on the organization flow chart decide to dismiss school because of weather conditions, the following media sources will be requested to make appropriate announcements: local television affiliates ABC, CBS, NBC. Absent such



announcements, students should assume that school will be in session.

Should it become necessary to dismiss school during a school day, the following media sources will be requested to make appropriate announcements: local television affiliates ABC, CBS, NBC.

During the tornado season, the school administration will be concerned with tornado watches and tornado alerts. School will not be dismissed because of a tornado watch or warning. However, if a parent is concerned about the safety of a child, the child will be released to the parent's custody at the school. School will be dismissed if the administration feels that it is safe to do so. Otherwise, children shall remain at school and appropriate safety measures shall be taken.

**(Noble Board of Education, Policy CKBB)**

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### **NHS Fire, Tornado, Disaster, and Lockdown Drill**

Every year hundreds of lives and millions of dollars' worth of property are lost from natural disasters. Our state laws require that our school have a plan for evacuation; the procedures set forth below may save your life should we someday have such a disaster in our school. The most important thing to remember in the event of such an emergency is to keep quiet, calm, and move quickly to pre-arranged assembly points. Correct mistakes after each drill. Keep these procedures posted in each room.

#### **Signals**

The signal for fire or for fire drills will be a repeating tone w/flashing strobe. The signal for a tornado or tornado drill will be one long continuous bell. Disaster and Lock Down Drills will be announced on an individual basis.

## NHS School/Parent Compact

To the Parent/Guardian of \_\_\_\_\_

This School - Parent Compact is in effect for the 2022-2023 school year.

### School Responsibilities:

**The Noble High School will:**

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

#### All Teachers and staff will:

- encourage and support students' learning.
- believe that each student can learn.
- use positive actions and words.
- maintain and foster high standards of academic achievement and positive behavior.
- respectfully and accurately inform parents of their child's progress.
- have high expectations for students
- create a caring, inclusive, stimulating, and safe school/classroom setting.

### Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- see that my child attends school regularly and on time.
- provide the necessary material for class participation.
- maintain and foster standards of high academic achievement and positive behavior.
- make sure **all** homework is completed and returned on time.
- promote positive use of my child's extracurricular time.
- communicate on a regular basis with my child's teachers.
- encourage my child to practice reading and math activities at home.
- show respect and support for my child, the teachers, and the school.

### Student Responsibilities:

**I, as a student, will:**

- **always do my best in my work and in my behavior.**
- work cooperatively with my classmates and teachers.
- show respect for myself, my school, teachers, and others.
- obey the school and bus rules.
- take pride in my school and school work.
- come to school prepared with my homework and my supplies.
- **believe that I can and will learn.**

## **NHS School/Parent Compact**

I have read the Noble High School Parent Compact and acknowledge/understand that Noble High School is a Title I school.

Name of Student \_\_\_\_\_

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

Name of Parent \_\_\_\_\_

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

Date \_\_\_\_\_

**Please detach this page, sign and return to front office.**

## STUDENT HANDBOOK AGREEMENT

### Student Handbook Confirmation

I have acknowledged access and read the Noble High School Student Handbook(online) and agree to follow it as written.

[www.nobleps.com](http://www.nobleps.com) –under High School-information

Name of Student \_\_\_\_\_

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

Name of Parent \_\_\_\_\_

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

**Please detach this page, sign and return to the student's 2<sup>nd</sup> hour teacher.**





## 2022-2023 Student Parking Agreement

**My signature indicates that I have read the Noble High School 2022-23 Student Parking Rules and Regulations and will adhere to them.**

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Printed Name

**TO BE FILLED OUT BY NOBLE FRONT OFFICE STAFF MEMBER:**

\_\_\_\_\_  
Parking Lot Section and Number

\_\_\_\_\_  
Make & Model

\_\_\_\_\_  
Color

\_\_\_\_\_  
Tag #

\_\_\_\_\_  
Staff Member Signature

\_\_\_\_\_  
Date

# EXHIBIT 5

## **MOORE PUBLIC SCHOOLS**

### **USE/MISUSE OF SCHOOL RESTROOMS AND CHANGING FACILITIES**

Senate Bill 615, signed into law by the Governor of Oklahoma on May 25, 2022, requires public schools to designate restrooms as male and female and then used by students and other individuals according to their physical condition of being male or female based on genetics and physiology; as identified on the individual's original birth certificate.

In addition, the law states that each public school must provide a reasonable accommodation to any individual who does not wish to comply with the provisions of the use of restrooms. A reasonable accommodation is access to a single occupancy restroom or changing room. The law further requires each school district's Board of Education adopt a policy providing disciplinary action to those not in compliance.

In Moore Public Schools, individuals who fail to comply with Oklahoma Law regarding the use of school restrooms or changing facilities may be disciplined as follows:

1. Students may be subject to disciplinary action as outlined in the student discipline policy.
2. Staff members may be subject to disciplinary action up to and including dismissal. Due process procedures will be followed as required by law or negotiated agreement.
3. Patrons and visitors may be removed from the premises for interfering with the peaceful orderly conduct in accordance with 21 O.S. §§ 1375 and 1376.

Reference: Senate Bill 615, signed into law by the Governor of Oklahoma on May 25, 2022

# EXHIBIT 6





Book	Policies & Procedures
Section	7000: Student
Title	DISCIPLINE POLICY
Code	7115
Status	Active
Legal	TITLE 70, OKLAHOMA STATUTES
Adopted	October 10, 1983
Last Revised	August 12, 2019

Control and discipline in our schools depend upon the responsibility taken by the student, the parents, the teacher, the principal, and combined school personnel. When the behavior of an individual student comes into conflict with the rights of others, corrective actions are necessary for the benefit of the individual and the school. Teachers have the same authority as the parent in restraining, correcting, and controlling the child while under the supervision of the school. Such discipline is administered by the principal or the administrative designee

All students shall be treated in a fair and equitable manner. Disciplinary action will be based on a careful assessment of the circumstances surrounding each infraction. Following are some examples of these circumstances:

The student's attitude;  
 The seriousness of the offense;  
 The effect of the offense on other students;  
 Whether the offense is physically or mentally injurious to other people;  
 Whether the incident is isolated or habitual behavior; and  
 Any other circumstances which may be appropriately considered.

Standards of behavior for all members of society are generally a matter of common sense. Students are expected to treat other persons and their property with respect. Students are further expected to behave themselves in such fashion as not to infringe upon the rights of others to learn. The following examples of behavior are not acceptable in society generally and in a school environment particularly. The involvement of a student in the following types of behavior while on school grounds, on school vehicles/buses, at school sponsored or sanctioned events, or at school bus stops will not be accepted and will generally require corrective action. These examples are not intended to be exhaustive and the exclusion or omission of any particular type of unacceptable behavior is not an endorsement or acceptance of such behavior by the school.

1. Unexcused lateness to class
2. Cutting class
3. Leaving school without permission
4. Possessing or using tobacco
5. Truancy
6. Possessing, selling, using, or being under the influence of alcoholic beverages or other mood altering chemicals and/or possessing drug paraphernalia to include vapor products (defined in BP 2170 – Drug and Alcohol Abuse Policy)
7. Stealing
8. Forgery, fraud, embezzlement, and extortion
9. Gambling
10. Assaulting (physically and/or verbally) and/or battering a student or school employee, volunteer, or any other person
11. Assaulting (physically and/or verbally) and/or battering a school employee outside of school premises or outside of school activities if the assault has led, or is predicted to lead, to a disruption of the educational process
12. Fighting
13. Possessing a dangerous instrument or a dangerous weapon as defined in the Oklahoma statutes as the following:

"pistol, revolver, switchblade knife, spring-type knife, knife having a blade which opens automatically by hand pressure applied to a button spring, or other device in the handle of the knife, blackjack, loaded can, billy, hand-chain, metal knuckles, or any other offensive weapons

14. Using, displaying, or possessing a destructive device capable of discharging or throwing projectiles to include, but not limited to: rifles, pistols, starter guns or shotguns of any caliber, and/or B-B guns or air pistols, and/or potato throwers, dart guns or blow guns, and/or any other destructive device, and/or any device the purpose of which is to throw, discharge or fire bullets, shells, or objects
15. Possessing or distributing obscene material
16. Destroying/defacing school property
17. Cheating and/or assisting in misrepresentation of student work
18. Using abusive or demeaning language and/or displaying abusive or demeaning behavior
19. Displaying gang membership, including but not limited to, on clothing, paraphernalia, and/or by gestures
20. Verbalizing or displaying vulgar, rude and obscene language and/or gestures, including ethnic or racial slurs or insults
21. Displaying behavior which is calculated to be disruptive of the educational process
22. Sexually harassing and/or displaying sexual misconduct toward a student or school employee, volunteer, or any other person. (If a student intentionally fabricates a complaint of sexual harassment against another individual covered under this policy, the student shall be subject to disciplinary action.)
23. Sexually harassing a school employee outside of school premises or outside of school activities if the sexual harassment has led, or is predicted to lead, to a disruption of the educational process
24. Possessing any ammunition, including bullets, shells, explosive caps, explosives, etc.
25. Verbally or physically harassing, intimidating, or bullying a student or school employee, volunteer, or any other person (Ref: Section 24-100.4 of Title 70, Oklahoma State Statutes)
26. Harassing, intimidating, or bullying a school employee outside of school premises or outside of school activities if the actions have led, or are predicted to lead, to a disruption of the educational process
27. Using any electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation or bullying at school ("Electronic Communication means the communication of any written, verbal, or pictorial information by means of an electronic device, including but not limited to a telephone, a cellular telephone or other wireless telecommunication device, or a computer.)
28. Displaying any threatening behavior, whether a pattern of behavior or isolated action, or directed at another person, that a reasonable person would believe indicated potential for future harm to students, school personnel, or school property
29. Placing another student in reasonable fear of harm to the student's person or property
30. Failing to follow district policy for wireless telecommunication devices (Policy #7195) or Electronic Network Usage (Policy #2260)
31. Violating the rules of the school
32. Attempting to cause physical bodily injury, or acting in a manner that could reasonably cause bodily injury to a school employee outside of school premises or outside of school activities if the actions have led, or are predicted to lead, to a disruption of the educational process
33. Attempting to cause physical bodily injury, or acting in a manner that could reasonably cause bodily injury to a student, school employee, or a person volunteering at a school

One of the goals of our district is to educate and develop student self-discipline in a positive manner. This means giving the student a chance to make choices, giving him/her a time to discuss his/her actions with others, and guiding the student in solving his/her problems. We believe that parental communication and support are essential parts of good discipline. High expectations and effective instruction by teachers promote self-control and responsible behavior in students.

In administering discipline, consideration will be given to alternative methods of punishment to ensure that the most effective discipline is administered in each case. In all disciplinary actions, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents or referral to the school counselor to determine the most effective disciplinary measure.

Students involved in ongoing patterns of harassment, intimidation, or bullying will participate in activities to recognize, prevent, and intervene in bullying behavior. In all cases of disruptive behavior, the penalties in each disciplinary action should always be commensurate with the problem.

In considering alternatives for disciplinary actions, the faculty/ administration of the school will consider the following:

1. Conference with student
2. In school suspension
3. Detention
4. Referral to counselor
5. Behavior contract
6. Conference with parents
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property

9. Requiring a student to clean or straighten items or facilities
10. Restriction of privileges
11. Involvement of civil authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other disciplinary action as required and/or indicated by circumstances
15. Requiring a student to perform campus site/community service

The school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions.

Riding school buses, whether on an activity trip, field trip, or to and from school, is an extension of the school day with students being subject to the same school rules and disciplinary actions, including forfeiting the privilege of riding the school bus.

Parents and/or guardians and the students residing in this school district shall be notified at the beginning of each school year that this policy is in effect. A copy of this policy will be made available to parents and/or guardians upon request at any time during the school year.

Legal reference: Title 70, Oklahoma Statutes

(See also board policies #7130, #7135, #7210, and #7265)

# EXHIBIT 7



### **36. BATHROOM/CHANGING AREA USE BASED ON SEX**

In compliance with the Oklahoma State Department of Education and SB 615 (70 O.S. § 1-125), the governance board has promulgated the following policy and procedures with regard to the use of its restrooms or changing areas in its school facilities.

#### A. Definitions

1. "Sex" means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate.
2. "Multiple occupancy restroom or changing area" means an area in a public school or public charter school building designed or designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. The term may include but is not limited to a school restroom, locker room, changing room, or shower room.

#### B. Policy

1. To ensure privacy and safety, Harding Independence Charter District shall require every multiple occupancy restroom or changing area be designated as follows:
  - a. For the exclusive use of the male sex; or
  - b. For the exclusive use of the female sex.
2. Each school within Harding Independence Charter District shall provide a reasonable accommodation to any individual who does not wish to comply with the provisions of subsection B of this section. A reasonable accommodation shall be access to a single-occupancy restroom or changing room.
3. The provisions of this section shall not apply to individuals entering a multiple occupancy restroom or changing area designated for use by the opposite sex when entering in any of the following circumstances:
  - a. For custodial, maintenance, or inspection purposes; or
  - b. To render emergency medical assistance.
4. Violations of this rule will result in the following disciplinary action:

**FIRST OFFENSE:** Meeting with administrator and counselor if requested

**SECOND OFFENSE:** Parent contact by an administrator  
One (1) day of administrative detention

**SUBSEQUENT OFFENSES:** Parent contact by an administrator  
Two (2) days of administrative detention

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## **Philosophy of Harding Independence Charter District**

Parents who desired the best educational experiences for their children founded both Independence Charter Middle School (ICMS) and Harding Charter Preparatory High School (HCPHS). The educational philosophy of ICMS and HCPHS is that of a small school environment where the former prepares their students for a college-preparatory high school and the latter uses a College Board, Advanced Placement curriculum. A highly trained faculty aids in the implementation of our rigorous curriculum. The Harding Independence Charter District (HICD) faculty and administration employ a transitional philosophy from the environment of middle school to the rigors and demands of high school. ICMS and HCPHS are staffed by a committed group of professionals who provide the structure and environment to use the full range of their professional expertise in providing the best educational experiences for the children they serve. We believe in a collaborative environment where faculty and administration work together for the benefit of students.

Our principal interest is the welfare, educational experience and achievement of each student. Faculty, administration and parents hold high expectations for student academic achievement and have, therefore, designed a rigorous curriculum to prepare our students for the academic demands in both schools and in their studies beyond high school.

We believe an optimal educational environment is achievable through a secure and safe school experience. Parents will support the administration and faculty toward that goal. The highest standards of professional behavior and ethics are expected from our administration and staff. Parents will support the staff and administration in a mutually respectful manner.

We understand the design, administration, and governance of this district are unique. As with all new enterprises, we will strive to continuously improve our district and provide the very best for the children we serve.

### **Harding Independence Charter District Vision Statement**

*Our vision is to prepare all graduates for success at any post-secondary educational institution.*

### **District Office Contact Information**

Superintendent – Steven Stefanick  
Email – [sstefanick@hicd.org](mailto:ss Stefanick@hicd.org)  
Office – 405-606-8742, ext. 109

1301 NE 101<sup>st</sup> Street  
Oklahoma City, OK 73131



# **GENERAL SCHOOL INFORMATION**

## **Independence Charter Middle School Mission Statement**

*Our mission is to prepare our students  
to be successful in a college-preparatory high school.*

### **School Office Contact Information**

Office – 405-767-3000  
Fax – 405-767-3007  
Website – [www.hicd.org](http://www.hicd.org)

School Breakfast  
7:15 – 7:35 a.m.

School Hours  
7:45 a.m. – 2:45 p.m.

Principal Offices  
7:15 a.m. – 4:15 p.m.

Attendance Office  
7:15 a.m. – 4:15 p.m.

Counseling Office  
7:15 a.m. – 3:15 p.m.

Classroom Teachers  
7:15 a.m. – 3:15 p.m.

After School Activities (M, T, TH)  
2:50 p.m. – 4:05 p.m.

Summer Office Hours (M - TH)  
8:00 a.m. – 3:00 p.m.

3232 NW 65th Street  
Oklahoma City, OK 73116

## Faculty and Staff

<b>Faculty/Staff</b>	<b>Subject Area</b>	<b>Degrees and Universities</b>
Adams, Jennifer	Fine Arts	BA, University of Tulsa M FA, Brandeis University
Allen, Deborah	English Language Learner	BA, University of Louisiana Lafayette MA, University of Louisiana Lafayette
Bishop, Amanda	Media Specialist/AVID	BA, University of California, Santa Barbara MA, Vanderbilt University
Bouchereau, Sherry	Science	BA, University of Oklahoma MS, Oklahoma State University
Carllson, Christine	English	BS Ed., University of Oklahoma
Dubois, Joshua	Music	BA, University of Central Oklahoma
Flores, Pablo	Custodian	
Gamble, Kayla	Special Education	BA, University of Central Oklahoma
Gresham, Amy	Administrative Assistant	
Halpern, Kimberly	Reading	BS, East Central University MS, Northeastern State University
Henderson, Dainta	Mathematics	BS, Bellevue University MA, Western Governors University
Hoyden, Melissa	Social Studies	BA, University of Central Oklahoma MA, University of Central Oklahoma
Kimball, Madeline	English	BS Ed., Southwestern Oklahoma State University
Knudson, Megan	English	BA, University of Oklahoma MA, University of Oklahoma
Linderer, Susan	Counselor	BS Ed., Oklahoma State University M Ed., University of Central Oklahoma
Mack, Apriel-Nikolle	Mathematics	M Ed., Grand Canyon University
McCarrell, Tyler	Business Manager	BS Ed., Oklahoma State University
McElvany, Dylan	Science	BS, Saint Gregory's University
McNeill, Laura	Social Studies	BS, Lamar University
Mendus, Mary	Mathematics	BS Ed., University of Central Oklahoma
Moseley, Kathy	Reading	BS Ed., Chadron State College
Prevatt, Colin	Science	BS, Oklahoma Christian University
Ramirez, Alondra	Spanish	BS, Oklahoma City University
Smith, Bee	Computer Science	BBA, University of Phoenix MBA, University of Phoenix
Stefanick, Steven	Superintendent	BS Ed., University of Oklahoma M Ed., University of Central Oklahoma
Stringer, Larry	Health / PE	
Tautfest, John	Assistant Principal/ Athletic Director	BA, Northwestern Oklahoma State University BA, Ozark Christian College M Ed., Southeastern University
Termini, Karin	Social Studies	BS Ed., University of Virginia
Thacker, Renee	Science	BS, University of Southern Mississippi
Vogt, Deborah	Fine Arts	BM, Oklahoma City University MM, Oklahoma City University
West, Jami	Principal	BS Ed., Oklahoma Baptist University M Ed., Wichita State University M Ed., University of Central Oklahoma
Wolfe, Elias	Social Studies	BA, University of Oklahoma

## Harding Independence Charter District, Inc. Governance Board

Sara Vesely Peters	HCP Parent (12 <sup>th</sup> grade)	Secretary
Dr. Angela Slovak	HCP Parent (11 <sup>th</sup> grade)	Member
Dr. Jeree Frost	HCP Parent (10 <sup>th</sup> grade)	Member
To be elected September 2022	HCP Parent (9 <sup>th</sup> grade)	Member
Leanna Vasquez	ICMS Parent (8 <sup>th</sup> grade)	Member
Michael Pedder	ICMS Parent (8 <sup>th</sup> grade)	President
Shantel Farrow	ICMS Parent (7 <sup>th</sup> grade)	Vice President
To be elected September 2022	ICMS Parent (6 <sup>th</sup> grade)	Member
To be elected September 2022	ICMS Parent (5 <sup>th</sup> grade)	Member
Lisa Miller	Community	Member
Dr. Kathleen Parker	Community	Member
Jay Shanker	Community	Member
Lisa Boevers	Community	Member
Steven Stefanick	Superintendent	
Lou Falsetti	Legal Counsel	
Judy Luster	Board Clerk	

## Independence Charter Middle School 2022-23 Calendar

August 1	Normal Office Hours Resume
August 2	Camp Patriot (5 <sup>th</sup> & 6 <sup>th</sup> Grades Only)
August 2	New Teacher to HICD
August 3 – 9	Professional Development
August 8	Schedule Pickup Day
August 10	Classes Begin
September 1	ICMS Open House / Curriculum Night
September 2 - September 5	Labor Day Weekend - No Classes
October 12	PSAT / College Day
October 12	End of 9 weeks
October 13	Parent Conference Day
October 13, 14, 17	Fall Break – No Classes
November 21 – November 25	Thanksgiving Break – No Classes
December 12, 13, 14	Semester Finals
December 15	End of Semester
December 16	Record Day
December 16 - January 3	Winter Break – No Classes
January 3	Professional Development
January 4	Classes Resume
January 16	MLK Day - No Classes
February 17 – 20	Professional Development / Parent Conference Day
March 10	End of 9 Weeks
March 13 – 17	Spring Break – No Classes
April 7	Spring Friday (Snow Day)
May 17	End of Semester
May 17	ICMS Graduation
May 18	Record Day

### What to do if?

You are absent .....your parent or guardian is to call the school that day  
 You become ill at school ..... go immediately to the Main Office  
 You must leave school ..... go to the office and check out, even if your parent has already called  
 You have a locker problem ..... go to the Main Office  
 You wish to request schedule changes ..... go to the Main Office  
 You are having difficulty in a class ..... talk to your teacher  
 You lose your lunch money ..... go to the Main Office  
 You lose a personal item ..... report it to the Main Office  
 You wish to report a theft ..... report it to the Main Office  
 You are moving and must withdraw from school ..... go to the Main Office

### Daily Schedule

#### **FIRST LUNCH (5<sup>th</sup> & 6<sup>th</sup>)**

1<sup>st</sup> 7:45 - 8:35 a.m.  
 2<sup>nd</sup> 8:39 - 9:22 a.m.  
 3<sup>rd</sup> 9:26 - 10:09 a.m.  
 4<sup>th</sup> 10:13 - 10:56 a.m.  
**Lunch** 11:00 - 11:40 a.m.  
**Advisory** 11:44 a.m. - 12:24 p.m.  
 5<sup>th</sup> 12:28 - 1:11 p.m.  
 6<sup>th</sup> 1:15 - 1:58 p.m.  
 7<sup>th</sup> 2:02 - 2:45 p.m.

#### **SECOND LUNCH (7<sup>th</sup> & 8<sup>th</sup>)**

1<sup>st</sup> 7:45 - 8:35 a.m.  
 2<sup>nd</sup> 8:36 - 9:22 a.m.  
 3<sup>rd</sup> 9:26 - 10:09 a.m.  
 4<sup>th</sup> 10:13 - 10:56 a.m.  
**Advisory** 11:00 - 11:40 a.m.  
**Lunch** 11:44 a.m. - 12:24 p.m.  
 5<sup>th</sup> 12:28 - 1:11 p.m.  
 6<sup>th</sup> 1:15 - 1:58 p.m.  
 7<sup>th</sup> 2:02 - 2:45 p.m.

### Distance Learning Schedule

*The following schedule will be used if the school building needs to be closed for a period of time.  
 Independence Charter Middle School will use Microsoft Teams, which is provided to all students free of cost.*

#### **Monday - Friday**

<b>1<sup>st</sup> Period</b>	7:45 a.m. – 8:25 a.m.
<b>2<sup>nd</sup> Period</b>	8:30 a.m. – 9:10 a.m.
<b>Support</b>	9:15 a.m. – 9:50 a.m.
<b>3<sup>rd</sup> Period</b>	9:55 a.m. – 10:35 a.m.
<b>4<sup>th</sup> Period</b>	10:40 a.m. – 11:20 a.m.
<b>Lunch</b>	11:25 a.m. – 11:50 a.m.
<b>5<sup>th</sup> Period</b>	11:55 a.m. – 12:35 p.m.
<b>Support</b>	12:40 p.m. – 1:15 p.m.
<b>6<sup>th</sup> Period</b>	1:20 p.m. – 2:00 p.m.
<b>7<sup>th</sup> Period</b>	2:05 p.m. – 2:45 p.m.



## **Emergency Drills**

**In cases of an actual tornado or fire, persons are to follow these drill procedures.**

In the case of a tornado drill, persons should move in an orderly manner to assigned locations as quickly as possible. Students should be seated on the floor and await further instructions. *Teachers will take their emergency bags with them so they can take roll and account for all students.*

In the event of a fire drill, the siren and strobes will be the signal that all persons must leave the building by the nearest exit, in accordance with the plan posted in each classroom. All persons exiting should withdraw to a distance of one hundred (100) feet from the building and remain there until the sirens conclude and a school official signals to students, indicating that the building may be reentered safely. *Teachers will take their emergency bags with them so they can take roll and account for all students.*

Drills are conducted at various times throughout the school year.

## **Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords parents of students under 18 years of age and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. They are:

1. The right to inspect and review the student’s education records within 45 days of the day the school receives a request for access.
2. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
3. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading or in violation of student’s rights.
4. Parents or eligible students may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading or in violation of the student’s rights.
5. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
6. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Governance Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student participating in school service

program or serving on an official committee, or assisting another school official in performing their tasks.

7. The district is permitted to disclose what is termed “directory information” of a student to others without consent of the student or parents, if the student is under 18 years of age. The student or parent, if the student is under 18 years of age, may restrict or prevent the release of all or any part of the information designated as “directory information” without their prior consent provided that the student or parent, if the student is under 18 years of age, notifies the school, in writing, within ten (10) days of receipt of this handbook, that any or all of the “directory information” should not be released without the student’s or parent’s, if the student is under 18 years of age, prior consent. “Directory information” is designated as: the student’s name, address, telephone listing, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

8. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
600 Independence Avenue, SW Washington, D.C. 20202-4605

### **Armed Forces Student Access**

Federal law requires local educational agencies to provide military recruiters, upon request, access to specific information on a secondary school student, unless the parent of the student or the student opts out of the disclosure of this information, in which case the information may not be released without the parent’s or student’s prior written consent. A request to opt out of the disclosure of the specific information must be in writing and only a parent of a secondary school student may submit such until the secondary school student has reached 18 years of age. At 18 years of age, the secondary school student may request in writing to opt out of the disclosure of information.

### **Immunizations**

Oklahoma law requires that parents or guardians of all minor children in grades kindergarten through twelfth for all public, parochial or private schools in the State of Oklahoma, present a certified copy of required immunizations upon school entry. To be in compliance with this law, the student must have received or be in the process of receiving immunizations before the first day of school for the following:

5 DPT/DTaP/TD	3 HEP B (7 <sup>th</sup> Grade)
4 Polio	2 HEP A (7 <sup>th</sup> Grade)
2 MMR (7 <sup>th</sup> Grade)	Tdap Booster (7 <sup>th</sup> Grade)

## Medication

Pursuant to Oklahoma law, only medication that has been prescribed for a student by a physician will be administered by school personnel. Medication brought to school to be administered by school personnel will:

- A. Be in a prescription vial or bottle, with the pharmacy label that states the physician's name, the name of the medication, and the directions for the administration of the medication of a particular student. This could include an over-the-counter medication such as cough medicine, aspirin, or any other domestic remedies, ONLY if a physician has made a diagnosis and has directed that a specific medication be given to that student. Non-prescription medicines must be in the original container and accompanied by the guardian's written permission for administration at school.
- B. A written request, signed by the parent or guardian, must accompany the medication, stating the name of the medication, the amount to be given, and the time it is to be given.
- C. Medication that is given for longer than ten (10) days or "only when necessary" (PRN) will require a written and signed statement by the physician. Forms for the physician's statement are available in the school office.

If it is necessary for a student to take prescribed medicine during the school day or have medicine in their possession, the student must have a written request and instructions by the physician turned into the main office. A student may then obtain written permission to be released from class at the appropriate time for the purpose of taking such medication.

## Child Nutrition Programs

Students may purchase meal funds through the main office. Checks made payable for meal funds will NOT be exchanged for cash. Applications for free or reduced breakfasts/lunches may be obtained from the office. Free or reduced breakfasts/lunches cannot be shared with other students. **All outside food delivery services are prohibited unless delivered by parent or guardian of student.**

## Child Nutrition Charges

In compliance with the Healthy, Hunger-Free Kids Act of 2010 and SP 46-2016, the district implements the following lunch charge policy:

### **Local Meal Charge Policy Considerations**

1. Students who are unable to pay for their meal at the time of the meal service may charge either breakfast or lunch on the student's school lunch account;
2. The limit for student charges is \$100;
3. If a student charges a meal, the student will be allowed to receive a reimbursable meal with no limitations;
4. Families can find assistance by contacting the principal;
5. The school will notify households for negative balances by email, phone, or direct mail.

### **Local Meal Charge Policy Communication Requirements**

1. Households will be notified of the charge policy at the beginning of each year;

2. Transfer students will be notified of the charge policy during enrollment;
3. Parents will be notified at the time of any changes to the charge policy;
4. Staff will be trained annually on the lunch charge policy.

### **Alternate Meal Policy Considerations**

1. If a student charges a meal, the student will be allowed to receive a reimbursable meal with no limitations.

### **Delinquent/Bad Debt Practices**

1. Households will be notified of delinquent debt monthly;
2. Households who are delinquent and may be approved for free/reduce lunch services will be encouraged to submit an application;
3. Households will be notified by mail of unpaid meal charges, expected payment dates, and collection efforts;
4. The principal will determine whether the achievement of program purposes would be jeopardized by the diversions of staff time and effort to collect payment;
5. Accounts with a negative balance as of May 31 may be referred to the school's legal counsel or designated collection agency for payment;
6. The school may solicit donations or use general fund collections to ensure that funds will be obtained to restore any unallowable bad debt to the School Food Service Account.

## **Financial Obligations**

Students are expected to take care of any financial obligation that they may incur. If a student does not, the following may occur:

1. The student will not be allowed to pick up the following year's enrollment schedule.
2. The student's grades will not be sent out.
3. The student's records will not be released to other schools.
4. The student will not be allowed to participate in extracurricular activities.

## **Leaving After School**

Students must exit the school building immediately at the close of the school day unless participating in an after-school program, event or activity with a teacher, coach or sponsor. Only students involved in activities or athletics may remain in the building beyond 2:45 p.m. and must be under the direct supervision of a teacher, coach or sponsor. Any students that fail to participate in such will be removed from the school building at 3:20 p.m., unless wind chill is below 40 degrees, heat index is above 90 degrees or an emergency arises. Students, unless involved in an after-school program, event or activity with a teacher, coach or sponsor shall leave the campus at the close of the school day. It is the responsibility of the parents to ensure that students are picked up by 4:15 p.m. If students are continually picked up late, the following may be instituted:

- Student being taken by an administrator to the local police station to be picked up by parent/guardian.
- Department of Human Services being called.

### **Lost and Found Articles**

Students are responsible for their personal items used at or brought to school. Personal items should be marked with the student's full name. Students who have lost items may ask for them in the main office. Students finding articles in the school should bring them to the main office. All unclaimed items are given to a charity at the close of the school year.

### **Telephone Calls & Messages**

Students may use the telephone in the office only to contact parents or guardians. If a call has to be made during class time, *students must first obtain permission from their teacher*. Students abusing this privilege may lose this privilege.

The policy toward messages for students is as follows:

- Students are generally not called to the office telephone. In case of sickness or emergency, which the caller must indicate, messages will be delivered to students.
- Parents/guardians are the only people who may call and leave messages to be delivered to students.

### **Visitors**

ICMS does not allow visitors to attend classes/lunch with a student. Only persons with legitimate business at the school or parents will be allowed. All visitors and parents should sign in at the office and should leave promptly when their business is completed.

### **Flowers & Gift Deliveries**

Flowers, balloons, and other gift deliveries will be accepted. Staff/Students will be notified that they have a delivery, which will be held in the front office for pick up at the end of the school day.

### **Pledge of Allegiance**

The Pledge of Allegiance to the United States Flag and the Oklahoma Pledge may be recited during programs and assemblies throughout the school year. Students have the right not to participate, but non-participating students must remain silent and respect the rights of others during the ceremony.

### **Computing Device Usage Policy**

Student use of networked computing devices is available from 7:15 a.m. to 2:45 p.m. each day. However, student use will be at the discretion of the teacher using the classroom.

Access to the internet is available on computing devices throughout the school and through Wi-Fi. However, before any student is given permission to use the internet, they must have signed the Internet Agreement part of the enrollment sheet, which must be on file in the principal's office. The following policies apply to any computing device at ICMS. Failure to comply with these policies will result in disciplinary action through the office and loss of computing device privileges.



- No chat rooms and/or instant messaging may be accessed on any computing device at ICMS.
- No games or applications may be installed on any district computing device.
- Computing devices and their supported technology are to be treated with care and respect.
- Any unauthorized use of the computing device network is strictly forbidden.
- Only school-related use of the computing devices is authorized.
- No cloning or copying software that is on a district computing device.

## Academic Grading Scale

**A - 90% to 100%**

**B - 80% to 89%**

**C - 70% to 79%**

**D - 60% to 69%**

**F - 0% to 59%**

**I - Incomplete.** For the fall semester, incompletes must be completed within two weeks of the beginning of the spring semester. For the spring semester, incompletes must be completed by May 30<sup>th</sup>.

**NC - No Credit.** On the 9th absence (excused and/or unexcused), students will receive a “no credit” on their transcript for the semester. If students are passing at the end of the semester, they will receive a No Credit (NC) for the class in which the absence limit has been exceeded. If they are failing, the failing grade will be recorded.

In order to maintain the consistency and the meaning of the grading system, the following method of determining grades will be used.

1. The teacher will utilize grading patterns that are fairly administered and based on identified criteria. A minimum of two grades per week will be submitted by the teacher to provide opportunities to all students. Students and parents will receive prior notification of the criteria and objectives.
2. The teacher will use multi-criteria assessment, measuring student mastery of the stated objectives through projects, daily assignments, tests, etc.
3. Nine-week evaluation will include multi-criteria assessments as listed above.
4. All semester grades will be calculated as followed:
  - Eighteen weeks average = 90%
  - Semester exam/project/performance = 10%

## Character Grading Scale

Conduct grades are based on the following criteria:

**Excellent (E)** – follows uniform policy, punctual, rarely absent, completes assignments on time, prepared for class, exemplifies “work hard and be nice,” follows the ICMS Code of Conduct, communicates respectfully, seeks help when needed, actively participates in class, goes above and beyond, takes ownership for learning, assists peers

**Satisfactory (S)** – follows uniform policy, punctual, completes assignments on time, prepared for class, minimal absences, works towards developing the ICMS character traits, puts forth good effort to follow the ICMS Code of Conduct, participates in class

**Needs Improvement (N)** – uniform infractions, pattern of tardiness and/or absences, pattern of not completing assignments, is not prepared for class, disrespectful attitude, use of confrontational gestures instead of communicating how to solve a problem

**Unsatisfactory (U)** – out of uniform on a consistent basis (this includes wearing non-uniform jackets to class), consistent tardiness and/or absences, not turning in assignments or making up missed work, is not prepared for class, defiant, disrespectful to others, showing poor choices with following the ICMS character traits, not following the ICMS Code of Conduct

### **Extracurricular Activity Eligibility**

Any student competing in any extracurricular activity must maintain scholastic eligibility in order to participate. Scholastic eligibility is defined for every student as receiving a passing grade at or above 70% in each subject they were enrolled in during the previous semester, even if said semester is from the previous school year and/or student was enrolled in another school.

Students who do not meet this requirement are not eligible to participate during the first six weeks of the new semester, even if said semester is in a new school year.

**Example: Any student who failed a class in the 2022 Spring Semester is ineligible to participate until Monday, September 19, 2022. (These dates will change to reflect applicable years.)**

Scholastic eligibility will be checked three weeks after the start of each semester and each succeeding week thereafter. These grade checks will be done every Thursday. The period of ineligibility will always begin the *following Monday and end on Sunday*.

Students must have passing grades at or above 70% in all subjects in which they are enrolled during a semester. Students not passing at or above 70% in all subjects in which they are enrolled on the day of the grade check will be on probation for the next one-week period, as stated above. Students still failing one or more classes during the next week on the grade check day (even if it is a different class/subject than the prior week) will be ineligible to participate during the next one-week period. Students will not regain eligibility until they are passing all subjects on the day grade checks are done. During a week of ineligibility, students may still participate in practices. All ineligibility periods run from Monday to Sunday following the date of the most previous grade check. Even if students regain a passing status the day of a grade check, they are not able to participate until the following Monday.

Incomplete grades and no credits will be considered to be the same as failing grades in determining scholastic eligibility. A passing grade is defined as making a C or higher.

**Example: Any student who fails a class in the 2022 Fall Semester will be ineligible until Tuesday, February 13, 2023. (These dates will change to reflect applicable years.)**

### **Counseling Office**

Guidance services are available to every student in the school. These services include:

- Assistance with educational planning
- Study help

- Help with home, school, and/or social concerns
- Discussion about questions a student feels they need to address

The counseling office believes that parent input is important and encourages parent involvement.

Parents/Guardians may contact the counseling office to request a meeting to be held any school day at 7:15 a.m. with the teachers as well as the counselor and an administrator. No group meetings will be held after school. If a parent/guardian is late for a scheduled meeting, the meeting may be rescheduled or may continue without the attendance of one or more teachers.

### **Grade Viewing**

Grades can be viewed by signing on to PowerSchool. In the event you cannot access PowerSchool, please feel free to call or email the Counseling Office. Grades are submitted by teachers before eligibility cutoff for each week.

### **Progress Reports**

Progress Reports are completed by teachers every nine weeks; the dates are listed on the calendar at the front of this handbook. The date that is listed is the last date of the nine weeks; grades are uploaded and will be mailed out the following week. Semester grades are mailed about two weeks after the last day of the semester.

### **Library/Media Center**

ICMS Media Center contains materials to meet the research and recreational reading needs of our students. To ensure excellence in library service, it is important that students comply with the following guidelines:

1. The media center is open every school day with some exceptions. Students are welcome at all times during the school day for the purpose of research, study, or recreational reading. Media passes are required from classroom teachers during class times, but not before/after school.
2. Up to three items may be checked out. If a student requires more than three items for a special project, the staff may extend check-out privileges. A clean return history will determine if privileges are extended. Regular circulating books are checked out for a two-week period, with one renewal option. Reference books may be checked out after school and returned the following morning.
3. Fines for overdue items are assessed as follows:
  - Regular circulating books: \$.10 per day past the due date.
  - Reference books: \$.25 per hour beginning with first hour of the morning they are due.
4. Materials that are lost or damaged must be paid for by the student.
5. Fines will accumulate to a maximum of the cost of replacing the item until the item is either paid for or returned.
6. Grades and transcripts will not be released to anyone, including students, parents or any other educational institution, until all outstanding library obligations are paid in full.

7. Internet usage is restricted to information needs related only to school assignments. Students are required to have the Internet Agreement on file signed by a parent/guardian. Use of the internet for other than permitted uses will result in serious disciplinary action.
8. Theft or attempted theft of library materials or pranks played with the media center's security system will result in serious disciplinary action.

### **Lost and Damaged Textbooks**

Each textbook has a different number on it. When the student is issued a textbook, the student is responsible for that numbered textbook. Whether the book is lost, stolen or damaged, the student is responsible. Books that have been lost or damaged must be paid for by the student. Students shall pay for books in the main office.

If anything happens to a student's textbook that hinders them from returning it to the teacher at the close of school, the student will not receive grades, nor will their grades be released to any person or entity until the obligation is resolved.

### **Volunteer Hours**

#### **Students**

The HICD Governance Board views the Community Service component of our students' education as a means of developing awareness by our students of their role in the community. We hope to instill an attitude of responsibility toward their community and a sense of ownership in that community. Community service is one method of developing skills in collaborative work, strategic planning, assessment of outcomes, negotiating skills, and communication skills. Therefore, the governance board believes that age-appropriate community service projects are an asset to the curriculum. It is required that each student learn about the importance of community service and complete a project each year that will be arranged by the school administration.

#### **Parents/Families**

The HICD Governance Board believes that a parent's participation in the education of their child is one of the most important aspects of a child's educational success. Parental participation in the education process is at the core of our school's foundation. Therefore, the governance board has established a Parent/Family Participation Program to provide parents with various activities and projects to assist the school and support their child's education. Participation in the Parent/Family Participation Program is encouraged for each parent who wishes to admit their student to the school.

Each family is encouraged to complete a minimum of twenty-five (25) hours of volunteer time per school year. It is the duty of parents to maintain their own records. The office shall supply each family with "time sheets" that are used to record the type of task performed, the time involved in completing the activity or to indicate the money spent on purchasing items to complete the activity or to aid in the classroom. The awarding of volunteer hours for tasks is outlined below:

- A. If a family member or guardian wishes to participate in a volunteer activity on behalf of the student, then those hours of volunteer time shall be counted toward the family's volunteer time.
- B. If a student, family member or guardian provides classroom materials and/or purchases materials to complete a volunteer and/or education-related task, the family will receive one (1) hour of volunteer credit for every \$20.00 spent.

## **Asbestos Hazard Emergency Response Act of 1986**

This act requires the inspection of all buildings for asbestos. The district has complied with this act. A management plan documenting these inspections is on file for public review. Upon request, you may view the plan which is located in the district's office. Additionally, information regarding any asbestos-related activities, planned or in progress, will be disseminated by posting a notice or using handout bulletins, flyers and/or using newspaper public notice statements.

The asbestos identified in our management plan will be checked regularly by a licensed asbestos company and by our staff to scrutinize any changes in the material which could cause a health hazard. We will continue to monitor the asbestos as defined by EPA guidelines. If changes occur, we will notify the appropriate people as described by law.



# **ATTENDANCE INFORMATION**

## **Attendance Policies and Procedures**

### **Oklahoma County Truancy Laws**

It is important to understand the laws concerning school attendance and truancy. Oklahoma Law holds parents responsible for their child's attendance at school. Oklahoma State Law requires that school officials keep attendance records and report excessive absences to the Oklahoma County District Attorney Office for the misdemeanor offense of Failure to Comply with the Compulsory Education Law. The penalty for this offense is up to five (5) days in the County Jail for every unexcused absence and/or \$50.00 fine per day after the notice has been given. Fines and jail time increase for subsequent offenses. School officials are required to inform the District Attorney when a student has missed ten (10) or more days of school.

### **District Attorney's Criteria for Absences that Do Not Count Against Attendance**

- A. Medical Absences - Documentation of doctor visits and medical absences must be turned into the office no later than five days after the visit in order to not count against attendance.
- B. Funeral Absences - Documentation of missing school for funeral-related purposes must be turned into the office no later than five days after the event in order to not count against attendance.
- C. Judicial Absences - Documentation of judiciary-related absences must be turned into the office no later than five days after the event in order to not count against attendance.
- D. Religious Absences – Documentation of religious-related absences must be turned into the office no later than five days after the event in order to not count against attendance.

*If any forgery occurs with above documentation, local authorities will be notified.*

### **Excused Absences**

Excused absences are those absences that a parent has excused either by phone or written notice. Absences need to be excused by a parent on the day of the absence; otherwise, it remains unexcused. Students are allowed to make up schoolwork for days that they have an excused absence; the number of days absent plus one will be allowed. Excused absences count against the eight (8) allowed absences per semester.

### **Unexcused Absences**

Unexcused absences are those absences that a parent has not excused either by phone or written notice. Absences need to be excused by a parent on the day of the absence; otherwise, it remains unexcused. Students are not allowed to make up schoolwork for days that they have an unexcused absence. Unexcused absences count against the eight (8) allowed absences per semester.

### **Attendance and Makeup Work**

If a problem of absenteeism persists, a conference may be held with the parent, the student and the principal. A behavioral or attendance contract may be written and signed by the parent and student, if under 18 years of age, or the student may be subject to further disciplinary action, including withdrawal from ICMS.

When a student is absent, makeup work will be allowed only if the absence is excused. It is the responsibility of the student to arrange with the teacher to make up work and/or take tests.

All makeup work is due within a reasonable amount of time. The number of days absent plus one will be allowed; however, if work is not made up or arrangements have not been made by the end of the grading term, a zero will be recorded for those assignments.

In the event of an extended illness, three (3) weeks or more, arrangements can be made for homebound instruction.

### **School Activity Absences**

Students attending any approved activity during school hours must arrange with the teacher for any classroom work before the actual event occurs. Students will not receive additional time to complete such assignments unless permitted by the teacher. Students will not be penalized on their attendance for any approved activity.

### **Checking In and Out**

Students leaving school before regular dismissal time must check out through the office before leaving campus. Parent contact with the office is necessary before a student is cleared to leave. Students must be signed out before they are permitted to leave. Students may only be checked out by individuals designated by the parents/guardians on enrollment forms; changes may be made by contacting the office. Any absences without permission are considered unexcused. Students leaving campus without prior approval from the office **WILL NOT BE EXCUSED AFTER THE FACT.** Students who leave and return to school the same day must report and sign in at the office upon returning.

## **Tardy Policy**

ICMS values the learning experiences that take place in the classroom environment and considers them to be a meaningful and essential part of its educational system. Tardiness tends to disrupt the continuity of the instructional process, and time lost from class is irretrievable, particularly in terms of opportunity for interaction and exchange of ideas among students and between teachers and students. Therefore, classroom punctuality is considered to be an integral part of the students' course of study.

A tardy, defined as not being in the classroom, becomes an absence after five (5) minutes of class time has elapsed. **Tardiness will be excused for administrative reasons only.** All tardies accumulate for each semester in each class. Students displaying excessive tardy behavior each semester may be disciplined as follows:

1. Three (3) tardies in a class:
  - Parent contacted by an administrator
  - One (1) session of administrative detention
2. Six (6) tardies in a class:
  - Parent contacted by an administrator
  - Two (2) sessions of administrative detention
3. Nine (9) tardies in a class:
  - Conference with parents and an administrator
  - Two (2) days of in-school suspension
4. Twelve (12) tardies in a class:
  - Conference with parents and an administrator
  - Two (2) days of out-of-school suspension

# **GENERAL EXPECTATIONS**

## **ICMS General Expectations**

ICMS recognizes that students do not surrender any rights of citizenship while in attendance. The school is a community with rules and regulations. Those who enjoy the rights and privileges it provides must also accept the responsibilities that inclusion demands, including respect for obedience to school rules.

### **General School Rules**

Students will be expected to follow the rules set forth in this handbook as well as those which might be established by the administration and individual teachers throughout the year.

#### **Articles Prohibited in School**

Problems arise each year because students bring articles that are hazardous to the safety of others or interfere some way with the school instructional program. Such items include radios, cassette/CD players, skateboards, chains, cards, or any other item deemed inappropriate. These items will be taken from the student and released (upon request) to the student's parent/guardian.

#### **Hall Signs**

Posting or distributing written or photographic materials on campus is prohibited without prior approval from the principal.

#### **Assemblies**

During the school year, a number of planned assemblies have been scheduled. Some of these assemblies will be for the purpose of fostering school spirit; these are usually in the form of pep assemblies. Others will focus on the many and varied talents of the students. All assemblies will be the result of the hard work and efforts of the participants. Behavior should reflect how you would like to be treated if you were one of the participants. Follow these guidelines for attending assemblies:

1. Always report to class first.
2. Wait until the announcement for dismissal.
3. Go quickly and quietly with the class and teacher to the gym or auditorium.
4. Reserve cheering and whistling for pep assemblies.

Students who choose not to behave in accordance with the above list of guidelines will not be permitted to attend future assemblies. If a large group of students does not abide by these guidelines, it will result in the cancellation of the assembly.

#### **Travel Conduct**

All students who use school transportation, including approved carpooling, to a school event or function are subject to regulations. Any misbehavior which distracts the driver is a very serious violation and jeopardizes the safety of everyone. Students will be cited for the following:

1. Failing to remain seated
2. Failing to properly use seat belts when available
3. Refusing to obey the driver
4. Fighting and/or spitting



5. Throwing objects
6. Hanging out of the window
7. Using tobacco and/or alcohol
8. Profanity
9. Lighting matches
10. Vandalism
11. Disruptive or unruly conduct

All violations to this policy will follow Student Handbook policies and procedures.

## **Uniform Dress Code**

### Pants

- Pants must be khaki or navy blue.
- Pants may be plain or pleated front and must have belt loops.
- Belts are required to be worn with pants at all times.
- Pants must fit properly and may not have tears, splits, rips or frayed hems.
- Pants such as hip huggers, stretch pants and leggings are not permitted.
- Pants made of denim material are not permitted.

### Shorts

- Shorts must be khaki or navy blue.
- Shorts may be plain or pleated front and must have belt loops.
- Belts are required to be worn with shorts at all times.
- Shorts must fit properly and may not have tears, splits, rips or frayed hems.
- Shorts must be an appropriate length, no more than three (3) inches above the knee.

### Skirts

- Skirts must be khaki or navy blue; skirts in approved plaid from authorized vendors are also permitted.
- Skirts must fit properly and may not have tears, splits, rips or frayed hems.
- Skirts must be an appropriate length, no more than three (3) inches above the knee.

### Shirts

- Shirts must be navy, white or red.
- Only polo shirts and oxford shirts are permitted; both short-sleeved and long-sleeved shirts are permitted.
- Shirts may have the official ICMS logo but are not required to.
- Shirts with the ICMS logo must come from an authorized vendor.
- Shirts without the ICMS logo must not have any other logos or insignias.
- Shirts may not be rolled or tied, and the collar may not be tucked in the neck or altered in any way.
- Shirts with hoods are not permitted.
- **ALL SHIRTS ARE TO BE TUCKED IN AT ALL TIMES.**

#### Sweaters, Sweatshirts and Pullovers

- Sweaters, sweatshirts and pullovers must have the ICMS logo and come from an authorized vendor.
- Clothing with a hood (hoodie) is not permitted, even if it is an ICMS hoodie or ICMS spirit attire.
- If sweater, sweatshirt or pullover is removed, the shirt underneath MUST meet dress code policy. (This includes when outside the building.)

#### ICMS Spirit Fridays

- Spirit attire includes shirts, sweaters, sweatshirts, pullovers and jackets that represent an approved ICMS club, sport, or organization and has been approved by administration.
- Spirit attire may only be worn on Fridays.
- Spirit attire may not be cut, altered or homemade. Spirit attire may not be rolled and/or tied.

#### Coats and Jackets

- Wearing coats and/or jackets is not permitted during the school day.
- 5<sup>th</sup> Grade: Coats and jackets brought to school should remain in designated area during the school day
- 6<sup>th</sup> – 8<sup>th</sup> Grade: Coats and jackets brought to school should remain in students' lockers during the school day
- Jackets considered to be spirit attire may be worn only on ICMS Spirit Fridays.

#### Shoes

- Tennis shoes and leather style shoes are acceptable.
- Shoes with open toes, open heels, and/or visible holes are not permitted.
- House shoes, slippers, slides and flip flops are not permitted.

#### Backpacks, Purses & Fanny Packs

- 5<sup>th</sup> Grade: must be left in designated area for the entire school day.
- 6<sup>th</sup> – 8<sup>th</sup> Grades: must be left in student lockers for the entire school day, except backpacks are permitted only for school supplies.

#### Eyewear

- Only prescription eyewear is approved to be worn during the school day.
- Sunglasses may not be worn during the school day, even if they are prescription sunglasses.

#### Headwear and Head Coverings

- Headwear and head coverings are only allowed for religious reasons, provided the individual notifies the administration.
- Headbands must not exceed two inches in width and cannot be bandana print.

#### Medical/Air Filtration Face Masks

- Medical/Air Filtration face masks are allowed
- Masks must be school appropriate and cannot be bandana print.

#### Out of Uniform Days (requires approval from the administration)

- Clothing must be acceptable and appropriate.

- The fundamentals of the ICMS Dress Code Policy apply to Out of Uniform Days. The fundamentals of ICMS Policy include:
  - Length of shorts and/or skirts
  - ICMS shoe policy
  - Headwear and Head Coverings policy
  - Backpack, Purses & Fanny Pack policy
  - Eyewear policy
  - Medical/Air Filtration Face Mask policy
- A sleeveless shirt less than four inches wide at the shoulder must have a sleeved shirt underneath.
- No clothing with hoods (hoodies).
- No clothing with tears, splits, rips or frayed hems.
- No exposed midriffs.
- No plunging necklines.
- Tights and/or leggings may not be worn as pants. They can only be worn under bottoms that abide by the ICMS length of shorts and/or skirt policy.

Students will be informed about any violation of the dress code.

The final decision will be based on the judgment of the administration. If the administration deems the clothing of a student inappropriate or a distraction to the educational environment at any time, the student must make arrangements to change into appropriate clothing or remain in the office while at school.

Students with three (3) violations within the designated two-week time period will receive two hours of administrative detention.

**Note: Violations of this policy are cumulative within the designated two-week time period. Each student begins each designated two-week time period with zero offenses of this policy.**

### **Public Displays of Affection**

The school will insist that all couples conduct themselves in such a fashion that attention of others is not attracted to their behavior. No public display of affection should occur while on campus, at school activities, or at any school-related function. Offending students will have their attention called to the matter and, should it recur, appropriate disciplinary action will be taken.

### **Inappropriate Language**

HICD recognizes that racism, bigotry, gender bias and sexual orientation bias are not conducive to learning and the educational experience. They will not be tolerated and are explicitly prohibited while on school grounds, in school vehicles, at school-sponsored activities or at school-sanctioned events. All persons are to be treated with respect and addressed by their announced preference.

It is expected that language used at school be respectful and appropriate. Foul language, including, but not limited to, profanity, obscenity, and vulgarity, has no place at school or during a school-sponsored activity. Offensive language, including, but not limited to, language based on sex, sexual orientation, race, color, national origin, disability, age or other referenced bias, will not be tolerated. It shall not be a

defense to this prohibition that the slur(s) or word(s) were spoken at, between or to members of the same group.

**Foul Language** (e.g., profanity, obscenity and vulgarity)

Foul language and/or pictures on the internet, T-shirts or other clothing are considered inappropriate use of language. A student using foul language and/or pictures shall be disciplined with any of the following:

1. In class, on school grounds, or at school activity and was not directed to a staff member or student: two (2) hours administrative detention
2. On any electronic device that disrupts the normal operation of the school: one (1) day in-school suspension.
3. Directed at a staff member or student: two (2) days of out-of-school suspension.

**Offensive Language** (e.g., language based on sex, sexual orientation, race, color, national origin, disability, age or other referenced bias)

Offensive wording and/or pictures on the internet, T-shirts or other clothing are considered inappropriate use of language. A student using offensive language and/or pictures shall be disciplined with any of the following:

1. In class, on school grounds, or at school activity and was not directed to a staff member or student: two (2) days of in-school suspension.
2. On any electronic device that disrupts the normal operation of the school: two (2) days in-school suspension.
3. Directed at a staff member or student: three (3) days of out-of-school suspension.

### **Cafeteria Behavior**

In order to keep the cafeteria clean and attractive, the following rules must be observed:

1. Students need to sit down and wait for a duty teacher to dismiss the students' table before getting in the lunch line.
2. Students will be dismissed for the lunch line when the table is full and students are calmly and quietly seated.
3. Cutting in line is prohibited unless a student has a pass.
4. Students need to remain quiet in the lunch line out of respect for our cafeteria workers.
5. Students need to raise their hands and wait for teacher permission to leave the table for any reason.
6. All students, regardless of grade level, will use the 6th grade restrooms during lunch.
7. Restaurant rules apply. Students should only visit with others at their table, and volume should be appropriate.
8. Students need to wait for teacher dismissal to go outside and/or return to class at the end of the lunch period.
9. Out of respect for our school and our custodian, students will clean up their areas before being dismissed.

10. Students in the last lunch will also be required to stack the chairs.
11. Food and drinks are prohibited outside the cafeteria.
12. During the lunch periods, students must enter and exit the school through the cafeteria doors.

Failure to follow these rules may result in the following:

FIRST OFFENSE: Warning and possibly further action

SECOND OFFENSE: Cleaning tables

THIRD OFFENSE: Sent to Principal's office.  
Parents contacted.  
Removed from cafeteria for two (2) days

FOURTH OFFENSE: Removed from cafeteria for five (5) days and possible suspension.

FIFTH OFFENSE: Removed from the cafeteria for the remainder of the semester.  
Conference with parents and principal.

### **Closed Campus Rules**

Students at ICMS are not allowed to leave the building. If it becomes absolutely necessary for a student to leave the building, they must be checked out through the office by a parent or guardian and the student must sign out through the office. Violation of this rule will result in the following disciplinary actions:

FIRST OFFENSE: One (1) day out-of-school suspension or six (6) hours of detention

SECOND OFFENSE: Two (2) days out-of-school suspension or twelve (12) hours of detention

THIRD OFFENSE: Five (5) days out-of-school suspension

Students are subject to being searched upon re-entering the school if reasonable suspicion exists for such.

### **Recess Expectations**

In order to keep recess safe and orderly, the following rules must be observed:

- A. When outside for recess or other activities, students are to remain on or inside the track, the basketball court or by the swings. Students cannot be around the storage sheds, fences surrounding the property, behind the portable complex or climbing trees or other outdoor features.
- B. Playground equipment must be used appropriately and returned to the designated place when finished.
- C. Students are expected to respond immediately to the whistle.
- D. As in all other areas of school, students are expected to show respect to other students, the teachers and the campus at all times.



FIRST OFFENSE: Warning and possibly further action

SECOND OFFENSE: Cleaning tables

THIRD OFFENSE: Sent to Principal's office.  
Parents contacted.  
Removed from recess for two (2) days

FOURTH OFFENSE: Removed from recess for five (5) days and possible suspension.

FIFTH OFFENSE: Removed from recess for the remainder of the semester.  
Conference with parents and principal.

### **Hallway Expectations**

To keep hallways safe and orderly, the following rules must be observed:

- Walk at all times; running in the halls is not permitted.
- Keep hallways and floors clean and clear.
- Show respect to other students, the teachers and the campus at all times.
- Be purposeful and continue moving to class to avoid tardiness.

### **Hall Passes**

Students are not permitted in the halls during the class period without an agenda signed by an authorized staff member or with an official office/counselor hall pass.

### **Dismissal Expectations**

In order to keep dismissal safe and orderly, the following rules must be observed:

- A. Walk at all times.
- B. Walk on sidewalks if available.
- C. Show respect to other students, the teachers and the campus at all times.
- D. Do not approach or enter strange automobiles. Invitations to do so should be reported immediately at home and at school.
- E. Remain on school grounds before and after school, unless specifically instructed otherwise by faculty and/or parents. Written parental permission or notification is necessary for students to leave the school ground.

### **Cheating/Plagiarism**

Plagiarism is defined as the act of appropriating the literary composition of another, or parts or passages of their writings or the ideas or language of the same and passing them off as the product of one's own mind. It does not require the exact duplication of another's work. Cheating will be considered the act or intent of gaining, receiving or giving knowledge for an assignment or test answers without teacher approval.

The penalty, for either offense, will be a zero for the assignment or test. Students shall not be allowed to make up work or otherwise receive credit when cheating or plagiarism is involved. Parents of repeat offenders will have a conference with administration.

## **Cell Phones & Other Electronic Devices**

A student may possess an electronic device (cellular phone, iPhone, AirPods, ear bud, smartwatch, iPod, tablet, etc.) while on school premises. ALL SUCH DEVICES ARE TO BE LEFT IN THE STUDENT'S LOCKER DURING THE SCHOOL DAY FOR 6<sup>th</sup> – 8<sup>th</sup> GRADERS AND IN A DESIGNATED AREA FOR 5<sup>TH</sup> GRADERS. Such devices may not be activated, seen, or heard during school hours (7:45 a.m. – 2:45 p.m.). If a student calls/texts for any reason, or if a school employee receives information that a phone call/text was made, and such is confirmed, even if the student was not observed making the call/text, such will be considered as if the phone was observed being used and is an infraction of this policy. Upon confirmation that the use of a device or phone call/text was made, the student will receive the appropriate discipline and the phone confiscated. Students violating this policy shall be subject to the following:

FIRST OFFENSE: Electronic device will be confiscated, taken to the office, and returned to the student at the end of the school day.

SECOND OFFENSE: Electronic device will be confiscated, taken to the office, and parent or guardian must come to retrieve it. Student will receive a 2-hour administrative detention.

THIRD OFFENSE: Electronic device will be confiscated, taken to the office, and must be picked up by the parent or guardian. Student will receive one day of in-school suspension.

FOURTH OFFENSE: Electronic device will be confiscated, taken to the office, and must be picked up by the parent or guardian. Student will receive three days of out-of-school suspension.

**\*\*\*ICMS is not responsible for lost or stolen devices that are brought on to school property, whether they are left in lockers or confiscated and taken to the office.\*\*\***

**Note: Violations of this policy are cumulative within the school year. Each student begins the school year with zero offenses of this policy.**

## **Lockers**

Lockers are provided for the student's convenience. If for any reason the locker is not in good working order, report it to the office. Slamming and kicking locker doors often cause latches to break and is not permitted. **Decorating the outside of lockers is prohibited unless the administration has given approval.** Stickers and tape will damage the surface of the lockers and is not permitted. Students writing on lockers or defacing them in any way will be expected to pay for the damages and will lose the privilege of using one.

The school does not assume responsibility for property removed or stolen from lockers. Students should never give their lock combinations to another student. Periodic locker checks and clean-outs will be made throughout the year.

## **Search and Seizure**

The superintendent, principal, teacher, or security personnel of any public school in the State of Oklahoma, upon reasonable suspicion, shall have the authority to detain and search or authorize the search of any student or property in the possession of the student when said student is on any school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school, for dangerous weapons, controlled dangerous substances, as defined in the Uniform Controlled Dangerous Substances Act, intoxicating beverages, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or for missing or stolen property if said property be reasonably suspected to have been taken from a student, a school employee or the school during school activities. The search shall be conducted by a person of the same sex as the person being searched and shall be witnessed by at least one other authorized person, said person to be of the same sex if practicable.

The extent of any search conducted pursuant to this section shall be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. In no event shall a strip search of a student be allowed. No student's clothing, except cold weather outerwear, shall be removed prior to or during the conduct of any warrantless search.

The superintendent, principal, teacher, or security personnel searching or authorizing the search shall have authority to detain the student to be searched and to preserve any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property that might be in the student's possession including the authority to authorize any other persons they deem necessary to restrain such student or to preserve any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property. Students found to be in possession of such an item shall be subject to the provisions of Section 24-101.3 of this title.

Students shall not have any reasonable expectation of privacy towards school administrators or teachers in the contents of a school locker, desk, or other school property. School personnel shall have access to school lockers, desks, and other school property in order to properly supervise the welfare of students. School lockers, desks, and other areas of school facilities may be opened and examined by school officials at any time and no reason shall be necessary for such search. Schools shall inform students in the student discipline code that they have no reasonable expectation of privacy rights towards school officials in school lockers, desks, or other school property.

## **Fighting**

It is the student's and/or parents' responsibility to immediately notify a counselor or administrator of any pending conflict that may result in a fight. Seldom will a fight occur without prior reason. Once a fight occurs, the students involved in fighting may be disciplined as follows:

FIRST OFFENSE: Three- to five-day out-of-school suspension, depending on severity

SECOND OFFENSE: Out-of-school suspension for nine (9) weeks

**Note: This policy is limited to fighting that occurs on school grounds/property and/or at school-related and/or school-sponsored events/activities.**

## **Destruction of School Property**

All students are responsible for proper use of ICMS facilities and property. Any student who causes damage to or destroys any property or facility will be required to make financial restitution in the amount of the damage or destruction and/or be required to provide an appropriate amount and type of school service time. Students may also be subject to discipline.

## **Fraternities, Sororities, Gangs**

ICMS does not approve of fraternities, sororities, gangs, or secret societies within the school, at school activities, or on school property. Such organizations shall in no way exert influence, directly or indirectly, upon the school or any of its programs.

## **Bullying Prevention**

Students are prohibited from bullying, harassing, threatening, or intimidating other students or school personnel.

Bullying means any behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

The following steps shall apply to the investigation of reported incidents of harassment, intimidation, bullying, or threatening behavior:

1. If any person is aware of, observes, or is a victim of bullying, harassing, threatening, or intimidating behavior or communications from a student, such person must report the behavior or communication to the school principal.
2. The principal will gather information deemed necessary to evaluate the incident to determine the severity of the incident and the potential for future violence.
3. After completing any necessary investigation, the principal shall determine if the student accused of bullying, harassing, threatening, or intimidating behavior or communications engaged in prohibited conduct and, if so, shall determine the appropriate discipline.
4. Parents and guardians of both victims and perpetrator of verified bullying will be notified by site administration regarding the situation and steps taken to rectify the actions of students involved.
5. During the investigation, the principal may take appropriate action to ensure the safety of all students or school personnel involved.
6. If warranted, the principal shall notify law enforcement of the reported incident and cooperate with any law enforcement investigation.
7. If the student's actions are determined to constitute harassing, intimidating, threatening, hazing, or bullying behavior or communications, the principal may, as a condition and part of any disciplinary action that is taken, recommend that available community mental health care options be provided to the student.
8. The principal may further require the student (if 18 or over) or the parent or guardian of the student to allow the mental health care provider to disclose any information concerning the

student who has received mental health care for conduct which indicates an explicit threat to the safety of students or school personnel as a condition of being allowed to return to school.

9. The principal may also require that the student and the student's parent or guardian meet with the administrator, a school counselor, and/or other appropriate school personnel before being allowed to return to school.
10. If a student is found to have falsely accused another student of harassment, intimidation, bullying, or threatening behavior as a means of retaliation, reprisal or as a means of bullying, then they may be assigned disciplinary consequences as deemed appropriate by the principal.

**Definitions/Terms of this regulation:**

- A. "At school" means on school grounds, in school vehicles, at school-sponsored activities or at school-sanctioned events.
- B. "Electronic communication" means the communication of any written, verbal, pictorial or video content by means of an electronic device, including, but not limited to, a telephone, or mobile or cellular telephone or other wireless telecommunication device or computing device.
- C. "Threatening behavior" means any pattern or behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.
- D. Appropriate school personnel consist of site administration (principal, assistant principals and/or administrative interns), counselors, and/or teachers.

Information from this regulation shall be posted on in areas deemed appropriate by school principal, and will be included in all student and faculty handbooks.

The district will conduct an annual training of preventing, identifying, responding and reporting incidents of bullying with their faculty and staff. The district will also provide for an educational program for students and parents in preventing, identifying, responding to and reporting incidents of bullying.

### **Smoking, Vaping and Dipping**

The use or possession of tobacco in any form by students is prohibited by Federal Law. This policy applies to students while on campus (parking lot included), at after school activities, or any school-related function. **This policy includes vaping or any form thereof.** Students violating this policy will be subject to the following per semester:

FIRST OFFENSE: Two (2) days out-of-school suspension; parents contacted.

SECOND OFFENSE: Five (5) days out-of-school suspension; conference with parents and principal.

THIRD OFFENSE: Out-of-school suspension for nine (9) weeks.

**Note: This policy is limited to smoking, vaping, and dipping that occurs on school grounds/property and/or at school-related and/or sponsored events/activities.**



### **Soliciting**

Students may not display, distribute, solicit contributions, collect funds, offer to sell, or sell any item to students unless the principal has granted permission, or through approved student activities or organizations.

# **Disciplinary Policies & Procedures**

The administration, faculty and staff at HICD are committed to protecting the right of all students to an education without interference. Students are expected to share this responsibility by helping to maintain an atmosphere conducive to a good education. Therefore, any student who disrupts the educational process will be disciplined accordingly.

### **Behaviors/Acts Subject to Discipline**

The following behaviors at school, on school property, while in school vehicles or going to or from or attending school events will result in disciplinary action. This list, though extensive, is not to be considered an exhaustive listing, due to the evolving nature of society.

1. Acts of violence against person or property
2. Adjudication as a delinquent for a non-violent offense
3. Arson
4. Assault
5. Assault & battery
6. Bullying in any form
7. Disruptive or other inappropriate behavior/acts
8. Gang-related activities
9. Extortion
10. False reports or false calls
11. Fighting
12. Forgery
13. Gambling
14. Hazing (initiations) in connection with any school activity
15. Immorality
16. Inappropriate public behavior
17. Indecent exposure
18. Possession of a caustic substance
19. Possession of guns, knives, weapons, facsimile of a weapon
20. Possession of obscene materials
21. Possession of stolen property
22. Possession, threats or use of a dangerous weapon and related instrumentalities (i.e., bullets, shells, gun powder, pellets, knife, etc.)
23. Possession, use, distribution, sale, conspiracy to sell or possess, being in the chain of sale or distribution, or being under the influence of alcoholic beverages and/or controlled dangerous substances (as defined by Oklahoma law)
24. Sexual or other harassment of individuals, including, but not limited to, students, school employees and volunteers
25. Theft
26. Threatening or actually harming a school official verbally, physically, or in writing or text on social network sites
27. Verbal or written threats, or threatening behavior towards the school community or individuals within the school community
28. Use or possession of missing or stolen property if property is reasonably suspected to have been taken from a student, a school employee, or the school
29. Use or possession of tobacco in any form
30. Vandalism
31. Violation of school regulation(s)

- 32. Violent offense (See Title 57 O.S. section 571)
- 33. Willful disobedience of a directive of any school official

In addition, conduct occurring outside of the normal school day or off school property that has a direct and immediate negative effect on the discipline or educational process or effectiveness of the school will also result in disciplinary action, which may include in-school placement options or out-of-school suspension.

HICD recognizes and emphasizes the need for school administrators to protect the procedural due process rights of students in discipline cases. The policy of HICD must be consistent with the due process rights of students and must provide appropriate processes for fair and consistent treatment of students.

### **Types of Discipline**

The following types of discipline can be imposed, including other reasonable measures commensurate with the offense. Failure to comply may result in additional disciplinary action.

#### **Administrative Detention**

The principal and/or assistant principal may assign detention as a discipline measure. Administrative detentions may include, but are not limited to, in-school detentions such as lunch detention, recess detention, and after-school detentions.

#### **Attendance and Behavior Plans**

Attendance and behavior plans may be written for a student who has a truancy or behavior problem. These plans are designed to improve a student's attendance or behavior in order to prevent suspension.

#### **Behavioral Consultation**

A behavioral consultation is the calling together of a panel consisting of the student, their parent(s), teachers, and principal to consider behavior of a student and make recommendations concerning the situation.

#### **Shadowing**

If a student has difficulty following the rules and regulations set forth by the school administration, a requirement may be made whereby the parent attends class(es) with the student. Failure to comply could result in suspension from school. Imposition of this discipline will be on a case-by-case basis, taking into consideration the particular parent's circumstances. Any such consideration shall be consistent and be applied equally.

#### **Suspension from Classroom**

Suspension from classroom is the removal of a student from a particular teacher's classroom for a period of time.

#### **Teacher Detention**

A teacher may assign detention to a student as a disciplinary measure. Detention must be before and/or after school hours. Detention dates and times are at the discretion of each individual teacher.

### **Restricted Privileges**

Restricted privileges are the denial of privileges such as student activities and/or extracurricular events, including sports.

### **In-School Suspension**

The principal and/or assistant principal may assign in-school suspension as a disciplinary measure. In-school suspension dates and times are at their discretion. In-school suspension also includes the discipline of Restricted Privileges.

### **Out-of-School Suspension**

Out-of-school suspension is the removal of a student from the school for a period of time. The length of the suspension will depend on the severity of the offense. The history of prior offenses or discipline or lack thereof may also be taken into consideration.

## **Out-of-School Disciplinary Procedures**

The term out-of-school suspension refers to removal from the school for a period of time. Before the imposition of out-of-school discipline, the principal shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention.

Alternative in-school placement, detention, and similar disciplinary options or correctional measures are not considered by law to be out-of-school suspension and do not require or involve the due process procedures set forth herein.

### **I. Grounds for Imposing Out-of-School Suspensions**

- A. Violation of a school regulation.
- B. Possession of an intoxicating beverage, low-point beer, as defined by Section 37 O.S. §163.2, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities.
- C. Possession of a dangerous weapon (as defined herein) or a controlled dangerous substance while on or within two thousand (2,000) feet of a public school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act.
- D. Any student found in possession of a firearm while on any public school property or while in any school bus or other vehicle used by a public school for transportation of students or teachers shall be suspended out-of-school for a period of not less than one (1) year, to be determined by the district governance board. The term of the suspension may be modified by the district superintendent on a case-by-case basis. For purposes of this paragraph the term "firearm" shall mean and include all weapons as defined by 18 U.S.C., Section 921.
- E. Any student found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or a person volunteering for a school shall be suspended for the remainder of the current semester and the next consecutive semester. The term of the suspension may be modified by the district superintendent on a case-by-case basis.



Any student who has been suspended for a violent offense which is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

## II. Terms for Out-of-School Suspensions

- A. Five (5) days or less
- B. More than five (5) days, including:
  - 1. More than ten (10) days
  - 2. Through the end of the current semester
  - 3. Through the end of the current semester and the following semester
  - 4. Not less than one (1) year
  - 5. Except as otherwise provided for in 70 O.S. §24-101(C)(2), no out-of-school suspension shall extend beyond the current semester and the succeeding semester.

## III. Conferences

The principal will keep records of each out-of-school suspension conference containing the date of the conference, the names of the persons present, the time duration of the conference, and the basis for rejection of alternative school in-school placement disciplinary options.

### A. Pre-Out-of-School Suspension Conference

- 1. When a student less than 18 years of age may be subjected to out-of-school suspension, the principal shall immediately notify the parent by phone or monitor the student calling the parent with the suspension notice and give notice to the student and/or parent, in writing, that the student is being suspended out of school and that other available options have been considered and rejected.
- 2. The principal will conduct an informal conference with the student, if aged 18 years or older, otherwise with at least one (1) parent and the student. The student, if aged 18 years or older, may choose not to have a parent present at any of the out-of-school suspension conferences; said choice shall be in writing, signed by the student and witnessed by one staff member. The conference will be held during a school business day, with consideration given to the hours of working parents whenever possible. The conference will be held as soon as possible after the out-of-school suspension has been imposed but before it goes into effect.
  - a. At a conference with the student and/or parent, the principal shall read the policy, rule, or regulation that the student is charged with having violated and shall discuss the student's conduct that violated the policy, rule or regulation. The principal will also explain the basis for an out-of-school suspension rather than the use of alternative options.
  - b. The student and/or parent shall be asked whether they understand the policy, rule or regulation and be given a full opportunity to explain and discuss the student's conduct.
  - c. If it is concluded that an out-of-school suspension is appropriate, the student and/or parent shall be advised that the student is being suspended and the length of the out-of-school suspension.
  - d. At the conclusion of the conference, the principal shall state whether they will terminate or modify the out-of-school suspension. If the parent and/or student, if aged 18 years or older, agrees with the principal's decision, they will be asked to sign a waiver of review. If the parent and/or student, if aged 18 years or older, is not in agreement, they may avail themselves of the appeal process.

B. Immediate Out-of-School Suspension without Pre-Out-of-School Suspension Conference

1. A student may be suspended out-of-school without the above pre-out-of-school suspension conference with the student and/or parent only in situations where the conduct of the student reasonably indicates to the principal that the continued presence of the student in the building will constitute an immediate danger to the health or safety of the students, school employees, or visitors; harm to school property; or a continued substantial disruption of the educational process.
2. In such cases, an out-of-school suspension conference with the student, if aged 18 years or older, or with the parent, if student is a minor, will be scheduled as soon as possible after the student has been removed from the building.
3. Any conferences shall occur within five (5) school business days of the imposition of the out-of-school suspension and will be held during school business days, with consideration given to the hours of working parents whenever possible.
4. The conference shall follow the same procedures as set out in IIIA above

IV. Student Privileges While Under Out-of-School Suspension or Under Other Disciplinary or Correctional Measures

Participation in the extracurricular activities of the school is a privilege and not a right. Accordingly, when a student's behavior results in an out-of-school or in-school suspension, the student immediately forfeits the privilege of participating in and/or attending all extracurricular activities of the school during the suspension time.

In addition, when a principal decides to impose other correctional measures against a student, the student will not be permitted to participate in any extracurricular activities offered by the school during the term of the discipline unless, in the sole judgment of the principal, such participation is appropriate given the nature of the offense committed by the student. Extracurricular activities include, but are not limited to, all school-sponsored teams, clubs, organizations, ceremonies, student government, band and all other school-sponsored activities and organizations.

V. Individualized Plan for Out-of-School Suspension

A. Education Plans

1. At its discretion, the district may provide an education plan for students suspended out-of-school for five (5) days or less.
2. Out-of-school suspensions in excess of five (5) days shall include an Individualized Plan for Out-of-School Suspension, which shall describe either a home-based school work assignment setting or other appropriate work assignment setting.
  - a. The plan shall be prepared by the principal with the assistance of other school employees as warranted by the circumstances of the out-of-school suspension.
  - b. The plan shall be available to the parents of the student suspended out-of-school and shall be complied with by the parent.
  - c. The parent or guardian shall be responsible for provision of a supervised, structured environment in which the parent or guardian shall bear responsibility for monitoring the student's educational progress until the student is readmitted into school.

- d. The plan shall provide for the core units which the student is enrolled in. Core units shall consist of the minimum English, mathematics, science, social studies and art units required by the Oklahoma State Department of Education.
- e. The plan shall set out the procedure for education and shall also address academic credit for work satisfactorily completed.

#### B. Education Services

1. No education services are required in a required school setting if a student has been:
  - a. adjudicated as a delinquent for an offense defined as a violent crime in 57 O.S. § 571,
  - b. convicted as an adult of an offense defined as a violent crime in 57 O.S. § 571,
  - c. removed from a public or private school in the State of Oklahoma or another state by administrative or judicial process for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students,
  - d. suspended as provided for in 70 O.S. §24-101.3(C)(3), or
  - e. removed from a public or private school in the state or another state by administrative or judicial process for an act of using electronic communication, as defined in §24-100.3 of this title, with intent to terrify, intimidate or harass, or threaten to inflict injury or physical harm to faculty or other students.
2. The school in which a student as described in 70 O.S. §24-101.3(F)(1) is subsequently enrolled may elect to not provide education services in the regular school setting until the school determines that the student no longer poses a threat to self, other students or school district faculty or employees.
  - a. Until the school in which such student subsequently enrolls or re-enrolls determines that the student no longer poses a threat to self, other students or school district faculty or employees, the school may provide education services through an alternative school setting, home-based instruction, or other appropriate setting.
  - b. If the school provides education services to the student at a district school facility, the school shall notify any student or school district faculty or employee victims of the student, when known, and shall ensure that the student will not be allowed in the general vicinity of or contact with a victim of the student, provided the victim notifies the school of the victim's desire to refrain from contact with the offending student.

#### C. IEP Students

Students suspended out-of-school who are on an individualized education plan pursuant to the Individuals with Disabilities Education Act, P.L. No. 101-476, or who are subject to the provisions of 70 O.S. §24-101.3(F) and who are on an individualized education plan shall be provided the education and related services in accordance with the student's individualized education plan.

#### VI. Appeals

Any student, parent or guardian who is aggrieved by any decision of the principal regarding the imposition of out-of-school discipline may appeal as set forth hereinbelow. Failure to follow the timelines herein will result in a waiver of the right to review and/or appeal.

- A. Students suspended out-of-school for ten (10) or fewer days shall have the right to appeal the decision to an appellate committee consisting of the superintendent and two (2) representatives from of the Superintendent's Leadership Committee; the two (2) representatives shall be selected

by the superintendent. Said appeal must be submitted to the superintendent in writing by the parent and/or student, if aged 18 years or older, within five (5) school business days of the imposition of the suspension. Upon full investigation of the matter, the committee shall determine the guilt or innocence of the student and the reasonableness of the term (number of days) of the out-of-school suspension. The committee will render a decision as soon as is practical, preferably no more than five (5) school business days from the written notice of appeal. The decision of the committee is final and not subject to appeal to the governance board.

- B. Students suspended out-of-school for more than ten (10) days and students suspended for possession of a firearm while on any school property or while in any school bus or other vehicle used by a public school for transportation of students or teachers, may request a review of the suspension with the superintendent of the district. If the superintendent does not withdraw the suspension, the student shall have the right to appeal the decision of the superintendent to the district governance board. Said appeal must be submitted to the superintendent in writing by the parent and/or student, if aged 18 years or older, within five (5) school business days of the imposition of the suspension.

The governance board may conduct the hearing and render the final decision or may appoint a hearing office to render the final decision. Upon full investigation of the matter, the board or the hearing officer shall determine the guilt or innocence of the student and the reasonableness of the term (number of days) of the out-of-school suspension. The governance board or hearing officer will render a decision as soon as is practical, preferably no more than fifteen (15) school business days from the written notice of appeal. The decision shall be final.

## VII. Appeal Hearing

### A. Rules

1. The board may conduct the hearing and render the final decision or may appoint a hearing officer to conduct the hearing and render the final decision.
2. The board president, their designated representative or the hearing officer shall be responsible for ensuring that the order of procedure is followed.
3. The board president, their designated representative or the hearing officer shall ensure that the hearing is held in a respectful and dignified manner.
4. The board president, their designated representative or the hearing officer shall make all rulings regarding objections to any testimony, evidence introduction or arguments and relevancy of board member questions.
5. All arguments will only discuss the evidence presented during the hearing and shall not raise or discuss any extraneous matters not presented during the hearing or relevant thereto.
6. The student, their parent or guardian or attorney may choose to hold Part B of the hearing in open session, provided a duly signed waiver of FERPA is provided prior to the hearing, otherwise the hearing will be held in closed session. Once the hearing starts, neither the student, their parent, guardian or attorney can request, mandate or choose to have Part B conducted in an open session.
7. The board's discussion and deliberations of the suspension shall be in closed session. Board members may review any and all evidence presented during the hearing to assist them in rendering their decision.
8. The board's vote on the suspension shall be conducted in open session and by a roll call vote.

No person or persons shall be permitted to disrupt or attempt to disrupt the hearing proceedings, and any person or persons doing so or attempting to do so will be removed from the hearing. The board president, their designated representative or the hearing officer shall have the authority to order the removal of any such person(s) and such person(s) shall not be permitted to return to the hearing.

B. Order of procedure for the hearing will be as follows:

1. Opening statement by district representative, unless waived.
2. Opening statement by student representative, unless waived.
3. Presentation of district's evidence/witnesses, if any, followed by cross-examination of any witnesses by student representative and redirect by district representative, unless waived.
4. Questions from board members. (Questions are only permitted for clarification of evidence/testimony already presented.)
5. Presentation of student's evidence/witnesses, if any, followed by cross-examination of any witnesses by district representative and redirect by student representative, if any.
6. Questions from board members. (Questions are only permitted for clarification of evidence/testimony already presented.)
7. Presentation of any rebuttal evidence/witnesses by district, if any, followed by cross-examination by student representative and redirect by district representative.
8. Closing argument by district representative, unless waived.
9. Closing argument by student representative, unless waived.
10. Rebuttal argument by district representative, unless waived.
11. Upon close of evidence, the board shall convene in a closed session to deliberate and discuss the matter.

### **Dangerous Weapons**

It is the policy of HICD to absolutely prohibit the use and/or possession of dangerous weapons on school premises or at school functions. The policy on dangerous weapons is applicable to all students, without regard to grade or age.

#### **Gun or Device Capable of Discharging or Throwing Projectiles**

The term as defined in this policy shall include but not be limited to (a) rifles, pistols or shotguns of any caliber and/or (b) BB guns or air pistols and/or (c) potato throwers, dart guns or blow guns and/or (d) any other device the purpose of which is to throw, discharge or fire objects, bullets, or shells.

- Any student who uses, displays or possesses any kind of gun, weapon or device capable of discharging or throwing projectiles, whether loaded or unloaded on campus, parking lots, premises or property of HICD or during school-sponsored activities, functions or events shall result in the immediate suspension of all students involved for a period of time which shall be not less than one calendar year.
- Any student who knowingly aids, accompanies, assists, or participates with another student who uses, displays or possesses a gun or device capable of discharging or throwing projectiles in violation of this policy, shall also be subject to suspension for not less than one calendar year.

#### **Facsimile of a Gun**

Any student who has a facsimile of a gun including cap, toy, or water or any other item resembling a gun in their possession at/in school or any school-sponsored event will be addressed as follows:



- Parent/guardian will be notified if the student is a minor; if the student is aged 18 years or older, parent/guardian will be notified if the student consents to such notice in writing.
- The student may be suspended.
- If harm or threat should occur, the student will be dealt with the same as having a gun.

### **Knives, Weapons, or other Dangerous Devices**

The term “knife, weapon or device” shall include but not be limited to (1) knives of all sizes and types, (2) brass knuckles, chains, clubs, and sharp instruments, (3) explosives, bombs, combustible fluids or materials, firecrackers, poisons, chemicals or spray paint and/or (4) knives, weapons or devices, the use, threat or purpose of which is to cause personal injury or property damage.

- The use, display or possession of any kind of knife, weapon or device capable of stabbing, cutting, injuring, maiming or disfiguring other persons or damaging property on the campus, parking lots, premises or property of HICD or during school-sponsored activities, functions or events, will be subject to disciplinary actions.
- Any student who knowingly aids, accompanies, assists, or participates with another student who uses, displays or possesses a knife, weapon or device capable of causing personal injury or property damage in violation of this policy, shall also be subject to the same disciplinary action as the student who actually uses, displays, possesses or threatens to use such knife, weapon or device.
- The following disciplinary actions are to result for all students involved:
  1. **Warning:** A warning will be given when the knife, weapon or device (a) has not been displayed or used in a threatening manner and (b) has not caused any harm, injury, destruction or damage and (c) is a knife or device commonly used or carried by persons for use other than as a weapon and (d) no verbal threats to use such knife, weapon or device in an inappropriate manner have preceded the possession and (e) the student has no prior school disciplinary record of physical violence, aggression, injury, damage or threats.
  2. **Suspension:** Suspension for not less than ten (10) days and not more than two (2) semesters shall occur under any of the following conditions: (a) if the student has previously been warned not to bring such knife, weapon or device on school property or to school events; or (b) when the knife, weapon or device is one not commonly carried and is used, intended or designated for the purpose of causing physical injury or property damage; or (c) when the particular circumstances surrounding the use or possession of the knife, weapon or device reflects that such possession posed a danger to persons or property.
  3. **Automatic Long-term Suspension:** Suspension for not less than the current semester and not more than the current and ensuing semesters shall occur under any of the following conditions: (a) when the knife, weapon or device was used or displayed in a threatening manner; or (b) when the knife, weapon or device has caused harm, injury, destruction or damage to persons or property; or (c) when the student involved has threatened any other person with harm or physical injury with a knife, weapon or device, or (d) the student has a prior school disciplinary record of violence, aggression, injury, damage or threats.

### **Drug- and Alcohol-Free School Policy**

It is the policy of HICD that no student shall possess, use, transmit, share, provide, sell, conspire to sell or possess, be in the chain of sale or distribution or be under the influence of any narcotic drug, illicit drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substances, alcoholic beverages, non-intoxicating beverage (defined by law, i.e., 3.2 beer), counterfeit drugs (i.e.,

K2), drug paraphernalia or chemicals which provide a mood-altering effect. This policy applies while on school-owned or provided transportation; on school premises; at school functions; at school-sponsored activities, events, performances, contests, and/or competitions, athletic or otherwise; during lunch; or while under the supervision of school personnel.

It is the responsibility of all school personnel to report suspected violations of this policy to an administrator. The administrator will notify the parent(s) if the student is under 18, impose appropriate consequences according to the discipline policy and report the incident to the local authorities. School discipline will be imposed independent of any court action. No district employee or governance board member shall be civilly liable for any action taken in reporting any suspected violations of this policy. Any student violating this policy and their parents will be provided with a list of resources and encouraged to obtain drug/alcohol education, counseling, and/or chemical dependency treatment as appropriate, which shall be at the parent's expense.

### **Discipline for Student Violations of Drug/Alcohol Policy**

- I. Conspiracy to sell drugs or alcohol or the sale of drugs or alcohol or the distribution of drugs or alcohol or the delivery of drugs or alcohol.

Students violating this policy by engaging in any of the above shall be suspended for the remainder of the current semester and all of the following semester, regardless of whether the following semester is in a new school year.

- II. Possession of, use of, sharing or being under the influence of any drug or alcohol. Students violating this policy by engaging in any of these acts shall be disciplined as follows:

A. First Offense

1. Student shall receive out-of-school suspension for a period of six (6) weeks, subject to the following.
  - a. A two-week reduction may be granted if the student and the parents/guardians agree to the following:
    - i. To meet with an administration representative.
    - ii. To obtain, from a licensed practitioner, an alcohol/drug use assessment which may recommend counseling, education, treatment, and/or drug testing. The cost of any assessment or recommended counseling, education, treatment, testing, etc. will be the sole responsibility of the student's parent or guardian.
  - b. An additional one-week reduction may be granted if compliance with the assessment recommendations is verified with documentation signed by the person conducting the assessment.
2. If the student complies with a and/or b above, the suspension may be reduced, as noted therein, at the discretion of the principal.

B. Second Offense

Student shall receive out-of-school suspension for the remainder of the current semester and all of the following semester.

- III. Each act shall be considered a separate violation.

## **Student Drug Testing**

To protect the health and safety of its students from illegal and/or performance-enhancing drug use and abuse, the governance board adopts the following policy for drug testing of students who participate in all extracurricular activities. This policy supplements and complements all other policies, rules, and regulations of the district regarding possession or use of illegal and/or performance enhancing-drugs. The district believes that accountability is a powerful tool to help students avoid using illegal and/or performance-enhancing drugs and that early detection and intervention can save students' lives.

Although the board, administration, and staff desire that every student in the district refrain from using or possessing illegal drugs, district officials realize that their power to restrict the possession or use of illegal and/or performance-enhancing drugs is limited. Therefore, this policy governs performance-enhancing and/or illegal drug use by students participating in extracurricular activities. The sanctions imposed for violations of this policy will be limited to the opportunity of such students to exercise the privilege of participating in extracurricular activities. No suspension from school or academic sanctions will be imposed for violations of this policy unless the student is found in possession of such drugs or student is found using such drugs or under the influence of such on school grounds or at school events or activities, whether or not such are sponsored by the school, including travelling to or from the school event or activity.

### **Purpose**

1. To deter and remediate rather than punish,
2. To educate students as to the serious physical, mental, and emotional harm caused by illegal and/or performance enhancing drug use,
3. To alert students with possible substance-abuse problems to the potential harm that drug use poses for their physical, mental, and emotional well-being and offer them the privilege of competition as an incentive to stop using such substances,
4. To ensure families are aware of their student using or possessing such substances,
5. To prevent injury, illness, and harm for students that may arise from illegal and/or performance-enhancing drug use, and
6. To offer students practices, competition, and school activities free of the effects of illegal and/or performance enhancing drug use.

### **Procedure**

#### **1. Consent Form**

Each student shall be provided with a copy of the form "Student Drug Testing Consent," which shall be read, signed, and dated by the student and parent or guardian before such student shall be eligible to participate in any extracurricular activities. The consent form will indicate that the student shall be randomly selected to submit to drug testing by providing a urine sample.

#### **2. Orientation**

Prior to the commencement of drug testing each year for students in extracurricular activities, an orientation session will be held to educate them about the sample collection process, privacy arrangements, drug testing procedures, and other areas that may help to reassure the students and help avoid embarrassment or uncomfortable feelings about the process.

#### **3. Testing**

Students participating in extracurricular activities will be chosen on a random selection basis from the list of all such students. The district will determine a number of students' names to be

drawn at random to provide a urine sample for testing for illegal drugs and performance-enhancing drugs.

#### **4. Appeal**

A student who has been determined to be in violation of this policy shall have the right to appeal the decision to the superintendent. Such request for a review must be submitted to the superintendent in writing within five (5) school business days of notice the initial violation determination. The student shall remain eligible to participate in any extracurricular activities during the appellate process. The superintendent shall determine whether the original finding was justified. The decision of the superintendent shall be final.

#### **Consequences**

**FIRST OFFENSE:** Within five (5) school business days of receipt of a positive test result, district will contact and schedule a private conference with the parent/guardian, if the student is under 18 years of age, to present the test results to the parent/guardian. A student with a positive drug test will be suspended from participating in any extracurricular activities for ten (10) school days. After the 10-day suspension, in order to continue participating in the activity, the student and parent/guardian must provide proof to the principal that the student has received drug counseling from a qualified drug treatment program or counseling entity and provide a negative drug test by a certified testing facility.

**SECOND OFFENSE:** A student with a second positive drug test will be suspended from participating in any extracurricular activities for eighty (80) school days. After this suspension, in order to continue participating in the activity, the student and parent/guardian must provide proof to the principal that the student has received drug counseling from a qualified drug treatment program or counseling entity and provide a negative drug test by a certified testing facility.

**THIRD OFFENSE:** A student with a third positive drug test will be suspended from participating in any extracurricular activities for the remainder of their enrollment at HICD. Parents should strongly consider additional assistance from outside sources, including, but not limited to, drug treatment centers.

#### **Refusal to Submit to Drug Use Test**

A participating student who refuses to submit to a drug test authorized under this policy shall not be eligible to participate in any extracurricular activities until the student submits to a drug test pursuant to this policy.

### **Effective Date/Retroactivity of Student Handbook**

This Student Handbook shall be effective beginning with the 2022-23 year and shall continue in effect until such time as it is amended or revised by the HICD Governance Board.

# EXHIBIT 9



May 27, 2022 | 08:08am

## **Bullard's bill signed to protect boys' and girls' bathrooms in public schools**

OKLAHOMA CITY – Senate Bill 615 was signed into law Wednesday, requiring restrooms or changing rooms in Oklahoma public schools to be designated exclusively based on biological sex. Sen. David Bullard, R-Durant, a strong proponent against school indoctrination of Oklahoma's students, said his legislation will further protect their rights when it comes to having privacy in school bathrooms.

“I'm proud of the Legislature and governor for joining me in approving this common-sense legislation requiring all individuals to use the restrooms and changing rooms that line up with their biological sex,” Bullard said. “We must not allow the shrills of the far left to replace facts of biological science and irrefutable evidence. As John Adams said, ‘Facts are stubborn things; and whatever may be our wishes, our inclinations, or the dictates of our passions, they cannot alter the state of facts and evidence.’ The fact is there are only two sexes, male and female. Our kids deserve and demand privacy and protection; and in Oklahoma, they will now get it.”

SB 615 requires each public school and public charter school that serves students in pre-K through 12th grade to require every multiple occupancy restroom or changing room to be designated for the exclusive use of the male or female sex. It defines “sex” as the physical condition of being male or female based on genetics and physiology, as identified on an individual's original birth certificate. It requires each school to provide a reasonable accommodation - a single-occupancy restroom or changing area - to anyone who does not wish to comply with the requirement.

“Each individual state oversees education as reserved by the 10<sup>th</sup> Amendment and our nation's Constitution. We are responsible for protecting the freedom of all students, not just a few,” Bullard said. “How far have we slipped in our society when we are willing to fail our kids by coercing them into living in someone else's fantasy. I am dedicated to removing all forms of indoctrination, including this one.”

The new law requires school district boards of education and public charter school governing boards to adopt a policy to provide disciplinary action for districts that refuse to comply. Any school district or charter school found not in compliance with the new law by the State Board of Education will

have their state funding reduced by five percent the following fiscal year. The bill also provides a cause of action for parents and legal guardians of students enrolled in and physically attending a school district or charter school. Exceptions are provided for individuals to enter a restroom or changing area designated for the opposite sex for custodial, maintenance, inspection purposes or to render emergency medical assistance.

Rep. Danny Williams, R-Seminole, was the principal House author of the bill.

"Oklahomans across the state were concerned about the privacy of their children as a result of a lack of standard bathroom policies in each of our public schools," Williams said. "After numerous discussions, it became clear that legislative action was needed to clarify state statute. I appreciate everyone's work to pass Senate Bill 615 into law so we can protect each of our students."

Rep. Kevin West, R-Moore, co-authored the measure and filed the friendly amendment clarifying the bathroom school policies.

"The goal of this legislation is to make sure that our students are properly protected from situations that could cause them harm," West said. "I am concerned with protecting the safety, privacy and dignity of all children. My colleagues and I hear every day from parents who are concerned about school policies that affect their children. This gives teachers and administrators clear guidance on this issue and leaves the broader conversation of sexual or gender identity between a parent and their child, where it should be."

SB 615 became law upon being signed by the governor.

#### Contact info

Sen. Bullard: (405) 521-5586 or [David.Bullard@oksenate.gov](mailto:David.Bullard@oksenate.gov)

# EXHIBIT 10



RECIPIENT PROFILE  
EDUCATION, OKLAHOMA DEPARTMENT OF



Trailing 12 Months

# EDUCATION, OKLAHOMA DEPARTMENT OF

Also known by 7 other names

This recipient is a child of OKLAHOMA, STATE OF

CHILD RECIPIENT

Total Awarded Amount

## \$968.6 Million

from 96 transactions

[View awards to this recipient](#)

Face Value of Loans

## \$0

from 0 transactions

Details

Recipient Identifier

G8ZRG7PQB7A9 (UEI)  
809929649 (Legacy DUNS)

Address

2500 N LINCOLN BLVD RM 112  
OKLAHOMA CITY, OK UNITED STATES 4503  
CONGRESSIONAL DISTRICT: OK-05

Business Types

Government  
National Government  
Regional and State Government

## Transactions Over Time

This graph shows trends over time for all transactions to this recipient. Hover over the bars for more detailed information.

Years      Quarter      Month



## Top 5

The set of tables below provide a summary of awards to this recipient through multiple angles. To see more than the top 5, you can visit our [Advanced Search](#) page.

### Awarding Agencies

Name	Awarded Amount	% of Total
1. Department of Education (ED)	\$485.85M	50.10%
2. Department of Agriculture (USDA)	\$478.21M	49.37%
3. Department of Health and Human...	\$5.68M	0.59%

### Awarding Sub-Agencies

Name	Awarded Amount	% of Total
1. Department of Education (ED)	\$485.85M	50.10%
2. Food and Nutrition Service (FNS)	\$478.21M	49.37%
3. Substance Abuse and Mental Heal...	\$5.32M	0.55%
4. Centers for Disease Control and P...	\$365,000	0.04%

### Federal Accounts

Coming Soon

### CFDA Programs

Name	Awarded Amount	% of Total
1. 10.555 - National School Lunch Pr...	\$445.88M	46.03%
2. 84.010 - Title I Grants to Local Eds...	\$212.91M	21.98%
3. 84.027 - Special Education Grants ...	\$171.47M	17.7%
4. 84.367 - Supporting Effective Instr...	\$28.56M	2.95%
5. 84.424 - Student Support and Aca...	\$27.22M	2.81%

### NAICS Codes

Name	Awarded Amount	% of Total
1. 541720 - Research and Developm...	\$134,119	0.01%

### Product Service Codes

Name	Awarded Amount	% of Total
1. R410 - SUPPORT- PROFESSIONAL...	\$152,239	0.02%
2. AF11 - R&D- EDUCATION: EDUCATI...	-\$18,120	0%

### Countries

### U.S. States or Territories



Name	Awarded Amount	% of Total	Name	Awarded Amount	% of Total
1 United States	\$969.74M	100.12%	1 Oklahoma	\$969.74M	100.12%

Note: This data is based on Primary Place of Performance.

Note: This data is based on Primary Place of Performance.

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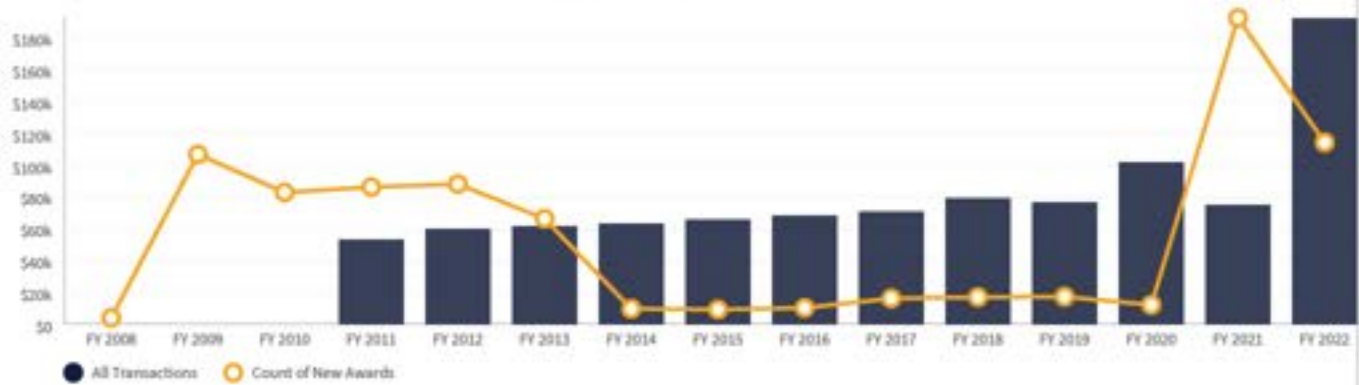
[Freedom of Information Act](#)

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# EXHIBIT 11





## Top 5

The set of tables below provide a summary of awards to this recipient through multiple angles. To see more than the top 5, you can visit our [Advanced Search page](#).

### Awarding Agencies

Name	Awarded Amount	% of Total
1. Federal Communications Commis...	\$99,707	51.83%
2. Department of Education (ED)	\$92,664	48.17%

### Awarding Sub-Agencies

Name	Awarded Amount	% of Total
1. Federal Communications Commis...	\$99,707	51.83%
2. Department of Education (ED)	\$92,664	48.17%

### Federal Accounts

Coming Soon

### CFDA Programs

Name	Awarded Amount	% of Total
1. 32.009 - Emergency Connectivity ...	\$100,490	52.24%
2. 84.060 - Indian Education Grants L...	\$92,664	48.17%
3. 32.004 - UNIVERSAL SERVICE FUN...	-\$783	-0.41%

### NAICS Codes

No Data Available

### Product Service Codes

No Data Available

### Countries

Name	Awarded Amount	% of Total
1. United States	\$192,371	100%

Note: This data is based on Primary Place of Performance.

### U.S. States or Territories

Name	Awarded Amount	% of Total
1. Oklahoma	\$192,371	100%

Note: This data is based on Primary Place of Performance.



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# EXHIBIT 12



RECIPIENT PROFILE  
MOORE INDEPENDENT SCHOOL DISTRICT NO 2



Trailing 12 Months

## MOORE INDEPENDENT SCHOOL DISTRICT NO 2

Also known by 3 other names

PARENT RECIPIENT [View child recipients](#)

### Total Awarded Amount

# \$760,781

from 5 transactions

[View awards to this recipient](#)

### Face Value of Loans

# \$0

from 0 transactions

#### Details

Recipient Identifier

H4D5R113DJT9 (UEI)  
020707881 (Legacy DUNS)

Address

1500 SE 4TH ST  
MOORE, OK UNITED STATES 8266  
CONGRESSIONAL DISTRICT: OK-04

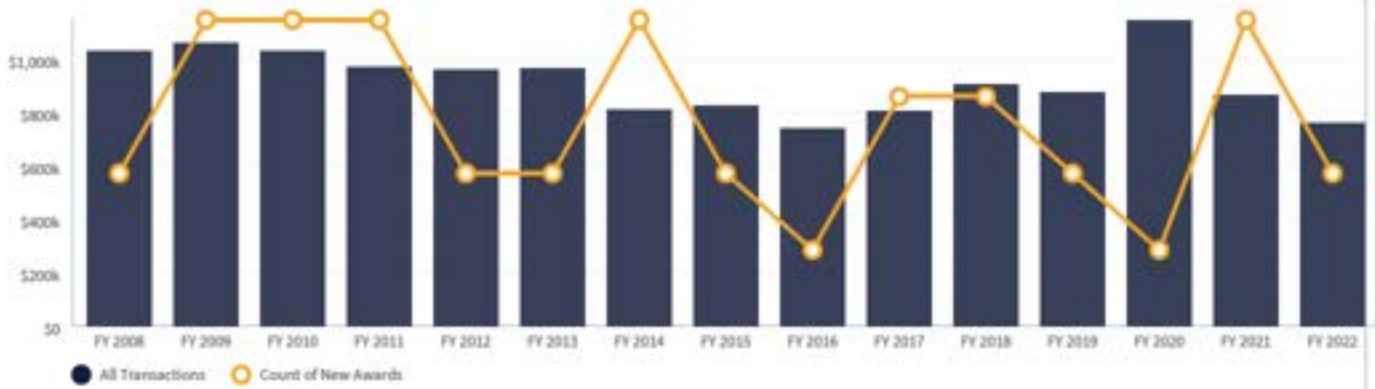
Business Types

Government  
Local Government  
National Government

## Transactions Over Time

This graph shows trends over time for all transactions to this recipient. Hover over the bars for more detailed information.

Years Quarter Month



## Top 5

The set of tables below provide a summary of awards to this recipient through multiple angles. To see more than the top 5, you can visit our [Advanced Search page](#).

### Awarding Agencies

Name	Awarded Amount	% of Total
1. Department of Education (ED)	\$744,469	97.86%
2. Department of the Interior (DOI)	\$16,312	2.14%

### Awarding Sub-Agencies

Name	Awarded Amount	% of Total
1. Department of Education (ED)	\$744,469	97.86%
2. Bureau of Indian Affairs and Burea...	\$16,312	2.14%

### Federal Accounts

Coming Soon

### CFDA Programs

Name	Awarded Amount	% of Total
1. 84.060 - Indian Education Grants t...	\$660,331	86.8%
2. 84.041 - Impact Aid	\$84,138	11.06%
3. 15.130 - Indian Education Assistan...	\$16,312	2.14%

### NAICS Codes

No Data Available

### Product Service Codes

No Data Available

### Countries

Name	Awarded Amount	% of Total
1. United States	\$760,781	100%

Note: This data is based on Primary Place of Performance.

### U.S. States or Territories

Name	Awarded Amount	% of Total
1. Oklahoma	\$760,781	100%

Note: This data is based on Primary Place of Performance.

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# EXHIBIT 13



**OKLAHOMA**  
Education

A young boy with dark, curly hair is smiling and looking slightly to the right. He is wearing a light-colored, button-down shirt and has a dark backpack on his shoulders. He is standing in front of a bookshelf filled with books. The entire image has a warm, orange-toned overlay.

**OKLAHOMA  
CHARTER SCHOOL  
REPORT 2021**  
OKLAHOMA STATE DEPARTMENT OF EDUCATION



## Contents

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Oklahoma Virtual/Blended Charter Demographics .....	13
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## **Introduction: The State of Charter Schools in Oklahoma**

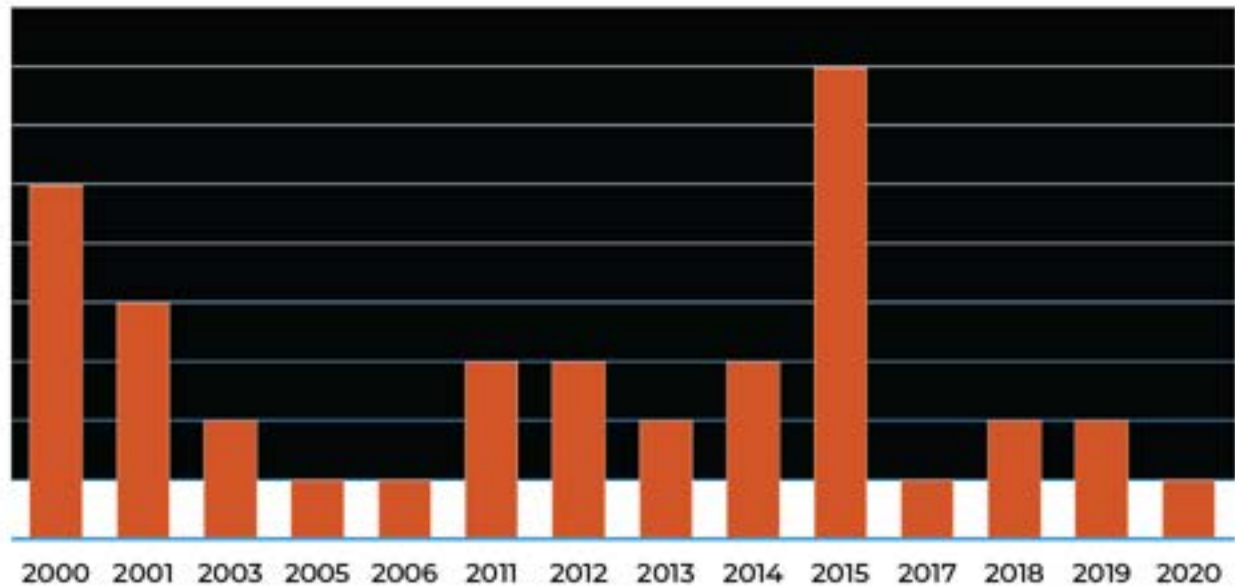
Since the passing of the Oklahoma Charter Schools Act in 1999, there have been a total of 39 charter schools founded in Oklahoma, 31 of which are still in operation.

In 2015, along with the statewide expansion of charter schools, amendments to the Oklahoma Charter Schools Act (the "Act") also brought a new level of accountability. According to the National Alliance for Public Charter Schools, Oklahoma made the biggest jump in state charter law rankings because of the overhaul of its law, including statewide expansion, school and sponsor accountability, and replication of high-quality charters. Further, upon the overhaul of Oklahoma's charter law, National Association of Charter School Authorizers (NACSA) stated that "Oklahoma now has one of the nation's strongest charter laws ... with a focus on school accountability and strong standards" for sponsors.

Oklahoma law now requires that the State, as well as charter sponsors, provide annual performance reviews of charter schools. In fact, the Act is replete with requirements that work to ensure that charter schools are meeting the terms of the school's charter, academic and/or operational goals and measurable achievement benchmarks. Specifically, the Act grants a sponsor the affirmative power and duty to "provide oversight of the operations of the charter school ... through annual performance reviews of charter schools and reauthorization of charter schools for which it is a sponsor."



## Number of Charter Schools Opened by Year



- 2000:** Astec, Deborah Brown, Dove Tulsa, Hupfeld at Western Village, Independence MS and Seeworth Alternative Academy (closed 2019)
- 2001:** Dove OKC, Santa Fe South, Tulsa Arts & Sciences and John Wesley Academy (closed 2007)
- 2003:** Harding Prep and Marcus Garvey Leadership (closed 2013)
- 2005:** Harding Fine Arts
- 2006:** Kipp Reach OKC
- 2011:** Cherokee Immersion, Epic Virtual and Oklahoma Virtual
- 2012:** Kipp Tulsa, Lighthouse Tulsa (renamed Tulsa Legacy 2016) and Alexis Rainbow Arts (closed 2015)
- 2013:** Sankofa and Harper HS (closed 2017)
- 2014:** John Rex, Connections Virtual and Insight Virtual
- 2015:** Carlton Landing, College Bound, Collegiate Hall, Tulsa Honor, Oklahoma Youth Academy (OJA), Able Virtual (closed 2017), Lighthouse OKC (closed 2017) and Langston Hughes (closed 2019)
- 2017:** Epic Blended
- 2018:** Academy of Seminole and LeMonde International
- 2019:** E-School Virtual and Sovereign Community School
- 2020:** Oklahoma Information & Technology Virtual

Source: Oklahoma State Department of Education, Office of Accreditation (2021)

## Oklahoma Charter Sponsors (Authorizers)

The following entities have utilized their powers through the Oklahoma Charter Schools Act (OCSA) to sponsor, or authorize, charter schools (See 70 O.S. § 3-132):

SCHOOL AUTHORIZER	CHARTER SCHOOL	GOVERNING BOARD
<b><i>Brick &amp; Mortar Schools</i></b>		
Canadian Public Schools	Carlton Landing	Carlton Landing Academy, Inc.
Cherokee Nation	Cherokee Immersion	Tsunadeloquasdi Cherokee Immersion Board
Langston University	Deborah Brown	The Deborah Brown Community School, Inc.
	Dove Tulsa	Dove Schools, Inc.
	Sankofa	Sankofa Middle School of Creative & Performing Arts, Inc.
Oklahoma City Public Schools	Dove OKC	Dove Schools, Inc.
	Harding Fine Arts	Harding Fine Arts Academy, Inc.
	Harding Prep	Families for Excellence in Education, Inc.
	Hupfeld	Western Village Academy, Inc.
	Independence	Families for Excellence in Education, Inc.
	John Rex	John W. Rex Charter Elementary School, Inc.
	KIPP OKC	KIPP Reach Academy Charter School, Inc.
Oklahoma State Board of Education	Santa Fe South	Santa Fe South Schools, Inc.
	Academy of Seminole	Academy of Seminole, Inc.
	LeMonde International	LeMonde International School Public Charter of Norman OK, Inc.
	Oklahoma Youth Academy	Oklahoma Juvenile Affairs Board
Oklahoma State University	Sovereign Community	Sovereign Community School Foundation
	Astec	Astec, Inc.
Tulsa Public Schools	College Bound	College Bound Academy, Inc.
	Collegiate Hall	Collegiate Hall, Inc.
	KIPP Tulsa	KIPP Tulsa College Preparatory, Inc.
	Tulsa Arts & Sciences	Tulsa School of Arts & Sciences, Inc.
	Tulsa Honor	Tulsa Honor Academy, Inc.
	Tulsa Legacy	Tulsa Legacy Charter School, Inc.

Source: Oklahoma State Department of Education, Office of Accreditation (2021)

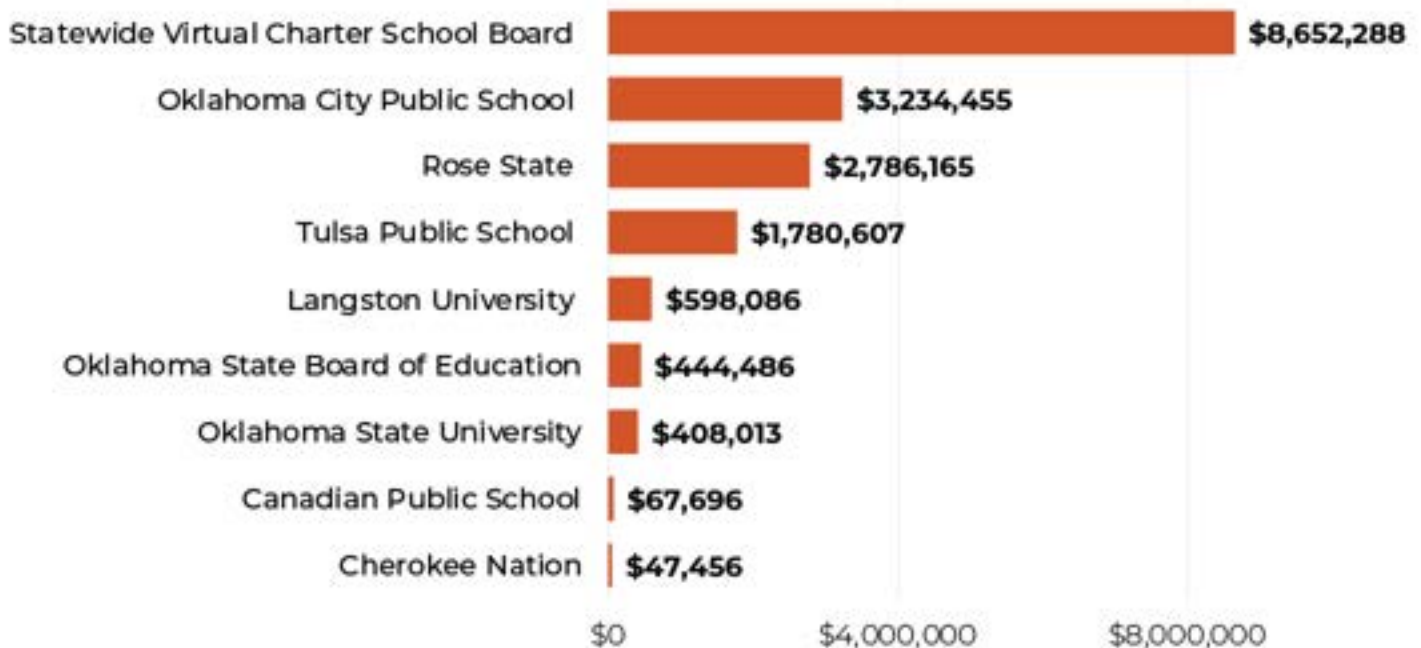


## Oklahoma Charter Sponsors (Authorizers)

SCHOOL AUTHORIZER	CHARTER SCHOOL	GOVERNING BOARD
<b>Blended Schools</b>		
Rose State College	EPIC Blended	Community Strategies, Inc.
<b>Virtual Schools</b>		
Oklahoma Statewide Virtual Charter School Board	Connections	Board of Directors of Oklahoma Connections Academy
	EPIC Virtual	Community Strategies, Inc.
	E-School Virtual	Virtual Education Services Association
	Insight	Insight School of Oklahoma, LLC
	Oklahoma Information & Technology School	Dove Schools, Inc.
	Oklahoma Virtual	Oklahoma Skynet, Inc.

## Administrative Services Fee Collection 2020-21 School Year

The Act allows sponsors/authorizers to collect a fee for administrative services that must not exceed 3% of the charter school's State Aid allocation. The graph below shows the estimated fees collected by authorizers during the 2020-21 school year and totaled \$18,019,252.



Source: Oklahoma State Department of Education, Office of Financial Accounting (2021)

## State Aid Allocated to Oklahoma Charter Schools

Public Charter Schools receive funding from multiple sources. This graph reflects only the funding received from the Office of State Aid. The total State Aid Allocation to charter schools in the 2020-21 school year was \$420,785,686.



Source: Oklahoma State Department of Education, Office of State Aid (2021)

## Federal Funds Allocated to Oklahoma Charter Schools

Another large source of funding for Public Charter Schools comes from the Office of Federal Programs. This figure includes only funds within Titles I-II-III. (Total excludes Special Education, Child Nutrition Program funding & any Covid 19 related federal funds).

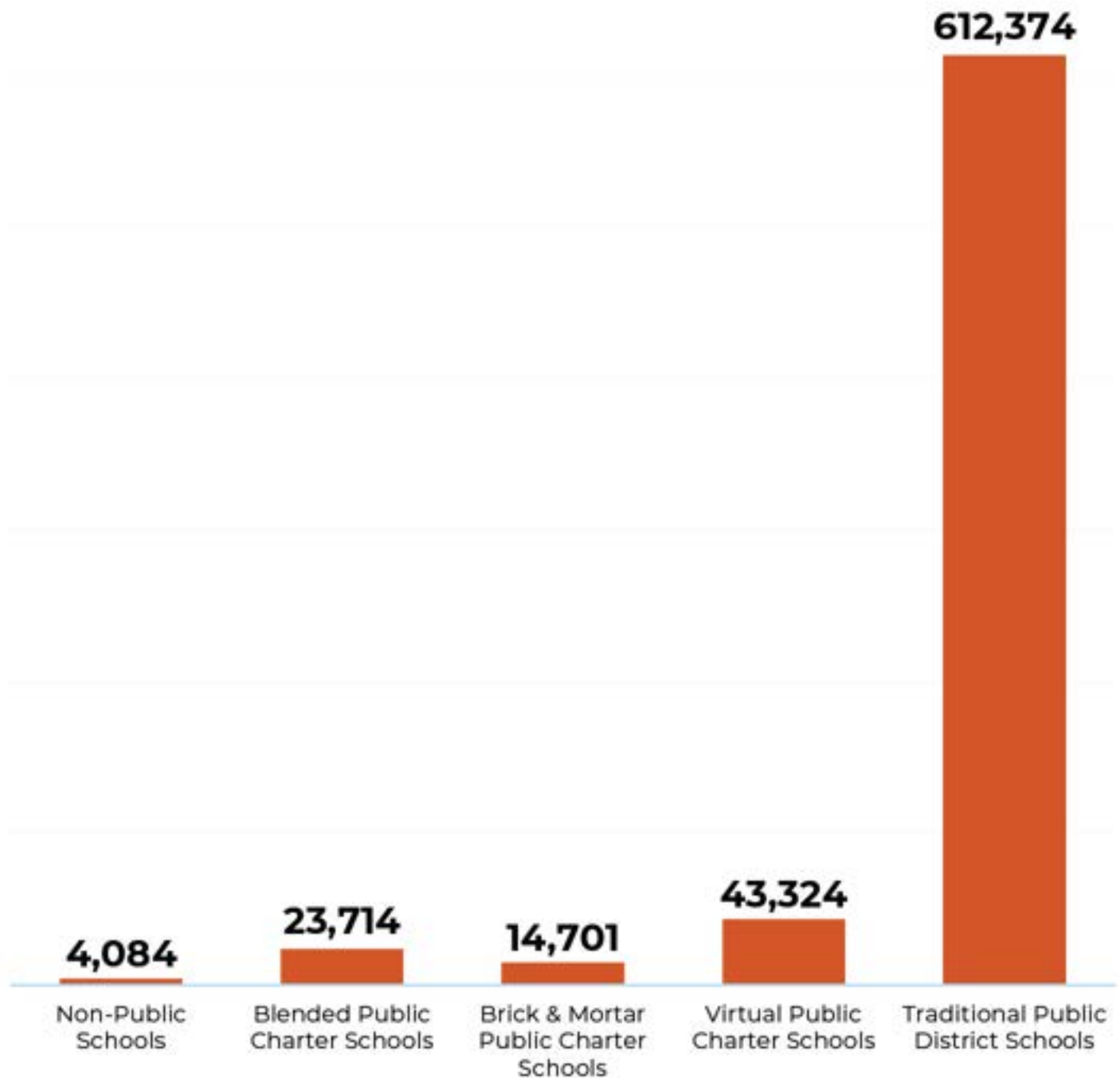


Source: Oklahoma State Department of Education, Office of Financial Accounting (2021)



## Oklahoma Charter School Enrollment

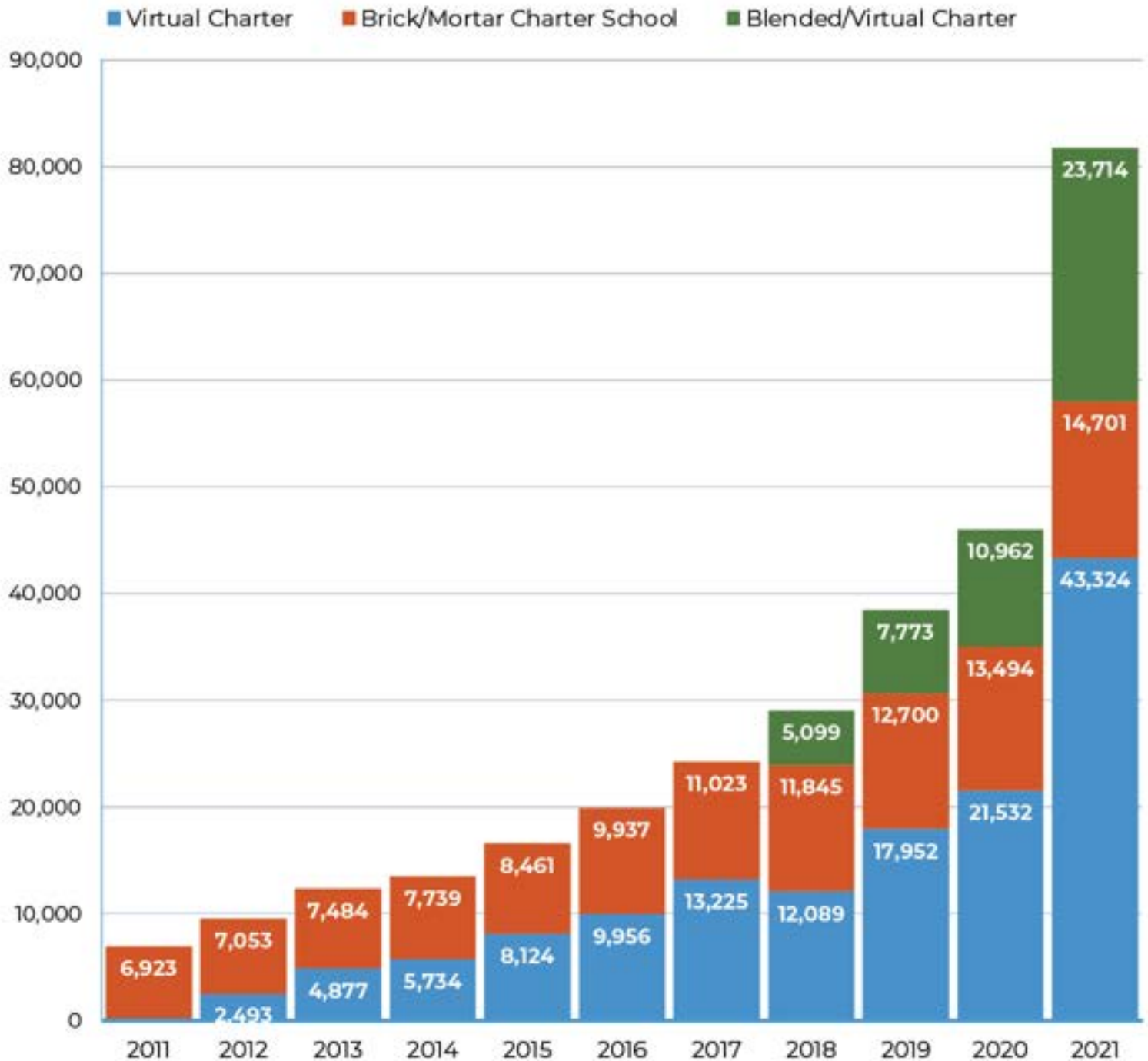
During the 2020-21 school year, there were a total of 698,197 students enrolled in state accredited Oklahoma schools. The breakdown is shown below:



Source: Oklahoma State Department of Education, Office of Accountability (2021)

## Oklahoma Charter School Enrollment

During the 2020-21 school year, 31 charter schools served approximately 81,739 students, or about 11.7% of the overall student population in Oklahoma public schools. The number of students served by charter schools has increased dramatically over the last few years as a result of the expansion of virtual charter schools, beginning in 2012.

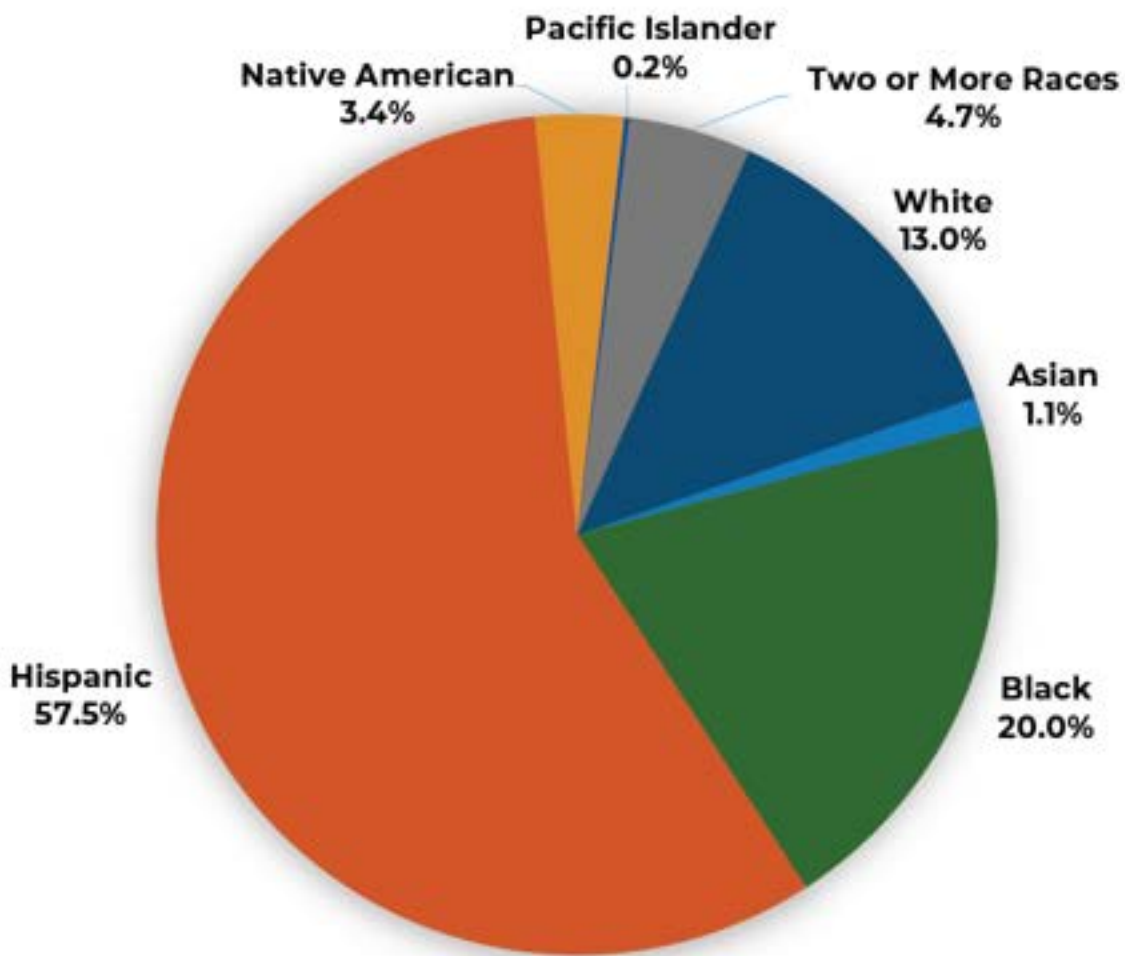


Source: Oklahoma State Department of Education, Office of Accountability (2021)

## Oklahoma Charter Demographics

Brick-and-mortar and virtual charters have vastly different demographic ratios. These demographics show a large populace of what might be considered a minority population.

### Brick-and-Mortar Charter School Population

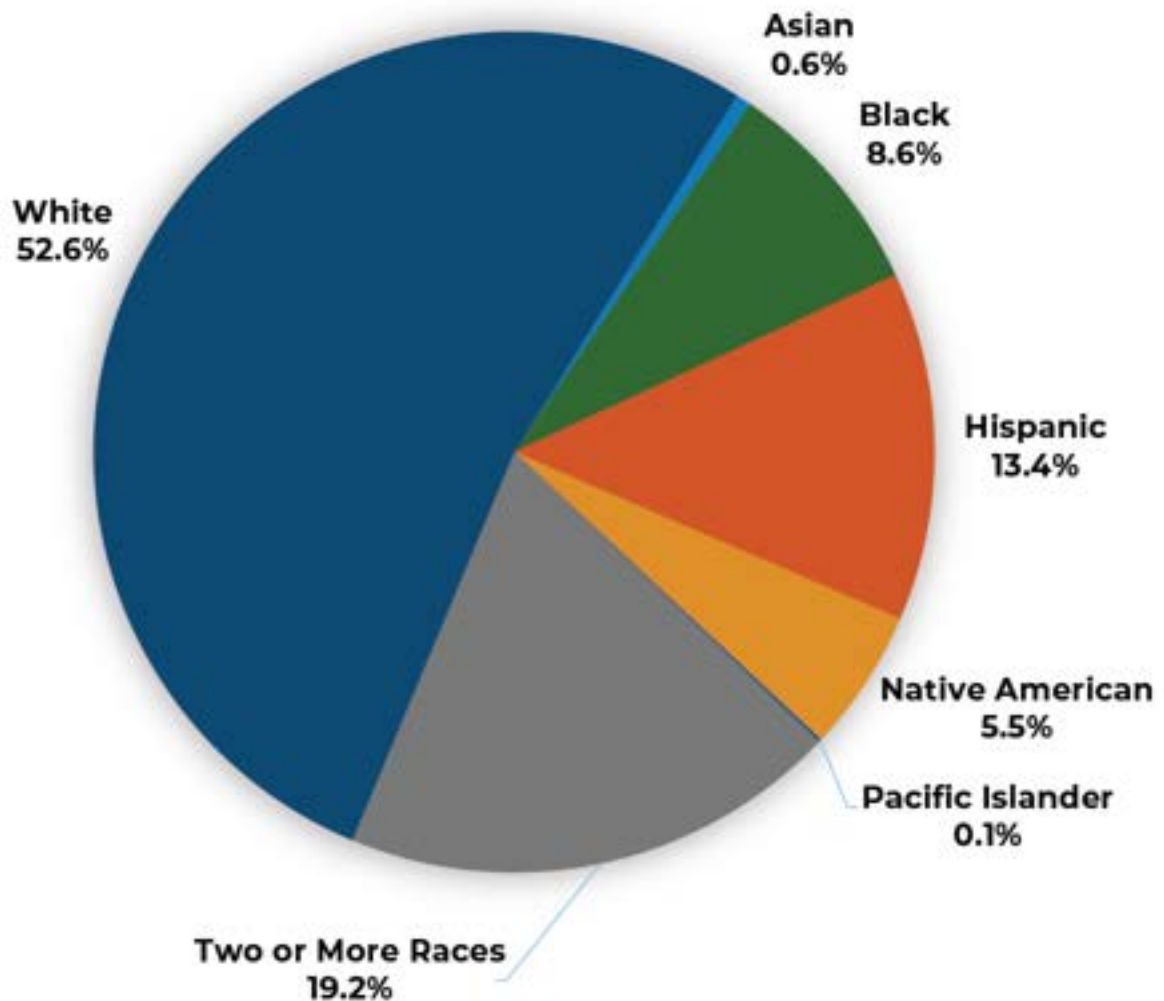


Source: Oklahoma State Department of Education, Reporting Index (2021)

## Oklahoma Virtual/Blended Charter Demographics

Virtual/Blended charter schools, in contrast to the brick-and-mortar charters, are comprised of a majority of students identifying as white.

### Virtual/Blended Charter School Population



Source: Oklahoma State Department of Education, Reporting Index (2021)



## Student Performance Levels (Assessment Data)

Spring 20-21 testing data provides a snapshot of student readiness for next grade level, follow-up courses, and are on-track to be career/college ready. Please consider the unique COVID-related disruptions before comparing 2021 data to previous years.

		STUDENT ENROLLMENT	PARTICIPATION RATES	ADVANCED ON TRACK	PROFICIENT ON TRACK	BASIC NOT ON TRACK	BELOW BASIC NOT ON TRACK
	AVERAGE STATEWIDE DISTRICT DATA (EXCLUDING CHARTER SCHOOLS)	612,374	97.7%	8.4%	16.2%	37.9%	38.8%
BRICK & MORTAR SCHOOLS	ASTEC	1294	91%		8%	34%	56%
	ACADEMY OF SEMINOLE	295	92%	5%	22%	34%	39%
	CARLTON LANDING	65	98%		11%	52%	35%
	CHEROKEE IMMERSION	114	87%		13%	29%	57%
	DEBORAH BROWN	232	100%		34%	39%	20%
	DOVE OF OKLAHOMA CITY	1504	100%		17%	33%	45%
	DOVE OF TULSA	1209	99%		12%	35%	50%
	JOHN REX	717	98%	11%	29%	32%	28%
	LE MONDE INTERNATIONAL	232	100%		13%	56%	30%
	HARDING PREP	524	98%	13%	37%	33%	17%
	HARDING FINE ARTS	337	97%	6%	29%	42%	22%
	HUPFELD AT WESTERN VILLAGE	330	100%		27%	36%	33%
	INDEPENDENCE	309	99%		10%	26%	63%
	KIPP REACH OKC	465	86%		14%	34%	47%
	SANTA FE SOUTH	3636	99%		11%	37%	50%
	SANKOFA	87	96%		8%	28%	63%
	SOVEREIGN COMMUNITY	92	96%		5%	16%	78%
	COLLEGE BOUND	481	94%		5%	21%	74%
	COLLEGIATE HALL	296	87%		6%	20%	74%
	TULSA HONOR	682	90%		15%	32%	49%
KIPP TULSA	577	92%		5%	29%	65%	
TULSA ARTS AND SCIENCES	527	88%		15%	34%	49%	
TULSA LEGACY	633	92%			22%	76%	
BLENDED/VIRTUAL SCHOOLS	EPIC BLENDED	23714	51%		15%	33%	49%
	CONNECTIONS VIRTUAL	1779	48%	6%	24%	39%	32%
	E-SCHOOL VIRTUAL	978	64%	5%	17%	35%	43%
	EPIC VIRTUAL	35731	51%		14%	36%	48%
	OKLAHOMA VIRTUAL	4011	40%		14%	33%	50%
	OK INFO/TECH VIRTUAL	25	95%		32%	37%	24%
	OK INSIGHT VIRTUAL	800	54%		8%	36%	56%



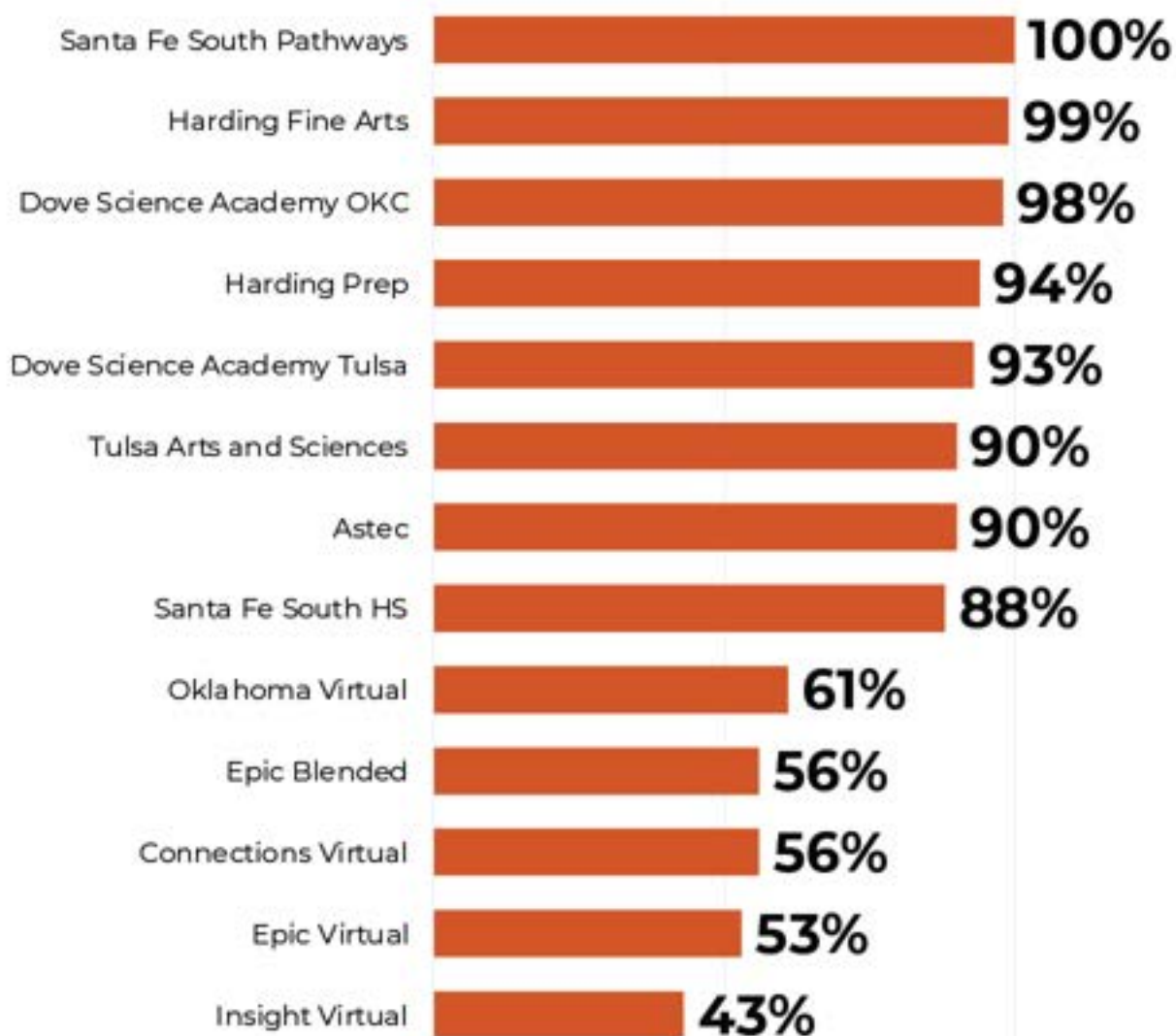
## Oklahoma Charter High Schools

### State SAT/ACT Average Participation Rates

DISTRICT HIGH SCHOOLS	BRICK & MORTAR CHARTER HIGH SCHOOLS (EXCLUDING OYA)	VIRTUAL/BLENDED HIGH SCHOOLS
<b>95%</b>	<b>93%</b>	<b>75%</b>

### Graduation Cohort Data

In 20-21, there were eight brick-and-mortar charter high schools, one blended charter high school, four virtual charter high schools, and one juvenile incarceration center. The information below presents the percentage of students who graduated in 4/5 years. There are additional charter high schools that have not been in operation long enough to collect data.



Source: Oklahoma State Department of Education, Office of Accountability, Oklahoma School Report Cards (2021)



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# EXHIBIT 14

## **BYLAWS OF HARDING INDEPENDENCE CHARTER DISTRICT, INC.**

### **ARTICLE I. ORGANIZATION**

**SECTION 1.1 NAME.** The name of the Organization shall be Harding Independence Charter District, Inc., (hereinafter HICD).

**SECTION 1.2 LOCATION.** The location of HICD shall be 1301 NE 101<sup>st</sup> Street, Oklahoma City, OK 73131.

**SECTION 1.3 SCHOOLS.** The current schools operating under HICD are Harding Charter Preparatory High School and Independence Charter Middle School. These bylaws do not prevent HICD from forming other charter schools, as allowed by law.

### **ARTICLE II. PURPOSES AND POWERS**

**SECTION 2.1 PURPOSE.** As set forth in the Articles of Incorporation, HICD is organized for educational, scientific and literary purpose. This purpose includes providing for the establishment, funding and operation of charter schools in Oklahoma. The vision of our schools is to adequately prepare all students for a post-secondary education of their choice after graduation. The mission of Harding Charter Preparatory High School is to provide each student with an academically challenging and equitable educational experience through an Advanced Placement curriculum, which will prepare graduates for success at a four-year university. The mission of Independence Charter Middle School is to prepare students to be successful in a college preparatory high school.

**SECTION 2.2 POWERS.** HICD shall have the power to sue and be sued, to hold, receive, lease and purchase such real estate and personal property as may be requisite and expedient for its purposes and to sell, lease, encumber and dispose of such property on its own behalf or on behalf of any school under its control or noted in Article 1, Section 1.3, herein. It shall have the power to negotiate any and all contracts involving any school under its control and/or noted in Article 1, Section 1.3, herein. It shall have all other powers granted to non-stock, nonprofits by the general laws of this state. Provided, however, HICD shall not carry on any activities or shall it have any powers prohibited to an Organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or the corresponding section of any future United States Internal revenue law. In particular, but without limitation of the foregoing, HICD shall not have or issue shares of stock or pay dividends, and no part of its earnings or assets shall inure to the benefit of or be distributable to its directors, officers, or other private person, except that it shall be authorized to make payments and distributions in furtherance of its authorized purpose as noted in Section 5.12. HICD shall be the entity in control of negotiating

and signing all contracts and/or agreements with any governmental agency or vendor or any entity providing services with regard to each of the respective schools, including, but not limited to, charter school contracts and leases with any sponsoring authority permitted by law. HICD may delegate the authority to negotiate and sign contracts with vendors or entities providing services to either school principal or to the superintendent.

**SECTION 2.3 RECEIPT OF FUNDS.** HICD shall be the sole receiver of any and all donations, grants, and bequeaths, not barred by law, for and on behalf of each of the charter schools under its control. HICD may delegate this authority to the respective schools or to the superintendent.

### **ARTICLE III. OFFICE**

HICD shall have and continually maintain a registered office and agent in the State of Oklahoma.

### **ARTICLE IV. MEMBERSHIP**

**SECTION 4.1 MEMBERS.** HICD shall have no members other than those persons elected or appointed as members of the board of directors, who shall be considered to be the members of HICD for purposes of any statutory provisions or rule of law relating to members of non-stock or non-profit corporations. Said members shall be those individuals who serve as voting members of the HICD Governance Board and shall serve for the same terms as they serve on said board. The words director and member are synonymous for purposes of these bylaws.

**SECTION 4.2 MEMBERSHIP.** No member of the governance board shall be employed by either charter school or be related within the second degree of affinity or consanguinity to any other member of the governance board or to any employee of either charter school.

**SECTION 4.3 FINANCIAL DISCLOSURES AND BACKGROUND CHECKS.** All members of HICD shall provide Oklahoma City Public Schools with financial disclosures utilizing the form provided by the Oklahoma Ethics Commission and complete a criminal background check at the expense of HICD.

**SECTION 4.4 CONFLICT OF INTEREST.** All members of HICD shall acknowledge and sign the Conflict of Interest Policy, a copy of which is attached hereto as Exhibit A.

**SECTION 4.5 CODE OF CONDUCT.** All members of HICD shall acknowledge and sign the Code of Conduct for HICD Governance Board members, a copy of which is attached hereto as Exhibit B.



## **ARTICLE V. BOARD OF DIRECTORS**

**SECTION 5.1 DIRECTORS.** HICD shall be governed by a governance board consisting of a board of directors for purposes of any statutory provisions or rule of law relating to directors of non-stock or nonprofit corporations. Directorship in HICD is not transferable or assignable. The directors shall be the only members of HICD, as noted in Article IV.

**SECTION 5.2 NUMBER AND COMPOSITION.** It is HICD's plan that its governance board will eventually number no more than thirteen (13) directors. Until such time, the board shall consist of those directors currently serving on each school's board; these directors shall be grandfathered in their positions on the HICD Governance Board until their respective terms expire, they resign or are removed. Beginning with the 2021-2022 school year, each school shall elect one (1) parent/guardian director from its first-year incoming grade (fifth and/or sixth grade(s) for ICMS and ninth grade for HCP) and such shall continue in like manner until changed by the board, with the intent that each grade level at each school site shall be represented by its own parent/guardian director. The parent/guardian directors shall appoint the community members. There shall not be more than five (5) community directors serving on the board. The number of directors may be increased or decreased from time to time by amendment to these bylaws. No decrease shall shorten the term of any incumbent director nor shall the number of directors be decreased or increased, at any time, unless by a two-thirds vote of the board.

**SECTION 5.3 ELECTIONS.** Parent/Guardian directors shall be elected by the schools' respective parent organizations, with said election to occur at each organization's September meeting. If either school does not have a functioning parent organization, then, in that event, the executive committee shall perform the function of the parent organization and appoint a parent/guardian member for that school.

**SECTION 5.4 TERMS.** New members shall take their seats at the governance board's next regular meeting after being elected/appointed, signing all required documents and completing a background check. The parent/guardian members' terms shall be for the normal length of time for the child, in the grade level the member was elected to represent, to graduate from their respective school, provided their child/ward remains enrolled at their school (i.e., an ICMS parent/guardian shall serve until their child/ward graduates eighth (8<sup>th</sup>) grade and an HCP parent/guardian shall serve until their child/ward graduates twelfth (12<sup>th</sup>) grade). Should an ICMS parent/guardian wish to become a ninth (9<sup>th</sup>) grade representative, the parent/guardian must stand for nomination and election as such. If a parent/guardian member's child/ward leaves the school from which the parent/guardian has been elected as a member, then their term on the board shall immediately terminate. Each community member shall serve a four-year term. Community board members may be reappointed to subsequent terms of service. The community members shall be appointed by the board at its June meeting. Current community members shall be grandfathered, with the 2021-2022 school year being the first year of their terms.

**SECTION 5.5 GOVERNANCE BOARD TRAINING.** Each member of the board shall be required within fifteen (15) months of appointment to the board to complete at least twelve (12) hours of instruction on education issues in the following areas: school finance; legal issues, which include but are not limited to employment, due process, new laws, the Oklahoma Open Records Act and the Oklahoma Open Meeting Act; and duties and responsibilities, which include but are not limited to special education and ethics. Additionally, for every year after the first fifteen (15) months of appointment that a member of the board continues to serve on the board, the member shall be required to obtain at least three (3) hours of instruction in the areas of school finance, the Oklahoma Open Records Act, and the Oklahoma Open Meeting Act. If a member of the board fails to obtain the required hours of instruction, the board shall replace the member within sixty (60) days of determining that the member has failed to meet the required hours of instruction. The member shall be removed when the replacement is seated.

**SECTION 5.6 VACANCIES.** Upon the board attaining the planned number of directors as set forth in Section 5.2, vacancies occurring on the board shall be filled by a person, who shall be selected by the board, who will serve for the remaining term of the person they are replacing and be of the same member status as the person they are replacing (i.e., a sixth-grade parent/guardian shall be replaced by a sixth-grade parent/guardian and a community member shall be replaced by a person from the community). Should a parent/guardian member who is occupying a grade level which has more than one member leave the board, no other person shall be elected or appointed to occupy the vacated position. Should a parent/guardian member resign or otherwise be removed leaving that grade level without a member, said member shall be replaced. Parent/Guardian members shall be nominated by the executive committee and voted on by the parent/guardian members. Should a community member resign or otherwise be removed, said member shall be replaced at the discretion of the parent/guardian members. Community members shall be nominated by the executive committee and voted on by the parent/guardian members.

**SECTION 5.7 VOTING.** Each director shall be entitled to one vote on each matter submitted to a vote of the board. No director shall be entitled to vote by proxy or otherwise if not present at such meeting. However, in the event of a national or statewide declared emergency preventing the directors being able to meet in person to conduct business, then, in that case, voting may take place by videoconferencing and/or teleconferencing if allowed by law and in the manner prescribed by law.

**SECTION 5.8 TERMINATION OR RESIGNATION.** If a director loses his/her membership for any reason whatsoever (i.e., their child no longer attends ICMS or HCP or moving out of the required area), his/her directorship on the board shall automatically and immediately terminate.

**SECTION 5.9 GENERAL POWERS.** The board shall be charged with the responsibilities and shall have the authority usually entrusted to a board of directors, including

the management of HICD, the management and control of the schools under HICD's authority and the control of their financial affairs as allowed by law, and those powers enumerated in Section 2.2, herein.

**SECTION 5.10 QUALIFICATIONS.** All directors must reside in the State of Oklahoma and in the areas in which the students of the respective school under its control reside. Directors must also comply with OKCPS' Charter School Policy I-22.

**SECTION 5.11 REMOVAL OF DIRECTORS.** A director may be removed by a two-thirds vote of the board at any regularly scheduled meeting or special meeting of the board, whenever in its judgment the best interests of HICD would be served.

**SECTION 5.12 RESIGNATION.** Except as otherwise required by law, a director may resign from the board at any time by giving notice in writing to the board. Such resignations shall take effect at the time specified therein, and, unless otherwise specified therein, no acceptance of such resignation by the board shall be necessary for it to take effect.

**SECTION 5.13 COMPENSATION.** Directors shall not receive any compensation for their service as directors, except they may be reimbursed for expenses incurred for the performance of their duties to HICD in reasonable amounts based upon policies approved by the board. This section shall supersede anything to the contrary in Section 2.2.

**SECTION 5.14 BINDING EFFECT OF BOARD ACTION.** Except as otherwise provided by law or by the Articles of Incorporation or these bylaws, the act of a majority of the directors present at a meeting, which has been lawfully noticed and at which a quorum exists, shall be an act of the board and binding upon HICD.

**SECTION 5.15 ABSENCE.** Any director who is absent from three consecutive regular board meetings shall be considered to have resigned due to non-participation, and his/her position shall be declared vacant, unless the board affirmatively votes to retain that director as a director of the board.

## **ARTICLE VI. MEETINGS**

**SECTION 6.1 REGULAR MEETINGS.** The board of directors shall meet monthly for the purpose of transacting such business as may properly come before it. The board will meet monthly, per the published schedule.

**SECTION 6.2 SPECIAL MEETINGS.** Special meetings may be called by the president, superintendent, or a majority of the board of directors.

**SECTION 6.3 EMERGENCY MEETINGS.** Emergency meetings may be called by the president or superintendent.

**SECTION 6.4 NOTICE OF MEETINGS.** The secretary shall cause written or printed notice stating the place, day, and time of all meetings of the governance board. This requirement

may be delegated to the administration or board clerk. Notice of regular or special meetings shall be posted outside the respective school's main office and/or the district office and in a location accessible to the public at all times and provided to the County Clerk as required by law. The purpose for which the meeting is called shall be stated in the notice, except for emergency meetings. Notice of emergency meetings shall be given at the first opportunity that such can be provided pursuant to the Oklahoma Open Meeting Act. All meeting notices shall comply with the Oklahoma Open Meeting Act.

**SECTION 6.5 QUORUM.** A majority of the directors, unless a greater proportion is required by law, shall constitute a quorum at any meeting.

**SECTION 6.6 EXECUTIVE SESSIONS.** All meetings of HICD shall be open to the public, except that, upon a vote of the majority of the directors present, an executive session may be held to discuss any matter, item or issue which is permitted to be discussed in an executive session pursuant to the Oklahoma Open Meetings Act. The meeting agenda shall comply with the Oklahoma Open Meetings Act requirements regarding providing notice of the purpose for the executive session. The motion requesting the executive session shall state the general nature of the matter(s) to be discussed, including the statutory authority for each such item. Those persons invited by the board and deemed necessary to the matters to be discussed in the executive session, as allowed under the Oklahoma Open Meetings Act, may be present during the executive session. The board's attorney will be invited to all executive sessions unless stated otherwise by the president of the board. The board shall not take any votes on any matters during an executive session. Matters discussed during executive sessions shall remain confidential among those attending. Any matter conducted in executive session shall be voted on in open session pursuant to the Oklahoma Open Meetings Act. Minutes shall be taken during the executive session by the minutes clerk or any person authorized to be present during the session if the minutes clerk is excused from the session for any reason or otherwise absent.

**SECTION 6.7 ATTENDANCE OF DIRECTORS.** The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, excepting where such attendance is for the purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

**SECTION 6.8 AGENDA ITEMS** Items may be placed on the agenda by either the superintendent or the president. Items may also be placed on the agenda if supported by a majority of board members.

## **ARTICLE VII. OFFICERS**

**SECTION 7.1 NOMINATIONS AND ELECTIONS.** Nominations for board officers for the ensuing school year shall be taken at the board's April meeting, with elections taking place at the May meeting, except for the 2021-22 school year, when both nominations and elections shall be held at the July meeting. The officers of HICD shall be as follows: president, vice president, secretary and treasurer. Each shall serve for one school year (July 1 – June 30) and until his/her successor shall have been duly elected and qualified. Officers may be reelected by the board.

**SECTION 7.2 VOTING.** Each board member shall have one vote for the election of each office. If there is more than one nominee for the same office, then voting shall be by secret ballot. The nominee who attains the majority vote of the members present and voting shall be elected to that office. If there are more than two (2) nominees for the same office, then there shall be a runoff election between the two nominees who attain the highest number of votes of the members present and voting. The runoff will likewise be by secret ballot. The nominee who attains the majority vote of the members present and voting, in the runoff, shall be elected.

**SECTION 7.3 DUTIES.** The duties of the officers are:

(A) President. The president shall preside at all meetings of HICD and at all meetings of the board. The president shall have the power to appoint such committees as may be necessary, with the approval of the board, which shall act under the direction of the board. The president shall sign all warrants ordered by the board.

(B) Vice President. In the absence of the president, the vice president shall preside at all meetings of HICD and at all meetings of the board and exercise all duties of the president during their absence. The vice president shall perform any other duties which may be assigned by the president or the board.

(C) Treasurer. The treasurer shall receive all funds paid to HICD and shall deposit the same in the official depositories and shall make distributions by the order of the board. The treasurer's accounts and books shall at all times be open to the inspection of the president, board of directors, and any authorized auditors. The treasurer shall make a report to the annual meeting and at such other times as the president or board of directors may require. The duties of the treasurer may be delegated to another person at the discretion of the board, provided that person complies with Oklahoma law.

(D) Secretary. The secretary shall oversee the keeping of records of all meetings of HICD and the board. The duties of the secretary may be delegated to the board's clerk.

**SECTION 7.4 BOARD, MINUTES, AND ENCUMBRANCE CLERK(S).** The board shall appoint board, encumbrance and minutes clerk(s), and, at its discretion, deputy clerk(s), each of whom shall hold office at the pleasure of the board. The board clerk shall perform the duties



normally assigned to the board secretary as delegated to them by the secretary. The board clerk shall countersign all warrants ordered by the board. If the board appoints a board clerk who is not one of the members of the board, the board clerk may also be employed as the encumbrance clerk and minutes clerk. If the board appoints a member of the board as board clerk, then it must appoint another person(s) as encumbrance and/or minutes clerk. Provided, no superintendent, principal, treasurer or assistant treasurer, instructor, or teacher employed by such board shall be elected or appointed to or serve as clerk or deputy clerk of the board nor as encumbrance clerk or minutes clerk, except that a treasurer or assistant treasurer may serve as minutes clerk. No board member shall serve as encumbrance clerk or minutes clerk. In the absence of the clerk(s), the deputy clerk(s) may perform any of the duties and exercise any of the powers of the clerk(s) with the same force and effect as if the same were done or performed by the clerk(s).

**SECTION 7.5 BONDS.** The board shall give a bond in a sum of not less than one hundred thousand dollars (\$100,000) for the superintendent, one hundred thousand dollars (\$100,000) for the treasurer, and one thousand dollars (\$1,000) for the board clerk with good and sufficient sureties to be approved by the board conditioned for the faithful performance of such duties.

**SECTION 7.6 TRAINING.** The appointed minute clerk and encumbrance clerk shall receive a minimum of three (3) hours annual training as to their job duties and responsibilities. In addition, the school treasurer shall receive training of at least twelve (12) hours over three (3) years from the date of their appointment.

## **ARTICLE VIII. CHECKS, DEPOSITS AND FUNDS**

**SECTION 8.1 CHECKS, DRAFTS, ETC.** All checks, drafts or other orders for the payments of money, notes or other evidence of indebtedness issued in the name of HICD shall be signed by the president and the clerk.

**SECTION 8.2 DEPOSITS.** All funds given to HICD shall be deposited in such banks, trust companies or other depositories as the governance board may select.

**SECTION 8.3 GIFTS.** The board may accept on behalf of HICD any contribution, gift, bequest or devise on behalf of either school which shall be turned over or credited to the school for which it was intended.

## **ARTICLE IX. COMMITTEES OF THE BOARD**

**SECTION 9.1 COMMITTEES.** A committee not having or exercising the authority of the board in the management of HICD may be designated by the president with the advice and consent of the board. The purpose for any committee shall be stated in its designation as well as if the committee shall have a limited duration.

**SECTION 9.2 STANDING COMMITTEES.** The board may establish standing committees to assist it in its duties. Each committee shall serve at the pleasure of the board. The board hereby establishes the following standing committees: executive, finance, operations, public relations, legal, community outreach and superintendent evaluation. The committees may meet as often as they deem necessary to transact their business. The board may dissolve any standing committee by a majority vote of the board for any reason and do so at any time during the committee's existence. The standing committees shall have the following general areas of responsibility, which may be revised, at any time, by a majority vote of the board:

- a. Executive Committee: Responsibility shall concern all areas and issues relating to the governance of the schools; oversight of all committees and agendas; and management of governance board meetings. The Executive Committee shall act as and fulfill all the duties of a parent organization with regard to board appointments and elections should either school not have an active and operating parent organization.
- b. Finance Committee: Responsibility shall concern all issues involving or relating to finances, including but not limited to budgetary, auditing, accounting and fundraising matters.
- c. Operations Committee: Responsibility shall concern all issues involving or relating to facilities, operations, crisis management procedures and lottery procedures.
- d. Public Relations Committee: Responsibility shall concern all issues involving or related to promotion of the schools, website matters and assignment of directors for attendance at parent organization meetings.
- e. Legal Committee: Responsibility shall concern all issues involving or relating to the legal needs of the schools, including but not limited to: contracts, leases, the charter, policies and procedures, litigation, claims, handbooks and bylaws.
- f. Community Outreach: Responsibility shall concern all issues involving or relating to community support, fundraising, and furthering the vision/programs of the district.
- g. Superintendent Evaluation Committee: Responsibility shall concern all issues involving or relating to the evaluation of the superintendent.

**SECTION 9.3 MEMBERS.** The composition of committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee.

Members will be selected by the board and may be individuals associated or not associated with either school. The board may delegate the assignment of committee members to one or more of its directors, with such assignments requiring approval by a majority vote of the board. It is recommended that each committee have a board member as chairperson. Members may serve on multiple committees at the same time. Members may be added to any committee whenever the need arises as determined by the committee and with the approval of the board. The members of the executive committee shall be the superintendent, president, vice president, secretary and finance committee chairperson. The president shall be the chairperson and the vice president shall be the vice chairperson. The executive committee may, in its discretion, appoint one additional member to the committee.

**SECTION 9.4 AUTHORITY AND RESPONSIBILITY.** Each committee shall be clearly instructed as to the extent and limitation of its authority and responsibilities, the resources the board will provide, and the approximate timetable in which the board is to be provided with reports by the committee. Recommendations of committees shall be based on research and data.

**SECTION 9.5 COMMITTEE POWERS AND PREROGATIVES.** The board is possessed of certain legal powers and prerogatives which cannot be delegated or surrendered to others. Therefore, all recommendations of committees must be submitted to the board for official action. The board shall have the power to dissolve or add any committee, for any reason, and shall reserve the right to exercise this power at any time during the life of any committee. No committee or subcommittee, regardless of type, title or name, shall exercise actual or de facto decision-making authority on behalf of or for HICD or its schools in the performance of its duties and responsibilities. The purpose of any committee or subcommittee established herein is purely fact-finding, informational, recommendatory and/or advisory. No committee has any authority to bind HICD or its schools.

**SECTION 9.6 MEETINGS.** Committees may meet as often as the committee deems necessary to perform its functions and responsibilities, unless directed otherwise by the board. The board, at its discretion, may require a committee to meet as often as necessary to complete assigned tasks.

**SECTION 9.7 TERM.** Each committee member's term shall not exceed one year, ending June 30 or until their removal, resignation, or death. Members, with the exception of the executive committee members, may be reappointed for as many one-year terms as the board may determine. All committee appointments will be reviewed each June for possible reappointment. Executive committee members shall serve for as long as they are an officer of the governing board, the finance chairperson, appointed by the committee as an additional member of the committee and/or superintendent.

**SECTION 9.8 POLICIES AND PROCEDURES.** The committees shall operate under the same policies and procedures as the board, as it relates to filling director vacancies due to resignations, deaths or removal.

**SECTION 9.9 LEADERSHIP.** Once a committee is established, a chairperson and vice chairperson shall be appointed by the committee members. The board president and/or superintendent shall arrange a meeting to have such chairpersons selected by the committee members. The chairperson shall run the meetings and serve as the committee's liaison to the board. The vice chairperson shall serve as chairperson whenever the chairperson is unable to attend any meeting or perform his/her duties.

## **ARTICLE X. CONTRACTS AND GRANTS**

**SECTION 10.1 CONTRACTS.** All contracts must be evaluated by the board, and intent to proceed on the contract must be secured through a majority vote of the board. Only the president and the clerk of the board, in consultation with each other and with joint agreement, shall be authorized to enter into any contract and to execute and to deliver any instrument in the name of and on behalf of the board after its approval of such. This authority may be delegated to the superintendent at the direction of the board.

**SECTION 10.2 GRANTS.** The president and/or treasurer of the board may contingently accept, on behalf of HICD and any of the charter schools under its authority and control, any contribution, gift, grant, bequest or devise for the general purposes or for any special purpose. Donations of the above must be reported to the board at the next scheduled meeting. The board has the authority to vote to not approve any of the above donations if it deems such not to be in the best interest of HICD. These two (2) officers act as the board's agents and have the board's consent to pursue and contingently accept funds to support HICD's purposes and activities. This authority may be delegated to the superintendent at the direction of the board. All potential donors are asked to submit a letter detailing the nature of the gift and any designated purpose toward which it must be used, if applicable, to the superintendent, who will bring such purpose to the attention of the board.

## **ARTICLE XI. BOOKS AND RECORDS**

HICD shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its board. All books and records may be inspected by any director, or his agent or attorney, for any proper purpose at any reasonable time.

## **ARTICLE XII. ORDER OF BUSINESS**

The following shall be the order of business for all regular meetings of the board of directors:

1. Call to Order
2. Roll Call of Directors
3. Recognitions
4. Public Comments

5. Parent Organizations' Reports
6. Committee Reports
  - 6.1 Executive Committee
  - 6.2 Finance Committee
  - 6.3 Operations Committee
  - 6.4 Public Relations Committee
  - 6.5 Legal Committee
  - 6.6 Community Outreach Committee
  - 6.7 Superintendent Evaluation Committee
  - 6.8 Other committees not specifically listed in these bylaws
7. Consent Agenda
  - 7.1 Approval of Previous Meeting(s) Minutes
  - 7.2 Approval of Monthly Financial Report
  - 7.3 Approval of Activity Funds
  - 7.4 Approval of General Fund Encumbrances
8. Principals' Reports
9. Superintendent's Report
10. Action Items (to be listed individually as 10.1, 10.2, etc.)
11. Informational Items (to be listed individually as 11.1, 11.2, etc.)
12. New Business (only matters occurring subsequent to the posting of the Agenda which were unforeseeable when posting Agenda)
13. Executive Session (item(s) must be accompanied by specific statutory authority)
14. Action on Executive Session Item(s)
15. Adjournment



**ARTICLE XIII. TERMINATION OF EXISTENCE**

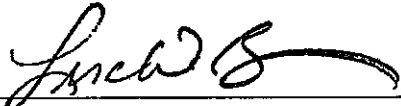
Upon termination of existence of HICD in any manner, all of the funds, assets and property of any kind owned by HICD and not purchased with state funds, after payment of all its liabilities, shall be turned over to a qualified 501(c)(3) organization as required by law. Any funds, assets and property purchased with state funds will be disposed of pursuant to state law.

**ARTICLE XIV. AMENDMENTS TO BYLAWS**

Bylaws may be amended, altered or repealed and new bylaws adopted upon the two-thirds (2/3) vote of the members present and voting at a regular board meeting held subsequent to a regular board meeting at which a resolution, in writing, providing for such amendment, alteration or repeal, shall have been read and provided to and approved by the members.

The president of the board of Harding Independence Charter District and the secretary have heretofore certified that the within and foregoing bylaws were read and adopted by a vote of the directors of said Organization, at a meeting duly called and noticed held at Oklahoma City, Oklahoma, on the 11<sup>th</sup> day of April 2022, and there was present and voting at said meeting a quorum.

DATED at Oklahoma City, Oklahoma, this 11<sup>th</sup> day of April 2022.

  
\_\_\_\_\_  
PRESIDENT

ATTEST:

  
\_\_\_\_\_  
SECRETARY

## **EXHIBIT A**

### **CONFLICT OF INTEREST POLICY**

#### **A. PERSONAL CONDUCT AND INTEREST**

Directors shall demonstrate integrity and high moral principle and shall avoid any action that could compromise or embarrass Harding Independence Charter District (HICD) and/or its schools. All matters involving actual and/or potential conflicts of interest shall be decided by the board of directors, which shall take or order such action as it deems appropriate, including referral for action to legal counsel.

No director shall use for personal advantage or gain, or for purposes detrimental to HICD and/or its schools, any information received or obtained in the course of service as a director. Information regarding administrative matters, and all activities, is generally to be considered proprietary to HICD and/or its schools and is entitled to confidentiality.

#### **B. DISCLOSURE**

Directors shall disclose any personal, professional, business, or organizational interests or affiliations that could lead to or constitute a conflict of interest or the appearance of a conflict of interest, including those involving immediate family members.

Disclosure of relationships described above should be made to the board of directors at the time a director is first invited to allow his/her name to be placed in nomination or at the time any such conflict of interest arises during his/her term of office. All information revealed shall be maintained in strict confidence and shall be disclosed only by formal action of the board of directors.

If a real or apparent conflict of interest in connection with any matter coming before the board for formal action arises, the director involved should disclose the conflict of interest and the basis for it, for the record, and should abstain from voting on the question. If disclosure and abstention would be insufficient to allay suspicion of a conflict of interest, the director should resign immediately.

#### **C. TRANSACTIONS AND ACQUISITIONS**

A director should make written disclosure of any transaction or acquisition that does or might constitute a conflict of interest. The disclosure shall be given to the president of the board of directors, who shall refer the matter to the full board of directors for action.

During a director's term of service, a director shall not be engaged in any business transaction with HICD and/or its schools when there is a competitive business or entity that can provide the same service, unless such involvement is reviewed in advance and approved by the board of directors.

#### **D. ASSETS**

Directors shall not use or trade upon their affiliation with HICD and/or its schools to promote personal activities or those of a family member, associate, or friend without first obtaining approval for such from the board of directors.

No director shall be permitted to use the property, services, facilities, supplies, and/or resources of HICD and/or its schools except for official business of HICD and/or its schools or in a manner materially exceeding the privileges afforded to any member in good standing of HICD and/or its schools.

The president of the of board of directors, with the concurrence of the board, shall be authorized to grant reasonable exceptions to the above rule if, for example, a director requests to briefly borrow portable equipment. A record shall be made of any such transaction to prevent loss to HICD and/or its schools. No exception will be permitted that would involve temporary or permanent loan, or removal from the premises, of any object or property of HICD and/or its schools, unless it adheres to the official policy of HICD and/or its schools.

Property of HICD and/or its schools shall not be acquired privately by directors unless the property is sold at a public sale open to all members of HICD and/or its schools. Further, no director shall use, hold or possess at his or her home, office or private location any property of HICD and/or its schools or any other property under the control of HICD and/or its schools without permission of the board of directors.

#### **E. GIFTS, FAVORS, AND OTHER BENEFITS**

Directors shall not use their position on the board to demand or accept discounts, price reductions, gifts, favored treatment, or any other benefit from a dealer, donor, patron, vendor or supplier.

Directors should be extremely discreet in using HICD's and/or its schools' name(s) and in alluding to their position with HICD and/or its schools. They should especially avoid any language or conduct that would give the impression of intent, power, or capacity that he or she is in a position to, or would attempt to, influence any decision by HICD and/or its schools, its staff or directors, or obtain favored treatment or special benefits for any person or organization dealing with HICD and/or its schools.

#### **F. CONFLICT OF INTEREST**

A conflict of interest is determined to exist when the interest or concerns of any member of HICD and/or its schools, or any member of his/her family, or any party, group, or organization in which the individual is actively involved, may be seen as competing with the interest of or violating the ethical integrity of HICD and/or its schools.

A director or any member of the director's immediate family shall in no way realize any personal gain from the director's position. The following action(s) may result in a conflict of interest unless disclosed to the board of directors following the procedure outlined in this document: acceptance of any gifts, entertainment, service, loans or promises of future benefits from any

person or group of any kind who might benefit from said individual's or group's relationship to HICD and/or its schools.

A director or any member of the director's immediate family shall not use for personal advantage, or for the advantage of any other group, organization or business to which he/she has allegiance, any confidential information or material acquired in the discharge of the individual responsibilities with HICD and/or its schools.

A director who wishes to become a candidate for an employed position with HICD and/or its schools shall resign prior to submitting an application for the position.

**G. CONFLICT DISCLOSURE**

Any possible potential conflict of interest shall be disclosed in writing to the board of directors by the individual concerned prior to engaging in conflict of interest action and in sufficient time for the board of directors to act.

When any such conflict of interest is relevant to a matter requiring action by the board of directors, the interested person shall call it to the attention of the president and such person shall not vote on the matter. Moreover, the person having the conflict shall leave the room in which the meeting is held and not participate in the final deliberations or decision regarding the matter under consideration.

The minutes of the meeting shall reflect that conflict of interest was disclosed and that the interested person was not present during the final discussion or vote and did not vote. When there is a doubt as to whether a conflict of interest exists, the matter shall be resolved by vote of the board of directors, excluding that individual.

In the event that a potential conflict of interest is not disclosed, the matter shall be referred to the board of directors for determination of continued membership of the individual concerned.

**CONFLICT OF INTEREST STATEMENT**

I, \_\_\_\_\_, understand the concept of a conflict of interest and represent that I have not knowing been a party to a conflict of interest action that has not been previously disclosed to the president of the board of directors. I also agree to report any potential future conflicts of interest to the president of the board of directors prior to engaging in the action or activity.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## **EXHIBIT B**

### **CODE OF CONDUCT**

As a member of the HICD Governance Board, I will strive to improve student achievement in public education, and to that end I will:

1. Attend all scheduled board meetings insofar as possible, having read my packet ensuring that I am informed about the issues to be considered at the meeting;
2. Recognize that the board must comply with the Oklahoma Open Meeting Act and only has authority to make decisions at official board meetings;
3. Make all decisions based on the available facts and my independent judgement, and refuse to surrender that judgement to individuals or special interest groups;
4. Understand that the board makes decisions as a team. Individual board members may not commit the board to any action unless so authorized by official board action;
5. Recognize that decisions are made by a majority vote and the outcome should be supported by all board members;
6. Acknowledge that policy decisions are a primary function of the board and should be made after full discussion at publicly held board meetings, recognizing that authority to administer policy rests with the superintendent;
7. Be open, fair and honest – no hidden agendas – and respect the right of other board members to have opinions and ideas which differ from mine;
8. Recognize that the superintendent or the administrator is the board's advisor and should be present at all meetings, except when the board is considering the superintendent's evaluation, contract or salary;
9. Understand the chain of command and refer problems or complaints to the proper administrative office while refraining from communications that may create conditions of bias should a concern ever rise to the attention of the board as a hearings panel;
10. Keep abreast of important developments in educational trends, research and practices by individual study and through participation in programs providing such information;
11. Respect the right of the public to be informed about district decisions and school operations;
12. Understand that I will receive information that is confidential and cannot be shared;



13. Give staff the respect and consideration due skilled, professional employees and support the employment of those best qualified to serve as district staff, while insisting on regular and impartial evaluation of all staff;
14. Present personal criticism of district operations to the superintendent or administrator, not to district staff or during a board meeting;
15. Understand that I will not act in such a way to bring disrepute upon the district and that there is but one spokesperson, except in legal matters for the district;
16. Refuse to use my board position for personal or family gain or prestige. Announce any conflict(s) of interest before board action is taken; and
17. Remember always that my first and greatest concern must be the educational welfare of the students attending Harding Independence Charter District.

#### **CODE OF CONDUCT STATEMENT**

I, \_\_\_\_\_, recognize the important responsibility I am undertaking in serving as a member of the HICD Governance Board. I hereby pledge to carry out in a trustworthy and diligent manner the duties and obligations associated with my role and abide by this Code of Conduct.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

# EXHIBIT 15



## MINUTES Regular Meeting

**The Board of Education of Independent School District No. 40 of the Cleveland County, State of Oklahoma, met in a Regular Meeting at the Noble Administration Building, 111 S. 4<sup>th</sup> St., Noble, Oklahoma, in said school district, Monday, September 12, 2022, 5:30 PM.**

Mrs. Wendy Barnes: Present  
Mr. Leroy Lukinbill: Present  
Mr. Scott Milette: Present  
Mr. James Reed: Present

### I. Preliminary Business

A. Call to Order

B. Establishment of a Quorum

C. Pledge of Allegiance

### II. Presentation

A. Service Recognition of Mr. Rodney Barrett

### III. Reports

A. Activity Fund Report

B. District Financial Report

C. Resignations/Retirements

### IV. Public Comment

### V. Consent Agenda

A. Minutes of Regular Board Meeting - August 8, 2022

B. Encumbrances and Change Orders

C. Payroll Encumbrances

D. Activity Fund Transfers, Amendments, & New Sub Account request

E. ACT Fund Fundraiser & Expenditure Reports for 2022-23 ATH

F. Alternative Education Plan for 2022-23



## **MINUTES Regular Meeting**

G. School Site Statutory Waiver/Deregulation Application for 2022-23 Library Media Services for Curtis Inge Middle School and Noble High School

### VI. Action Topics

- A. Discussion and possible vote on Consent Agenda Items A-G as presented.
- B. Discussion and possible vote on Class Size Limits beginning October 1, 2022 as presented.
- C. Discussion and possible vote to re-district Noble Public Schools' ward boundaries as presented.
- D. Discussion and possible vote on revisions to Noble Board of Education Policies CI (Disposal of Surplus School Property), DAA (Nondiscrimination), FB (Sexual Harassment of Students), FE (Student Transfers), FEF (Student Transfers for Children of Certified Employees) as presented.
- E. Discussion and possible vote to adopt OSSBA policies BE-R (Board of Education Meetings Teleconference or Videoconference), FB-E1 (Sexual Harassment Incident Report Form) and GKF (Disciplinary Action for Misuse of School Bathrooms and Changing Facilities) as presented.
- F. Discussion and possible vote to rescind Noble Board of Education policy BE-R2 (Board of Education Meetings Teleconferencing or Videoconference Regulations) as presented.
- G. Discussion and possible vote for Noble Public Schools to request approval from the Oklahoma State Department of Education to use the ACT (a nationally recognized high school academic assessment) as the College and Career Readiness Assessment for Noble High School 11th graders for the 2022-2023 Spring Testing in place of the statewide academic assessment (SAT) as presented.
- H. Discussion and possible vote for teachers to be considered as adjunct teachers for the 2022-23 school year as presented.
- I. Discussion and possible vote to allow NHS DECA to travel to Orlando, Florida from April 22-25, 2023 to attend a national conference as presented.
- J. Discussion and possible vote to declare old band uniforms and stands as surplus per attached list.

### VII. Executive Session

- A. Proposed executive session to discuss the following business pursuant to 25 O.S. Section 307 (B)(1), (B)(4), and (B)(7) and 70 O.S. Section 5-118 (B)(1) of the Oklahoma Open Meeting Act:
  - 1. Pending Legal Action
  - 2. Vacant Board Seat #4
  - 3. Employments
  - 4. Student Transfer Appeal



**MINUTES Regular Meeting**

B. Vote to convene in executive session

C. Acknowledgment of Board to return to open session

VIII. Action Topics

A. Statement of executive session minutes

B. Discussion and possible vote to appoint an individual to vacant Seat #4.

C. Discussion and possible vote on employments for the 2022-23 school year as presented.

D. Discussion and possible vote to accept or overturn the decision of Superintendent Frank Solomon to deny the transfer request of Student A as presented.

IX. New Business

X. Superintendent's Reports

XI. Adjournment

\_\_\_\_\_  
PRESIDENT

\_\_\_\_\_  
VICE-PRESIDENT

\_\_\_\_\_  
CLERK

\_\_\_\_\_  
DEPUTY CLERK

\_\_\_\_\_  
MEMBER

\_\_\_\_\_  
MINUTES CLERK



NOBLE PUBLIC SCHOOLS  
111 S. 4TH STREET  
NOBLE, OK 73068

FY-2023  
YTD Summary


## Summary Of Accounts

September 01, 2022

For Bank Account:  
\*\*\*\* 426

This Report Is True And Correct  
To The Best Of My Knowledge.

Date: 9/1/2022



Beginning: 610163.88  
Receipts: 164380.03  
Checks: 65317.25  
Adjustments: -120.08  
Ending: \$709,106.58

Acct. Name	Beg. Year	Receipts	Checks	Adjust.	Ending
0051 CENTRAL OFFICE	47639.66	4563.00	1096.45	2265.65	53371.86
815 CENTRAL OFFICE ACTIVITY ACCT	2328.53	500.00	958.35	201.50	2071.68
816 ACTIVITY FUND INTEREST	13328.37	80.58	0.00	0.00	13408.95
817 NOBLE STUDENT ASSISTANCE	28729.56	3366.27	138.10	2064.15	34021.88
818 TECHNOLOGY ACTIVITY ACCOUNT	3253.20	616.15	0.00	0.00	3869.35
0105 KID ELEMENTARY	28601.79	0.00	791.26	-93.00	27717.53
801 KID-GENERAL SUPPLY	8630.39	0.00	84.76	-93.00	8452.63
802 KID-CLEARING ACCOUNT	0.00	0.00	0.00	0.00	0.00
803 KID-SHOUT WEEK	0.00	0.00	0.00	0.00	0.00
804 KID-KINDERGARTEN	1393.08	0.00	0.00	0.00	1393.08
805 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00
806 KID-T-SHIRT ACCOUNT	3229.23	0.00	706.50	0.00	2522.73
807 KID-PICTURE ACCOUNT	1956.63	0.00	0.00	0.00	1956.63
808 KID-BOOK FAIR ACCOUNT	4102.98	0.00	0.00	0.00	4102.98
809 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00
810 KID-FIELD TRIP ACCOUNT	1673.45	0.00	0.00	0.00	1673.45
811 KID YEARBOOK	625.86	0.00	0.00	0.00	625.86
812 KID-COUNSELOR	3502.26	0.00	0.00	0.00	3502.26
813 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00
814 KID-PRE-K	3117.91	0.00	0.00	0.00	3117.91
819 KID-P.E.	370.00	0.00	0.00	0.00	370.00
0110 PIONEER ELEMENTARY	30026.82	1778.00	469.39	-108.50	31226.93
830 PI-GENERAL SUPPLY	11933.11	1778.00	469.39	-108.50	13133.22
831 PI-CLEARING ACCOUNT	0.00	0.00	0.00	0.00	0.00
832 PI-PIONEER SHOUT WEEK	0.00	0.00	0.00	0.00	0.00
833 PI-4TH GRADE	2483.27	0.00	0.00	0.00	2483.27
834 PI-5TH GRADE	2905.47	0.00	0.00	0.00	2905.47
835 PI-RUN CLUB	385.64	0.00	0.00	0.00	385.64
836 PI-MUSIC ACCOUNT	57.39	0.00	0.00	0.00	57.39
837 PI-P.E. ACCOUNT	548.87	0.00	0.00	0.00	548.87
838 PI-SPECIAL ED ACCOUNT	0.00	0.00	0.00	0.00	0.00
839 PI-SCI-PI	1348.84	0.00	0.00	0.00	1348.84
840 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00
841 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00
842 PI-LIBRARY	10364.23	0.00	0.00	0.00	10364.23

NOBLE PUBLIC SCHOOLS			Summary Of Accounts			
111 S. 4TH STREET			FY-2023		September 01, 2022	
NOBLE, OK 73068			YTD Summary			
Acct. Name	Beg. Year	Receipts	Checks	Adjust.	Ending	
0115 HUBBARD ELEMENTARY	50627.59	430.20	6348.86	0.00	44708.93	
820 JKH-GENERAL SUPPLY	12076.62	430.20	3191.48	0.00	9315.34	
821 JKH-CLEARING ACCOUNT	0.00	0.00	0.00	0.00	0.00	
822 JKH-T-SHIRT/SHOUT/FESTIVAL	10754.29	0.00	3094.40	0.00	7659.89	
823 JKH-LIBRARY ACCOUNT	11429.93	0.00	0.00	0.00	11429.93	
824 JKH-2ND GRADE	795.28	0.00	0.00	0.00	795.28	
825 JKH-3RD GRADE	744.74	0.00	0.00	0.00	744.74	
826 JKH-ADOPT A CHILD	5609.63	0.00	0.00	0.00	5609.63	
827 JKH-1ST GRADE	1954.03	0.00	0.00	0.00	1954.03	
828 JKH-STEAM	1104.70	0.00	62.98	0.00	1041.72	
829 JKH-PHYSICAL EDUCATION	6158.37	0.00	0.00	0.00	6158.37	
0510 CURTIS INGE MIDDLE SCHOOL	68841.65	4254.92	6345.68	0.00	66750.89	
845 MS-GENERAL SUPPLY	22401.53	3103.37	4423.11	1547.44	22629.23	
846 MS-CLEARING ACCOUNT	0.00	0.00	0.00	0.00	0.00	
847 MS-ENGLISH (COLE)	0.00	0.00	0.00	0.00	0.00	
848 MS-LIBRARY ACCOUNT	241.73	0.00	0.00	0.00	241.73	
849 MS-STUDENT COUNCIL	4341.95	0.00	0.00	0.00	4341.95	
850 MS-HOME EC ACCOUNT	885.91	0.00	75.00	0.00	810.91	
851 MS-LANGUAGE ARTS/WORLD LANG	501.23	0.00	0.00	0.00	501.23	
852 MS-ART ACCOUNT	2550.35	0.00	0.00	0.00	2550.35	
853 MS-MATH ACCOUNT	2190.00	0.00	0.00	0.00	2190.00	
854 MS-YEAR BOOK ACCOUNT	10043.73	0.00	116.33	0.00	9927.40	
855 MS-TECH ED ACCOUNT	823.48	0.00	0.00	0.00	823.48	
856 MS-CHORUS ACCOUNT	8779.82	0.00	0.00	0.00	8779.82	
857 MS-HONOR SOCIETY	1754.28	0.00	0.00	0.00	1754.28	
858 MS-ADOPT - A - CHILD	0.00	0.00	0.00	0.00	0.00	
859 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
860 OPEN ACCOUNT	1482.77	0.00	0.00	-1482.77	0.00	
861 MS-READING (FIELDS)	1281.46	0.00	0.00	0.00	1281.46	
862 MS-COMPUTER SCIENCE	4534.98	1151.55	1731.24	0.00	3955.29	
863 OPEN ACCOUNT	64.67	0.00	0.00	-64.67	0.00	
864 MS-SCIENCE DEPT.	3462.70	0.00	0.00	0.00	3462.70	
865 MS-GIFTED AND TALENTED	45.29	0.00	0.00	0.00	45.29	
866 MS-SHOUT WEEK	0.00	0.00	0.00	0.00	0.00	
867 MS-AUTHOR LIFE BOOK CLUB	1132.01	0.00	0.00	0.00	1132.01	
868 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
869 MS-POETRY ANIMAL CLUB	2323.76	0.00	0.00	0.00	2323.76	
0705 HIGH SCHOOL	170972.99	53880.18	37706.23	-2064.15	185082.79	
901 HS-STUDENT GENERAL SUPPLIES	17367.78	4177.08	5152.06	0.00	16392.80	
902 HS-CLEARING ACCOUNT	0.00	0.00	0.00	0.00	0.00	

NOBLE PUBLIC SCHOOLS		FY-2023				Summary Of Accounts
111 S. 4TH STREET		YTD Summary			September 01, 2022	
NOBLE, OK 73068						
Acct. Name	Beg. Year	Receipts	Checks	Adjust.	Ending	
903 HS-BROADCAST	0.00	0.00	0.00	0.00	0.00	
904 HS-E-SPORTS	479.10	0.00	0.00	-80.00	399.10	
905 HS-CHORUS	4528.26	535.00	40.22	-40.00	4983.04	
906 HS-BPA	1368.09	0.00	0.00	0.00	1368.09	
907 HS-DECA	1507.93	135.00	0.00	-40.00	1602.93	
908 HS-ATAE	3956.77	0.00	0.00	0.00	3956.77	
909 HS-FCCLA	1231.84	1082.00	193.57	0.00	2120.27	
910 HS-FFA	17645.06	1395.00	1178.72	-80.00	17781.34	
911 HS-FCA	547.81	0.00	0.00	0.00	547.81	
912 HS-CLASS OF 2023	5490.90	0.00	0.00	0.00	5490.90	
913 HS-CLASS OF 2022	606.20	0.00	0.00	0.00	606.20	
914 HS-TEACHER GENERAL SUPPLIES	134.73	0.00	0.00	0.00	134.73	
915 HS-STEM INITIATIVE	6189.65	5000.00	0.00	0.00	11189.65	
916 HS-FOREIGN LANGUAGE	564.89	0.00	0.00	0.00	564.89	
917 HS-LIBRARY	39.91	0.00	0.00	0.00	39.91	
918 HS-DAILY LIVING CENTER	1061.62	0.00	0.00	0.00	1061.62	
919 HS-ART CLUB	744.52	1250.00	0.00	0.00	1994.52	
920 HS-BAND	7072.45	27886.10	16541.10	83.86	18501.31	
921 OPEN ACCOUNT	83.86	0.00	0.00	-83.86	0.00	
922 HS-BAND TOURING	12460.08	4110.00	0.00	0.00	16570.08	
923 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
924 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
925 HS-NATIONAL HONOR SOCIETY	389.95	0.00	0.00	0.00	389.95	
926 HS-SCIENCE CLUB	1265.46	15.00	0.00	0.00	1280.46	
927 HS-THESPIANS	5251.84	585.00	475.00	0.00	5361.84	
928 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
929 HS-STUDENT COUNCIL	2903.31	1300.00	1037.75	240.00	3405.56	
930 HS-YEARBOOK	7092.09	740.00	3087.81	0.00	4744.28	
931 HS-ART II	2526.06	220.00	0.00	0.00	2746.06	
932 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
933 HS-PSAT/AP TEST	3635.13	0.00	0.00	0.00	3635.13	
934 HS-DRIVER'S ED. CLEARING ACCT	22200.25	3900.00	0.00	0.00	26100.25	
935 HS-GERMAN CLUB	541.54	255.00	0.00	0.00	796.54	
936 HS-CLASS OF 2025	845.50	0.00	0.00	0.00	845.50	
937 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
938 HS-TEACHER APPRECIATION & PROM	3834.55	0.00	0.00	0.00	3834.55	
939 OPEN ACCOUNT	2064.15	0.00	0.00	-2064.15	0.00	
940 HS-ROBOTICS	1026.04	0.00	0.00	0.00	1026.04	
941 OPEN ACCOUNT	0.00	0.00	0.00	0.00	0.00	
942 HS-2016 SHOUT WEEK	0.00	0.00	0.00	0.00	0.00	
943 HS-URSIDAE	209.13	60.00	0.00	0.00	269.13	
944 HS-SCHOLARSHIP ACCOUNT	27995.78	1000.00	10000.00	0.00	18995.78	

NOBLE PUBLIC SCHOOLS 111 S. 4TH STREET NOBLE, OK 73068			Summary Of Accounts		
			FY-2023		September 01, 2022
			YTD Summary		
Acct. Name	Beg. Year	Receipts	Checks	Adjust.	Ending
945	OPEN ACCOUNT	0.00	0.00	0.00	0.00
946	HS-FOOD PANTRY	1540.61	100.00	0.00	1640.61
947	OPEN ACCOUNT	0.00	0.00	0.00	0.00
948	HS-PRISM	88.25	135.00	0.00	223.25
949	HS-WAT - WORK ADJ TRAINING	1153.34	0.00	0.00	1153.34
950	HS-CLASS OF 2024	1914.23	0.00	0.00	1914.23
951	HS-NOBLE ARCHERY	154.15	0.00	0.00	154.15
952	OPEN ACCOUNT	0.00	0.00	0.00	0.00
953	HS-SCIENCE 2	1260.18	0.00	0.00	1260.18
0706	ATHLETICS	213453.38	99473.73	12559.38	300247.65
870	ATHLETICS GENERAL SUPPLY	26562.13	34684.66	9685.00	72270.22
871	HS GIRLS GOLF	812.14	0.00	0.00	364.43
872	BASEBALL	14029.64	55.00	2874.38	5477.06
873	HS BOYS BASKETBALL	12294.50	3950.00	0.00	16144.41
874	POWER LIFTERS/FOOTBALL	25294.35	23685.00	0.00	48904.35
875	HS FASTPITCH	5467.42	79.00	0.00	5546.42
876	HS GIRLS BASKETBALL	16941.62	0.00	0.00	16550.64
877	CROSS COUNTRY	1197.90	813.00	0.00	2010.90
878	HS WRESTLING	12615.19	695.00	0.00	13310.19
879	GIRLS SOCCER	8172.25	0.00	0.00	7232.98
880	HS GIRLS TRACK	3335.09	0.00	0.00	3335.09
881	HS VOLLEYBALL	11080.91	2475.00	0.00	13555.91
882	HS CHEERLEADERS	7419.02	2273.00	0.00	7662.13
883	7TH/8TH CHEERLEADERS	3045.95	460.00	0.00	3505.95
884	NOBLE BEAR DOWN CLUB	15122.83	20162.03	0.00	35284.86
885	HS GOLF	3720.45	0.00	0.00	2914.69
886	NOBLE ATHLETIC TRAINING	172.23	0.00	0.00	172.23
887	BULL PEN	14451.79	0.00	0.00	14130.14
888	SOFTBALL BOOSTER	0.00	1580.00	0.00	1580.00
889	MS-SOCCER	2024.21	0.00	0.00	2024.21
890	MS GIRLS BASKETBALL	4444.97	0.00	0.00	4444.97
891	BOYS SOCCER	3288.02	0.00	0.00	1630.96
892	MS BOYS SOCCER	809.82	0.00	0.00	809.82
893	ATHLETIC SCHOLARSHIP FUND	0.56	100.00	0.00	100.56
894	OPEN ACCOUNT	0.00	0.00	0.00	0.00
895	MS FOOTBALL	2407.41	0.00	0.00	2407.41
896	MS TRACK	1445.81	0.00	0.00	1105.85
897	MS VOLLEYBALL	8074.01	57.04	0.00	8120.97
898	MS BOYS BASKETBALL	179.04	0.00	0.00	179.04
899	HS POM SQUAD	9044.12	8405.00	0.00	9471.26

NOBLE PUBLIC SCHOOLS  
111 S. 4TH STREET  
NOBLE, OK 73068

FY-2023  
**YTD Summary**

**Summary Of Accounts**

September 01, 2022

<b>YTD TOTALS:</b>	<b>(7 Accounts)</b>	610163.88	164380.03	65317.25	-120.08	709,106.58
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NOBLE PUBLIC SCHOOLS  
 111 S. 4TH STREET  
 NOBLE, OK 73068

FY-2023  
 YTD Summary

**Summary Of Accounts**

September 01, 2022

<b>Beginning YTD Account Balance:</b>	<b>\$610,163.88</b>
Bank Charges:	0.00
Interest:	0.00
NSF Adjustments:	0.00
Expense:	0.00
Revenue:	(120.08)
<b>Total Adjustments:</b>	<b>(\$120.08)</b>
Receipts Issued:	164,380.03
Voided Receipts:	0.00
<b>Total Receipts:</b>	<b>\$164,380.03</b>
Checks Issued:	65,317.25
Voided Checks:	0.00
<b>Total Checks:</b>	<b>\$65,317.25</b>
<b>Current Balance:</b>	<b>\$709,106.58</b>
YTD Outstanding Checks:	40,409.20
Prior Year Outstanding Checks:	4,561.46

**NOBLE PUBLIC SCHOOLS**  
**SUMMARY OF FINANCIAL ACTIVITIES**

08/31/2022

All Years Grouped By FUND	GENERAL FUND	BUILDING FUND	Bond Fund	SINKING FUND	TOTAL ALL FUNDS
<b>CASH ON HAND:</b>					
BEGINNING MONTHLY BALANCE	2,580,618.61	403,427.13	2,814,495.71	30,205.19	5,828,746.64
ADD: MONTHLY RECEIPTS	1,921,040.92	7,534.92	0.00	43,138.56	1,971,714.40
MATURING INVESTMENTS	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
<b>TOTAL CASH:</b>	<b>6,661,659.53</b>	<b>810,962.05</b>	<b>2,814,495.71</b>	<b>163,343.75</b>	<b>10,450,461.04</b>
LESS: CHECKS ISSUED	2,010,490.67	151,161.23	0.00	0.00	2,161,651.90
PURCHASE OF INVESTMENTS	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
INTEREST ON NON-PAYABLE	0.00	0.00	0.00	0.00	0.00
BOND INDEBTEDNESS	0.00	0.00	2,786,826.00	0.00	2,786,826.00
REPAY-MONEY MGMT.	0.00	0.00	0.00	0.00	0.00
MISCELLANEOUS	0.00	0.00	0.00	0.00	0.00
INTEREST ON BONDS	0.00	0.00	0.00	0.00	0.00
TRANSFERS	0.00	0.00	0.00	0.00	0.00
ADJUSTMENTS	-47,070.44	0.00	0.00	0.00	-47,070.44
<b>ENDING MONTHLY BALANCE</b>	<b>2,444,098.42</b>	<b>259,800.82</b>	<b>27,669.71</b>	<b>73,343.75</b>	<b>2,804,912.70</b>
<b>INVESTMENTS:</b>					
BEGINNING MONTHLY BALANCE	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
ADD: INVESTMENTS	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
<b>TOTAL INVESTMENTS:</b>	<b>4,320,000.00</b>	<b>800,000.00</b>	<b>0.00</b>	<b>180,000.00</b>	<b>5,300,000.00</b>
LESS: MATURING INVESTMENTS	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
<b>ENDING MONTHLY BALANCE:</b>	<b>2,160,000.00</b>	<b>400,000.00</b>	<b>0.00</b>	<b>90,000.00</b>	<b>2,650,000.00</b>
<hr/>					
<b>TOTALS:</b>					
END OF MONTH CASH BALANCE:	2,444,098.42	259,800.82	27,669.71	73,343.75	2,804,912.70
END OF MONTH INV. BALANCE:	2,160,000.00	400,000.00	0.00	90,000.00	2,650,000.00
<b>TOTAL CASH:</b>	<b>4,604,098.42</b>	<b>659,800.82</b>	<b>27,669.71</b>	<b>163,343.75</b>	<b>5,454,912.70</b>
ADD: OUTSTANDING CHECKS	635,069.41	13,435.17	0.00	0.00	648,504.58
<b>TOTAL MONIES:</b>	<b>5,239,167.83</b>	<b>673,235.99</b>	<b>27,669.71</b>	<b>163,343.75</b>	<b>6,103,417.28</b>





## MINUTES August 8, 2022 Regular Meeting

The Board of Education of Independent School District No. 40 of the Cleveland County, State of Oklahoma, met in a Regular Meeting in the Board Room at the Noble Administration Building, 111 S. 4<sup>th</sup> St., Noble, Oklahoma, in said school district, Monday, August 8, 2022, at 5:30 PM.

### Attendance taken at 5:30 PM.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Present  
Mr. Scott Milette: Present  
Mrs. Wendy Barnes: Present

Also present were Superintendent Frank Solomon and Assistant Superintendent Dr. Jon Myers.

### I. Preliminary Business

- I.A. Call to Order
- I.B. Establishment of a Quorum
- I.C. Pledge of Allegiance

### II. Reports

- II.A. Class Size Limits
- II.B. Activity Fund Report
- II.C. District Financial Report
- II.D. Resignations/Retirements

### III. Public Comment

Comments: None

### IV. Consent Agenda

- IV.A. Minutes of Regular Board Meeting- June 30, 2022
- IV.B. Encumbrances and Change Orders
- IV.C. Payroll Encumbrances
- IV.D. School Site Statutory Waiver/Deregulation Application for 2022-23 Library Media Services for Curtis Inge Middle School and Noble High School
- IV.E. Gifted & Talented Local Advisory Committee, Professional Development Committee & Professional Development Plan for 2022-23
- IV.F. Residency Committees for 2022-23
- IV.G. School-Based Health Services Program with OSDE for 2022-23
- IV.H. Oklahoma Department of Career and Technology Education Contract for Secondary Career and Technology Education Programs(s) for school year 2022-23
- IV.I. Resolution to Transcript Math, Science, and Technology classes taught at Mid-America Technology Center for 2022-23
- IV.J. 2022-23 Campus Police Jurisdictional Agreement

### V. Action Topics

#### V.A. Discussion and possible vote on Consent Agenda Items A-J as presented.

Motion to approve Consent Agenda Items A-J as presented passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent



## MINUTES August 8, 2022 Regular Meeting

Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

### **V.B. Discussion and possible vote to appoint a Noble Public Schools Board of Education Member to act as voting delegate for the 2022 OSSBA Delegate Assembly as presented.**

Motion to appoint Leroy Lukinbill as Noble Public Schools Board of Education Member to act as voting delegate for the 2022 OSSBA Delegate Assembly as presented passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

### **V.C. Discussion and possible vote on revision to Adult Meal Prices for 2022-23 as presented.**

Motion to approve revision to Adult Meal Prices for 2022-23 as presented passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

### **V.D. Discussion and possible vote on revisions to Noble Board Policies EHDF (Online Instruction), FE (Student Transfers), and FEF (Student Transfers for Children of Teachers) as presented.**

Motion to approve revisions to Noble Board Policies EHDF (Online Instruction), FE (Student Transfers), and FEF (Student Transfers for Children of Certified Employees) as presented passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

### **V.E. Discussion and possible vote to adopt OSSBA Policies DPD (Adjunct Teacher Policy) and DED-R7 (Association Officer Leave Certified Personnel Regulations) as presented.**

Motion to adopt OSSBA Policies DPD (Adjunct Teacher Policy) and DED-R7 (Association Officer Leave Certified Personnel Regulations) as presented passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes





## MINUTES August 8, 2022 Regular Meeting

Yes: 3 No: 0 Absent: 1

**V.F. Discussion and possible vote to modify Covid/Hazardous Pay Stipend of August 5, 2022, to say that any employee that resigns their position before the completion of duties for the FY '23 school year, will have the stipend amount remaining removed from their final paycheck. The amount deducted will be based upon the daily rate of pay for the employee.**

Motion to modify Covid/Hazardous Pay Stipend of August 5, 2022, to say that any employee that resigns their position before the completion of duties for the FY '23 school year, will have the stipend amount remaining removed from their final paycheck. The amount deducted will be based upon the daily rate of pay for the employee. passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

**V.G. Discussion and possible vote to contract with Next Phase Restoration Roofing to recover roof loss damages from October 2020 winter storms.**

Motion to approve a contract with Next Phase Restoration Roofing to recover roof loss damages from October 2020 winter storms passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

## VI. Executive Session

**VI.A. Proposed executive session to discuss the following business pursuant to 25 O.S. Section 307 (B)(1), (B)(2), and (B)(7) of the Oklahoma Open Meeting Act:**

**VI.A.1. Employments**

**VI.A.2. 2022-23 Certified Personnel's Negotiated Agreement**

**VI.A.3. 2022-23 Support Personnel's Negotiated Agreement**

**VI.A.4. Student Transfer Appeals A, B, C, D, and E**

Motion to convene in executive session at 5:54pm passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

**VI.C. Acknowledgement of Board to return to open session**



## MINUTES August 8, 2022 Regular Meeting

Comments: Board President Mr. Leroy Lukinbill announced the Board's return to open session at 6:15pm.

### VII. Action Topics

#### VII.A. Statement of executive session minutes

The Board of Education convened in Executive Session in the board room located at 111 South 4th Street, Noble, OK, 73068, at 5:54 o'clock p.m., Monday, August 8, 2022 to discuss employments, 2022-23 Certified Personnel's Negotiated Agreement, 2022-23 Support Personnel's Negotiated Agreement, and student transfer denial appeals for students A-E. as authorized by 25 O.S. Section 307 (B)(1)(B)(2), and (B)(7) of the Oklahoma Open Meeting Act. Board members present were Leroy Lukinbill, Wendy Barnes, and Scott Milette, as well as Superintendent Frank Solomon and Assistant Superintendent Dr. Jon Myers. During the executive session the Board discussed these items and no other items. No action was taken. The Board returned to open session at 6:15 o'clock p.m., Monday, August 8, 2022.

#### VII.B. Discussion and possible vote on employments for the 2022-23 school year as presented.

Motion to approve Administration's recommendation for employments for the 2022-23 school year as presented passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes: Yes  
Yes: 3 No: 0 Absent: 1

#### VII.C. Discussion and possible vote on Certified Personnel's Negotiated Agreement for the 2022-23 school year as presented.

Motion to approve Certified Personnel's Negotiated Agreement for the 2022-23 school year as presented passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes: Yes  
Yes: 3 No: 0 Absent: 1

#### VII.D. Discussion and possible vote on Support Personnel's Negotiated Agreement for the 2022-23 school year as presented.

Motion to approve the Support Personnel's Negotiated Agreement for the 2022-23 school year as presented passed with a motion made by Mr. Scott Milette and seconded by Mrs. Wendy Barnes.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes: Yes  
Yes: 3 No: 0 Absent: 1

#### VII.E.-VII.I

Comments: The Board Members decided to vote collectively on Items VII.E. to VII.I.



### MINUTES August 8, 2022 Regular Meeting

Motion to accept the decision of Superintendent Frank Solomon to deny transfer requests of Students A-E as presented passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

#### VIII. New Business

Comments: None

#### IX. Superintendent's Reports

**Comments:** Dr. Jon Myers updated the board on the Summer Feeding Program, new teachers, and Welcome Back Day. Mr. Frank Solomon informed the board he would be attending the redistricting meeting at the House of Representatives on August 9, 2022, gave the board updates on the turf and student transfers.

#### X. Adjournment

Motion to adjourn at 6:29pm passed with a motion made by Mrs. Wendy Barnes and seconded by Mr. Scott Milette.

Mr. James Reed: Absent  
Mr. Leroy Lukinbill: Yes  
Mr. Scott Milette: Yes  
Mrs. Wendy Barnes Yes  
Yes: 3 No: 0 Absent: 1

\_\_\_\_\_  
PRESIDENT- Leroy Lukinbill

\_\_\_\_\_  
VICE-PRESIDENT- Wendy Barnes

\_\_\_\_\_  
CLERK- Scott Milette

\_\_\_\_\_  
DEPUTY CLERK- James Reed

\_\_\_\_\_  
MINUTES CLERK- Dot Terrill

**NOBLE PUBLIC SCHOOL****Encumbrance For Board Approval**

From PO: 23086 to PO: 23098

**BUILDING FUND**

PO #	Vendor Name	General Description	Amount	Date
23086	SUN CONSTRUCTION	DISTRICT - BUILDING REPAIRS & IMPROVEMENTS	25,000.00	08/12/2022
23087	NOBLE LIQUID PROPANE	DISTRICT - LIQUID PROPANE	125.00	08/12/2022
23088	DON EVANS WINDOW TINTING	DISTRICT - WINDOW TINTING / SAFETY & SECURITY FOR ENTRY WINDOWS	5,000.00	08/15/2022
23089	AMAZON CAP SVCS	DISTRICT - KEY BLANKS	500.00	07/01/2022
23090	SUN CONSTRUCTION	KID - BUILDING REPAIRS	10,000.00	08/25/2022
23091	MC PHERSON MACHINE SHOP	HS - WELDING SVCS / FB STADIUM BLEACHERS	1,000.00	08/25/2022
23092	CORRECT CONNECTIONS, LLC	DISTRICT - PLUMBING SVCS., PARTS & LABOR	10,000.00	08/30/2022
23093	TAP ARCHITECTURE	CIMS - ARCHITECTURE FEES / ROOF REPLACEMENT	25,000.00	08/30/2022
23094	DAVEN PORT GROUP	DISTRICT - SAN TRANSCEIVER	1,086.00	09/01/2022
23095	TRU TECHNOLOGIES	PIO - CAMERA MOUNTING PLATE	153.43	09/01/2022
23096	TRU TECHNOLOGIES	HS - WALL EXIT BUTTON	297.50	09/01/2022
23097	TRU TECHNOLOGIES	DISTRICT - BLOCK TIME SERVICE CALL	1,425.00	09/01/2022
23098	TRU TECHNOLOGIES	HS - HANDICAP DOOR OPENER / ADA COMPLIANCE	4,000.00	09/07/2022
<b>Current Encumbered</b>			<b>83,586.93</b>	

**NOBLE PUBLIC SCHOOL**
**Encumbrance For Board Approval  
CHANGE ORDER REPORT  
BUILDING FUND**

From: 09 Aug 2022 to: 09 Sep 2022

PO #	Vendor Name	General Description	Amount	Date
23033	NOBLE LIQUID PROPANE	DISTRICT - LIQUID PROPANE	-34.82	07/01/2022
23063	SUN CONSTRUCTION	DISTRICT - CONSTRUCTION SVCS. & REPAIRS	-2,695.00	07/01/2022
23076	HOME DEPOT CREDIT SERVICES	KID & PIO - REPLACEMENT WINDOWS BLINDS	-252.42	08/01/2022
23079	HILLS CARPET	ADMIN - CARPET REPLACEMENT	-1,412.61	08/01/2022
23082	SIMONIZE SPORTS FIELD SERVICES, LLC	HS - SPRINKLER REPAIR	150.00	07/14/2022
23083	WYLIE SPRAYERS OF OKLAHOMA	DISTRICT - LAWN CHEMICALS & SUPPLIES	24.51	07/01/2022
<b>BUILDING FUND TOTAL:</b>			<b>-4,220.34</b>	
<b>REPORT TOTAL:</b>			<b>-4,220.34</b>	





## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 3315 to PO: 3432

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
3315	STARFALL EDUCATION	KID - STARFALL SCHOOL MEMBERSHIP	455.00	08/09/2022
3316	ARVEST BANK	HS - AMAZON - CONFERENCE ROOM FURNITURE	1,350.00	08/09/2022
3317	B & H PHOTO VIDEO	HS - TECHNOLOGY EQUIPMENT	2,511.73	08/09/2022
3318	ARVEST BANK	HS - TEACHER'S DISCOVERY - FLANGOO ONLINE MEMBERSHIP	149.00	08/09/2022
3319	SAM'S CLUB DIRECT	PIO - AUDIOVISUAL SUPPLIES	1,000.00	08/09/2022
3320	ETS	DISTRICT - PARA - ASSESSMENTS	220.00	08/10/2022
3321	HOBBY LOBBY STORES, INC.	HS - CLASSROOM SUPPLIES	250.00	08/10/2022
3322	BLICK ART MATERIALS	CIMS - CLASSROOM ART SUPPLIES	1,748.67	08/10/2022
3323	CHICKASAW PERSONAL COMMUNICATIONS	HS - 2 WAY RADIOS	3,510.00	08/10/2022
3324	ICEV	HS - TEACHER / STUDENT LICENSE RENEWAL	1,100.00	08/10/2022
3325	BILL SHEA	KID - DAILY TRANSPORTATION FOR STUDENT BY PARENT - REIMBURSEMENT	3,102.32	08/12/2022
3326	ARVEST BANK	KID - AMAZON - CLASSROOM TECHNOLOGY SUPPLIES	600.00	07/26/2022
3327	ARVEST BANK	HUB - AMAZON - CLASSROOM FURNITURE	1,500.00	07/26/2022
3328	ARVEST BANK	HUB - AMAZON - CLASSROOM SUPPLIES	500.00	07/26/2022
3330	IDENT-A-KID SERVICES OF AMERICA, INC.	KID - OFFICE SUPPLIES	400.00	08/15/2022
3331	HORIZON	CIMS & HS - EDGENUITY DIGITAL LICENSES	9,935.00	08/15/2022
3332	BSN SPORTS, LLC	HS - GIRLS & BOYS BASKETBALL UNIFORMS	8,000.00	07/01/2022
3333	****AMAZON.COM	TRANS - OFFICE SUPPLIES	300.00	07/01/2022
3334	AMAZON CAP SVCS	DISTRICT - COVID SUPPLIES / NURSES & STAFF	5,000.00	07/01/2022
3335	SEESAW LEARNING, INC.	HUB - SITE LICENSE	198.55	07/01/2022
3336	ARVEST BANK	HS - KUTA SOFTWARE	500.00	08/18/2022
3337	****AMAZON.COM	HS - CLASSROOM SUPPLIES	23.93	08/18/2022
3338	****AMAZON.COM	HS - CLASSROOM SUPPLIES	448.89	08/18/2022

**NOBLE PUBLIC SCHOOL****Encumbrance For Board Approval**

From PO: 3315 to PO: 3432

**GEN FUND-FOR OPERAT**

PO #	Vendor Name	General Description	Amount	Date
3339	WAL-MART	PIO - TECHNOLOGY SUPPLIES	1,200.00	08/18/2022
3340	SOLID PROFESSOR	HS - SOLID PROFESSOR CURRICULUM	1,500.00	08/18/2022
3341	TYPING.COM	HS - SOFTWARE LICENSE	294.00	08/18/2022
3342	CAROLINA BIOLOGICAL SUPPLY CO.	HS - CLASSROOM AP LAB KITS	175.00	08/18/2022
3343	STATEWIDE HEATING, AC & REFRIGERATION, LLC	CN - ICE MACHINE & WALK IN MAINTENANCE BLANKET	8,000.00	08/18/2022
3344	BEN E. KEITH CO.	CN - 3RD MEAL SPECIAL MATERIAL BLANKET	5,000.00	08/18/2022
3345	OKLAHOMA WRITING PROJECT	DISTRICT - OWP WORKSHOP REGISTRATION	250.00	07/01/2022
3346	****AMAZON.COM	HS - TECHNOLOGY SUPPLIES - LOTTERY GRANT	10,381.42	07/01/2022
3347	KISS INSTITUTE FOR PRACTICAL ROBOTICS	HS - BOTBALL CLASSROOM SUPPLIES - LOTTERY GRANT	4,750.00	07/01/2022
3348	ARVEST BANK	PIO - DECOR STEELS - FILE ORGANIZER	75.00	08/18/2022
3349	APOE	ADMIN - POE FINANCE WORKSHOP REGISTRATION	680.00	08/18/2022
3350	ARVEST BANK	PIO - NEW PATHWAY WORKSHEETS.COM / SITE LICENSE	24.95	07/11/2022
3351	VIDEO REALITY	HS - CROWN AMPLIFER	3,714.50	08/19/2022
3352	MOBY MAX, LLC	DISTRICT - K-8 CURRICULUM LICENSE (1 YR)	2,399.00	08/19/2022
3353	ARVEST BANK	HS - WALKER BOOK CO - AP ELA BOOKS	460.80	08/19/2022
3354	B & H PHOTO VIDEO	HS - CLASSROOM TECHNOLOGY SUPPLIES	35,661.71	08/19/2022
3355	COOMBS, KEITH	HS - ADJUNCT REIMBURSEMENT	25.00	08/19/2022
3356	WILSON, JACK	HS - ADJUNCT REIMBURSEMENT	25.00	08/19/2022
3357	WORLEY, GEORGE	HS - ADJUNCT REIMBURSEMENT	25.00	08/19/2022
3358	ARVEST BANK	CN - AMAZON - RF ACCESS CONTROL READERS & THERMOMETERS	1,116.43	08/19/2022
3359	HOBART SERVICE	CN - MAINTENANCE BLANKET	1,000.00	08/19/2022
3360	****AMAZON.COM	PIO - GENERAL SUPPLIES	2,000.00	08/19/2022



## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 3315 to PO: 3432

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
3361	JUNIOR LIBRARY GUILD	HS - LIBRARY BOOKS	1,874.08	08/22/2022
3362	THE LIBRARY STORE	HS - LIBRARY SUPPLIES	211.62	08/22/2022
3363	AMAZON CAP SVCS	HS - TRASHCANS W / LIDS - FB STADIUM	1,000.00	08/22/2022
3364	OKLAHOMA COUNSELING ASSOCIATION	HUB - LPC BOARD SUPERVISION EQUIVALENCY COURSE	600.00	08/22/2022
3365	ETS	DISTRICT - PARA PRO NEW HIRE TESTING	275.00	08/22/2022
3366	ORIENTAL TRADING	HUB - 3RD GR READING INCENTIVES	153.80	08/22/2022
3367	****AMAZON.COM	HUB - COUNSELOR / READING LAB / MISC SUPPLIES	294.69	08/22/2022
3368	CHAMBER THEATRE PRODUCTIONS	HS - ENCORE ADMISSION / GT	398.00	08/01/2022
3369	****AMAZON.COM	PIO - CLASSROOM FURNITURE	3,000.00	08/24/2022
3370	RIVERSIDE INSIGHTS	HUB - COGAT TESTS	1,641.26	08/24/2022
3371	STUDIES WEEKLY	HUB - 3RD GRADE STUDIES WEEKLY	157.55	08/24/2022
3372	THOMPSON SCHOOL BOOK DEP.	HS - AP BIOLOGY TEXTBOOKS	848.25	08/25/2022
3373	B & H PHOTO VIDEO	HS - OWL LABS MTG SMART VIDEO CONF CAMERA	1,099.00	08/25/2022
3374	IXL LEARNING	HS - SOFTWARE LICENSE	630.00	08/25/2022
3375	****AMAZON.COM	KID - TECHNOLOGY SUPPLIES	60.15	08/25/2022
3376	****AMAZON.COM	HUB - STEM SUPPLIES	2,020.29	08/25/2022
3377	****AMAZON.COM	CIMS - PD TECHNOLOGY SUPPLIES	340.86	08/25/2022
3378	****AMAZON.COM	CIMS - DRAMA SUPPLIES & PROPS	1,000.00	08/25/2022
3379	****AMAZON.COM	CIMS - LIFE SKILLS CLASSROOM SUPPLIES	2,500.00	08/25/2022
3380	****AMAZON.COM	HS - PE SUPPLIES	2,500.00	08/25/2022
3381	ABS GOLF CARS	HS - AMBULANCE / BATTERIES & REPAIRS	2,000.00	08/26/2022
3382	****AMAZON.COM	CIMS - FIRST AID SUPPLIES	250.00	08/26/2022
3383	OATECA	DISTRICT - ELECTRONIC DATA INPUT PKG	200.00	08/26/2022
3384	IXL LEARNING	CIMS - IXL PROF DEV	150.00	08/26/2022
3385	PEARSON CLINICAL ASSESSMENT	ADMIN - TESTING MATERIALS	571.20	08/26/2022

**NOBLE PUBLIC SCHOOL****Encumbrance For Board Approval**

From PO: 3315 to PO: 3432

**GEN FUND-FOR OPERAT**

PO #	Vendor Name	General Description	Amount	Date
3386	JUNIOR LIBRARY GUILD	CIMS - LIBRARY BOOKS	1,985.72	08/29/2022
3387	BLICK ART MATERIALS	HS- CLASSROOM SUPPLIES	1,270.97	08/29/2022
3388	LULZBOT	HS - CLASSROOM SUPPLIES	545.00	08/29/2022
3389	MAKERBOT INDUSTRIES, LLC	HS - CLASSROOM SUPPLIES	715.00	08/29/2022
3390	TECHNOLOGY STUDENT ASSOCIATION	HS - BLUE CAP MEMBERSHIP	550.00	08/29/2022
3391	ICEV	HS - STUDENT & TEACHER LICENSES	1,950.00	08/29/2022
3392	ELLISON FEED AND SEED	HS - LIVESTOCK FEED & SUPPLIES	1,000.00	08/29/2022
3393	SOUTHWESTERN WELDING SUPPLY	HS - SHOP SUPPLIES & MATERIALS	1,500.00	08/29/2022
3394	OUTBACK LABS	HS - LIVESTOCK SHOW SUPPLIES & MATERIALS	1,500.00	08/29/2022
3395	GRASSROOTS FEED SEED & FARM STORE	HS - LIVESTOCK FEED & SUPPLIES	1,200.00	08/29/2022
3396	ICEV	HS - STUDENT CERTIFICATION VOUCHERS	1,500.00	08/29/2022
3397	MACKIN EDUCATIONAL RESOURCES	HS - SEQUOYAH MASTERLIST BOOK 2023	207.19	08/29/2022
3398	****WALMART.COM	HS - CLASSROOM FURNITURE	732.62	08/29/2022
3399	****AMAZON.COM	PIO - TECHNOLOGY AV SUPPLIES	69.95	08/29/2022
3400	NORMAN TRANSCRIPT	ADMIN - ESTIMATE OF NEEDS PUBLICATION	600.00	08/30/2022
3401	ROWELL, JENNIE	TRANS - CDL REIMBURSEMENT	57.50	08/30/2022
3402	****CUSTOM LANYARD	DISTRICT - LANYARDS	600.00	08/30/2022
3403	TRU TECHNOLOGIES	CIMS - DATA DROPS	3,200.00	08/30/2022
3404	ARCHWAY - OKLAHOMA BOOK DEPOSITORY	HUB - READING TEXTBOOKS	14,387.96	08/31/2022
3405	B & H PHOTO VIDEO	HS - TECHNOLOGY EQUIPMENT	392.30	08/31/2022
3406	PERMA BOUND	PIO - 2023 SEQUOYAH LIBRARY BOOKS	558.50	08/31/2022
3407	SUPER TEACHER WORKSHEETS	HUB - SUPER TEACHER WORKSHEETS	375.00	08/31/2022
3408	OU HEALTH SCIENCE CENTER	HS - AUTISM BEHAVIORAL CONFERENCE - 09/27/22	350.00	08/31/2022
3409	OFLTA	HS - FOREIGN LANGUAGE FALL CONFERENCE REGISTRATION	90.00	08/31/2022



## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 3315 to PO: 3432

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
3410	TRU TECHNOLOGIES	TRANS - BUS CAMERAS	17,250.00	08/31/2022
3411	****TEACHERMADE	HUB - SOFTWARE SUBSCRIPTION	59.00	08/31/2022
3412	PYRAMID EDUCATIONAL CONSULTANTSQ	CIMS - CLASSROOM MATERIALS	52.00	08/31/2022
3413	SOLOMON, FRANK	TRANS - MISC SUPPLIES / REIMBURSEMENT	700.00	09/01/2022
3414	OKLAHOMA AUTISM CTR / OU CHILD STUDY CTR	DISTRICT - REGISTRATION - REDUCING CHALLENGING BEHAVIOR & CONDUCTING FUNCTIONAL BEHAVIOR ASSESSMENTS & INTERVENTION PLANS	1,400.00	09/06/2022
3415	VIDEO REALITY	HS - SOUND SYSTEM AMPLIFIER	2,260.00	09/07/2022
3416	SCHOOL SAFE ID, LLC	HS - BADGE PRINTER	1,729.95	09/07/2022
3417	TRU TECHNOLOGIES	HS - WIFI BOOSTER	3,040.00	09/07/2022
3418	TRU TECHNOLOGIES	HUB - VESTIBULE SECURITY - ACCESS CONTROL DOOR W/ BUTTON RELEASE - INSTALLATION LABOR	4,587.50	09/07/2022
3419	TRU TECHNOLOGIES	HS - VESTIBULE SECURITY - ACCESS CONTROL DOOR W/ BUTTON RELEASE - INSTALLATION LABOR	4,587.50	09/07/2022
3420	PROGRESS LEARNING	PIO - REMEDIATION SOFTWARE	2,550.00	09/07/2022
3421	****RAZOR SPARROW LLC	CIMS - GRADE TRANSFER SOFTWARE	1,494.00	09/07/2022
3422	****AMAZON.COM	CIMS - TONER CARTRIDGE	104.40	09/07/2022
3423	OTRS - OKLAHOMA TEACHERS RETIREMENT SYSTEM	HUB -	630.00	09/07/2022
3424	DELL MARKETING L.P.	ADMIN - SERVER SUPPORT	1,292.62	09/07/2022
3425	HILLIS, CHERYL	HS - CLASSROOM SUPPLIES	250.00	09/07/2022
3426	BERNINA OF OKLAHOMA CITY	HS - CLASSROOM SUPPLIES & MAINTENANCE	600.00	09/07/2022
3427	DECA INC	HS - MEMBERSHIP DUES	400.00	09/07/2022
3428	****4INKJETS	HUB - PRINTER INK	100.00	09/07/2022
3429	ABDO PUBLISHING	HUB - LIBRARY BOOKS	50.00	09/08/2022
3430	PERRY WEATHER	HS - SOFTWARE & WEATHER STATION SUBSCRIPTION	3,400.00	07/01/2022





**NOBLE PUBLIC SCHOOL**

**Encumbrance For Board Approval**

**From PO: 3315 to PO: 3432**

**GEN FUND-FOR OPERAT**

PO #	Vendor Name	General Description	Amount	Date
3431	NORMAN LAND APPRAISERS	DISTRICT - LAND APPRAISAL - ODOT HWY 9 LAND PURCHASE	10,000.00	09/09/2022
<b>Current Encumbered</b>			<b>237,211.33</b>	



## NOBLE PUBLIC SCHOOL

From: 09 Aug 2022 to: 09 Sep 2022

Encumbrance For Board Approval  
CHANGE ORDER REPORT  
GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
3059	ABSOLUTE DATA SHREDDING	DISTRICT - DATA SHREDDING SVCS.	-425.00	07/01/2022
3072	OKACTE	HS - OKLAHOMA SUMMER SUMMIT REGISTRATION	-15.00	07/01/2022
3075	SOLOMON, FRANK	TRANS - VEHICLE TAGS	6.00	07/01/2022
3076	OWEN, EDWINA D	HS - HOTEL ACCOMODATIONS, PER DIEM & REGISTRATION FEE - OKLAHOMA SUMMER SUMMIT - AUGUST 1-2, 2022	26.76	07/01/2022
3115	BEN E. KEITH CO.	CN - SUMMER FOOD BLANKET	-384.13	07/01/2022
3196	****MARRIOTT RESIDENCE INN	HS - HOTEL ACCOMODATIONS - OKLAHOMA SUMMIT - AUGUST 1-2, 2022	14.72	07/01/2022
3197	****MARRIOTT RESIDENCE INN	HS - HOTEL ACCOMODATIONS - OKLAHOMA SUMMIT - AUGUST 1-2, 2022	14.72	07/01/2022
3221	ZOO-PHONICS	KID - PRE-K BASIC ELA KIT	-17.00	07/19/2022
3233	****AMAZON.COM	KID - CLASSROOM SUPPLIES	-144.64	07/25/2022
3259	HILLIS, CHERYL	HS - SUMMER SUMMIT REGISTRATION	-10.00	07/27/2022
3264	HILLIS, CHERYL	HS - CLASSROOM SUPPLIES	20.86	07/27/2022
3267	HILLIS, CHERYL	HS - HOTEL ACCOMODATIONS / SUMMER SUMMIT CONF	9.93	07/27/2022
3269	WAL-MART	HS - MISC CLASSROOM SUPPLIES	-0.93	07/27/2022
3271	****AMAZON.COM	HS - STORAGE SHELVES	0.99	07/27/2022
3284	RAINBOW RESOURCE CENTER, INC.	KID - P-WORKBOOKS	-50.90	07/28/2022
3285	EDMENTUM	KID - READING EGGS SOFTWARE LICENSE	-3,240.00	07/28/2022
3294	CEV	HS - STUDENT / TEACHER LICENSES	-200.00	08/02/2022
3307	OTRS - OKLAHOMA TEACHERS RETIREMENT SYSTEM	ADMIN - TEACHER RETIREMENT FEDERAL MATCH	-103.19	07/19/2022
3311	HOME DEPOT CREDIT SERVICES	HS - FOLDING TABLES	-167.60	08/04/2022
<b>GEN FUND-FOR OPERAT TOTAL:</b>			<b>-4,664.41</b>	
<b>REPORT TOTAL:</b>			<b>-4,664.41</b>	

**NOBLE PUBLIC SCHOOL****Encumbrance For Board Approval**

From PO: 70914 to PO: 99999

**GEN FUND-FOR OPERAT**

PO #	Vendor Name	General Description	Amount	Date
70914	MYERS, KAMDEN	PAYROLL ENCUMBRANCE	810.07	08/08/2022
70915	BLACK, JENNIFER	PAYROLL ENCUMBRANCE	307.29	08/08/2022
70916	PETERSON, CECILIA	PAYROLL ENCUMBRANCE	241.24	08/08/2022
70917	MCMILLIAN, DENISE	PAYROLL ENCUMBRANCE	149.20	08/08/2022
70918	HOWE, CYNTHIA	PAYROLL ENCUMBRANCE	503.21	08/08/2022
70919	ROWELL, JENNIE	PAYROLL ENCUMBRANCE	557.10	08/08/2022
70920	EZELL, DAVID L	PAYROLL ENCUMBRANCE	2,221.04	08/09/2022
70921	EZELL, DEREK	PAYROLL ENCUMBRANCE	1,231.39	08/09/2022
70922	TERRILL, DOROTHY	PAYROLL ENCUMBRANCE	590.39	08/09/2022
70923	VANCE, KIMBERLY A	PAYROLL ENCUMBRANCE	106.62	08/09/2022
70924	MILLER, PATRICIA	PAYROLL ENCUMBRANCE	589.06	08/09/2022
70926	HOWE, CYNTHIA	PAYROLL ENCUMBRANCE	402.61	08/08/2022
70927	MILLER, PAULA	PAYROLL ENCUMBRANCE	896.77	08/09/2022
70930	KRIEGER, AUSTIN M	PAYROLL ENCUMBRANCE	2,671.02	08/08/2022
70931	HARDING, EMILY	PAYROLL ENCUMBRANCE	322.95	08/09/2022
70932	VOYLES, HEATHER	PAYROLL ENCUMBRANCE	75,344.82	08/09/2022
70933	KAHLDEN, JOE	PAYROLL ENCUMBRANCE	61,380.14	08/09/2022
70934	COWAN, MARIAN	PAYROLL ENCUMBRANCE	21,696.10	08/10/2022
70935	HERRON, CAROL	PAYROLL ENCUMBRANCE	7,832.00	08/10/2022
70936	SHIVERS, STORMIE	PAYROLL ENCUMBRANCE	26,345.32	08/10/2022
70937	CUNNINGHAM, KENDALL	PAYROLL ENCUMBRANCE	73,162.73	08/12/2022
70938	COWAN, MARIAN	PAYROLL ENCUMBRANCE	625.75	08/12/2022
70939	CUNNINGHAM, KENDALL	PAYROLL ENCUMBRANCE	625.75	08/12/2022
70940	CRAWFORD, ANDREW	PAYROLL ENCUMBRANCE	2,404.29	08/15/2022
70941	KAHLDEN, JOE	PAYROLL ENCUMBRANCE	485.76	08/16/2022
70942	ROHR, JOE	PAYROLL ENCUMBRANCE	6,012.86	08/17/2022
70943	WHITLOCK, COLBY	PAYROLL ENCUMBRANCE	3,806.00	08/17/2022
70944	HIXON, HANNAH	PAYROLL ENCUMBRANCE	2,178.50	08/17/2022
70945	BATES, PEYTON	PAYROLL ENCUMBRANCE	3,781.19	08/17/2022
70946	STOKES, JOHN	PAYROLL ENCUMBRANCE	2,174.80	08/17/2022
70947	POPE, AMANDA	PAYROLL ENCUMBRANCE	89.71	08/17/2022
70948	COOMBS, MELISSA	PAYROLL ENCUMBRANCE	1,562.97	08/17/2022



## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 70914 to PO: 99999

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
70949	SHUTLER, LISA	PAYROLL ENCUMBRANCE	2,398.47	08/17/2022
70950	JESSUP, STEPHANIE	PAYROLL ENCUMBRANCE	601.22	08/17/2022
70951	COX, KAYLA	PAYROLL ENCUMBRANCE	1,349.75	08/18/2022
70952	BRADLEY, NANCY	PAYROLL ENCUMBRANCE	20,170.85	08/18/2022
70953	BYRD, KASSIE	PAYROLL ENCUMBRANCE	15,606.93	08/18/2022
70954	CLEMENT, ROGER D	PAYROLL ENCUMBRANCE	20,409.10	08/18/2022
70955	CRETSINGER, REBECCA	PAYROLL ENCUMBRANCE	23,990.47	08/18/2022
70956	DECKER, LECREATIA	PAYROLL ENCUMBRANCE	20,604.27	08/18/2022
70957	JESSUP, STEPHANIE	PAYROLL ENCUMBRANCE	8,490.38	08/18/2022
70958	KARDOKUS, BRIAN	PAYROLL ENCUMBRANCE	15,800.24	08/18/2022
70959	KLEINE, SHARLENE	PAYROLL ENCUMBRANCE	9,804.74	08/18/2022
70960	MORRISON, JOHN	PAYROLL ENCUMBRANCE	19,022.11	08/18/2022
70961	PHILLIPS, KAYLI	PAYROLL ENCUMBRANCE	7,706.53	08/18/2022
70962	SHORTES, TIMOTHY	PAYROLL ENCUMBRANCE	18,898.58	08/18/2022
70963	STEPHENS, MEGHANN	PAYROLL ENCUMBRANCE	23,892.69	08/18/2022
70964	SWAROWSKY, DENISE	PAYROLL ENCUMBRANCE	10,479.21	08/18/2022
70965	WARR, SANDY	PAYROLL ENCUMBRANCE	42,933.05	08/18/2022
70966	YOUNG, JACLYN	PAYROLL ENCUMBRANCE	7,900.25	08/18/2022
70967	YOUNG, MELODY	PAYROLL ENCUMBRANCE	601.22	08/18/2022
70968	YOUNG, MELODY	PAYROLL ENCUMBRANCE	8,544.89	08/18/2022
70969	AUGHTRY, JONNIE	PAYROLL ENCUMBRANCE	721.31	08/18/2022
70970	AUGHTRY, JONNIE	PAYROLL ENCUMBRANCE	10,479.34	08/18/2022
70971	COLE, MARSHALL	PAYROLL ENCUMBRANCE	8,855.25	08/18/2022
70972	COOK, KATINA	PAYROLL ENCUMBRANCE	18,134.78	08/18/2022
70973	DAILEY, MAGGIE	PAYROLL ENCUMBRANCE	14,083.24	08/18/2022
70974	FORD, CAROL D	PAYROLL ENCUMBRANCE	21,634.83	08/18/2022
70975	MCCURDY, ELIZABETH	PAYROLL ENCUMBRANCE	20,366.00	08/18/2022
70976	PETERMAN, TODD	PAYROLL ENCUMBRANCE	10,085.29	08/18/2022
70977	TURNER, LACEY	PAYROLL ENCUMBRANCE	27,818.62	08/18/2022
70978	DUNN, LAURA	PAYROLL ENCUMBRANCE	300.50	08/18/2022
70979	BRADLEY, SCOTT	PAYROLL ENCUMBRANCE	1,442.62	08/19/2022

**NOBLE PUBLIC SCHOOL****Encumbrance For Board Approval**

From PO: 70914 to PO: 99999

**GEN FUND-FOR OPERAT**

PO #	Vendor Name	General Description	Amount	Date
70980	SHIVERS, STORMIE	PAYROLL ENCUMBRANCE	625.75	08/19/2022
70981	ONEAL, DAVID	PAYROLL ENCUMBRANCE	601.22	08/22/2022
70982	LOCKRIDGE, AMANDA	PAYROLL ENCUMBRANCE	433.57	08/22/2022
70983	DAY, GINA	PAYROLL ENCUMBRANCE	47.37	08/22/2022
70984	MILLER, BROCK A	PAYROLL ENCUMBRANCE	282.75	08/22/2022
70985	HEARD, VALERIE	PAYROLL ENCUMBRANCE	106.02	08/22/2022
70986	DAVIS, BROOKE	PAYROLL ENCUMBRANCE	516.72	08/22/2022
70987	OLIPHANT, MELISSA	PAYROLL ENCUMBRANCE	83.42	08/22/2022
70988	MULKEY, CURTIS	PAYROLL ENCUMBRANCE	99.58	08/22/2022
70989	STERLING, CHENOA	PAYROLL ENCUMBRANCE	1,072.61	08/22/2022
70990	VASS, KENNETH P	PAYROLL ENCUMBRANCE	86.66	08/22/2022
70991	LOWMAN, TRICIA	PAYROLL ENCUMBRANCE	529.54	08/22/2022
70992	BEERS, KENDRA	PAYROLL ENCUMBRANCE	97.83	08/22/2022
70993	RICHARDSON, MARGIE	PAYROLL ENCUMBRANCE	333.83	08/22/2022
70994	PHILLIPS, JENISSA	PAYROLL ENCUMBRANCE	362.95	08/22/2022
70995	BROSWICK, REBECCA	PAYROLL ENCUMBRANCE	201.85	08/23/2022
70996	CARTER, TAMMY	PAYROLL ENCUMBRANCE	242.22	08/23/2022
70997	COLLINS, MARILYN	PAYROLL ENCUMBRANCE	282.59	08/23/2022
70998	DISMUKE, APRIL	PAYROLL ENCUMBRANCE	834.70	08/23/2022
70999	EATON, RHONDA	PAYROLL ENCUMBRANCE	928.47	08/23/2022
71000	EDMONDSON, NORMA	PAYROLL ENCUMBRANCE	565.16	08/23/2022
71001	HILL, RIKI	PAYROLL ENCUMBRANCE	484.43	08/23/2022
71002	HULSEY, ASHLEY	PAYROLL ENCUMBRANCE	80.74	08/23/2022
71003	JORDAN, CHARLOTTE	PAYROLL ENCUMBRANCE	524.80	08/23/2022
71004	KNOKE, JEFF	PAYROLL ENCUMBRANCE	80.74	08/23/2022
71005	KRIZMANICH, MARY	PAYROLL ENCUMBRANCE	767.00	08/23/2022
71006	LEDFORD, BRADEN	PAYROLL ENCUMBRANCE	242.21	08/23/2022
71007	LITTLE, RONALD	PAYROLL ENCUMBRANCE	40.37	08/23/2022
71008	LOUKX, CARRIE	PAYROLL ENCUMBRANCE	282.58	08/23/2022
71009	MASSEY, ALEXIS	PAYROLL ENCUMBRANCE	403.69	08/23/2022
71010	PHILLIPS, SHERRIE	PAYROLL ENCUMBRANCE	565.17	08/23/2022
71011	SANTIAGO RIVAS, FRANCISCO	PAYROLL ENCUMBRANCE	242.22	08/23/2022





## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 70914 to PO: 99999

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
71012	SEESE, JULIE	PAYROLL ENCUMBRANCE	322.95	08/23/2022
71013	STORM, JOHN	PAYROLL ENCUMBRANCE	161.48	08/23/2022
71014	BEERS, KRISTY	PAYROLL ENCUMBRANCE	559.13	08/23/2022
71015	WALKUP, DONNITA	PAYROLL ENCUMBRANCE	850.73	08/24/2022
71016	LYDAY, TERESA	PAYROLL ENCUMBRANCE	135.21	08/24/2022
71017	BOWLES, KEVIN	PAYROLL ENCUMBRANCE	205.59	08/24/2022
71018	ARMBRISTER, STEVEN	PAYROLL ENCUMBRANCE	98.91	08/24/2022
71019	BEERS, KRISTY	PAYROLL ENCUMBRANCE	707.48	08/24/2022
71020	ANTHONY, MORGAN	PAYROLL ENCUMBRANCE	225.17	08/24/2022
71021	SWOPE, TONI	PAYROLL ENCUMBRANCE	1,862.28	08/25/2022
71022	DAILEY, MAGGIE	PAYROLL ENCUMBRANCE	1,792.19	08/25/2022
71023	WILL, EMMA	PAYROLL ENCUMBRANCE	717.06	08/25/2022
71024	CRETSINGER, REBECCA	PAYROLL ENCUMBRANCE	1,314.37	08/25/2022
71025	EVANS, JAMIE	PAYROLL ENCUMBRANCE	31,428.07	08/29/2022
71026	COOMBS, MELISSA	PAYROLL ENCUMBRANCE	1,792.19	08/30/2022
71027	KILPATRICK, KEATON	PAYROLL ENCUMBRANCE	2,987.29	08/30/2022
71028	WILSON, JACK	PAYROLL ENCUMBRANCE	144.42	09/01/2022
71029	HEARD, VALERIE	PAYROLL ENCUMBRANCE	207.59	09/01/2022
71030	BAKER, TIANNA	PAYROLL ENCUMBRANCE	40.37	09/01/2022
71031	BARR, JULIE	PAYROLL ENCUMBRANCE	322.95	09/01/2022
71032	DIBLER, DYONNA	PAYROLL ENCUMBRANCE	645.90	09/01/2022
71033	ESTEP, DALE	PAYROLL ENCUMBRANCE	282.58	09/01/2022
71034	OLIPHANT, REGINA	PAYROLL ENCUMBRANCE	403.69	09/01/2022
71035	SHAPIRO, MARK	PAYROLL ENCUMBRANCE	282.58	09/01/2022
71036	MCDOWELL, NIKKI	PAYROLL ENCUMBRANCE	80.74	09/01/2022
71037	WARCUP, TYLER	PAYROLL ENCUMBRANCE	23.90	09/02/2022
71038	BYRD, KASSIE	PAYROLL ENCUMBRANCE	11.95	09/02/2022
71039	PHILLIPS, KAYLI	PAYROLL ENCUMBRANCE	11.95	09/02/2022
71040	CLARK, DARYL	PAYROLL ENCUMBRANCE	185.44	09/02/2022
71041	IRICK, DIANA	PAYROLL ENCUMBRANCE	238.99	09/02/2022
71042	WALKUP, DONNITA	PAYROLL ENCUMBRANCE	55.32	09/02/2022



## NOBLE PUBLIC SCHOOL

## Encumbrance For Board Approval

From PO: 70914 to PO: 99999

GEN FUND-FOR OPERAT

PO #	Vendor Name	General Description	Amount	Date
71043	SHOCKLEY, AARON	PAYROLL ENCUMBRANCE	29.29	09/02/2022
71044	MULKEY, CURTIS	PAYROLL ENCUMBRANCE	62.67	09/02/2022
71045	PALMER, LELAND	PAYROLL ENCUMBRANCE	59.74	09/02/2022
71046	SANCHEZ, CHRIS	PAYROLL ENCUMBRANCE	80.74	09/02/2022
71047	KRIEGER, AUSTIN M	PAYROLL ENCUMBRANCE	119.49	09/02/2022
71048	BEAR, DONNA	PAYROLL ENCUMBRANCE	29.87	09/02/2022
71049	HIXON, HANNAH	PAYROLL ENCUMBRANCE	80.74	09/02/2022
71050	HUGHES, ERIK	PAYROLL ENCUMBRANCE	29.87	09/02/2022
71051	KOEHN, BRIAN	PAYROLL ENCUMBRANCE	73.75	09/02/2022
71052	ARMBRISTER, MAELEE	PAYROLL ENCUMBRANCE	140.58	09/02/2022
71053	ROWELL, JENNIE	PAYROLL ENCUMBRANCE	154.35	09/02/2022
71054	CONKLING, RALPH	PAYROLL ENCUMBRANCE	46.83	09/02/2022
71055	CARPENTER, SHYLA	PAYROLL ENCUMBRANCE	573.39	09/02/2022
71056	JENNINGS, APRIL	PAYROLL ENCUMBRANCE	601.20	09/02/2022
71057	DENNY, DAVID	PAYROLL ENCUMBRANCE	80.66	09/02/2022
71058	MYERS, HOLLY	PAYROLL ENCUMBRANCE	108.96	09/02/2022
71059	DEGRATE, JORDAN	PAYROLL ENCUMBRANCE	300.60	09/02/2022
<b>Current Encumbered</b>			<b>776,955.34</b>	

NOBLE PUBLIC SCHOOLS  
111 S. 4TH STREET  
NOBLE, OK 73068

FY-2023  
00001334 to 00001362

**Transfer Register**

September 09, 2022

**For Bank Account:**  
\* \* \* \* 426

**Total register: \$25,245.38**

Number	Issued	Source / Destination	Description/Remarks	Amount	Amount
01334	08/16/2022	0105-801	ACTIVITY FUND TRANSFER	-93.00	
		0051-815	Purchase of 6 receipt books. /dt		93.00
01335	08/16/2022	0110-830	ACTIVITY FUND TRANSFER	-108.50	
		0051-815	Purchase of 7 receipt books. /dt		108.50
01336	08/23/2022	0706-873	ACTIVITY FUND TRANSFER	-100.09	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		100.09
01337	08/23/2022	0706-885	ACTIVITY FUND TRANSFER	-805.76	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		805.76
01338	08/23/2022	0706-872	ACTIVITY FUND TRANSFER	-5623.20	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		5623.20
01339	08/23/2022	0706-874	ACTIVITY FUND TRANSFER	-75.00	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		75.00
01340	08/23/2022	0706-891	ACTIVITY FUND TRANSFER	-1657.06	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		1657.06
01341	08/23/2022	0706-879	ACTIVITY FUND TRANSFER	-939.27	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		939.27
01342	08/23/2022	0706-876	ACTIVITY FUND TRANSFER	-390.98	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		390.98
01343	08/23/2022	0706-871	ACTIVITY FUND TRANSFER	-447.71	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		447.71
01344	08/23/2022	0706-882	ACTIVITY FUND TRANSFER	-2029.89	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		2029.89
01345	08/23/2022	0706-899	ACTIVITY FUND TRANSFER	-7977.86	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		7977.86
01346	08/23/2022	0706-887	ACTIVITY FUND TRANSFER	-321.65	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		321.65
01347	08/23/2022	0706-896	ACTIVITY FUND TRANSFER	-339.96	
		0706-870	CORRECTION OF ARVEST REIMBURSEMENT /		339.96
01348	08/25/2022	0705-905	ACTIVITY FUND TRANSFER	-40.00	
		0705-929	HOMECOMING CANIDATE FEES- CHOIR		40.00
01349	08/25/2022	0705-910	ACTIVITY FUND TRANSFER	-40.00	
		0705-929	HOMECOMING CANIDATE FEE- FFA		40.00

NOBLE PUBLIC SCHOOLS  
111 S. 4TH STREET  
NOBLE, OK 73068

FY-2023  
00001334 to 00001362

**Transfer Register**

September 09, 2022

**For Bank Account:**

\* \* \* \* 426

Number	Issued	Source	Destination	Description/Remarks	Amount
01350	08/29/2022	0705-910		ACTIVITY FUND TRANSFER	-40.00
			0705-929	HOMECOMING CANIDATE FEE- FFA	40.00
01351	08/30/2022	0705-904		ACTIVITY FUND TRANSFER	-80.00
			0705-929	HOMECOMING CANIDATE FEE- ESPORTS	80.00
01352	08/31/2022	0705-939		ACTIVITY FUND TRANSFER	-2064.15
			0051-817	Bd approved 6.13.2022 /dt	2064.15
01353	08/31/2022	0510-860		ACTIVITY FUND TRANSFER	-1482.77
			0510-845	Bd approved 6.13.2022 /dt	1482.77
01354	08/31/2022	0510-863		ACTIVITY FUND TRANSFER	-64.67
			0510-845	Bd approved 6.13.2022 /dt	64.67
01355	08/31/2022	0705-921		ACTIVITY FUND TRANSFER	-83.86
			0705-920	Bd approved 6.13.2022 /dt	83.86
01356	08/31/2022	0705-907		ACTIVITY FUND TRANSFER	-40.00
			0705-929	HOMECOMING CANIDATE FEE- DECA	40.00
01357	09/07/2022	0705-925		ACTIVITY FUND TRANSFER	-80.00
			0705-929	HOMECOMING CANIDATE FEES- NHS	80.00
01358	09/07/2022	0705-943		ACTIVITY FUND TRANSFER	-80.00
			0705-929	HOMECOMING CANIDATE FEE- URSIDAE	80.00
01359	09/08/2022	0705-920		ACTIVITY FUND TRANSFER	-80.00
			0705-929	HOMECOMING CANIDATE FEES- BAND	80.00
01360	09/08/2022	0705-930		ACTIVITY FUND TRANSFER	-40.00
			0705-929	HOMECOMING CANIDATE FEES- YEARBOOK	40.00
01361	09/08/2022	0705-935		ACTIVITY FUND TRANSFER	-40.00
			0705-929	HOMECOMING CANIDATE FEE- GERMAN CLUB	40.00
01362	09/08/2022	0705-948		ACTIVITY FUND TRANSFER	-80.00
			0705-929	HOMECOMING CANIDATE FEE- PRISM	80.00
<b>Number Of Transfers</b>					<b>29</b>

AMENDMENT TO SCHOOL ACTIVITY SUB ACCOUNT BUDGET

School Name Hubbard Elementary Site Number 115

Account Name and Number 820 General Supply Account

Assigned Project Reporting Building

For the period of July 1, 2022 through June 30, 2023

I.	Beginning Cash Balance	\$12,076.62
II.	Approved budgeted receipts:	\$ 27,500.00
III.	Proposed amended receipts:	
	<u>Pictures</u>	<u>\$1,500.00</u>
	<u>Field Trips</u>	<u>\$7,000.00</u>
	<u>Fun Run</u>	<u>\$11,000.00</u>
	<u>Chuckie Cheese Fundraiser Nights</u>	<u>\$1,000.00</u>
	<u>Popcorn, Candy, Pickle pops, sno cones, etc</u>	<u>\$6,500.00</u>
	<u>Donations</u>	<u>\$1,500.00</u>

TOTAL ESTIMATED REVENUE \$ 28,500.00

IV. Approved budgeted expenditure: \$ 37,000.00  
 V. Proposed amended expenditures:

	<u>Popcorn, Candy, Pickle pops, sno cone, etc</u>	<u>\$4,500.00</u>
	<u>Special Assemblies</u>	<u>\$2,000.00</u>
	<u>Field Trips</u>	<u>\$7,000.00</u>
	<u>Technology</u>	<u>\$5,000.00</u>
	<u>Teacher Curriculum</u>	<u>\$12,000.00</u>
	<u>Staff Incentives</u>	<u>\$2,000.00</u>
	<u>Miscellaneous food/recognition items</u>	<u>\$2,500.00</u>
	<u>Beautification projects</u>	<u>\$2,000.00</u>

TOTAL ESTIMATED EXPENSES \$ 37,000.00

VI. Ending Cash Balance \$3,576.26

Brinda Fox / Secretary Sponsor  
 Signature of Teacher/Sponsor Position

Julie Curry  
 Signature of Principal/School Activity Coordinator

*[Handwritten initials]*





**AMENDMENT BUDGET FOR ACTIVITY SUBACCOUNT**

School Name Noble High School Site Number 705  
706

Account Name and Number Esports 904

Assigned Project Reporting 904

For the period of September 12, 2022 through June 30, 2023

I. Beginning Cash Balance	_____	<u>\$479.10</u>
II. Approved budgeted receipts:		<u>\$8,100.00</u>
III. Proposed amended receipts:		
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

TOTAL RECEIPTS \_\_\_\_\_

IV. Approved budgeted expenditure: \$7,470.00

V. Proposed amended expenditures:

<u>Tournament Organizer Services</u>	_____	<u>\$530.00</u>
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

TOTAL EXPENSES \_\_\_\_\_

V. Ending Cash Balance \_\_\_\_\_ \$0.00

[Signature] \_\_\_\_\_ TEACHER  
 Signature of Teacher/Sponsor Position

[Signature] \_\_\_\_\_  
 Signature of Principal/School Activity Custodian

**AMENDMENT BUDGET FOR ACTIVITY SUBACCOUNT**

School Name Noble High School Site Number 719

Account Name and Number Noble High School Library

Assigned Project Reporting #917

For the period of July 1, 2022 through June 30, 2023

- I. Beginning Cash Balance July 1, 2022 \$0.00
- II. Approved budgeted receipts: \$0.00
- III. Proposed amended receipts:

Book Fair	\$200.00
Grants	\$500.00
Donations	\$1,000.00
Coffee Bar	\$7,500.00
_____	_____
_____	_____
_____	_____
_____	_____

**TOTAL RECEIPTS**

IV. Approved budgeted expenditure: \$9,200.00

V. Proposed amended expenditures:

Library Materials & Supplies	\$1,500.00
Fundraiser Expenses	\$3,000.00
Décor & Furniture	\$4,500.00
Awards/Gifts/Refreshments	\$200.00
_____	_____
_____	_____
_____	_____
_____	_____

**TOTAL EXPENSES**

V. Ending Cash Balance June 30, 2023 \$9,200.00

Angela Hill Angela Hill Librarian  
 Signature of Teacher/Sponsor  
 Signature of Principal School Activity Custodian  
 Position



**AMENDMENT BUDGET FOR ACTIVITY SUBACCOUNT**

School Name Noble High School Site Number 705

Account Name and Number Thespians 927

Assigned Project Reporting \_\_\_\_\_

For the period of July 1, 2022 through June 30, 2023

I. Beginning Cash Balance	_____	<u>\$0.00</u>
II. Approved budgeted receipts:		<u>\$0.00</u>
III. Proposed amended receipts:		

<u>Field trips</u>	_____	<u>\$1,000.00</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL RECEIPTS \$6,850.00

IV. Approved budgeted expenditure: \$0.00


V. Proposed amended expenditures:

<u>Field trips</u>	_____	<u>\$1,000.00</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TOTAL EXPENSES \$5,500.00

V. Ending Cash Balance \_\_\_\_\_

<u></u>	_____	<u>TEACHER</u>
Signature of Teacher/Sponsor		Position

<u></u>	_____	
Signature of Principal/School Activity Custodian		





Student Activity- New Account Request Form

Date: 8/31/22

From: \_\_\_\_\_

Name of Account: Dungeons & Dragons Club

Purpose of Account: Provide a club for students to get together and enjoy playing the most popular tabletop RPG ever made.

Person Responsible for Account:  
Jack Wilson Noble High School (405) 361-7595  
(name) (address/site) (phone number/ext.)

Jack Wilson Teacher  
(signature) (title)

Principal/Administrator for Account:  
J. P. Allen H.S.  
(name) (site) (extension)

[Signature] [Signature]  
(signature) (title)

Activity Office Use Only - Do not write below

Date approved by Board \_\_\_\_\_

Name of Account \_\_\_\_\_

Project Number \_\_\_\_\_

**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706  
 Account Name and Number Athletic General Supply  
 Assigned Project Reporting 870  
 For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>GATE</u>	<u>70,000.00</u>
<u>CONCESSIONS</u>	<u>\$7,000.00</u>
<u>ENTRY FEES</u>	<u>\$4,000.00</u>
<u>ADVERTISING</u>	<u>\$3,800.00</u>
<u>DONATIONS</u>	<u>\$10,000.00</u>
<u>PLAYOFF REIMBURSEMENT</u>	<u>\$2,000.00</u>
<u>ASSEMBLIES /SPIRIT DAYS / MERCHANDISE SALES</u>	<u>\$15,000.00</u>
<u>PHYSICALS</u>	<u>\$3,000.00</u>
<u>RAFFLES</u>	<u>\$4,000.00</u>

TOTAL RECEIPTS \$118,800.00

IV. Expenditures and Estimated Amounts:

<u>OFFICIALS / GAME EXPENSES / COACHING SALARIES</u>	<u>\$30,000.00</u>
<u>TRAVEL REIMBURSEMENT/ HOSPITALITY</u>	<u>\$6,000.00</u>
<u>ATHLETE AND COACHING EQUIPMENT / CLOTHING</u>	<u>\$10,000.00</u>
<u>STUDENT MEDICAL EXP/OFFICE SUPPLIES/ EQUIP / POSTAGE</u>	<u>\$3,000.00</u>
<u>ENTRY FEES / CONFERENCE &amp; STATE ASSOC. DUES</u>	<u>\$10,000.00</u>
<u>TOURNAMENT EXPENSES / HOMECOMING EXPENSES</u>	<u>\$5,000.00</u>
<u>COACHING AND STUDENT CLINIC FEES</u>	<u>\$3,500.00</u>
<u>AWARDS / INCENTIVES / GIFTS / DÉCOR</u>	<u>\$2,000.00</u>
<u>COMPUTERS / COMPUTER SUPPLIES / OFFICE SUPPLIES</u>	<u>\$10,000.00</u>
<u>DONATIONS/ FLOWERS</u>	<u>\$1,000.00</u>
<u>FUNDRAISING SUPPLIES</u>	<u>\$10,000.00</u>
<u>GATE/CLOCK/BOOK WORKERS</u>	<u>\$25,000.00</u>
<u>STUDENT ORGANIZATION WORKERS / FACILITY CLEAN UP</u>	<u>2000</u>

TOTAL EXPENSES \$117,500.00

  
 \_\_\_\_\_  
 Signature of Teacher/Sponsor

\_\_\_\_\_  
 Position

TYLER SOLOMON

\_\_\_\_\_  
 SIGNATURE OF ATHLETIC DIRECTOR

**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

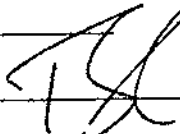
School Name Noble High School Site Number 706  
 Account Name and Number CROSS COUNTRY  
 Assigned Project Reporting 877  
 For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>SUNGLASSES</u>	<u>\$300.00</u>
<u>CLOTHING/ MERCHANDISE SALES</u>	<u>\$300.00</u>
<u>DISCOUNT CARDS</u>	<u>\$2,000.00</u>
<u>PRODUCT SALES</u>	<u>\$1,000.00</u>
<u>FUN RUN</u>	<u>\$1,000.00</u>
<u>FOOD FUNDRAISER</u>	<u>\$1,000.00</u>
<u>CAMPS</u>	<u>\$1,000.00</u>
<u>TRASH PICK UP</u>	<u>\$1,500.00</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<b>TOTAL RECEIPTS</b>	<b><u>\$8,100.00</u></b>

IV. Expenditures and Estimated Amounts:

<u>TRAVEL EXPENSES/ FOOD</u>	<u>\$1,000.00</u>
<u>CLOTHING PLAYERS / COACHES</u>	<u>\$1,000.00</u>
<u>TRACK EQUIPMENT</u>	<u>\$1,000.00</u>
<u>FUNDRAISER EXPENSES</u>	<u>\$1,000.00</u>
<u>AWARDS/ GIFTS / DECOR / <i>Donations</i></u>	<u>\$500.00</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<b>TOTAL EXPENSES</b>	<b><u>\$4,500.00</u></b>

KAYLIE PHILLIPS COACH  
 Signature of Teacher/Sponsor Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR 

**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number HS G SOCCER

Assigned Project Reporting 879

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

DONATIONS	\$400.00
CONCESSION / FOOD / PRODUCT SALES	\$1,200.00
TSHIRT SALES	\$2,000.00
LOCKER NAME PLATES	\$1,000.00
DINNER FUNDRAISERS	\$2,000.00
RAFFLE	\$2,000.00
TOURNAMENT / CAMPS	\$2,000.00

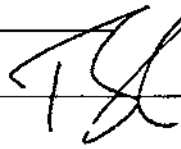
TOTAL RECEIPTS \$10,600.00

IV. Expenditures and Estimated Amounts:

ROSE ROCK SHIRTS	\$1,000.00
CONCESSION SUPPLIES	\$800.00
TEAM / COACHING GEAR	\$500.00
TRAVEL EXPENSES / MEALS	\$2,000.00
EQUIPMENT	\$1,250.00
COACHES ASSOC FEES / DUES	\$80.00
BACKPACKS	\$2,000.00

TOTAL EXPENSES \$7,630.00

KASSIE BYRD \_\_\_\_\_ Coach  
 Signature of Teacher/Sponsor \_\_\_\_\_ Position  
 TYLER SOLOMON  
 SIGNATURE OF ATHLETIC DIRECTOR \_\_\_\_\_







**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number HS VOLLEYBALL

Assigned Project Reporting 881

For the period of July 1, 2022 through June 30, 2023

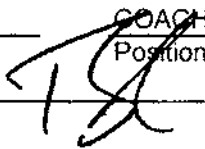
II. Fundraisers and Estimated Revenue:

<u>FOOD</u>	<u>\$3,000.00</u>
<u>DONATIONS</u>	<u>\$1,000.00</u>
<u>CLOTHING / MERCHANDISE SALES</u>	<u>\$1,000.00</u>
<u>CONCESSIONS</u>	<u>\$2,500.00</u>
<u>CAMPS</u>	<u>\$1,500.00</u>
<u>ADVERTISING</u>	<u>\$2,000.00</u>
<u>SNAP RAISE</u>	<u>\$5,000.00</u>
<b>TOTAL RECEIPTS</b>	<b><u>\$16,000.00</u></b>

IV. Expenditures and Estimated Amounts:

<u>TRAVEL EXPENSES FOOD / REIMBURSEMENTS</u>	<u>\$1,500.00</u>
<u>COACHES CLINIC / ORGANIZATIONS/ FEES</u>	<u>\$200.00</u>
<u>TEAM CLOTHING / EQUIPMENT / SUPPLIES</u>	<u>\$3,500.00</u>
<u>FUNDRAISER EXPENSES</u>	<u>\$1,500.00</u>
<u>AWARDS / GIFTS / DÉCOR / REFRESHMENTS</u>	<u>\$2,500.00</u>
<u>CAMPS</u>	<u>\$200.00</u>
<b>TOTAL EXPENSES</b>	<b><u>\$9,400.00</u></b>

CHRISSEY MARSEE COACH  
 Signature of Teacher/Sponsor Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR



**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble Athletic Department Site Number 706

Account Name and Number CIMS Cheer

Assigned Project Reporting 883

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

Product Sales	\$1,000.00
Sonic, Carwash, Restaurant Fundraisers	\$3,000.00
Raffles / Donations / Sponsors	\$2,000.00
Donations / Sponsors	\$1,000.00
Sports Signs / Decals / Bells	\$1,500.00
Cheer Raffle / Fundraiser	\$3,000.00

TOTAL RECEIPTS \$11,500.00

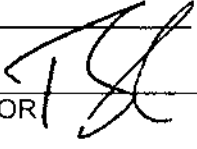
IV. Expenditures and Estimated Amounts:

Cheer Banquet, Decorations, Awards, Food	\$1,000.00
Supplies for School Signage	\$500.00
Cheer Judges	\$250.00
Competitions Fees	\$800.00
Cheer Supplies	\$800.00
Fundraising Expenses	\$1,000.00
Gifts for volunteers / athletes	\$1,000.00
Team Clothing	\$4,000.00
Technology Equipment	\$2,150.00

TOTAL EXPENSES \$11,500.00

Paula Miller Coach  
Signature of Teacher/Sponsor Position

SIGNATURE OF ATHLETIC DIRECTOR






**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number Training - 886

Assigned Project Reporting \_\_\_\_\_

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>Gatorade Product Sales</u>	<u>\$6,500.00</u>
<u>Donations</u>	<u>\$1,000.00</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL RECEIPTS \$7,500.00

IV. Expenditures and Estimated Amounts:

<u>Gatorade Products for resale</u>	<u>\$2,000.00</u>
<u>Water for resale</u>	<u>\$500.00</u>
<u>Team meals/ snacks/ refreshments</u>	<u>\$1,000.00</u>
<u>Team gear/ uniforms</u>	<u>\$1,500.00</u>
<u>Equipment/ Supplies</u>	<u>\$1,500.00</u>
<u>Senior Gifts</u>	<u>\$250.00</u>
<u>Banquet</u>	<u>\$400.00</u>
<u>Homecoming Candidate</u>	<u>\$60.00</u>
_____	_____
_____	_____

TOTAL EXPENSES \$7,210.00

Signature of Teacher/Sponsor  
 TYLER SOLOMON  
 SIGNATURE OF ATHLETIC DIRECTOR

 Coach  
 Position











**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number MS SOCCER

Assigned Project Reporting 892

For the period of July 1, 2022 through June 30, 2023

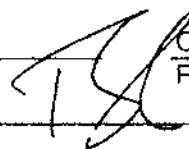
II. Fundraisers and Estimated Revenue:

<u>FOOD SALES</u>	<u>\$2,000.00</u>
<u>CLOTHING SALES</u>	<u>\$5,000.00</u>
<u>DONATIONS</u>	<u>\$5,000.00</u>
<u>SHEET SALES/ PRODUCT SALES</u>	<u>\$3,000.00</u>
<u>SONIC</u>	<u>\$1,000.00</u>
<u>ADVERTISING</u>	<u>\$1,000.00</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL RECEIPTS	<u>\$17,000.00</u>

IV. Expenditures and Estimated Amounts:

<u>FOOD</u>	<u>\$1,000.00</u>
<u>CLOTHING</u>	<u>\$3,000.00</u>
<u>FUNDRAISING SUPPLIES</u>	<u>\$2,000.00</u>
<u>TEAM EQUIPMENT / SUPPLIES</u>	<u>\$500.00</u>
<u>AWARDS / GIFTS / DÉCOR</u>	<u>\$1,000.00</u>
<u>COACHES STIPEND</u>	<u>\$4,500.00</u>
<u>UNIFORMS</u>	<u>\$5,000.00</u>
_____	_____
TOTAL EXPENSES	<u>\$17,000.00</u>

JOE ROHR \_\_\_\_\_ COACH  
 Signature of Teacher/Sponsor \_\_\_\_\_ Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR \_\_\_\_\_














**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706  
 Account Name and Number MS VOLLEYBALL  
 Assigned Project Reporting 897  
 For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>FOOD SALES / CONCESSION</u>	<u>\$2,000.00</u>
<u>DONATIONS</u>	<u>\$1,000.00</u>
<u>CLINICS AND WORKSHOPS</u>	<u>\$3,000.00</u>
<u>CLOTHING AND PRODUCT SALES</u>	<u>\$2,000.00</u>
<u>TOURNAMENTS / CAMPS</u>	<u>\$1,500.00</u>
<u>LOCK IN / DANCES</u>	<u>\$1,500.00</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
<b>TOTAL RECEIPTS</b>	<u>\$11,000.00</u>

IV. Expenditures and Estimated Amounts:

<u>COACHES / PLAYER CLOTHING / BAGS</u>	<u>\$1,000.00</u>
<u>EQUIPMENT / SUPPLIES</u>	<u>\$4,000.00</u>
<u>MEALS</u>	<u>\$1,000.00</u>
<u>AWARDS / GIFTS / DÉCOR</u>	<u>\$100.00</u>
<u>SUMMER CLINIC</u>	<u>\$2,000.00</u>
<u>TRAVEL EXPENSES</u>	<u>\$100.00</u>
_____	_____
_____	_____
<b>TOTAL EXPENSES</b>	<u>\$8,200.00</u>

JOHN STOKES \_\_\_\_\_ COACH  
 Signature of Teacher/Sponsor \_\_\_\_\_ Position  
TYLER SOLOMON \_\_\_\_\_  
 SIGNITURE OF ATHLETIC DIRECTOR | \_\_\_\_\_





**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706  
 Account Name and Number POM  
 Assigned Project Reporting 899  
 For the period of July 1, 2022 through June 30, 2023

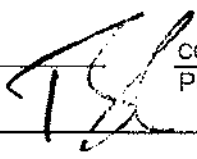
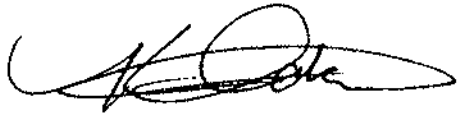
II. Fundraisers and Estimated Revenue:

DONATIONS	\$100.00
TRYOUTS AND CAMPS	\$3,400.00
FOOD/ PRODUCT SALES	\$2,500.00
CLINICS	\$3,000.00
SILENT AUCTIONS/ RAFFLES / GARAGE SALES	\$3,000.00
SONIC	\$1,000.00
AD SALES	\$2,000.00
CLOTHING AND JEWELRY SALES	\$3,000.00
DANCE	\$1,000.00
TOTAL RECEIPTS	\$19,000.00

IV. Expenditures and Estimated Amounts:

TRYOUT / JUDGES / SHIRTS	\$375.00
CHOREOGRAPHY / CONSULTANT FEE	\$1,500.00
UNIFORMS	\$5,000.00
DANCE SUPPLIES / SHOES/ TIGHTS /BOWS/ BAGS	\$3,800.00
COACH / SPONSOR FEE	\$1,500.00
SUPPLIES	\$1,000.00
AWARDS	\$1,500.00
	\$ 1,000.00
TOTAL EXPENSES	\$15,675.00

ZACH ADAMS COACH  
 Signature of Teacher/Sponsor Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR



## FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT

School Name Noble High School Site Number 706  
 Account Name and Number Athletic General Supply  
 Assigned Project Reporting 870  
 For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

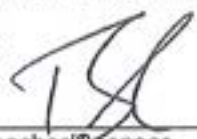
<u>GATE</u>	<u>70,000.00</u>
<u>CONCESSIONS</u>	<u>\$7,000.00</u>
<u>ENTRY FEES</u>	<u>\$4,000.00</u>
<u>ADVERTISING</u>	<u>\$3,800.00</u>
<u>DONATIONS</u>	<u>\$10,000.00</u>
<u>PLAYOFF REIMBURSEMENT</u>	<u>\$2,000.00</u>
<u>ASSEMBLIES /SPIRIT DAYS / MERCHANDISE SALES</u>	<u>\$15,000.00</u>
<u>PHYSICALS</u>	<u>\$3,000.00</u>
<u>RAFFLES</u>	<u>\$4,000.00</u>

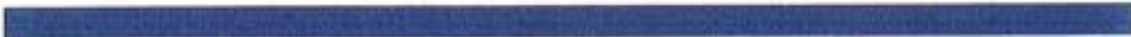
TOTAL RECEIPTS \$118,800.00

IV. Expenditures and Estimated Amounts:

<u>OFFICIALS / GAME EXPENSES / COACHING SALARIES</u>	<u>\$30,000.00</u>
<u>TRAVEL REIMBURSEMENT/ HOSPITALITY</u>	<u>\$6,000.00</u>
<u>ATHLETE AND COACHING EQUIPMENT / CLOTHING</u>	<u>\$10,000.00</u>
<u>STUDENT MEDICAL EXP/OFFICE SUPPLIES/ EQUIP / POSTAGE</u>	<u>\$3,000.00</u>
<u>ENTRY FEES / CONFERENCE &amp; STATE ASSOC. DUES</u>	<u>\$10,000.00</u>
<u>TOURNAMENT EXPENSES / HOMECOMING EXPENSES</u>	<u>\$5,000.00</u>
<u>COACHING AND STUDENT CLINIC FEES</u>	<u>\$3,500.00</u>
<u>AWARDS / INCENTIVES / GIFTS / DÉCOR</u>	<u>\$2,000.00</u>
<u>COMPUTERS / COMPUTER SUPPLIES / OFFICE SUPPLIES</u>	<u>\$10,000.00</u>
<u>DONATIONS/ FLOWERS</u>	<u>\$1,000.00</u>
<u>FUNDRAISING SUPPLIES</u>	<u>\$10,000.00</u>
<u>GATE/CLOCK/BOOK WORKERS</u>	<u>\$25,000.00</u>
<u>STUDENT ORGANIZATION WORKERS / FACILITY CLEAN UP</u>	<u>2000</u>

TOTAL EXPENSES \$117,500.00

  
 \_\_\_\_\_  
 Signature of Teacher/Sponsor Position  
 TYLER SOLOMON  
 SIGNATURE OF ATHLETIC DIRECTOR



**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

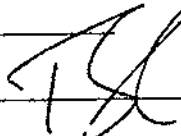
School Name Noble High School Site Number 706  
 Account Name and Number CROSS COUNTRY  
 Assigned Project Reporting 877  
 For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>SUNGLASSES</u>	<u>\$300.00</u>
<u>CLOTHING/ MERCHANDISE SALES</u>	<u>\$300.00</u>
<u>DISCOUNT CARDS</u>	<u>\$2,000.00</u>
<u>PRODUCT SALES</u>	<u>\$1,000.00</u>
<u>FUN RUN</u>	<u>\$1,000.00</u>
<u>FOOD FUNDRAISER</u>	<u>\$1,000.00</u>
<u>CAMPS</u>	<u>\$1,000.00</u>
<u>TRASH PICK UP</u>	<u>\$1,500.00</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<b>TOTAL RECEIPTS</b>	<b><u>\$8,100.00</u></b>

IV. Expenditures and Estimated Amounts:

<u>TRAVEL EXPENSES/ FOOD</u>	<u>\$1,000.00</u>
<u>CLOTHING PLAYERS / COACHES</u>	<u>\$1,000.00</u>
<u>TRACK EQUIPMENT</u>	<u>\$1,000.00</u>
<u>FUNDRAISER EXPENSES</u>	<u>\$1,000.00</u>
<u>AWARDS/ GIFTS / DECOR / <i>Donations</i></u>	<u>\$500.00</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<b>TOTAL EXPENSES</b>	<b><u>\$4,500.00</u></b>

KAYLIE PHILLIPS COACH  
 Signature of Teacher/Sponsor Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR 

**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number HS G SOCCER

Assigned Project Reporting 879

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

DONATIONS	\$400.00
CONCESSION / FOOD / PRODUCT SALES	\$1,200.00
TSHIRT SALES	\$2,000.00
LOCKER NAME PLATES	\$1,000.00
DINNER FUNDRAISERS	\$2,000.00
RAFFLE	\$2,000.00
TOURNAMENT / CAMPS	\$2,000.00

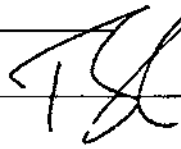
TOTAL RECEIPTS \$10,600.00

IV. Expenditures and Estimated Amounts:

ROSE ROCK SHIRTS	\$1,000.00
CONCESSION SUPPLIES	\$800.00
TEAM / COACHING GEAR	\$500.00
TRAVEL EXPENSES / MEALS	\$2,000.00
EQUIPMENT	\$1,250.00
COACHES ASSOC FEES / DUES	\$80.00
BACKPACKS	\$2,000.00

TOTAL EXPENSES \$7,630.00

KASSIE BYRD \_\_\_\_\_ Coach  
 Signature of Teacher/Sponsor \_\_\_\_\_ Position  
 TYLER SOLOMON  
 SIGNATURE OF ATHLETIC DIRECTOR \_\_\_\_\_





**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number HS VOLLEYBALL

Assigned Project Reporting 881

For the period of July 1, 2022 through June 30, 2023

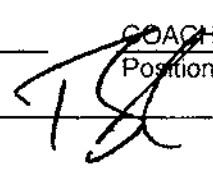
II. Fundraisers and Estimated Revenue:

<u>FOOD</u>	<u>\$3,000.00</u>
<u>DONATIONS</u>	<u>\$1,000.00</u>
<u>CLOTHING / MERCHANDISE SALES</u>	<u>\$1,000.00</u>
<u>CONCESSIONS</u>	<u>\$2,500.00</u>
<u>CAMPS</u>	<u>\$1,500.00</u>
<u>ADVERTISING</u>	<u>\$2,000.00</u>
<u>SNAP RAISE</u>	<u>\$5,000.00</u>
<b>TOTAL RECEIPTS</b>	<b><u>\$16,000.00</u></b>

IV. Expenditures and Estimated Amounts:

<u>TRAVEL EXPENSES FOOD / REIMBURSEMENTS</u>	<u>\$1,500.00</u>
<u>COACHES CLINIC / ORGANIZATIONS/ FEES</u>	<u>\$200.00</u>
<u>TEAM CLOTHING / EQUIPMENT / SUPPLIES</u>	<u>\$3,500.00</u>
<u>FUNDRAISER EXPENSES</u>	<u>\$1,500.00</u>
<u>AWARDS / GIFTS / DÉCOR / REFRESHMENTS</u>	<u>\$2,500.00</u>
<u>CAMPS</u>	<u>\$200.00</u>
<b>TOTAL EXPENSES</b>	<b><u>\$9,400.00</u></b>

CHRISSEY MARSEE COACH  
 Signature of Teacher/Sponsor Position  
TYLER SOLOMON  
 SIGNITURE OF ATHLETIC DIRECTOR





**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble Athletic Department Site Number 706

Account Name and Number CIMS Cheer

Assigned Project Reporting 883

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

Product Sales	\$1,000.00
Sonic, Carwash, Restaurant Fundraisers	\$3,000.00
Raffles / Donations / Sponsors	\$2,000.00
Donations / Sponsors	\$1,000.00
Sports Signs / Decals / Bells	\$1,500.00
Cheer Raffle / Fundraiser	\$3,000.00

TOTAL RECEIPTS \$11,500.00

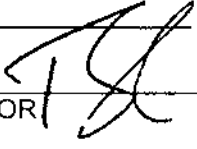
IV. Expenditures and Estimated Amounts:

Cheer Banquet, Decorations, Awards, Food	\$1,000.00
Supplies for School Signage	\$500.00
Cheer Judges	\$250.00
Competitions Fees	\$800.00
Cheer Supplies	\$800.00
Fundraising Expenses	\$1,000.00
Gifts for volunteers / athletes	\$1,000.00
Team Clothing	\$4,000.00
Technology Equipment	\$2,150.00

TOTAL EXPENSES \$11,500.00

Paula Miller Coach  
Signature of Teacher/Sponsor Position

SIGNATURE OF ATHLETIC DIRECTOR






**FUNDRAISER AND EXPENDITURE REQUEST FOR ACTIVITY SUB ACCOUNT**

School Name Noble High School Site Number 706

Account Name and Number Training - 886

Assigned Project Reporting \_\_\_\_\_

For the period of July 1, 2022 through June 30, 2023

II. Fundraisers and Estimated Revenue:

<u>Gatorade Product Sales</u>	<u>\$6,500.00</u>
<u>Donations</u>	<u>\$1,000.00</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL RECEIPTS \$7,500.00

IV. Expenditures and Estimated Amounts:

<u>Gatorade Products for resale</u>	<u>\$2,000.00</u>
<u>Water for resale</u>	<u>\$500.00</u>
<u>Team meals/ snacks/ refreshments</u>	<u>\$1,000.00</u>
<u>Team gear/ uniforms</u>	<u>\$1,500.00</u>
<u>Equipment/ Supplies</u>	<u>\$1,500.00</u>
<u>Senior Gifts</u>	<u>\$250.00</u>
<u>Banquet</u>	<u>\$400.00</u>
<u>Homecoming Candidate</u>	<u>\$60.00</u>
_____	_____
_____	_____

TOTAL EXPENSES \$7,210.00

Signature of Teacher/Sponsor  
 TYLER SOLOMON  
 SIGNATURE OF ATHLETIC DIRECTOR

 Coach  
 Position





























**Noble Public Schools**  
**Alternative Education Plan**  
**School Year 2022-2023**

The Noble High School Alternative Program serves students on the high school campus after the traditional school day, Monday-Thursday from 4:15 p.m. until 8:45 p.m. The program serves up to 25 students at any one time during the year. The students are referred by administration and the Alternative Education Committee at Noble High School. This committee includes counselor and teachers in addition to the administration. Dan Mitchell is the teacher for the program, with assistance from other certified instructors Noble High School as needed. Noble Public Schools provides Chromebooks for all students in the program.

Our curriculum is aligned through Canvas LMS and Edmentum, in addition to coursework provided by instructors of NHS. Cheryl Hill provides Life Skills and Family and Consumer Science courses. Counseling Services are provided by Tori Christiansen and Kim Word, Certified Counselors at NHS. Approximately 20 students graduated from the program in May of 2022. Art Education is provided by NHS Art Teachers Kika Dressler, Keaton Kilpatrick, and Katina Cook. Students are provided meals and snacks daily, as prepared by the NHS Child Nutrition Staff.

Students in the Alternative Education program are allowed to participate in all activities and programs offered to regular education students of NHS. These include classes at Mid-America Technology Center, extra-curricular activities at NHS, Concurrent Education courses from post-secondary institutions, as well as events including Prom, Homecoming, assemblies, etc. Mr. Joe Rohr, NHS Assistant Principal is the administrator in charge of the program with assistance from Mr. Jeff Allen and Mrs. Kristal Standridge.





**Frank Solomon**  
*Superintendent*

P.O. Box 499 / 111 S. 4<sup>th</sup> St. Noble, OK 73068  
Phone: 405-872-3452 / Fax: 405-872-3271  
[www.nobleps.com](http://www.nobleps.com)

August 18, 2022

Oklahoma State Department of Education  
Accreditation Standards Division  
Oliver Hodge Building  
2500 North Lincoln Boulevard  
Oklahoma City, OK 73105

RE: Statutory Waiver for 70 O.S. § 3-126

To Whom It May Concern,

I am writing to request a Statutory Waiver for 70 O.S. § 3-126. This request is necessary due to the quality of candidates that applied for the MS or HS Library Media Specialist (LMS) position. At the time of the hiring of the MS/HS LMS, we only had 3 submitted applications for the MS, and 6 submitted for the HS. Of the 3 at the MS, only the one that we hired had credentials for the position. Of the 6 at the HS, only the one that we hired had credentials for the position. The LMS that we hired has 20 years experience working for public libraries. She has worked for the Metropolitan Library System (OKC) as the Engagement Manager (13 Years) and the Wichita Falls Library System as the Assistant Library Administrator (4 Years) and has been an Adjunct Librarian for Rose State College. She holds a master's in Library and Information Studies from OU and has applied for the OKSDE Alternative Certification Program. She is currently enrolled at UCO to pursue her master's degree in School Library Media Specialist.

Due to one librarian retiring and another librarian moving to a different position within the district, we had posted with the goal of hiring a qualified librarian for both the Noble High School and Curtis Inge Middle School. Obviously, we were not able to achieve that goal. However, as stated, we believe we have hired a strong candidate that will be supported by hiring two full-time library assistants.

Respectfully,

  
Frank Solomon  
Superintendent of Schools



- A. Reason for the Waiver request. Please include circumstances which necessitate hiring a non certified library media specialist. What alternative means will be employed if your waiver is denied? Where is the applicant as it pertains to their pursuit of their course of study? What percentage of your student population will benefit from the waiver if approved?
- Due to the quality of candidates that applied for the MS or HS Library Media Specialist (LMS) position, Noble HS and Curtis Inge MS are requesting to share a full-time librarian. To assist with this, both schools will employ a full-time library assistant. At the time of the hiring of the MS/HS LMS, we only had 3 submitted applications for the MS, and 6 submitted for the HS. Of the 3 at the MS, only the one that we hired had credentials for the position. Of the 6 at the HS, only the one that we hired had credentials for the position. The LMS that we hired has 20 years experience working for public libraries, holds a masters in Library and Information Studies, and has applied for the alternative certification program. If the waiver is denied, we will post and hope a qualified applicant applies. The
- B. List alternate strategies/plans which the district/site proposes. How does this plan best serve the students of your district, i.e., a description of the educational benefits to the students and learning achievement? Please list any negative impact if the waiver were to be denied.
- Our goal is to continue to provide our students and teachers with access to the library resource program. We believe the candidate that we hired was our best option since she has worked for public library systems and has a masters from OU in Library and Information Studies. We will also continue to post future positions for a Library Media Specialist with hope of finding quality candidates. If the waiver is denied, access to the library would be limited due to not having a qualified candidate in the library. Again, we feel that the candidate that we hired has the credentials to run libraries at our Middle School and High School, as she starts classes at UCO to get her second masters in School Library Media Specialist.
- C. Educational impact to the district: Results of the Statutory Waiver/Deregulation, i.e., effect on student performance levels, impact of plan on other sites in the district.
- We believe that if this waiver is approved, there will be no negative impact on the education of our students. The candidate that we hired has started her alternative certification and is enrolled at UCO for School Library Media Specialist. Prior to this, she has worked for Metropolitan Library System (OKC) as the Engagement Manager (13 Years) and the Wichita Falls Library System as the Assistant Library Administrator (4 Years), and has been an Adjunct Librarian for Rose State College.

- D. Timeline: Please submit class schedule, calendars, assessment forms and other attachments as necessary.

The approval of this waiver will not affect the school calendar or the class schedule.

- E. Any financial impact to the District (positive or negative) for the proposed waiver/deregulation? If positive please describe where the available would be reallocated.

The proposed waiver will allow us to hire a MS/HS Librarian as she works to fulfill the certification process. The district does not see any negative financial impact, and the district will be glad to pay the salary for the librarian.

- F. Describe method of assessment or evaluation of effectiveness of the plan both for staff and students, I.E., TLE, ACT scores, graduation rates, RSA, School Report Card, etc.

The district will constantly evaluate the alternatively certified librarian as she works to fulfill the certification requirements of obtaining a masters in School Library Media Specialist from UCO. We do not expect a loss in the use of the library, nor in any academic assessed areas.

\*\* You will be contacted if more information is needed to process this request.



On the PDF, it does not show all of my response to A. Here is what was typed.

Due to the quality of candidates that applied for the MS or HS Library Media Specialist (LMS) position, Noble HS and Curtis Inge MS are requesting to share a full-time librarian. To assist with this, both schools will employ a full-time library assistant. At the time of the hiring of the MS/HS LMS, we only had 3 submitted applications for the MS, and 6 submitted for the HS. Of the 3 at the MS, only the one that we hired had credentials for the position. Of the 6 at the HS, only the one that we hired had credentials for the position. The LMS that we hired has 20 years experience working for public libraries, holds a masters in Library and Information Studies, and has applied for the alternative certification program. If the waiver is denied, we will post and hope a qualified applicant applies. The applicant is enrolled at UCO for the Fall 2022 semester to get her LMS Degree needed for teacher certification. One hundred percent of our students at each school site will benefit if this waiver is approved.



Angela Hill  
2429 SW 33  
OKC, OK 73119

August 12, 2022

Dr. Jon Myers  
Assistant Superintendent  
Noble Public Schools  
111 S. 4<sup>th</sup> Street  
Noble, OK 73068

Dear Dr. Myers,

This letter is to inform you that I intend to obtain a Library Media Specialist certification from the University of Central Oklahoma. I am currently enrolled in the program at UCO and have attached my current registration.

Please let me know if you have any questions or need anything further.

Best regards,  
Angela



[Home](#)
[Academics](#)
[My Finances](#)
[Campus Services](#)
[Campus Involvement](#)
[Student Information](#)

[UCONNECT](#)
[Academics](#)
[Registration Status](#)

- ✓ You have no Holds which prevent registration.
  - ✓ Your Academic Standing is Good Standing which permits registration.
  - ✓ Your Student Status permits registration.
- Your Class for registration purposes is Second Masters.

#### Earned Credit

Level	Type	Hours
Undergraduate	Institutional	61.000
Undergraduate	Transfer	70.000

#### Curriculum Information

##### Current Program

Master of Education

**Level:** Graduate  
**Program:** Library Media Education  
**Admit Term:** Fall 2022  
**Admit Type:** First Time Graduate  
**Catalog Term:** Fall 2022  
**College:** Education and Prof Studies  
**Campus:** UCO Campus

**Major and Department:** Library Media Education, Adv Professional & Spec Svcs

**NOBLE PUBLIC SCHOOLS CLASS LIMITS**

**SEMESTER 1 2022-2023**

**Enrollment Summary as of 7/31/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160	158	4	2
K	10	200	173	13	27
K-T1	2	32	31	0	1
1st	10	200	220	11	-20
2nd	10	220	207	9	13
3rd	10	220	225	8	-5
4th	9	198	209	8	-11
5th	9	207	211	11	-4
6th	NA	220	232	5	-12
7th	NA	220	226	11	-6
8th	NA	220	250	10	-30
9th	NA	220	271	16	-51
10th	NA	220	218	9	2
11th	NA	220	220	19	0
12th	NA	220	190	8	30
<b>Total</b>		<b>2977</b>	<b>3041</b>	<b>142</b>	<b>-64</b>

**Enrollment Summary as of 8/31/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160	160	6	0
K	10	200	184	15	16
K-T1	2	32	31	4	1
1st	10	200	209	13	-9
2nd	10	220	206	11	14
3rd	10	220	232	12	-12
4th	9	198	200	10	-2
5th	9	207	214	13	-7
6th	NA	220	234	8	-14
7th	NA	220	226	12	-6
8th	NA	220	253	13	-33
9th	NA	220	270	20	-50
10th	NA	220	212	12	8
11th	NA	220	215	24	5
12th	NA	220	195	14	25
<b>Total</b>		<b>2977</b>	<b>3041</b>	<b>187</b>	<b>-64</b>

**Enrollment Summary as of 9/30/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160			
K	10	200			
K-T1	2	32			
1st	10	200			
2nd	10	220			
3rd	10	220			
4th	9	198			
5th	9	207			
6th	NA	220			
7th	NA	220			
8th	NA	220			
9th	NA	220			
10th	NA	220			
11th	NA	220			
12th	NA	220			
<b>Total</b>		<b>2977</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Enrollment Summary as of 10/31/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160			
K	10	200			
K-T1	2	32			
1st	10	200			
2nd	10	220			
3rd	10	220			
4th	9	198			
5th	9	207			
6th	NA	220			
7th	NA	220			
8th	NA	220			
9th	NA	220			
10th	NA	220			
11th	NA	220			
12th	NA	220			
<b>Total</b>		<b>2977</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Enrollment Summary as of 11/30/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160			
K	10	200			
K-T1	2	32			
1st	10	200			
2nd	10	220			
3rd	10	220			
4th	9	198			
5th	9	207			
6th	NA	220			
7th	NA	220			
8th	NA	220			
9th	NA	220			
10th	NA	220			
11th	NA	220			
12th	NA	220			
<b>Total</b>		<b>2977</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Enrollment Summary as of 12/31/2022**

Grade Level	# of Teachers	Max Capacity	Total Enrolled	# of Transfers	Transfers available
Pre-K	8	160			
K	10	200			
K-T1	2	32			
1st	10	200			
2nd	10	220			
3rd	10	220			
4th	9	198			
5th	9	207			
6th	NA	220			
7th	NA	220			
8th	NA	220			
9th	NA	220			
10th	NA	220			
11th	NA	220			
12th	NA	220			
<b>Total</b>		<b>2977</b>	<b>0</b>	<b>0</b>	<b>0</b>

(-) Enrollment Maxed

() Transfers Available



**Noble Public Schools  
Proposed Ward Boundaries as of 9/12/2022**

- Ward #1:** Begin at the intersection of Highway 9 and 36<sup>th</sup> Ave SE - South to Cedar Lane Road – West ½ mile, South ½ mile, West ½ mile to 24<sup>th</sup> Ave SE, East side of Hwy 77 South to Post Oak Road, East to 8<sup>th</sup> St., South to Etowah Road, East for 7 miles to 144<sup>th</sup> Ave SE, North 2 miles to Cedar Lane Road, East to SW corner of Section 23, North to center of Section 34, West on Old Oilfield Road to 120<sup>th</sup> Ave, North West to Highway 9 – West on Highway 9 to Indian Meridian – North to NE corner of Section 1 – West 3.5 miles to center of Section 33, East to ½ mile to NE corner of Section 4 – South ½ mile – East ½ mile to center of Section 3 – South 2 miles to center of Section 15, Township 8 – West 2.5 miles to 72<sup>nd</sup> Ave SE – North 1 mile – West ½ mile to center of Section 7 – North to Highway 9 – West to 36<sup>th</sup> Ave SE or point of beginning.
- Ward #2:** Begin at the West side of Hwy 77- South to Post Oak Road, West ½ mile to Willow Springs Road, South to center of Section 21, West to Canadian River, South to SE corner of Section 13, North on 60<sup>th</sup> to Hwy 77, North along Hwy 77 to Etowah Road, East to 8<sup>th</sup> Street, North to Post Oak Road, West to Hwy 77, North to point of beginning.
- Ward #3:** Begin at the intersection of Etowah Road and 120<sup>th</sup> Street – South 5 miles to Bryant Road, East 7 miles to Pottawatomie Road, North 6 ½ miles to NE corner of Section 24, West to center of Section 15, North ½ mile to E. Cedar Lane Road, West to 144<sup>th</sup> Ave SE, South to Etowah Road, West to point of beginning.
- Ward #4:** Begin at the intersection of Hwy 77 and Etowah Road, South to Cemetery Road, East to 60<sup>th</sup> Ave, North 2 miles to Etowah Road, West to point of beginning.
- Ward #5:** Begin at the intersection of Etowah Road and 60<sup>th</sup> Ave, South 2 miles to Cemetery Road, West 1 ½ miles to Hwy 77, South along Hwy 77 to 60<sup>th</sup> Street, Turn South to SW Corner of Section 18, East to center of Section 15, South to Bryant Road, East to 120<sup>th</sup> Street, North to Etowah Road, West to point of beginning.

**\*Board approved September 12, 2022.**

**NOBLE BOARD OF EDUCATION****CI****DISPOSAL OF SURPLUS SCHOOL PROPERTY**

Certain school-owned equipment, furniture, and other personal property must be declared surplus by the Noble Board of Education and disposed of by public sale or discarded if determined to be of no value.

Computers declared as surplus property may contain such information as social security numbers, staff/student identification numbers, credit card numbers, bank account numbers, passwords, medical records, photographs, addresses, telephone numbers, student records, and other information that should not be released to the public. The district has an obligation to ensure that all school information has been deleted from surplus computers' files and hardware. Specialized software will be used to ensure the complete deletion of information from surplus computers prior to their sale or disposal.

Surplus property which has a saleable value shall be sold by written, sealed bids after notice of such sale has been posted in a local newspaper, or by public auction. Every attempt will be made to obtain a commercially reasonable value.

If the decision is made to dispose of real or personal property that is leased at the time the decision is made, the lessee shall have a right of first refusal to purchase the property on the following terms and conditions:

1. If the board of education receives a bid or offer in a public sale, private bid, or private sale for any real or personal property that it desires to accept, notice shall be provided to the lessee. The notice shall include the identity of the prospective purchaser, the terms and conditions of the proposed sale, and the purchase price to be paid by the prospective purchaser.
2. The lessee shall have thirty (30) days after receipt of the notice to inform the board of education that it elects to purchase the property on the same terms and conditions set forth in the notice. The board of education will then convey the property to the lessee on all the same terms and conditions. If any portion of the consideration included in the purchase price set forth in the notice is not in cash, then the lessee shall be entitled to pay the fair market value in cash of such noncash consideration.

REFERENCE: 70 O.S. §5-117(A)(11)  
Oklahoma Constitution, Article 10, Section 15

~~CROSS REFERENCE: Policy CIA, Disposal of Real Property~~



**NOBLE BOARD OF EDUCATION****DAA****NONDISCRIMINATION**

~~It is the policy of the Noble Board of Education to provide equal opportunities without regard to race, color, national origin, gender, age, qualified handicap, or veteran in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment.~~

The Noble Board of Education is committed to a policy of nondiscrimination in relation to race, color, religion, sex, age, national origin, alienage, handicap, or veteran status. This policy will prevail in all matters concerning staff, events, students, the public, employment, admissions, financial aid, educational programs and services, facilities access, and individuals, companies, and firms with whom the board does business. Racial discrimination shall include racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward an employee, a student or a visitor.

The board directs the superintendent of schools to prepare necessary rules, regulations, and procedures to ensure that all local, state, and federal laws, regulations, and guidelines are followed.

The following statement will be included in all course announcements, bulletins disseminated to all students, materials used for recruiting or describing programs and training, application or enrollment forms, brochures, and catalogs:

"The Noble Board of Education does not discriminate on the basis of disability, race, color, religion, national origin, sex, age, veteran status, or gender."

When an open forum is created whereby non-curricular groups are allowed to meet on school premises Boy Scouts and other designated youth groups will have equal access.

Inquiries concerning application of this policy may be referred to Superintendent of schools, who will contact the Title IX/504/ADA Compliance Coordinators.

Noble Public Schools District	111 S. 4 <sup>th</sup> Street Street Address
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405-872-3452 Telephone	Noble, OK 73068 City, State, Zip
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**REFERENCE:** Oklahoma Constitution, Article 1, Section 6  
 Title 6, Title 7, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972  
 Executive Order 11246, as amended by Executive Order 11375  
 Equal Pay Act, as amended by the Education Amendments of 1972  
 Rehabilitation Act of 1973, §504  
 Education for All Handicapped Children Act of 1975  
 Immigration Reform and Control Act of 1986  
 Americans With Disabilities Act of 1990, 42 U.S.C. §12101  
 Individuals With Disabilities Education Act, 20 USC §1400, et seq.

**NOBLE BOARD OF EDUCATION****FB****SEXUAL HARASSMENT OF STUDENTS**

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Noble Board of Education will not tolerate sexual harassment by any of its employees or students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel. Policy DA applies to sexual harassment of employees.

1. Sexual Harassment as defined as conduct on the basis of sex that satisfies one or more of the following:
  - a. An employee of the school district conditioning the provision of an aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct. This is referred to as quid pro quo sexual harassment;
  - b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student equal access to the school district's educational program or activity; or
  - c. Sexual assault, dating violence, domestic violence or stalking as defined by federal law.

For the purpose of this policy, examples of sexual harassment includes, but are not limited to:

- A. Verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
  - B. Demeaning comments about a girl's ability to excel in a class historically considered a "boy's" subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.
  - C. Writing graffiti which names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately. Use of email, the internet, or technology may constitute sexual harassment as much as use of in-person, postal mail, handwritten or other communication.
  - D. Any of the aforementioned conduct which effectively deprives a student of access to educational opportunities or benefits provided by the school.
2. Specific Prohibitions
    - A. Administrators and Supervisors
      1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.
      2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions, as described below.
      3. The "off-duty" conduct of school personnel that has or will have a negative impact on the educational process of the school or constitutes



**NOBLE BOARD OF EDUCATION****FB****SEXUAL HARASSMENT OF STUDENTS (Cont.)**

and illegal or inappropriate relationship with a student may subject the employee to disciplinary action which could include termination of employment. Any romantic or sexual affiliation between school personnel and students, including students who have reached the age of majority (18), during school hours will have a negative impact on the educational process and shall constitute a violation of school policy. Such violations may result in suspension of the student and suspension or termination for the employee. Any sexual affiliation between teachers and students under the age of ~~18~~ 20 ~~may~~ constitutes a crime under Oklahoma law and will most likely result in the suspension of certification by the State of Oklahoma.

3. Notice of this policy and grievance procedure, including how to file or report sexual harassment and how the district will respond shall be provided to applicants for admission and employment, students, parents or legal guardians, and unions or professional organizations holding agreements with the school district.
4. Reporting Allegations of Sexual Harassment
  - A. It is the express policy of the board of education to encourage student victims of sexual harassment to come forward with such claims.
    1. 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 appropriate administrator or teacher. If the student's immediate administrator or teacher is the alleged offending person, the report will be made to the next higher level of administration or supervision or to any responsible adult person. The employee to whom the report was made will provide notice of the report to the Title IX coordinator. The Title IX coordinator should then provide the appropriate paperwork to the student or parent/guardian so that the student (complainant) may file a formal complaint with the Title IX coordinator by mail, e-mail, or as directed by the Title IX coordinator.
    2. Every attempt will be made to maintain confidentiality; however, absolute confidentiality cannot be guaranteed because of due process concerns which arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
  - B. Upon notice from an employee that a student to parent/guardian has reported possible sexual harassment, the Title IX coordinator will promptly contact the student (alleged victim) to discuss the availability of supportive measures, consider the student's wishes with regard to supportive measures, and explain the process that will be involved with a formal complaint.
5. Grievance Procedure.
  - A. Equitable Treatment. Both the alleged victim (complainant) and the alleged respondent (respondent) will be treated equitably by the school district.
  - B. Objective Evaluation of Evidence. All evidence both inculpatory and exculpatory will be evaluated objectively. Credibility determinations will not be made based upon the party's status as complainant, respondent, or witness.

**NOBLE BOARD OF EDUCATION****FB****SEXUAL HARASSMENT OF STUDENTS (Cont.)**

- C. Conflict of Interest. Any person serving as the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate the process shall not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent.
  - D. Presumption. There will be a presumption that the respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.
  - E. Timeliness. The grievance process will proceed in a timely manner. Any delay in the process for good cause such as law enforcement involvement, absence of a party, witness or advisor, translation, or accommodation needs will be documented, and written notice provided to both parties explaining the reason for the delay.
  - F. Possible outcomes. A description or listing of possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility must be provided to both parties.
  - G. Standard of Review. The school district will utilize ~~(a preponderance of the evidence standard)~~ or **(a clear and convincing evidence standard)** to determine responsibility. ~~\*\*\*The standard selected by the school district will need to be the same standard that is applied to all formal complaints including those against employees.~~
  - H. Privileged Information. The school district will not require, allow or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.
6. Written Notice. Upon receipt of a formal complaint, the school district will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. The written notice must include:
- A. Notice of the grievance process, including any informal resolution process;
  - B. Notice of the allegations, including sufficient details to allow the respondent to prepare a response;
  - C. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process;
  - D. Notice of the parties' right to have an advisor and to inspect and review evidence. The advisor may but is not required to be an attorney.
  - E. Notice of any provision in the student discipline code that prohibits knowingly making false statements or providing false information in the grievance process.
- If in the course of an investigation, the school district obtains additional information about the respondent or complainant that was not included in the original written notice, notice of the additional allegations must be provided in writing to both parties.
7. Investigation of the Allegations. The school district will designate an investigator to conduct a thorough investigation of allegations. Contact information for the investigator will be provided to both the complainant and the respondent.



**NOBLE BOARD OF EDUCATION****FB****SEXUAL HARASSMENT OF STUDENTS (Cont.)**

- A. The burden of proof and of gathering evidence remains on the school district.
- B. An equal opportunity will be provided to both parties to present witnesses and evidence during the investigation.
- C. Neither the complainant or respondent will be prohibited from discussing the allegations or gathering and presenting evidence to the investigator.
- D. Both parties will have the opportunity to have others present during interviews or related proceedings. This may include an advisor who may but is not required to be an attorney.
- E. Written notice of the date, time, participants, purpose and location of any investigate interview, hearing, or other meeting shall be provided to the party who is invited or expected to attend.
- F. Both parties and their advisors, if any, will be provided an opportunity to review all evidence that is directly related to the allegations in the formal complaint. This would include any evidence on which the school district does not intend to rely and any exculpatory or inculpatory evidence from any source. Such evidence must be provided prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response, which the investigator must consider prior to completing the investigation report.
- G. A written investigation report will be provided that summarizes the relevant evidence. This report will be provided to the parties and their advisors, if any, for their review and written response at least ten (10) days before a hearing or determination of responsibility.

8. **Hearing.** The Title IX coordinator will determine whether a live hearing is necessary on a case-by-case basis if both parties request or consent to such a hearing (the live hearing component is optional for K-12 schools). Regardless of whether a live hearing is held, or a written hearing is conducted, each party will have ten (10) days from the receipt of the investigation report to submit written, relevant questions that the party wants asked of another party or witness. Both parties will be provided with the answers and follow up questions. Federal law determines when questions regarding a complainant's prior sexual behavior or sexual predisposition are considered relevant in a hearing provided by a school district.

9. **Determination of Responsibility.** A decisionmaker, who is not the Title IX coordinator or the investigator, will apply ~~(a preponderance of the evidence standard)~~ or (a clear and convincing evidence standard) to determine responsibility, and will issue a written determination of responsibility that:

- A. Identifies the allegations that potentially constitute sexual harassment;
- B. Describes the school district's procedural steps taken from the receipt of the complaint to the determination;
- C. Includes findings of fact to support the determination;
- D. Includes conclusions regarding applicants of the discipline code to the facts;



**NOBLE BOARD OF EDUCATION****FB****SEXUAL HARASSMENT OF STUDENTS (Cont.)**

- E. Includes a statement of, and rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the school's educational programs or activities will be provided to the complainant; and
- F. The procedures and permissible basis for appeals.

10. Appeals. Within ten (10) days of a determination of responsibility, dismissal of a complaint or any allegations therein either party may appeal for one of the following reasons:

- A. A procedural error affected the outcome.
- B. New evidence that was not reasonably available at the time of the determination and could affect the outcome;
- C. Conflicts of interest on the part of the Title IX coordinator, investigator or decision maker that affected the outcome.

If an appeal is made, the school district will provide written notice to both parties of the appeal. Both parties will be provided an equal opportunity to submit a written statement in support of or challenging the determination within ten (10) days of the written notice to both parties of the appeal being filed. The appeal will be heard by an appeal decision maker who is not the Title IX coordinator, the investigator or the original decisionmaker. The appeal decisionmaker cannot have a conflict of interest or bias against complainants and respondents generally or the particular complainant and respondent. The appeal decisionmaker will receive training as mandated by law. The decision of the appeal decisionmaker will be final and non-appealable. The written decision of the appeal decisionmaker will be provided within ten (10) days of the deadline for written statements supporting or challenging the initial determination. The written decision will be provided simultaneously to both parties.

11. Recordkeeping. The school district will keep records related to reports of alleged sexual harassment for a minimum of seven (7) years. Records maintained will include investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken including supportive measures. Records will document in each instance that the school district's response was not indifferent and that measures were taken to restore or preserve equal access to educational programs or activities. If the school does not offer supportive measures in response to a report, the records should document why the response was not clearly unreasonable under the known circumstance. The district will also post the training materials used to train Title IX coordinators, investigators, and decisionmakers on the district website at: [www.nobleps.com](http://www.nobleps.com). These materials will also be available to the public.

12. Retaliation. The board of education prohibits retaliation by the school district or any employees of the school district against any person for the purpose of interfering with Title IX rights or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations. Complaints of retaliation will be addressed under the district's grievance process.

Charging a person with a discipline violation or code of conduct violation based on a person's knowingly making a materially false statement in bad faith in an investigation is not retaliation.

**REFERENCE:** Title VII of the Civil Rights Act of 1964  
42 U.S.C. §2000e-2  
29 C.F.R. §1604.1, et seq.  
U.S. Department of Education of Education, OCR, Title IX Regulations Addressing Sexual Harassment.

**NOBLE BOARD OF EDUCATION****FE****STUDENT TRANSFERS**

The school district will not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude or athletic ability. The school district will begin accepting applications for the next school year starting January 1<sup>st</sup> of each year. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations. The administration will not approve or deny transfers received for the next school year until after the July 1 capacity data is determined for each grade level and site within the school district.

Transfers that have previously been approved by the school district will remain in effect for future school years unless the district provides notification to the parent or legal guardian that the transfer is not going to be continued for an upcoming school year due to capacity, disciplinary action or attendance issues. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student.

A transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a student who transfers may attend the school district to which their sibling transferred as long as the school district has capacity in the grade level and the sibling does not meet a basis for denial as listed below. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;
2. The transferring student has not been disciplined for:
  - a. violation of a school regulation,
  - b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or
  - c. possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public-school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act.
3. The transferring student does not have a history of absences. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

By the first day of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The number of transfer students for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website. The district shall report to the State Department of Education the number of transfer students for each grade level for each school site which the district has the capacity to accept.



**NOBLE BOARD OF EDUCATION****FE****STUDENT TRANSFERS (Cont.)**

In making the decision to determine capacity, the board of education shall review class size limits specified in 70 O.S. §18-113.1 and multiply those limits times the number of classroom teachers employed by the school district at each grade level. If classroom space is not sufficient to accommodate that number of students due to a classroom being disproportionately sized, the district's capacity numbers will reflect a lesser amount based upon that classroom size.

A student shall be allowed to transfer to a district in which the parent or legal guardian of the student is employed as a **certified** employee as per 70 O.S. § 8-113.

The school district shall enroll transfer students in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students in the order in which the district received the application. Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer if:

1. At least one parent of the student has a Department of Defense issued identification card; and
2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If accepted, a student transfer is granted for the existing school year and may continue to attend in future years. At the end of the school year, the district may deny continued transfer of the student due to capacity or for disciplinary reasons or a history of absences.

If a transfer request is denied by the administration, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of denial to the board of education. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. If notice is after the deadline for posting, the board shall consider the appeal at **the next regularly scheduled a special** meeting of the board of education.

During the appeal, the board will review the action of the administration to make sure that the district policy was followed with regard to the denial of the transfer. The board of education will meet in an executive session to review the educational records of the student. If the policy was not followed, the board of education shall vote to overturn the denial and the transfer will be granted. This will be a paper appeal and will include the written documentation utilized by the school district as well as a written response from the parent or legal guardian which explains why the policy was not followed.

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education.

A student who enrolls in a school district in which the student is not a resident shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association

**STUDENT TRANSFERS (Cont.)**

for a period of one (1) year from the first day of attendance at the receiving school unless the transfer is from a school district which does not offer the grade the student is entitled to pursue as per 70 O.S. § 8-103.2.

**REFERENCE:** 70 O.S. §1-114  
70 O.S. §1-113  
70 O.S. §5-117.1  
70 O.S. §8-101, et seq.  
70 O.S. §24-101, et seq.; §24-102  
**Family Education Rights and Privacy Act**  
**Atty. Gen. Op. No. 87-134, April 1, 1988**

**LEGAL NOTE:** Senate Bill 783 repealed 70 O.S. § 8-104 effective March 31, 2021. Oklahoma law no longer allows emergency transfer of students.

***THIS POLICY REQUIRED BY LAW.***

**NOBLE BOARD OF EDUCATION**

**FEE**

**STUDENT TRANSFERS FOR  
CHILDREN OF ~~CERTIFIED~~ EMPLOYEES**

Children or wards of **certified** individuals employed by the school district shall be allowed to transfer into the school district without regard to other transfer policies. A student who enrolls pursuant to this policy shall not be eligible to participate in school-related extramural athletic competition governed by the Oklahoma Secondary School Activities Association for a period of one (1) year from the first day of attendance unless the transfer is from a school district which does not offer the grade the student is entitled to pursue, for varsity level competition. Sub-varsity competition is allowed. Eligibility requirements are governed by the Oklahoma Secondary School Activities Association.

If the student desires to compete on the varsity level, they must meet with administration to be considered for a hardship application which must be approved by the OSSAA.

**REFERENCE:** 70 O.S. §8-113  
70 O.S. §8-103.2



## **BOARD OF EDUCATION MEETINGS VIDEOCONFERENCE REGULATIONS**

In accordance with state law, the Noble Board of Education may hold board meetings by videoconference. Whenever the Board President and/or Superintendent may determine that a meeting of the entire board could be best accomplished by videoconference, these guidelines must be followed:

1. Each board member must be visible to each other member and to the public via a video monitor.
2. No less than a quorum of board members must be present in person at the meeting site.
3. The agenda posted for the meeting must indicate that the meeting will include videoconferencing locations and shall state:
  - A. The location, address, and telephone number of each available videoconference site, and
  - B. The identity of each board member and the specific site from which each board member shall be physically present and participating in the meeting.
4. After the agenda is prepared and posted, no board member shall be allowed to participate in the meeting from any location other than the specific location posted on the agenda.
5. In order to allow the public the maximum opportunity to attend and observe each board member carrying out official duties, a board member or board members desiring to participate in a meeting by videoconference must do so from a site and room from within the district or political subdivision from which elected or appointed.
6. The site and room where a board member is present for the meeting must be open and accessible to the public and the public must be allowed into that site and room. The board of education may provide additional videoconference sites as a convenience to the public, but additional sites must not be used to exclude or discourage public attendance at any videoconference site.
7. The public must be allowed to participate and speak, as allowed by board policy, in the meeting at the videoconference site in the same manner and to the same extent the public is allowed to participate or speak in a meeting that is held on-site. (See also policy BED and BED-R.)
8. Any materials shared electronically between board members, before or during the videoconference, must also be immediately available to the public in the same form and manner as shared with the board members.
9. All votes occurring during any meeting conducted using videoconferencing must occur and be recorded by roll call vote.
10. Executive sessions cannot be conducted if a board meeting is being held via videoconference.

**NOBLE BOARD OF EDUCATION**

**FB-E1**

**SEXUAL HARASSMENT INCIDENT REPORT FORM**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Room/Location: \_\_\_\_\_

Student(s) Initiating Alleged Sexual Harassment:

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

Student(s) Affected:

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

\_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

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

- |  |   |
|--|---|
| <input type="checkbox"/> Name Calling            | <input type="checkbox"/> Spitting               |
| <input type="checkbox"/> Stalking                | <input type="checkbox"/> Demeaning Comments     |
| <input type="checkbox"/> Inappropriate Gesturing | <input type="checkbox"/> Stealing               |
| <input type="checkbox"/> Staring/Leering         | <input type="checkbox"/> Damaging Property      |
| <input type="checkbox"/> Writing/Graffiti        | <input type="checkbox"/> Shoving/Pushing        |
| <input type="checkbox"/> Threatening             | <input type="checkbox"/> Hitting/Kicking        |
| <input type="checkbox"/> Taunting/Ridiculing     | <input type="checkbox"/> Flashing a Weapon      |
| <input type="checkbox"/> Inappropriate Touching  | <input type="checkbox"/> Intimidation/Extortion |
| <input type="checkbox"/> Other _____             |   |

Describe the incident:

\_\_\_\_\_  
 \_\_\_\_\_

Witnesses Present: \_\_\_\_\_

Physical evidence: Graffiti \_\_\_\_\_ Notes \_\_\_\_\_ E-mail \_\_\_\_\_ Web sites \_\_\_\_\_ Video/audio tape \_\_\_\_\_  
 Other \_\_\_\_\_

Staff signature \_\_\_\_\_

Parent(s) contacted: Date \_\_\_\_\_ Time \_\_\_\_\_

Administrative response taken:

\_\_\_\_\_

**DISCIPLINARY ACTION FOR MISUSE OF  
SCHOOL BATHROOMS AND CHANGING FACILITIES  
SB615 BATHROOM AND CHANGING FACILITY POLICY**

SB615 requires school districts to designate multiple occupancy restrooms or changing facilities exclusively for use by male sex or female sex. Facilities are labeled accordingly. We will provide reasonable accommodation to any individual who does not wish to comply with the exclusive use restrictions on restrooms. Each school site has a single occupancy restroom or changing room available upon request. Two exceptions in the law allow: (1) custodial, maintenance or inspection purposes; (2) to render emergency medical assistance.

The Noble Board of Education has adopted this policy to provide disciplinary action for individuals who refuse to:

- A. Use the multiple occupancy restroom or changing area designed for their Sex;
- B. Designate multiple occupancy restrooms or changing areas for the exclusive use of one Sex; or
- C. Provide access to single-occupancy restroom or changing area to an individual who does not wish to utilize the multiple occupancy restroom or changing area designed for their Sex; provided that such individual is authorized to be on the school premises.

All individuals are expected to comply with Oklahoma law. Individuals who fail to comply with Oklahoma law regarding the use of school bathrooms or changing facilities may be disciplined as follows:

1. Students. Students may be subject to the disciplinary methods listed in the student discipline code.
2. Staff. Staff members may be subject to disciplinary action. Due process procedures will be followed as required by law or negotiated agreement.
3. Patrons. Patrons may be removed from the premises for interfering with peaceful orderly conduct in accordance with 21 O.S. §§ 1375 and 1376.

Schools failing to adopt a disciplinary policy are subject to a 5% decrease in state aid. This law became effective May 25, 2022.

**THIS POLICY IS REQUIRED BY LAW.**



## **BOARD OF EDUCATION MEETINGS TELECONFERENCING OR VIDEOCONFERENCE REGULATIONS**

Until November 15, 2020 or the Governor declaring the state of emergency to be terminated, whichever comes first, the board of education may hold meetings by either teleconference or videoconference if each member of the school board is audible or visible to each other and the public. If at any time the audio connection is disconnected, the meeting shall be stopped and reconvened once the audio connection is restored.

Agendas shall be posted on the district's website at [www.nobleps.com](http://www.nobleps.com) and at the principal office of the school district in accordance with the Oklahoma Open Meeting Act. The board is not required to make the notice of the meeting available to the public in the principal office of the district or at the location of the meeting during normal business hours.

The meeting notice and agenda shall indicate if the meeting will include teleconferencing or videoconferencing. The notice and agenda shall also indicate each member of the board who will be appearing remotely and whether the member will be attending via videoconference or teleconference. The notice and agenda shall also include the identity of the member or members who will be physically present at the meeting site, if any.

After the meeting notice and agenda are prepared and posted as required by law, members of the board cannot alter their method of appearance unless a member who was planning to attend remotely would like to physically appear at the meeting site.

The public shall be allowed to participate and to speak at meetings, in the same manner and to the extent possible as the public is allowed to participate or speak under the district's public participation policy.

Any materials that will be shared electronically between members of the board of education during a meeting utilizing teleconferencing or videoconferencing shall be immediately available to the public in the same form shared with the members of the public body. The only exception to this would be any documents that are shared in a lawfully convened executive session under an appropriately worded agenda item.

All votes of the board shall be via roll call vote and shall be recorded in the minutes.

The board of education can conduct an executive session utilizing teleconference or videoconference. The meeting notice and agenda shall indicate if the executive session will include teleconferencing or videoconferencing. The notice and agenda shall also state:

1. The identity of each member appearing remotely,
2. The method of each member's remote appearance,
3. And whether any member will be physically present at the meeting site, if any, for the executive session.

The public meeting held by videoconference or teleconference shall be recorded either by written, electronic, or other means.



# NOBLE PUBLIC SCHOOLS

**Frank Solomon**  
*Superintendent*

P.O. Box 499 / 111 S. 4<sup>th</sup> St. Noble, OK 73068  
Phone: 405-872-3452 / Fax: 405-872-3271  
[www.nobleps.com](http://www.nobleps.com)

August 19, 2022

Please consider the following teachers as Adjunct Teachers for the 2022-2023 School Year as presented:

- **Jack Wilson** – Certified Teacher in History – Adjunct for HS English I
- **Chris Worley** – Certified Teacher in Chemistry – Adjunct for HS Physics
- **Keith Coombs** – Certified Teacher in World History/Geography – Adjunct for HS OK History

Respectfully,

A handwritten signature in blue ink, appearing to read 'J. Myers', is written over a blue horizontal line that extends to the right.

**Dr. Jon Myers**  
Assistant Superintendent  
Noble Public Schools  
405-872-3452



September 31, 2022

Mrs. Standridge,

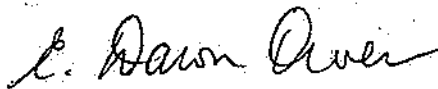
This is our formal request for permission to take a Noble Deca trip to Orlando, FL. The dates will be April 22-25, 2023. This trip would require three days out of school including travel days.

We have between 3-6 students interested in competing at State Competition who (if they place first, second or third) could be invited to attend the National Deca Conference in Orlando. Scholarship money is offered at both levels.

The National Deca Conference is held yearly in different locations. The normal price to attend is about \$1,100. per person depending on length and activities scheduled. Room, registration and airfare.

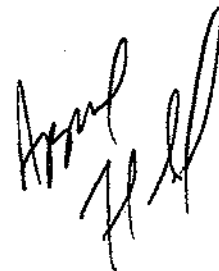
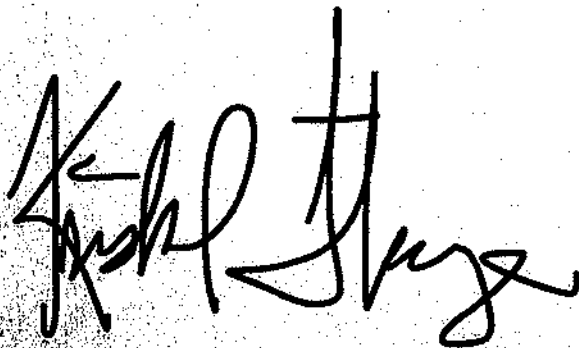
We have approximately \$2,000. Already and will split that amongst all who qualify and can attend. The remaining monies per person will be collected before March 1<sup>st</sup>, 2023. This is a wonderful opportunity and I have enclosed the Agenda and Chapter Advisor Conference Information provided by Deca.

Thank you!



Edwina D. Owen

Marketing/Deca Advisor



## September 12, 2022 Surplus List

	Item	Quantity
1	Marching band uniform jackets	103
2	Marching band bibbers (pants)	110
3	Marching band shakos (hats)	114
4	Feather plumes	125
5	Music stands	90
6		
7		
8		
9		
10		

Sept

<b>Position Ty</b>	<b>Employee name/# of positions</b>	<b>Site</b>	<b>Position</b>	<b>Start Date</b>
Support	1	Hub	PT Library Assist	9/13/2022
Coach	Hayden Lingle	CIMS	Head Baseball	9/13/2022
Coach	Scott Bradley	CIMS	Asst. Baseball	9/13/2022
Support	1	Hub	CN Helper	9/13/2022
Support	3	Hub	Spec Ed TA	9/13/2022
Support	2	HS	CN Helper	9/13/2022
Support	1	KID	Spec Ed TA	9/13/2022
Support	1	KID	Indian Ed TA	9/13/2022
Coach	Keaton Kilpatrick	NHS	Head Boys Soccer	9/13/2022
Coach	Melissa Coombs	NHS	Asst. Wrestling	9/13/2022
Support	1	PIO	Reg. Med. Assist.	9/13/2022

# EXHIBIT 16

**MOORE PUBLIC SCHOOLS  
BOARD OF EDUCATION  
REGULAR MEETING  
AUGUST 8, 2022**

**MINUTES**

The meeting was called to order at 6:04 p.m. by Staci Pruett, Board President

The Clerk of the Board, Mrs. Brickman, called roll of the board members. Present: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett Absent: Allison Richey

The opening pledge of allegiance to the American Flag was led by Mrs. Pruett

The board complimented all three high schools on their freshmen orientation.

Motion by Mandy Kincannon, second by Jennifer Statler to adopt the agenda with the inclusion of New Business

Final Resolution: Motion Carried 4-0

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

**SUPERINTENDENT'S REPORT**

**District Updates:**

- Today was our teachers' first day back to school, and our first day of classes is this Thursday, Aug. 11.
- Southmoore High School staff did a fantastic job hosting the annual OSDE EngageOK: On the Road conference July 14, and our Leadership students represented us well as they participated in a panel with State Superintendent of Public Instruction Joy Hofmeister.
- Moore Chamber of Commerce hosted their annual Fill the Bus event on four dates in July and August and did an outstanding job helping provide supply essentials for our students. They also had a large donation of two pallets of supplies through Feed the Children for us.
- MPS hosted Dr. Ruby Payne last week for professional development and attendees trained on topics from her best-selling book, "Emotional Poverty."
- Over 30 MPS Career and Technology Education teachers attended the annual OkACTE Oklahoma Summit conference in Tulsa last week and MHS Pre-Engineering Teacher Robert Johnson earned the Dennis Portis Rising Star Award.
- We welcomed almost 200 new teachers last week during the New Teacher Orientation last week at SHS.
- We held our Moore Love: Pitch Day on July 28 and our Leadership students decided on the local nonprofits we will help with funding for our annual Moore Love campaign this school year.

**Athletics & More**

- Oakridge 6th grader Ava Loyd won the Pepsi Vending Machine Art Contest for the K-5 Division out of 1,302 entries for the OKC Zoo. Her vending machine artwork will display at the zoo entrance for a year.
- SHS students Austin Hurt and Michael Carrizales won the ECNL National Championship in July, a high-level, club soccer tournament.
- WHS students Connor Cavnar, Eli Hill, Tanner Fallwell, and Gage Geiger played in the Oklahoma State Games along with tournament games in TX, KS and GA.
- MHS 2020 graduate Ruben Wilson was honored by KFOR News 4 as a Hometown Hero last week. He's a Boatswain's Mate in the U.S. Navy.
- The OKC Thunder Cares Foundation and the OKC Latina nonprofit hosted PE teachers from Oklahoma – including from MPS – for classroom training last week.
- WHS senior Jaeya Mathis recently qualified and competed with more than 100 golfers in the U.S. Kids Teen World Championship in North Carolina.

**Upcoming Events**

- First day back for students – Aug. 11
- The annual Moore War Run is set for Aug. 27 and registration is open.

Dr. Romines also introduced Kara Hayes, the newest elementary school principal, assigned to Central Elementary.

There were no individuals wishing to address the Board under COMMUNITY INVOLVEMENT.

There were no presentations given at the meeting.

Motion by Jennifer Statler and second by Mandy Kincannon to approve all items listed on the CONSENT AGENDA.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett



(See the agenda for this meeting for a listing of items on the CONSENT AGENDA).

Motion by Jennifer Statler, second by Mandy Kincannon to approve, for consideration, a new board policy entitled, Use/Misuse of Restrooms

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Jennifer Statler, second by Mandy Kincannon to approve, for consideration, revisions to Board Policy 4160, Use of Facilities.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Pursuant to O.S. Section 307(B)(1) and (7) the Board may act upon entering or not entering into executive session to hear appeals on behalf of three students denied out-of-district open transfers by the district, and to discuss personnel items listed on the agenda as 11.04 and 11.05 as well as any personnel items under New Business.

Motion by Jennifer Statler, second by Mandy Kincannon to enter executive session.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Open session recessed at 6:16 p.m.

The Board returned to open session at 7:08 p.m.

The following statement of executive session was read by Mrs. Statler: "Pursuant to O.S. Section 307(B)(1) and (7), the board entered executive session at 6:20 p.m to hear appeals on behalf of students A, B, and C; to discuss items listed on the agenda as 11.04 and 11.05, as well as personnel items under New Business. Those present in executive session were, Dena Rogers, Dr. Romines, parents of Students A, B, and C (individually), Jennifer Nguyen-Statler, Mandy Kincannon, Erin Morrison, and Staci Pruett. No action requiring a vote was taken by the Board of Education during executive session."

Motion by Jennifer Statler, second by Mandy Kincannon to deny the appeal of Student A in the matter of district denial of an open transfers for the 2022/2023 school year.

Final Resolution: Motion Carried 4-0

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Mandy Kincannon, second by Jennifer Statler to deny the appeal of Student B in the matter of district denial of an open transfer for the 2022/2023 school year.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Erin Morrison, second by Mandy Kincannon to deny the appeal of Student C in the matter of district denial of an open transfer for the 2022/2023 school year.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Mandy Kincannon, second by Jennifer Statler to approve the recommendation of Dewayne Hayes for the position of Access Control Coordinator/Courtesy Officer.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Jennifer Statler, second by Mandy Kincannon to approve all items on the PERSONNEL CONSENT AGENDA.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

(Refer to the attachment to the Personnel Consent Agenda on the agenda of this meeting for a listing of names.)

Under NEW BUSINESS:

Motion was made by Mandy Kincannon and seconded by Jennifer Statler to approve resignations from the following certified employees: Stephana Walker and Tricia Worth.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion was made by Mandy Kincannon and seconded by Erin Morrison to approve resignations from the following support employees: Lisa Brown, Payton Carothers, Franklin Edgell, Brenda Embury, Ashley Greeson, Chris Jinkens, Cynthia Kuminski-Andes, Kyanne Lewis, Kelsey Marks, and Larry Meilleur.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

Motion by Jennifer Statler, second by Mandy Kincannon to adjourn the meeting.

Final Resolution: Motion Carried 4-0.

Yes: Jennifer Statler, Mandy Kincannon, Erin Morrison, Staci Pruett

The meeting adjourned at 7:16 p.m.

The agenda for this meeting was posted on the district website at [www.mooreschools.com](http://www.mooreschools.com), (click tab upper right of home page then click About Us then click School Board) on August 5, 2022 at 1:40 p.m. Notice of this regular meeting was given to the Cleveland County Clerk prior to December 15, 2021.



# EXHIBIT 17

Harding Independence Charter District  
Regular Meeting of Governance Board  
Monday, September 12, 2022

5:30 pm  
Harding Charter Preparatory High School  
Media Center  
1301 NE 101<sup>st</sup> Street  
Oklahoma City, Oklahoma 73131

1. Call to order
2. Roll Call of Directors
3. Recognitions
4. Public Comments ([Public Comments Submission Form](#))
5. Parent Organizations' Reports
  - 5.1 Independence Charter Middle School – Theresa Houston
  - 5.2 Harding Charter Preparatory High School – Marion Logan
6. Committee Reports
  - 6.1 Executive Committee – Michael Pedder
  - 6.2 Finance Committee – Lisa Miller
  - 6.3 Community Outreach Committee – Carole Kelley
7. Consent Agenda
  - 7.1 Approval of Previous Meeting(s) Minutes.
    - 7.1.1 Regular Governance Board Minutes 7/11/2022
    - 7.1.2 Special Governance Board Minutes 7/23/2022
    - 7.1.3 Regular Governance Board Minutes 8/8/2022
  - 7.2 Approval of Monthly Financial Report
    - 7.2.1 Approval of General Fund (11) Purchase Orders (#114 - #121)
    - 7.2.2 Approval of Building Fund (21) Purchase Orders (#1 - #4)
    - 7.2.3 Approval of Donation/Grant Fund (81) Purchase Orders (#81 - #84)
8. Principals' Site Report
  - 8.1 Independence Charter Middle School – Principal Jami West
  - 8.2 Harding Charter Preparatory High School – Principal Joe Hughes
9. Superintendent Report
  - 9.1 Harding Independence Charter District – Superintendent Steven Stefanick
  - 9.2 HICD Financial Predictions 2023-2025.
10. Action Items
  - 10.1 Approval of the selection of the HICD Gifted and Talented Local Advisory Committee 2022-2023.
  - 10.2 Approval of the 2022-2023 HICD Estimate of Needs.
  - 10.3 Approval of Policy E:36 – Bathroom/Changing Area Use Based on Sex.
  - 10.4 Approval of revisions to Policy H:7 – Public Comments at Board Meetings.
  - 10.5 Approval of HICD Leadership Realignment Plan beginning in 2023-2024.
  - 10.6 Approval of quote from PowerSchool for the implementation of PowerSchool Enrollment Express and PowerSchool E-Collect.
  - 10.7 Approval for HCP Cross Country team to travel to Fayetteville, Arkansas for Chili Pepper Festival.
11. Informational Items
  - 11.1 ESSER Update
  - 11.2 HICD 5<sup>th</sup> Grade Academy Complex Update
  - 11.3 HICD Accreditation Status 2022-2023.
12. New Business
13. Motion to enter into Executive Session for discussions pursuant to 25 O.S. § 307 (B) (1) (4), if any, regarding:
  - 13.1 Discussion on resignation of Josh Dubois, ICMS Music Teacher for 22-23.
  - 13.2 Discussion on employment of De'Andre Jones, ICMS Music Teacher for 22-23.
  - 13.3 Discussion on employment of Brian Ward, HCP Girls Tennis Coach for 22-23.
  - 13.4 Discussion on employment of Kristen Buckallew, HCP Softball Coach for 22-23.

13.5 Confidential communications with the District's Legal Counsel concerning a pending, claim, or action (22-cv-787), pursuant to 25 O.S. § 307(B)(4).

14. Acknowledge return to open session.

15. Executive Session Actions

15.1 Acceptance on resignation of Josh Dubois, ICMS Music Teacher for 22-23.

15.2 Acceptance of employment of De'Andre Jones, ICMS Music Teacher for 22-23.

15.3 Acceptance of employment of Brian Ward, HCP Girls Tennis Coach for 22-23.

15.4 Acceptance of employment of Kristen Buckallew, HCP Softball Coach for 22-23.

15.5 Discussion and/or action, if any, concerning pending claim or action (22-cv-787).

16. Adjournment

This agenda was posted September 8, 2022

at \_\_\_\_\_ the Harding Independence Charter District

at 1301 NE 101<sup>st</sup> Street Oklahoma City, OK by

Steven Stefanick

Superintendent



# EXHIBIT 18

1 ENGROSSED SENATE  
2 BILL NO. 615

By: Bullard, Bergstrom, Jett,  
and Merrick of the Senate

3 and

4 Williams of the House

5  
6 [ schools - sex education curriculum and materials -  
7 be available for inspection - superintendent or  
8 designee to approve all curriculum and materials to  
be used for certain matters - certain prior written  
notification - effective date -  
9 emergency ]

10

11 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

12 SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-105.1, is  
13 amended to read as follows:

14 Section 11-105.1. A. All curriculum and materials including  
15 supplementary materials which will be used to teach or will be used  
16 for or in connection with a sex education class or program which is  
17 designed for the exclusive purpose of discussing sexual behavior or  
18 attitudes~~;~~ or any test, meeting with a school counselor, survey, or  
19 questionnaire whose primary purpose is to elicit responses on sexual  
20 behavior or attitudes; or any curriculum, materials, test, survey,  
21 questionnaire, activity, or instruction of any kind related to  
22 sexual orientation and gender identity, regardless of whether it is  
23 offered as part of a sex education class or program or as part of  
24 any other class, program, or activity shall be available through the

1 superintendent or a designee of the school district for inspection  
2 by parents and guardians of the student who will be involved with  
3 the instruction, class, program ~~or~~, test, activity, survey, or  
4 questionnaire. Such curriculum, materials, classes, programs,  
5 tests, meetings with school counselors, surveys, or questionnaires  
6 shall include information about consent and shall have as one of its  
7 primary purposes the teaching of or informing students about the  
8 practice of abstinence. For the purposes of this section, "consent"  
9 shall have the same meaning as that provided by Section 113 of Title  
10 21 of the Oklahoma Statutes. The superintendent or a designee of  
11 the school district shall provide prior written notification to the  
12 parents or guardians of the students involved of their right to  
13 inspect the curriculum and material and of their obligation to  
14 notify the school in writing if they do not want their child to  
15 participate in the instruction, class, program, test, activity,  
16 survey, or questionnaire. Each local board of education shall  
17 determine the means of providing written notification to the parents  
18 and guardian which will ensure effective notice in an efficient and  
19 appropriate manner. No student shall be required to participate in  
20 a sex education class or program or participate in a meeting with a  
21 school counselor which discusses sexual behavior or attitudes, or  
22 any instruction, class, program, test, activity, survey, or  
23 questionnaire which discusses sexual orientation and gender identity  
24 if a parent or guardian of the student objects in writing to such

1 participation. If the type of instruction, program, test, activity,  
2 survey, or questionnaire referred to in this section is a part of or  
3 is taught during a credit course, a student may be required to  
4 enroll in the course but shall not be required to receive  
5 instruction in or participate in the program, test, activity,  
6 survey, or questionnaire if a parent or guardian objects in writing.

7 B. The superintendent or a designee of a school district in  
8 which sex education or matters pertaining to sexual orientation or  
9 gender identity is taught or a program is offered which is designed  
10 for the exclusive purpose of discussing sexual behavior or attitudes  
11 or matters pertaining to sexual orientation or gender identity shall  
12 approve all curriculum and materials which will be used for such  
13 education and any test, meeting with a school counselor, survey, or  
14 questionnaire whose primary purpose is to elicit responses on sexual  
15 behavior or attitudes used in the school prior to their use in the  
16 classroom or school. The teacher or school counselor involved in  
17 the instruction, class, program, ~~testing~~ test, activity, meeting, or  
18 survey shall submit the curriculum, materials, tests, or surveys to  
19 the superintendent or a designee for approval prior to their use in  
20 the classroom or school. This section shall not apply to those  
21 students enrolled in classes, programs, ~~testings~~ tests, or surveys  
22 offered through an alternative education program.

23 C. The prior written notification required by subsection A of  
24 this section shall include a list with the audio-visual or written

1 curriculum and materials to be used in the instruction, class,  
2 program, test, activity, meeting, or survey. The notification shall  
3 include:

4 1. A link to the audio-visual or written curriculum and  
5 materials to be used if they are available electronically; or

6 2. Information on how and where to review a hard copy of the  
7 audio-visual or written curriculum and materials.

8 D. The provisions of this section shall not be construed to  
9 require written notification prior to:

10 1. A teacher responding to student questions during class  
11 regarding sexual orientation and gender identity as it relates to  
12 any topic of instruction;

13 2. Referring to the sexual orientation or gender identity of  
14 any historic person, group, or public figure when such information  
15 provides necessary context in relation to any topic of instruction;

16 or

17 3. Referring to sexual orientation and gender identity if  
18 necessary to address a disciplinary matter, such as an instance of  
19 bullying.

20 E. The provisions of this section shall not be construed to  
21 require that a public school offer instruction, a class, a program,  
22 a test, an activity, a meeting, or a survey on sex education, sexual  
23 behavior or attitudes, sexual orientation, or gender identity.

24 F. For the purposes of this section:



