Harrah Board of Education Regular Meeting
Monday, August 10, 2026 6:00 PM
Administration Building, Conference Room
20665 Walker Steet
Harrah, Oklahoma 73045

Agenda

1. Call to Order/Roll Call to Establish a Quorum
2. **Consent Agenda**
   A. Minutes of the July 13, 2026, Board Meeting
   B. General Fund #104 to #155, payroll #50000 to #50223, and financial summary
   C. Child Nutrition Fund payroll #50000 to #50003 and financial summary
   D. Bldg Bond Fund #1 to #2 and financial summary
   E. Sinking Fund #1 to #2 and financial summary
   F. Activity Fund Summary Report and Transfer Requests
   G. Treasurer's Report
   H. Monthly Comparison Report
3. **Superintendent's Report/Announcements**
   A. Board Member Trainings - Bi-Annual Requirement
   B. Construction1 Update
4. **Items to be Considered by the Board**
   A. Discuss and take possible action on the 2026-2027 Alternative Education Deregulation Application.
   B. The Board will discuss and vote to accept or reject the 2026-2027 Library Media Specialist and Library Assistant Deregulation Application for Harrah High School and Harrah Middle School.
   C. The Board will discuss and vote to accept or reject the Fundraiser Requests for FY27.
   D. Discuss and take possible action to contract with Career Tech for Educational Programs for the school year 2026-2027.
   E. Discuss and take possible action on the 2026-2027 Chase Morris Act Response Plans for all sites.
   F. Discuss and take possible action to contract for sports outreach services with Ortho Central for the 2026-2027 school year.
   G. Discuss and take possible action to approve communication platforms for the 2026-2027 school year.
   H. Discuss and take possible action on a mutual agreement with Eastern Oklahoma County Technology Center (EOCTC) to grant permission for Harrah students to enroll and receive credit when they take a science or math class as sophomores, juniors, or seniors from EOCTC for the 2026-2027 school year.

I. The Board will discuss and vote to accept or reject notifying the Oklahoma State Department of Education that Harrah Public Schools will compute the district calendar from days to hours for the 2026-2027 school year.
J. Discuss and take possible action to authorize that interest from the Building Bond Funds and the General Fund be deposited into the Building Fund for the 2026-2027 school year.
K. Discuss and take possible action on the Coaches Handbook submitted by Derek Verner, Athletic Director.
L. Discuss and take possible action on new and revised policies: New: DABB-E Affidavit of Good Standing and EFEAA Artificial Intelligence Systems and Tools Use in the School District, Revised: DABB Records Investigation; DEC-R7 Maternity Leave; DED-R2 Bereavement Leave; DHAC Staff Members and Electronic or Digital Communications; EHDD Concurrent Enrollment; EIA-R4 Student Retention; EKBA Strong Readers Act; FEG Children of Active-Duty Military Members; FFG Reporting Suspected Child Abuse and/or Neglect; FNCD Bullying, FNCD-P Prohibiting Bullying Investigative Procedures; FNCD-R Prohibiting Harassment, Intimidation and Bullying Regulation.
M. Discuss and take possible action on sanctioning the HHS Track and Field Booster Club, Harrah Softball Club, Harrah Band Booster Club, Harrah Homerun Club, Middle School PTO, Harrah Kickers Club, Harrah Tip-In Club, Harrah Wrestling Club, Harrah Football Club, Harrah Swim Boosters, Hight School Cheer Boosters, and Harrah Ag Boosters for the 2026-2027 school year.
N. Discuss and take possible action to declare surplus items at Clara Reynolds Elementary and Virginia Smith Elementary,
O. Vote to convene or not to convene into executive session pursuant to 25 O.S. Section 307 (B)(1) to discuss the employment of those employees listed on Exhibit A and B.
P. Acknowledge return to open session. Executive session compliance statement.
Q. Discuss and take possible action to approve adjunct teachers: Shannon Young - Oklahoma History, Lexi Allen - Art I, Rob Parsons - Speech, History of Film, Sociology, Shelby Sherrill - Physical Science, Tom Sturgill - Biology, Terra Strobel - Intermediate Math/Computer Science Principals, Stuart Gleichman - American History, Juan Carlos Gomez - Physical Education, Trent Platt - Social Studies, Lexee Ogle - 4th Grade Teacher, and to employ new certified personnel on temporary contracts for the 2026-2027 school year as listed on Exhibit A.
R. Discuss and take possible action to employ support personnel and substitutes for the 2026-2027 school year as listed on Exhibit B.
S. The Board will discuss and vote to accept or reject the Extra Duty Assignments as presented by Derek Verner, Athletic Director, for the 2026-2027 school year.
T. The board will discuss and vote to accept or reject the HACT and HSFE Contracts for the 2026-2027 school year.

5. New Business (Items not known at the time of Agenda preparation.)
6. Announcements
7. The Board will vote to adjourn.

Posted this 9th day of October, 2026, at 12:00 p.m., at the front entrance of the School Administration Building, 20665 Walker Street, Harrah, Oklahoma.

_____

Leslie Hobaugh, Minutes Clerk

Visitor Sign-In
August 10, 2026
6:00 p.m.

1. Shawna Keene
2. Mike McAfee
3. John Bmatia
4. Idie Marshall
5. Roberto Valdes
6. Kalab Atnafu
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Harrah Board of Education Regular Meeting
Monday, July 13, 2026 6:00 PM
Administration Building, Conference Room
20665 Walker Steet
Harrah, Oklahoma 73045

1. Call to Order/Roll Call to Establish a Quorum
Attendance Taken at 7:00 PM.

Kevin McBrayer:	Present
Chris Monden:	Present
Seth Schoenecke:	Present
Trey Swan:	Present
David Therio:	Present

Present: 5.

Others Present: Paul Blessington, Superintendent, and Leslie Hobaugh, Minutes Clerk

Visitors Present: David Harp, John Brant, and Jolie Marshall. Others may have been present but did not sign the register, or their signatures were unreadable.

2. Consent Agenda
A motion was made to approve the consent agenda. This motion, made by Kevin McBrayer and seconded by David Therio, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

2.A. Minutes of the June 8, 2026 Regular Board Meeting.

2.B. General Fund
2025-2026
#609 to #630, payroll #50303 to #50313, change orders and financial summary
2026-2027
#1 to #103, payroll #50008, 50023, 50028, 50031, 50047, 50062, 50076, 50077, 50085, 50100, 50101, 50132 and 50160 (12-month staff), and financial summary

2.C. Child Nutrition Fund
2025-2026
#33 to #34, change orders and financial summary
2026-2027
#1 to #15 and financial summary

2.D. Activity Fund Summary Report and Transfer Request

2.E. Treasurer's Report

2.F. Monthly Comparison Report

3. Superintendent's Report/Announcements

3.A. 2026 Cash Balances - David Harp

3.B. Construction Updates
Clara Reynolds is finishing the final touch-ups, and furniture is being moved in. There will be a ribbon-cutting ceremony in August.

Work continues at Russell Babb Elementary, Harrah Middle School, and Harah High School.

4. Items to be Considered by the Board

4.A. Discuss and take possible action on repairs to the high school track as presented by Boldt Construction.
Boldt Construction is going to schedule a survey of the track, which will help the board make its final decision on the improvements for the track.
A motion was made to table this item. This motion, made by Kevin McBrayer and seconded by David Therio, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

4.B. Discuss and take possible action on the Managed Service Agreement for the 2026–2027 fiscal year with United Systems.
A motion was made to approve the Managed Service Agreement with United Systems for the 2026-2027 school year. This motion, made by Kevin McBrayer and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

4.C. Discuss and take possible action to renew the contract with Firetrol for fire sprinkler inspections for the 2026-2027 school year.
A motion was made to renew the contract with Firetrol for fire sprinkler inspections for the 2026-2027 school year. This motion, made by Seth Schoenecke and seconded by Chris Monden, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

4.D. Discuss and take possible action regarding collection services with Southwest Recovery Service for the 2026-2027 school year.
A motion wax made to table this item. This motion, made by Kevin McBrayer and seconded by Seth Schoenecke, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

4.E. Vote to convene or not to convene into executive session pursuant to 25 O.S. Section 307 (B)(1) to discuss those employees listed on Exhibit A.
A motion was made not to enter executive session. This motion, made by Kevin McBrayer and seconded by Seth Schoenecke, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

4.F. Acknowledge return to open session. Executive session compliance statement.

4.G. Discuss and take possible action to transfer certified personnel and to employ new certified personnel on temporary contracts for the 2026-2027 school year as listed on Exhibit A.
A motion was made to transfer certified personnel and to employ new certified personnel on temporary contracts for the 2026-2027 school year as listed on Exhibit A. This motion, made by Kevin McBrayer and seconded by David Therio, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea

Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

5. New Business (Items not known at the time of Agenda preparation.)

6. Announcements

7. The Board will vote to adjourn.

The meeting adjourned at 7:10 p.m.

A motion was made to adjourn. This motion, made by Kevin McBrayer and seconded by David Therio, passed.

Kevin McBrayer:	Yea
Chris Monden:	Yea
Seth Schoenecke:	Yea
Trey Swan:	Yea
David Therio:	Yea

Yea: 5, Nay: 0

Trey Swan, President

Kevin McBrayer, Vice-President

David Therio, Deputy Clerk

Seth Schoenecke, Clerk

Chris Monden, Member

Mr. Blessington, Superintendent

STATE OF OKLAHOMA, COUNTY OF OKLAHOMA,

I, the undersigned Minutes Clerk, of the Board of Education of Harrah Public Schools District I-7, Oklahoma County, do hereby certify that prior to December 15 of the last calendar year, the date, time, and place of this regular meeting was filed in the offices of the County Clerk of Oklahoma County.

I also certify that at least 24 hours prior to this meeting, excluding Saturdays, Sundays and Holidays, notice of the date, time, place and agenda of this meeting was posted in prominent public view at the location of this meeting.

Witness my hand and seal of this school district, this 14th day of July, 2026.

Harrah Public Schools

Leslie Hobaugh, Minutes Clerk

Independent School District No. 7 Official SEAL Oklahoma County, Oklahoma

EXECTIVE SESSION
JULY 13, 2026
Exhibit A

2026-2027 SCHOOL YEAR **RECOMMEND TO HIRE - TEMP CONTRACT**

NAME	POSITION	SITE
TREVER NELSON	TEACHER/COACH	HS
JAKE LABRUE	TEACHER/COACH	MS
STUART GLEICHMAN	TEACHER/COACH	HS
TERRA STOBEL	VOC BUS ED	HS
WALETA MORGAN	COUNSELOR	MS
DELANEY REIMER	TEACHER/COACH	MS

2026-2027 SCHOOL YEAR **RECOMMEND TO TRANSFER- CERTIFIED**

NAME	POSITION	SITE
HEATHER MCCANN	4TH TO 5TH	RB
JOANNA PERDUE	5TH TO 4TH	RB
MADELINE SCOTT	5TH TO 4TH	RB

2026-2027 SCHOOL YEAR **RESIGNATIONS - CERTIFIED**

NAME	POSITION	SITE
SKYLAR HARMS	TEACHER	MS
JOHNNY VICK	TEACHER	HS
JASON MILLER	TEACHER/COACH	MS

2026-2027 SCHOOL YEAR **RESIGNATIONS - SUPPORT**

NAME	POSITION	SITE
JASMINE KRUMME	PARA	VS

OKLAHOMA DEPARTMENT OF CAREER AND TECHNOLOGY EDUCATION

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

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

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

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

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

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

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

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

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

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

Approved:

President, Board of Education	**Date**
Superintendent of Schools	**Date**

Brent Haken, State Director	**7/28/2026**
	Date

Harrah School System
District Name (please print)

1500 West Seventh Avenue
Stillwater, OK 74074-4398
https://oklahoma.gov/careertech.html
(405) 377-2000 • Fax: (405) 743-6809

Harrah Public Schools
Emergency Operations Site Plan
Virginia Smith Elementary

Chase Morris Sudden Cardiac Arrest Response Plan

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".

B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.

C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.

D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.

E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.

F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.

G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.

H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:

1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and

2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;

2. Activate the team in response to a sudden cardiac arrest;

3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines- based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;

4. Provide for communication and dissemination of the plan throughout the school campus;

5. Require the response team to practice the plan by conducting periodic drills;

6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;

7. Address athletic events and athletic facilities at each middle school and high school site provided:

a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or

b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;

8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and

9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.

J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.

K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.

L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 (superseded document available).

Virginia Smith Elementary

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Virginia Smith Elementary School has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMT Chief **Levi Dean** on **03/25/2025.**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team MUST include a school administrator. The school or administrator will determine other team members and number to be on the team.

Team Member	*Role*
Tiffani Patrick	VSE Principal
Pattie Lastinger	VSE Secretary
Katy Hairell	VSE Teacher
Mandy Hacker	VSE Para Professional
Tammy Manry	VSE Counselor
Angela Freeman	VSE Teacher

IDENTIFY APPROPRIATE SCHOOL STAFF TO BE TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

Site Administration and Sudden Cardiac Response Team will be certified in First Aid, CPR, and AED usage year

HOW TO ACTIVATE THE TEAM:

Primary - All Call (Intercom)

Alternative - Rave Panic Button (Phone App)

Emergency - Runner

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

All school employees will be emailed our response plan. The current plan specifics will be disseminated during the beginning of the school year staff meeting.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

**These drills are NOT required to be entered on the School Security Website

Date of Drill	***Notes***
8/13/2025	

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

**Example: Local Ambulance, Fire Department, Police Department, Sheriff Department

***Identify who on your team will contact these providers

Name of Provider	***Contact Information***
Harrah Police Department	405-454-1203
Harrah Fire Department	405-454-2111
Oklahoma County Sheriff	405-869-2501
St. Anthony's Midwest	405-739-1320
Pattie Lastinger will be the person of contact	

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

**Check with your manufacturer for the recommended maintenance of your AED.

AED Location	*Maintenance Date*
Nurse's office inside office area	7/29/2025

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT EACH MS & HS SITE

**AED must be accessible within one to three minutes. Identify who is responsible to get the AED Could insert you EAP (Emergency Action Plan for athletics here also)

***Check with your manufacturer for the recommended maintenance of your AED.

Site	*Location*	*Last Maintenance Date*
n/a		

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

**Must be updated and reviewed by the school board annually

Date of update and school board review: _____

Room & Phone Assignments

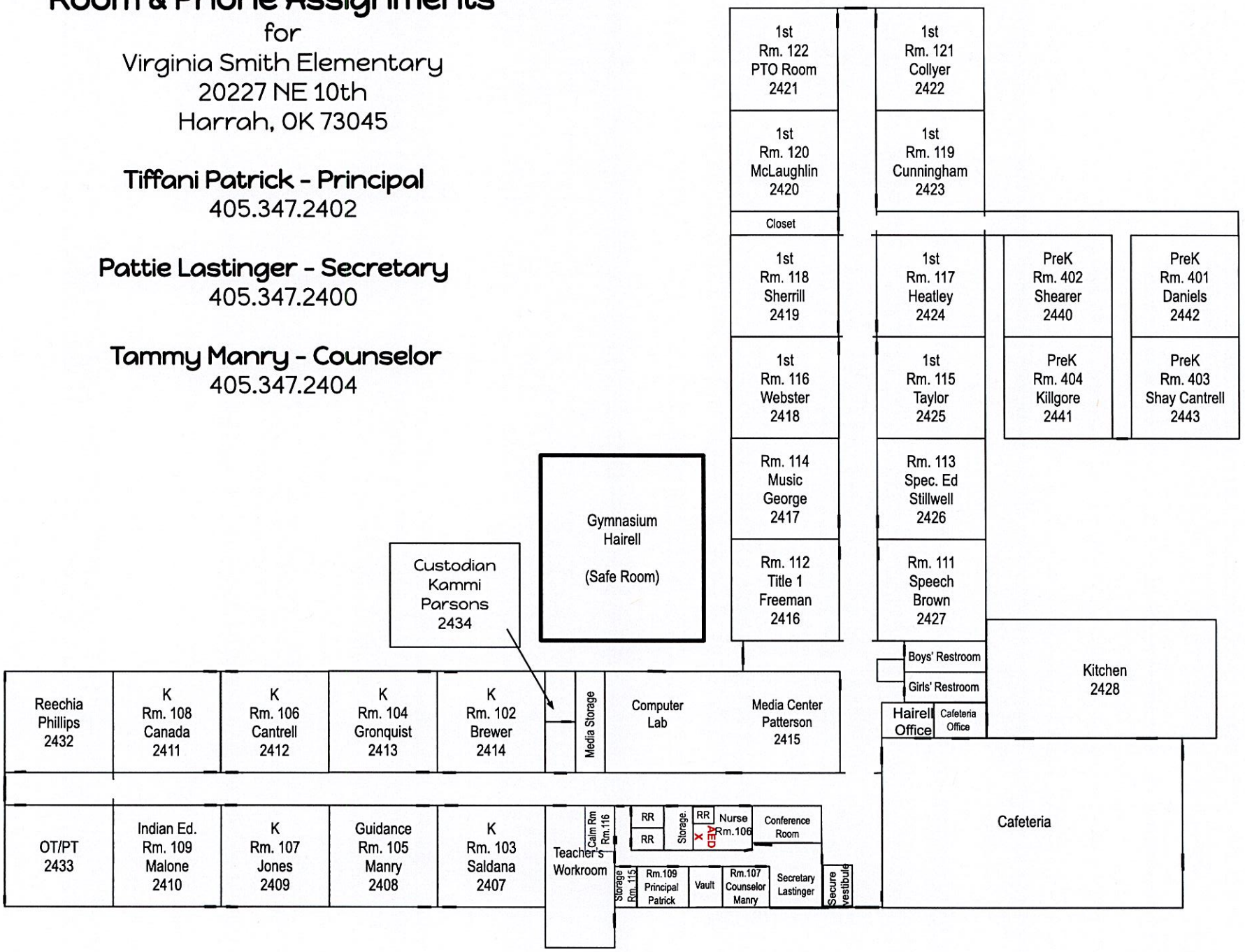
for

Virginia Smith Elementary
20227 NE 10th
Harrah, OK 73045

Tiffani Patrick - Principal
405.347.2402

Pattie Lastinger - Secretary
405.347.2400

Tammy Manry - Counselor
405.347.2404



Harrah Public Schools
Emergency Operations Site Plan
Clara Reynolds Elementary

Chase Morris Sudden Cardiac Arrest Response Plan

OKLAHOMA Education

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".

B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.

C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.

D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.

E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.

F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.

G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.

H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:

1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and

2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;

2. Activate the team in response to a sudden cardiac arrest;

3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines- based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;

4. Provide for communication and dissemination of the plan throughout the school campus;

5. Require the response team to practice the plan by conducting periodic drills;

6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;

7. Address athletic events and athletic facilities at each middle school and high school site provided:

a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or

b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;

8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and

9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.

J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.

K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.

L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 (superseded document available).

Clara Reynolds Elementary

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Clara Reynolds Elementary School has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMT Chief **Levi Dean** on **03/25/2025.**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team MUST include a school administrator. The school or administrator will determine other team members and number to be on the team.

Team Member	*Role*
Susie Terrell	CRE Administration
Jessica Moore	CRE Secretary
Callie Dunnam	CRE Teacher
Jennifer Bullard	CRE Para Professional
Jenny Little	CRE Counselor
Jill Wooldridge	CRE Teacher
Taylor Casteel	CRE Teacher
Maegan Heath	CRE Teacher
Jenna Gaches	CRE Teacher

IDENTIFY APPROPRIATE SCHOOL STAFF TO BE TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

Site Administration and Sudden Cardiac Response Team will be certified in First Aid, CPR, and AED usage year

HOW TO ACTIVATE THE TEAM:

Primary - All Call (Intercom)

Alternative - Rave Panic Button (Phone App)

Emergency - Runner

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

All school employees will be emailed our response plan. The current plan specifics will be disseminated durin the beginning of the school year staff meeting.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

**These drills are NOT required to be entered on the School Security Website

Date of Drill	***Notes***
8/13/2025	
8/5/2026	

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

**Example: Local Ambulance, Fire Department, Police Department, Sheriff Department

***Identify who on your team will contact these providers

Name of Provider	***Contact Information***
Harrah Police Department	405-454-1203
Harrah Fire Department	405-454-2111
Oklahoma County Sheriff	405-869-2501
St. Anthony's Midwest	405-739-1320
Jenny Little will be the person of contact	

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

**Check with your manufacturer for the recommended maintenance of your AED.

AED Location	*Maintenance Date*
Main Hallway	7/31/2026

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT EACH MS & HS SITE

**AED must be accessible within one to three minutes. Identify who is responsible to get the AED
Could insert you EAP (Emergency Action Plan for athletics here also)

***Check with your manufacturer for the recommended maintenance of your AED.

Site	*Location*	*Last Maintenance Date*
n/a		

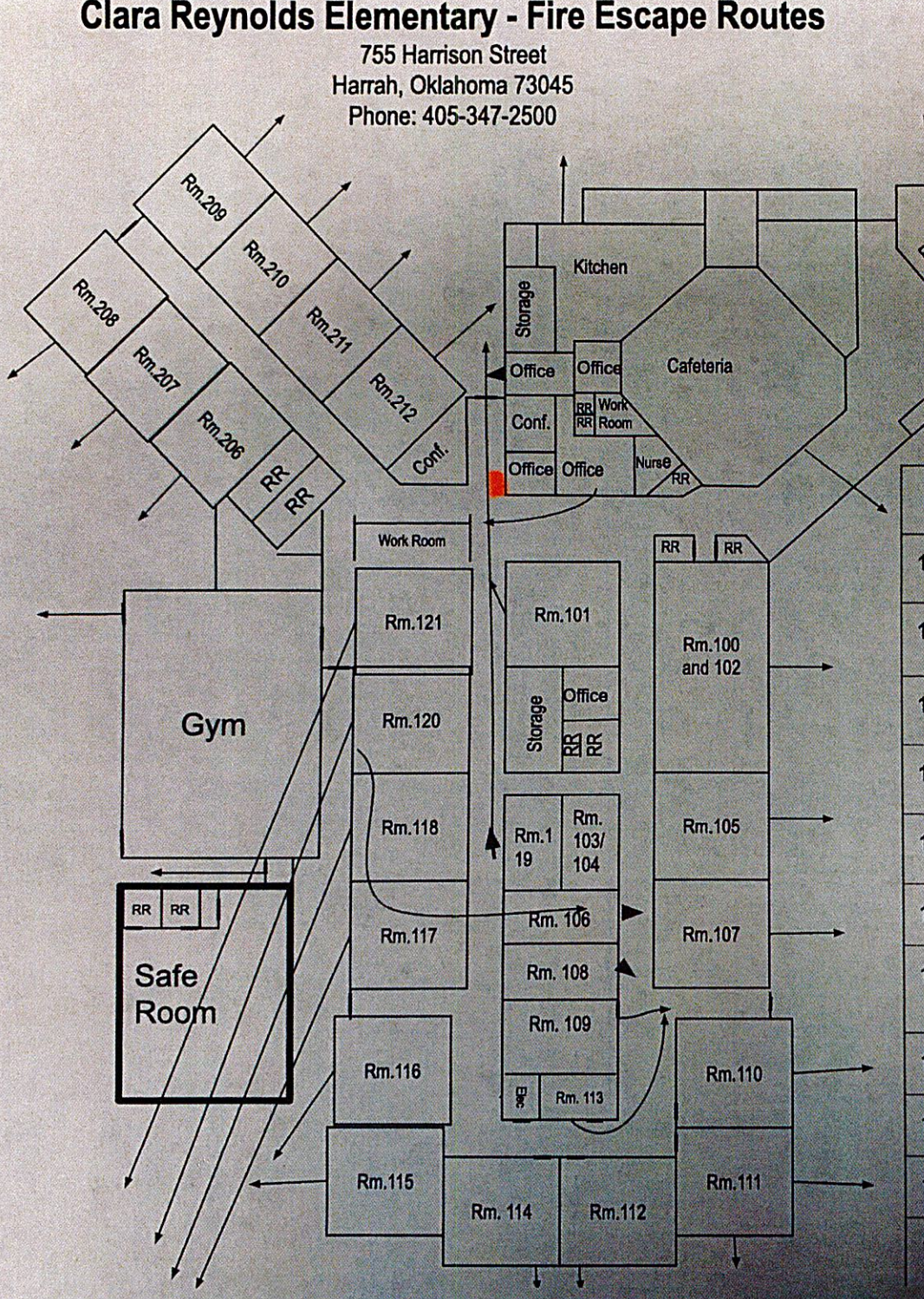
DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

**Must be updated and reviewed by the school board annually

Date of update and school board review: _____

Clara Reynolds Elementary - Fire Escape Routes

755 Harrison Street
Harrah, Oklahoma 73045
Phone: 405-347-2500



AED indicated in orange

Classrooms		
100&102 - Library	113 -	202 -
101 -	114 -	203 -
103 & 104 -	115 -	204 -
105 -	116 -	205 - Custodian
106 - Work Room	117 -	206 -
107 -	118 -	207 -
108 - PT/OT	119 - Indian Edu.	208 -
109 -	120 -	209 -
110 -	121 -	210 -
111 -	200 -	211 -
112 - Storage	201 -	212 -

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

Russell Babb Elementary

OKLAHOMA Education

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".

B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.

C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.

D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.

E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.

F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.

G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.

H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:

1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and

2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;

2. Activate the team in response to a sudden cardiac arrest;

3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines- based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;

4. Provide for communication and dissemination of the plan throughout the school campus;

5. Require the response team to practice the plan by conducting periodic drills;

6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;

7. Address athletic events and athletic facilities at each middle school and high school site provided:

a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or

b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;

8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and

9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.

J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.

K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.

L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 (superseded document available).

RUSSELL BABB ELEMENTARY

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Russell Babb Elementary has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMT **Levi Dean** on **03/25/25**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:

The team MUST include a school administrator. The school or administrator will determine other team members and number to be on the team.

Team Member	*Role*
Mike McAfee	Principal
Kenda Lacefield	Counselor
Jillian Richmond	Secretary
Sydney Ashcraft	Teacher
Taylor Platt	PE Teacher

IDENTIFY APPROPRIATE SCHOOL STAFF TO BE TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED

All athletic coaches
All athletic trainers
All school nurses
Your team members for response plan at all sites

HOW TO ACTIVATE THE TEAM:

Primary - All Call

Alternatives - Rave Panic Button (Phone App)

Emergency - Runner

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

All school employees will be emailed our response plan. The current plan specifics will disseminated during the beginning of the school year staff meeting.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

**These drills are NOT required to be entered on the School Security Website

Date of Drill	***Notes***
8/05/26	CPR and AED Training

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

**Example: Local Ambulance, Fire Department, Police Department, Sheriff Department

***Identify who on your team will contact these providers

Name of Provider	***Contact Information***
Harrah Police Department	405-454-1203
Harrah Fire Department	405-454-2111
Oklahoma County Sheriff	405-869-2501
St. Anthony's Midwest	405-739-1320
Kenda Lacefield will be the point of contact	

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

**Check with your manufacturer for the recommended maintenance of your AED.

AED Location	*Maintenance Date*
Located on the wall outside the office in the South hallway/outside of room 119	12/01/2026

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT EACH MS & HS SITE

**AED must be accessible within one to three minutes. Identify who is responsible to get the AED
Could insert you EAP (Emergency Action Plan for athletics here also)

***Check with your manufacturer for the recommended maintenance of your AED.

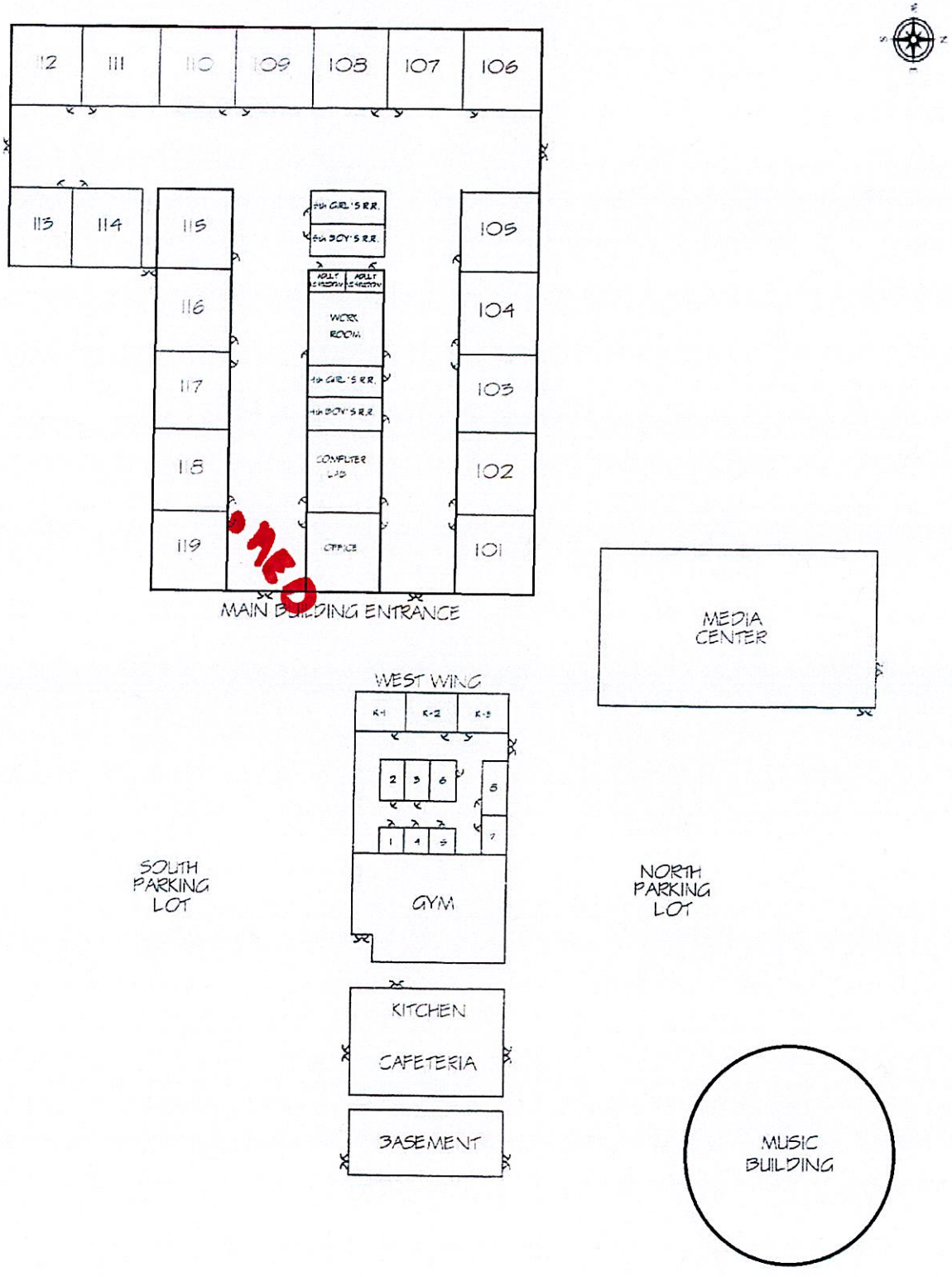
Site	*Location*	*Last Maintenance Date*
N/A		

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD

**Must be updated and reviewed by the school board annually

Date of update and school board review: _____

Russell Babb Elementary



HARRAH PUBLIC SCHOOLS

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

HOME OF THE PANTHERS!

CHASE MORRIS ACT

Oklahoma Statutes Citationized

Title 70. Schools

Chapter 1 - School Code of 1971

Article Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

Cite as: 70 O.S. § 24-156 (OSCN 2024)

A. This act shall be known and may be cited as the "Chase Morris Sudden Cardiac Arrest Prevention Act".

B. As used in the Chase Morris Sudden Cardiac Arrest Prevention Act, "athletic activity" means any sport sanctioned and offered in grades seven through twelve by a school district.

C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.

D. A student participating in or desiring to participate in an athletic activity and the student's parent, or guardian shall, each school year and prior to participation by the student in an athletic activity, sign and return to the student's school an acknowledgement of receipt and review of a sudden cardiac arrest symptoms and warning signs information sheet jointly developed by the State Department of Health and the State Department of Education.

E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.

F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.

G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.

H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete: 1. The

sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and

2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;

2. Activate the team in response to a sudden cardiac arrest;

3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;

4. Provide for communication and dissemination of the plan throughout the school

campus; 5. Require the response team to practice the plan by conducting periodic drills;

6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;

7. Address athletic events and athletic facilities at each middle school and high school site provided:

a. an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or

b. a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;

8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and

9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.

J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.

K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.

L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 (superseded document available).

HARRAH MIDDLE SCHOOL

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Harrah Public School District has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMT **Harrah Fire Department Chief Levi Dean** on **08 AUGUST 2025**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:
The team MUST include a school administrator. The school or administrator will determine other team members and the number to be on the team. The following team members will direct other staff in case of emergency.

Team Member	***Role***
Daniel McComb	ADMINISTRATOR
Tiffany Thompson	ADMINISTRATOR
Andrew Pierce	COACH
Emily Allred	COACH
Grant Haynes	COACH
Delaney Reimer	COACH
Willy McDoulett	COACH
Robert Combs	COACH
Maverick Walker	COACH
Carlos Gomez	COACH

IDENTIFY APPROPRIATE SCHOOL STAFF TO BE TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED.

Harrah Public School Administration expects all coaches to be certified on CPR and AED usage biannually.

TEAM ACTIVATION P.A.C.E. PLAN

PRIMARY - RAVE Panic Button (Phone App)
ALTERNATE - Cellphone
CONTINGENCY - Public Address System
EMERGENCY - Runner

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

All school employees will be emailed our response plan. Current plan details will be disseminated during our Annual Coaches' Meeting with the Athletic Director. Specific team members will participate in a regularly scheduled staff meeting during their plan period.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:

**These drills are NOT required to be entered on the School Security Website

Date of Drill	***Notes***
04 AUGUST 2025	DRILL INVOLVING CPR AND AED USAGE BY SPECIFIED STAFF.
12 AUGUST 2025	CPR AND AED DRILL
31 OCTOBER 2025	RESPONSE TEAM TRAINING

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA

**Example: Local Ambulance, Fire Department, Police Department, Sheriff Department ***Identify who on your team will contact these providers

Name of Provider	***Contact Information***
ST. ANTHONY'S MIDWEST	405-739-1320
HARRAH FIRE DEPT.	405-869-2501
HARRAH POLICE DEPT.	405-869-2501
OKLAHOMA COUNTY SHERIFF	405-869-2501
Tiffany Thompson is the point of conntact	405-

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:

**Check with your manufacturer for the recommended maintenance of your AED.

AED Location	***MaintenanceDate***
MULTI-SPORT FACILITY	20 SEPTEMBER 2025
GYMNASIUM LOBBY	20 SEPTEMBER 2025
MIDDLE SCHOOL MAIN OFFICE	11 AUGUST 2025 4 AUGUST 2026

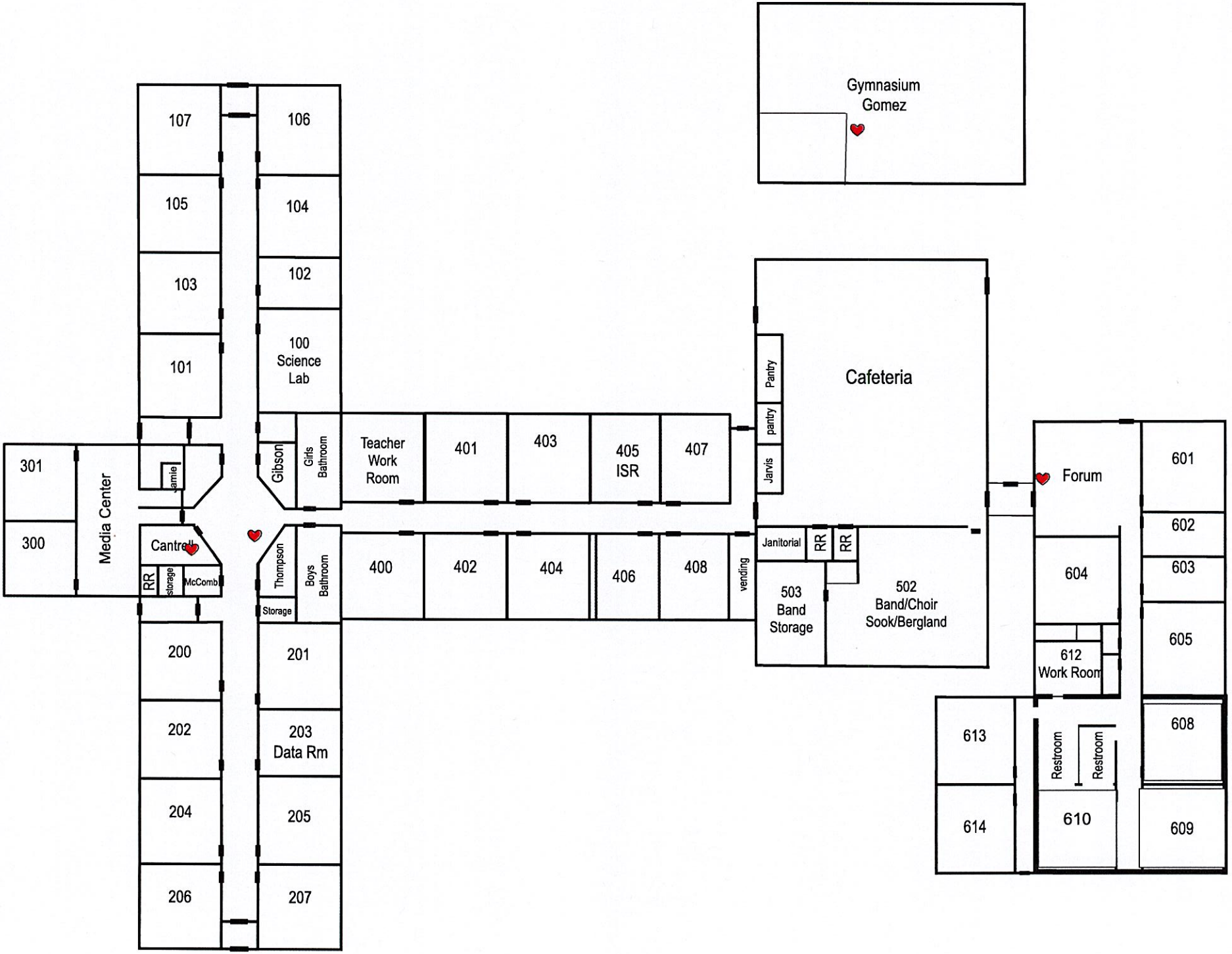
Main Forum	
6th Grade Forum	
MIDDLE SCHOOL GYM	

LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT EACH MS & HS SITE **AED must be accessible within one to three minutes. Identify who is responsible to get the AED. Could insert your EAP (Emergency Action Plan for athletics here also)
***Check with your manufacturer for the recommended maintenance of your AED.

Site	***Location***	***Last Maintenance Date***
HHS/HMS	MULTISPORT	20 SEPTEMBER 2024
HHS/HMS	GYMNASIUM LOBBY	20 SEPTEMBER 2024
HHS	MAIN OFFICE	11 AUGUST 2025
MS Main Office	Main Office MS	
MIDDLE SCHOOL GYM		
6th Grade Forum		
Middle School Main Forum		

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD
**Must be updated and reviewed by the school board annually

Date of update and school board review:_____


Gymnasium
Gomez
107
106
105
104
103
102
101
100
Science
Lab
Gibson
Girls
Bathroom
Teacher
Work
Room
401
403
405
ISR
407
Pantry
pantry
Jarvis
Cafeteria
301
Media Center
Jamie
300
Cantrell
RR
storage
McComb
Thompson
Boys
Bathroom
Storage
400
402
404
406
408
vending
Janitorial
RR
RR
503
Band
Storage
502
Band/Choir
Sook/Bergland
Forum
601
602
603
604
605
612
Work Room
200
201
202
203
Data Rm
204
205
206
207
613
614
Restroom
Restroom
610
608
609

HARRAH PUBLIC SCHOOLS

Emergency Operations Site Plan

Chase Morris Sudden Cardiac Arrest Response Plan

HOME OF THE PANTHERS!

CHASE MORRIS ACT

Oklahoma Statutes Cited

Title 70. Schools

Chapter 1 - School Code of 1971

Article XXIV - Miscellaneous Provisions

Section 24-156 - Chase Morris Sudden Cardiac Arrest Prevention Act

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C. The State Department of Health and the State Department of Education shall jointly develop and post on their publicly accessible websites guidelines and other relevant materials to inform and educate students participating in or desiring to participate in an athletic activity, their parents, and their coaches about the nature and warning signs of sudden cardiac arrest including the risks associated with continuing to play or practice after experiencing one or more symptoms of sudden cardiac arrest including unexplained fainting, difficulty breathing, chest pains, dizziness, and abnormal racing heart rate. In developing the guidelines and materials, the State Department of Health and the State Department of Education may utilize existing materials developed by other entities or organizations.

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E. A school may hold an informational meeting prior to the start of each athletic season for all ages of competitors regarding the symptoms and warning signs of sudden cardiac arrest. In addition to students, parents, coaches, and other school officials, informational meetings may include physicians, pediatric cardiologists, and athletic trainers.

F. A student who collapses or faints without a concurrent head injury while participating in an athletic activity shall be removed by the coach from participation at that time.

G. A student removed or prevented from participating in an athletic activity pursuant to subsection F of this section shall not return to participation until the student is evaluated and cleared for return to participation in writing by a health care provider as defined in Section 3090.2 of Title 63 of the Oklahoma Statutes.

H. Once each year, a coach of an athletic activity, school nurses, and athletic trainers shall complete:

1. The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and

2. Training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

A coach of an athletic activity shall not coach the athletic activity until the coach completes the training course required under this subsection.

I. Each public school in this state shall develop a sudden cardiac emergency response plan. The plan shall be formulated by a school site administrator and presented to the school district board of education. The plan shall:

1. Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;

2. Activate the team in response to a sudden cardiac arrest;

3. Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;

4. Provide for communication and dissemination of the plan throughout the school campus;

5. Require the response team to practice the plan by conducting periodic drills;

6. Provide for coordination with emergency medical service providers that serve the area in which the school is located;

7. Address athletic events and athletic facilities at each middle school and high school site provided:

a. An AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or

b. A mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;

8. Provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and

9. Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually.

J. The sponsors of youth athletic activities not associated with a school are encouraged to follow the guidance stated in the Chase Morris Sudden Cardiac Arrest Prevention Act.

K. Nothing in the Chase Morris Sudden Cardiac Arrest Prevention Act shall be construed to create, establish, expand, reduce, contract, or eliminate any civil liability on the part of any school or school employee.

L. The State Board of Health and the State Board of Education shall promulgate rules to implement the provisions of the Chase Morris Sudden Cardiac Arrest Prevention Act.

Historical Data

Laws 2015, SB 239, c. 272, § 1, emerg. eff. July 1, 2015; Amended by Laws 2024, SB 1921, c. 451, § 1, emerg. eff. July 1, 2024 (superseded document available).

HARRAH PUBLIC SCHOOLS

CHASE MORRIS ACT COMPLIANCE SITE PLAN

Harrah Public School District has developed a sudden cardiac emergency response plan. The district has collaborated with the local/responding EMT **Harrah Fire Department Chief Levi Dean** on **08 AUGUST 2025**.

SUDDEN CARDIAC EMERGENCY RESPONSE TEAM:
The team MUST include a school administrator. The school or administrator will determine other team members and number to be on the team. The following team members will direct other staff in case of emergency.

Team Member	*Role*
DEREK VERNER	ADMINISTRATOR
TED DORRELL	COACH
TREVOR NELSON	COACH
DANIEL MCCOMB	ADMINISTRATOR
DAVID HAIRELL	ADMINISTRATOR
LEXI ALLEN	COACH
TOM STURGILL	COACH
SHELBY SHERRILL	COACH
BRAYDEN CARTER	COACH
BLAINE ATCHLEY	ADMINISTRATOR

IDENTIFY APPROPRIATE SCHOOL STAFF TO BE TRAINED IN FIRST AID, CARDIOPULMONARY RESUSCITATION, AND THE USE OF AN AED.

Harrah Public School Administration expects all coaches to be certified on CPR and AED usage bi-annually.

TEAM ACTIVATION P.A.C.E. PLAN

PRIMARY - RAVE Panic Button (Phone App)
ALTERNATE - Cellphone
CONTINGENCY - Public Address System
EMERGENCY - Runner

HOW WILL THE PLAN BE COMMUNICATED AND DISSEMINATED THROUGHOUT THE SCHOOL?

All school employees will be emailed our response plan. Current plan details will be disseminated during our Annual Coaches' Meeting with the Athletic Director. Specific team members will participate in a regularly scheduled staff meeting during their plan period.

DOCUMENT PERIODIC DRILLS FOR PRACTICING THE PLAN:
**These drills are NOT required to be entered on the School Security Website

Date of Drill	*Notes*
05 AUGUST 2026	DRILL INVOLVING CPR AND AED USAGE BY SPECIFIED STAFF.
27 AUGUST 2026	RAVE PANIC BUTTON TRAINING
01 OCTOBER 2026	AED LOCATION REVIEW

IDENTIFY EMERGENCY MEDICAL PROVIDERS THAT SERVE YOUR AREA
**Example: Local Ambulance, Fire Department, Police Department, Sheriff Department
***Identify who on your team will contact these providers

Name of Provider	*Contact Information*
ST. ANTHONY'S MIDWEST	405-739-1320 (Derek Verner)**
HARRAH FIRE DEPT.	405-869-2501 (Derek Verner)**
HARRAH POLICE DEPT.	405-869-2501 (Derek Verner)**
OKLAHOMA COUNTY SHERIFF	405-869-2501 (Derek Verner)**

LOCATION OF AED'S IN SCHOOL SITE AND MAINTENANCE DATE:
**Check with your manufacturer for the recommended maintenance of your AED.

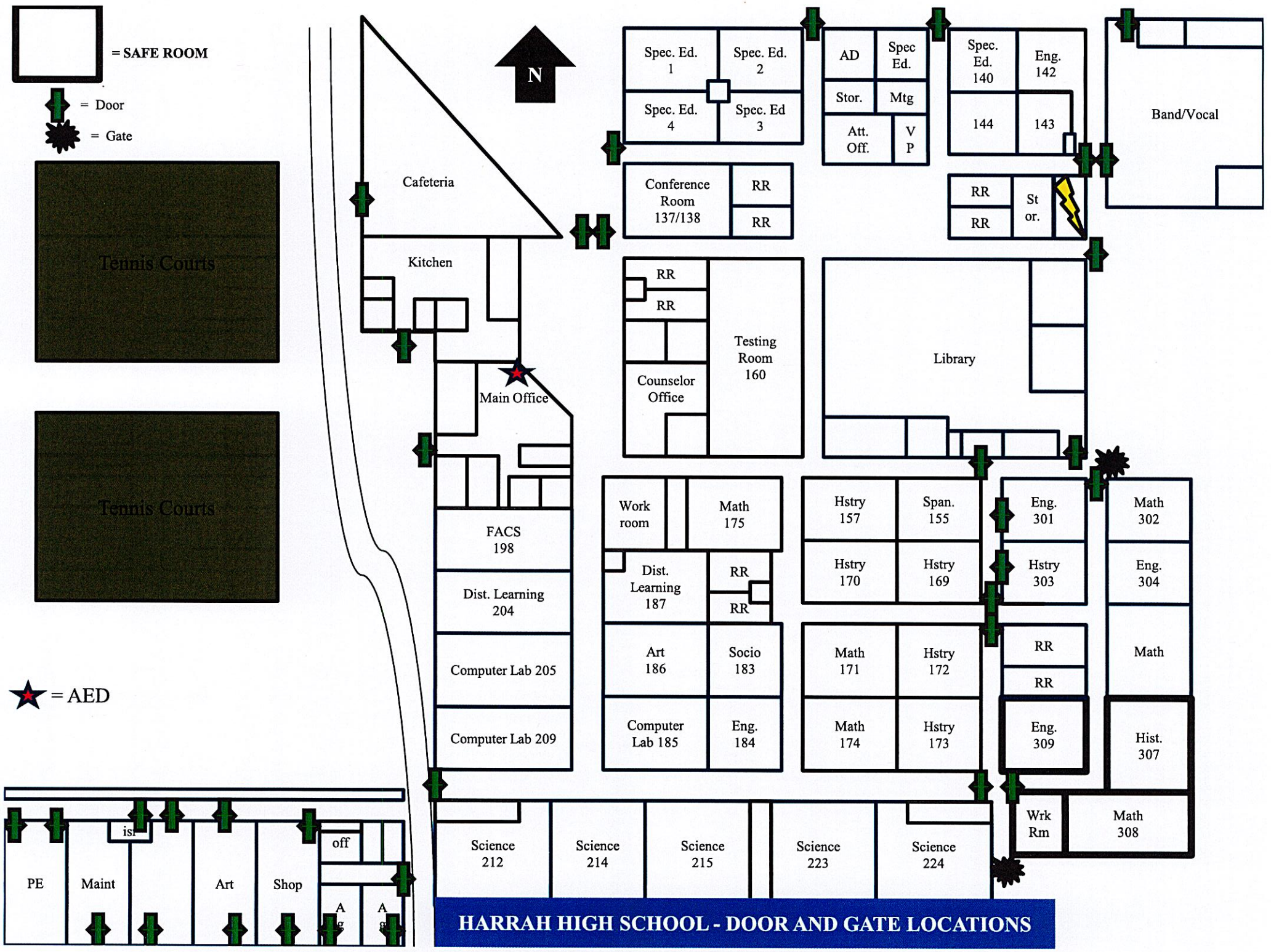
AED Location	*Maintenance Date*
MULTI-SPORT FACILITY	21 SEPTEMBER 2025
GYMNASIUM LOBBY	21 SEPTEMBER 2025
HIGH SCHOOL MAIN OFFICE	11 AUGUST 2025

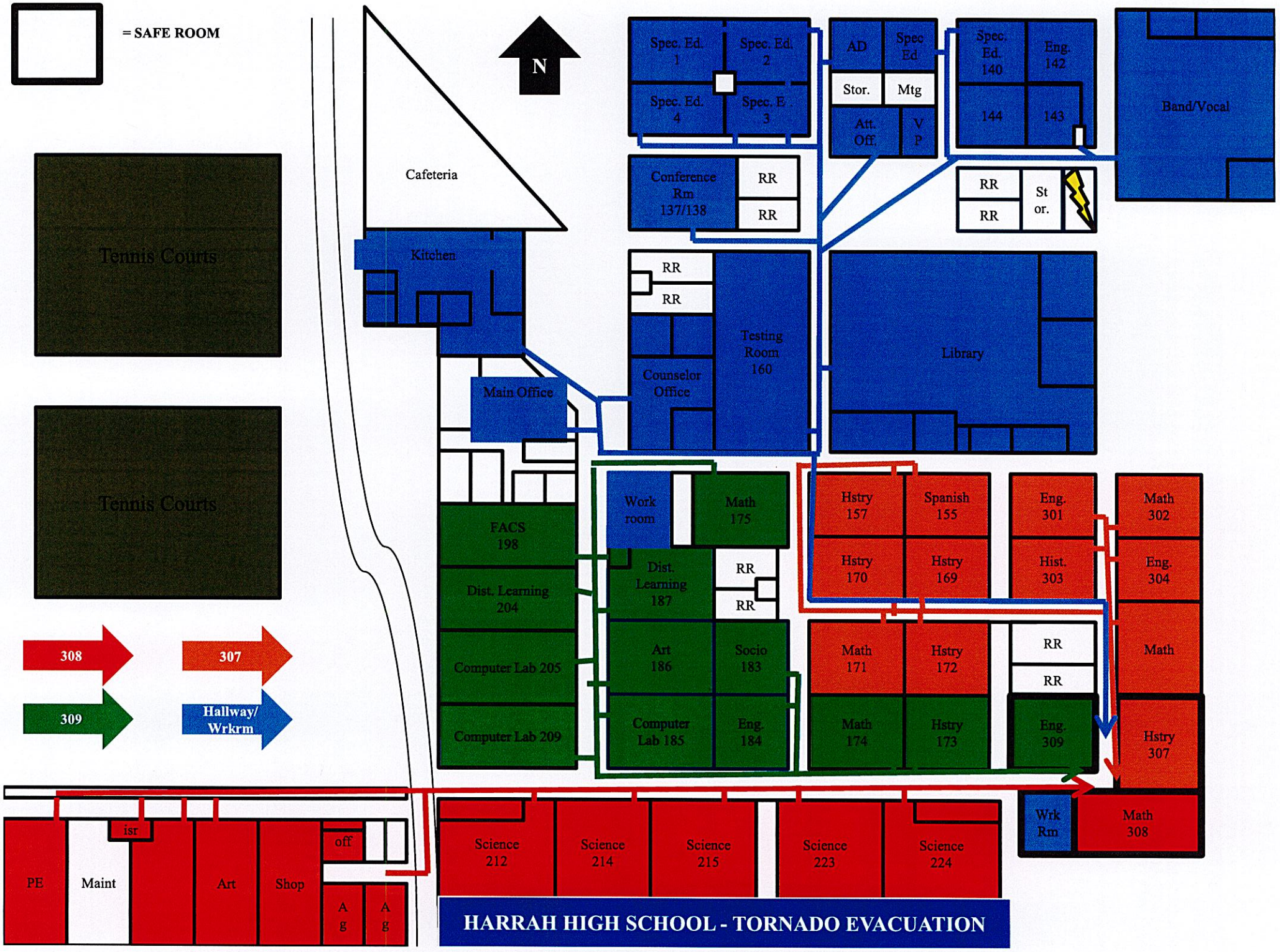
LOCATION OF AED'S AT ATHLETIC EVENTS AND FACILITIES AT EACH MS & HS SITE
**AED must be accessible within one to three minutes. Identify who is responsible to get the AED
Could insert you EAP (Emergency Action Plan for athletics here also)
***Check with your manufacturer for the recommended maintenance of your AED.

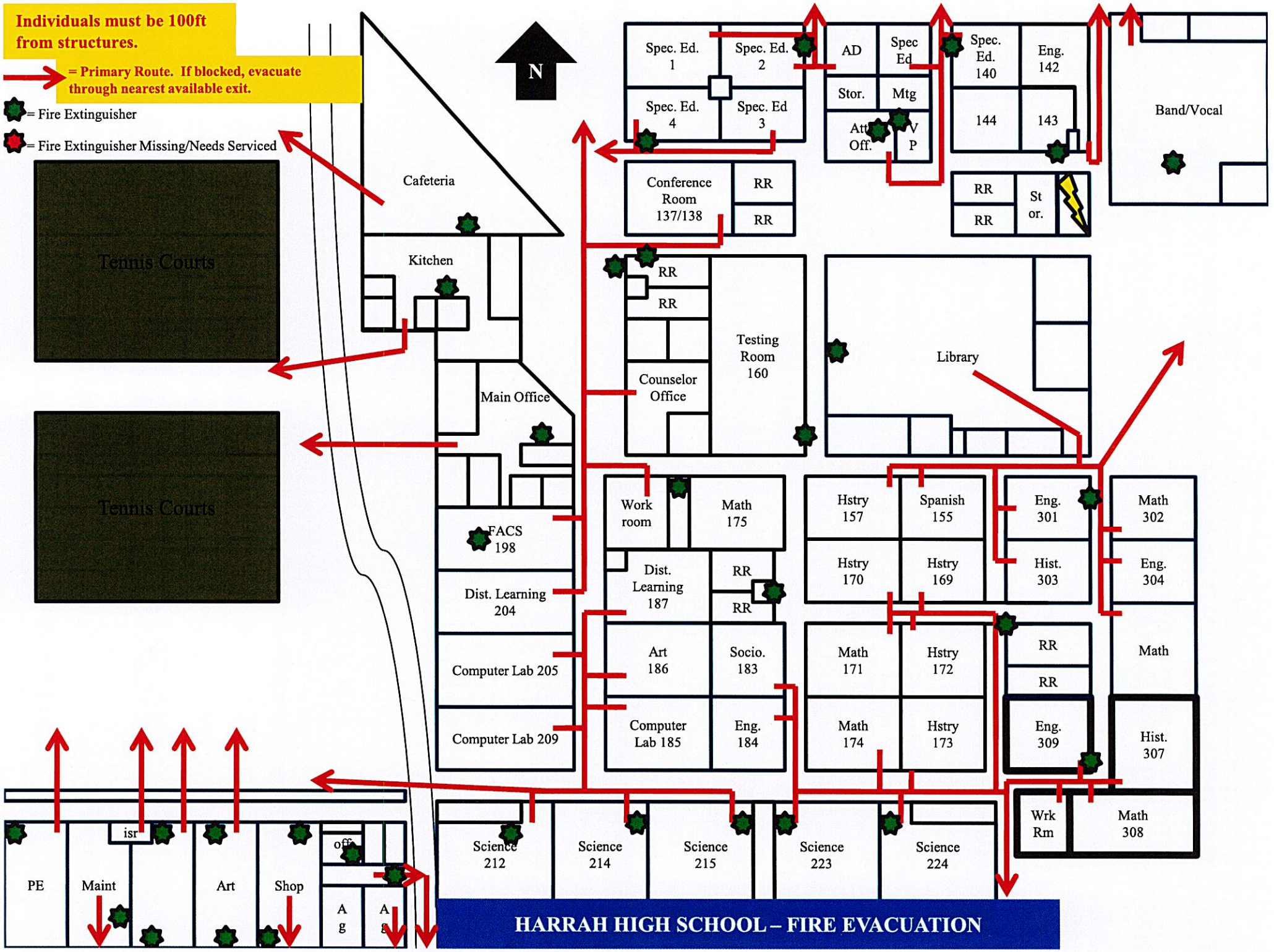
Site	*Location*	*Last Maintenance Date*
HHS/HMS	MULTISPORT	21 SEPTEMBER 2025
HHS/HMS	GYMNASIUM LOBBY	20 SEPTEMBER 2025
HHS	MAIN OFFICE	11 AUGUST 2025

DATE UPDATED AND REVIEWED BY THE SCHOOL BOARD
**Must be updated and reviewed by the school board annually

Date of update and school board review: 10 AUGUST 2026


= SAFE ROOM
= Door
= Gate
= AED
N
Tennis Courts
Tennis Courts
Cafeteria
Kitchen
Main Office
Spec. Ed. 1
Spec. Ed. 2
Spec. Ed. 4
Spec. Ed 3
AD
Spec Ed.
Stor.
Mtg
Att. Off.
V P
Spec. Ed. 140
Eng. 142
144
143
Band/Vocal
Conference Room 137/138
RR
RR
RR
RR
St or.
RR
RR
Testing Room 160
Counselor Office
Library
Work room
Math 175
Dist. Learning 187
RR
RR
Art 186
Socio 183
Computer Lab 185
Eng. 184
Hstry 157
Span. 155
Hstry 170
Hstry 169
Math 171
Hstry 172
Math 174
Hstry 173
Eng. 301
Hstry 303
RR
RR
Eng. 309
Math 302
Eng. 304
Math
Hist. 307
Wrk Rm
Math 308
FACS 198
Dist. Learning 204
Computer Lab 205
Computer Lab 209
Science 212
Science 214
Science 215
Science 223
Science 224
PE
Maint
Art
Shop
off
HARRAH HIGH SCHOOL - DOOR AND GATE LOCATIONS


= SAFE ROOM
N
Tennis Courts
Tennis Courts
Cafeteria
Kitchen
Main Office
Spec. Ed. 1
Spec. Ed. 2
Spec. Ed. 4
Spec. E 3
AD
Spec Ed
Stor.
Mtg
Att. Off.
V P
Spec. Ed. 140
Eng. 142
144
143
Band/Vocal
Conference Rm 137/138
RR
RR
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RR
St or.
RR
RR
Testing Room 160
Counselor Office
Library
Work room
Math 175
FACS 198
Dist. Learning 204
Dist. Learning 187
RR
RR
Computer Lab 205
Art 186
Socio 183
Computer Lab 209
Computer Lab 185
Eng. 184
Hstry 157
Spanish 155
Hstry 170
Hstry 169
Eng. 301
Hist. 303
Math 302
Eng. 304
Math
Math 171
Hstry 172
Math 174
Hstry 173
RR
RR
Eng. 309
Hstry 307
Wrk Rm
Math 308
308
307
309
Hallway/ Wrkrm
PE
Maint
isr
Art
Shop
off
A g
A g
Science 212
Science 214
Science 215
Science 223
Science 224
HARRAH HIGH SCHOOL - TORNADO EVACUATION


Individuals must be 100ft from structures.
= Primary Route. If blocked, evacuate through nearest available exit.
= Fire Extinguisher
= Fire Extinguisher Missing/Needs Serviced
N
Tennis Courts
Tennis Courts
Cafeteria
Kitchen
Main Office
FACS 198
Dist. Learning 204
Computer Lab 205
Computer Lab 209
Spec. Ed. 1
Spec. Ed. 2
Spec. Ed. 4
Spec. Ed 3
AD
Spec Ed
Stor.
Mtg
Att Off.
V P
Spec. Ed. 140
Eng. 142
144
143
Band/Vocal
Conference Room 137/138
RR
RR
RR
RR
St or.
RR
RR
Testing Room 160
Counselor Office
Library
Work room
Math 175
Dist. Learning 187
RR
RR
Art 186
Socio. 183
Computer Lab 185
Eng. 184
Hstry 157
Spanish 155
Hstry 170
Hstry 169
Eng. 301
Hist. 303
Math 302
Eng. 304
Math
Math 171
Hstry 172
Math 174
Hstry 173
RR
RR
Eng. 309
Hist. 307
Wrk Rm
Math 308
PE
Maint
isr
Art
Shop
off
A g
A g
Science 212
Science 214
Science 215
Science 223
Science 224
HARRAH HIGH SCHOOL – FIRE EVACUATION

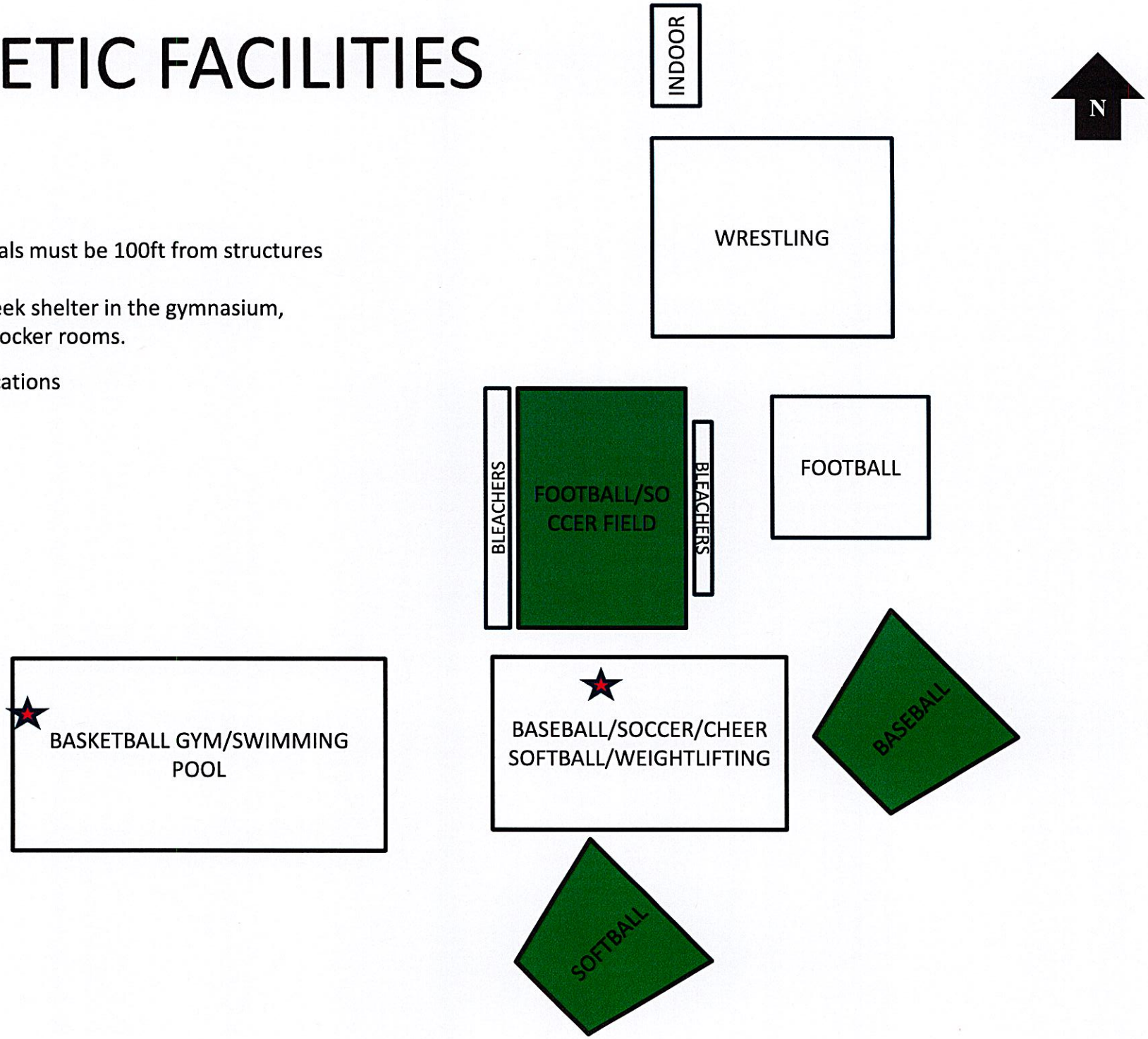
ATHLETIC FACILITIES

HAZARDS:

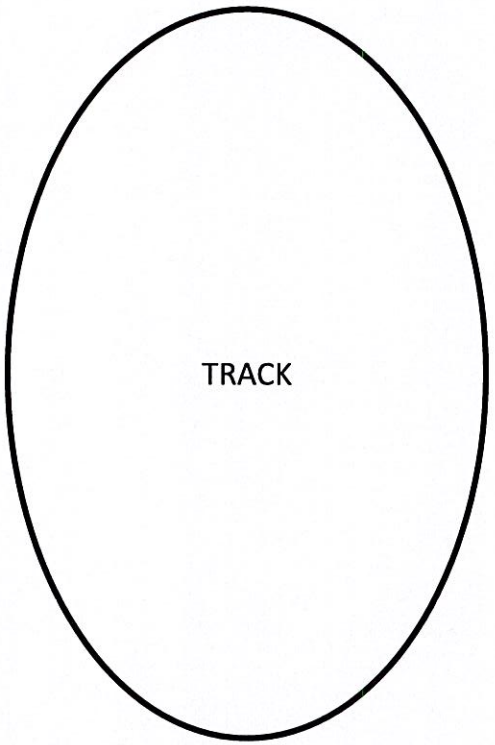
FIRE - Individuals must be 100ft from structures

TORNADO - Seek shelter in the gymnasium, downstairs in locker rooms.

★ = AED locations



ATHLETICS (CONT.)



HAZARDS:

FIRE - Individuals must be 100ft from structures

TORNADO - Seek shelter in the HHS main building safe rooms

SPORTS OUTREACH SERVICES AGREEMENT
BETWEEN
NORMAN REGIONAL HOSPITAL AUTHORITY
D/B/A ORTHO-CENTRAL
AND
HARRAH PUBLIC SCHOOLS

This Sports Outreach Services Agreement is made and entered into on this 3rd day of August, 2026, by and between Norman Regional Hospital Authority, an Oklahoma public trust, d/b/a Ortho-Central, hereinafter referred to as "Ortho-Central" and Harrah Public Schools, hereinafter referred to as "Sponsor".

I. Purpose/Intent

A. Ortho-Central is a community-based provider of healthcare services, including orthopedic and sports medicine services. Ortho-Central recognizes the individual and community benefit of athletics and the significance of this Sports Outreach Services Agreement for the following:

- prevention of sports-related injuries
- effective, timely and optimum treatment, if needed
- enhancement of sports performance
- serving as a resource/support for parents, coaches and trainers
- promoting a culture of lifelong fitness

B. Sponsor is sponsoring High School Sporting Events throughout the 26-27 school year and desires to contract with Ortho-Central to provide certain services at the Event, as specified in Article II below.

II. Scope of Services and Compensation

Sponsor hereby engages Ortho-Central to provide the Services set forth below at the Event (check applicable services):

X One Certified Athletic Trainer for the Event - $55.00/hour

Estimated Number of Hours: **200 for 26-27 school yr.**

☐ One Certified Athletic Trainer and Ortho-Central Mobile Medical Unit for the Event **[minimum 4 hour commitment]** - $60.00/hour

Specify Number of Hours: _____

Additional Certified Athletic Trainer for the Event - $55.00/hour

Estimated Number of Hours:

Ortho-Central shall invoice Sponsor for Services provided at the Event. Invoices shall be due within thirty (30) days of receipt. Delinquent invoices shall bear interest at the rate of 1.5% per month until paid in full.

To the extent Event participants seek assessment and treatment from Ortho-Central and/or its physicians beyond the services set forth above, Ortho-Central shall have the right to charge its standard rates for any such services, including but not limited to rehabilitation procedures, diagnostic laboratory testing, diagnostic imaging, outpatient procedures, physician or other professional services, emergency room services and hospital inpatient services.

Sponsor will agree to display marketing materials (banners, PA announcements) provided by Ortho Central at all stadiums and events when allowed for at respected facilities.

III. Miscellaneous

A. The parties agree that all participant health care records are confidential and each party agrees to maintain the confidentiality of the medical records of each participant and comply with the provisions of HIPAA and other applicable laws and regulations.

B. It is understood and agreed that Ortho-Central is acting as an independent contractor in the provision of Services under this Agreement. This Agreement does not constitute a partnership agreement, and each party is solely liable for its act and/or omissions under this Agreement.

C. This Agreement may not be assigned by any party without the written consent of each other party.

D. This Agreement may not be changed other than by agreement in writing signed by the parties hereto.

E. This Agreement is not intended, nor should it be construed, to create any third party beneficiary.

F. The parties agree to materially comply with all applicable laws and regulations in connection with the Event and the Services provided under this Agreement.

G. All notices permitted or required by this Agreement shall be given to the addresses set forth on the signature page. A notice shall be deemed given when in writing and delivered personally, by email with confirmation of receipt, via overnight courier or when deposited in the United States mail, postage prepaid, return receipt requested.

H. This Agreement shall be construed and governed by the laws of the State of Oklahoma, and any claim thereof shall be brought in an Oklahoma court of competent jurisdiction. The prevailing party in any litigation shall be entitled to reasonable attorneys' fees and other costs incurred in connection with such action.

I. Neither party shall be liable for damages due to the failure to perform under this Agreement because of conditions beyond such party's control including, but not limited to, acts of God, government restrictions, wars, epidemics, insurrections and/or similar circumstances.

IV. Parental Rights

Notwithstanding the terms and provisions of this Agreement, it is understood and agreed that a participant and a participant's parents reserve the right to select a physician or a trainer to treat or evaluate their son or daughter, at the expense of the parent.

(Signatures on next page)

THIS AGREEMENT is made and entered into on the day and year hereinabove stated.

"ORTHO-CENTRAL

NORMAN REGIONAL HOSPITAL AUTHORITY, D/B/A ORTHO-CENTRAL

By: _____
Aaron Boyd, M.D., President and CEO

Address: _____
_____

Email: _____

"SPONSOR"

_____

By: _____

Address: _____
_____

Email: _____

Harrah Public Schools
"DISTRICT OF CHAMPIONS"
BOARD OF EDUCATION OFFICE
20665 WALKER STREET
HARRAH, OKLAHOMA 73045
(405) 347-2820

School Employee-Student Digital Communication Update

Parents and Stakeholders,

With the school year rapidly approaching, we wanted to communicate with parents and stakeholders regarding the upcoming legal changes to Oklahoma public schools. House Bill 3958 was passed during the recent legislative session. HB 3958 requires all school personnel engaging in electronic or digital communication with an individual student to include the student's parent or guardian in the digital communication unless the communication is on a school-approved platform. The Harrah Board of Education adopted policy DHAC on August 10, 2026. This policy includes our approved platforms for student communication. These platforms are listed below.

1. Class DoJo
2. Clever
3. School-Issued Gmail
4. Google Classroom
5. School Messenger
6. Remind
7. Bloomz
8. School Status Connect
9. SportsYou
10. Cut Time

School personnel will be allowed to communicate with our students through these specific platforms. Please assist HPS in educating our students that school personnel will not respond to social media messages, text messages, etc. Teachers are still allowed to have classroom and group social media pages; however, students will not be added as "friends" on these groups and will not be allowed to message teachers or faculty through these social media outlets. The above-listed platforms will be the only communication tools listed.

Respectfully,

Paul Blessington, Superintendent
Harrah Public Schools

The Harrah Board of Education does not discriminate on the basis of disability, race, color, religion, national origin, sex, age, or veteran status.

HARRAH PUBLIC SCHOOLS

HARRAH

PANTHERS

EST. 1920

ATHLETIC DEPARTMENT

COACHES HANDBOOK

2026–2027

WELCOME

Welcome from the Athletic Director

Dear Coaches,

Welcome to another year of Harrah Panther Athletics.

Whether you are joining our department for the first time or returning for another season, I want to thank you for your commitment to the student-athletes of Harrah Public Schools. Coaching is one of the most influential positions within a school. Every practice, conversation, and competition provides an opportunity to teach lessons that extend far beyond the playing field.

This handbook is designed to provide clear expectations, consistent procedures, and guiding principles for every coach in our athletic department. More importantly, it reflects the culture we are committed to building together—a culture founded on integrity, accountability, respect, service, and excellence.

Our success will never be measured solely by championships or win-loss records. While we strive to compete at the highest level, our greatest responsibility is to develop young people of character who are prepared to succeed in the classroom, in competition, and throughout their lives. Every decision we make should place the best interests of our student-athletes first.

I also believe that a successful athletic department functions as one team. We support one another, celebrate each other's successes, and work collaboratively to provide every student with a positive experience. When all of our programs are aligned in purpose and philosophy, our entire department becomes stronger.

Thank you for the time, energy, and passion you invest in our students and our community. I look forward to working alongside each of you as we continue building a championship culture that reflects the pride and traditions of Harrah Public Schools.

Go Panthers!

Derek Verner
Athletic Director
Harrah Public Schools

About Harrah Athletics

Harrah Public Schools believes athletics are an extension of the educational experience. Participation in athletics provides students with opportunities to develop character, leadership, discipline, perseverance, teamwork, and responsibility while pursuing excellence in competition.

The Harrah Athletic Department is committed to providing a positive environment where student-athletes are challenged academically, athletically, and personally. Every coach shares the responsibility of helping students become productive citizens who positively represent their school and community.

The Athletic Department is committed to operating in accordance with the policies of the Harrah Board of Education, the Oklahoma Secondary School Activities Association (OSSAA), state and federal laws, and the highest standards of professionalism.

Mission Statement

The mission of the Harrah Public Schools Athletic Department is to develop student-athletes who grow academically, athletically, and socially while learning the value of dedication, work ethic, teamwork, and respect. The Department is committed to providing a safe, inclusive, and competitive environment that helps student-athletes become strong citizens who represent Harrah Public Schools and the community with pride.

Vision Statement

Harrah Athletics will reach a level of excellence through developing student-athletes of outstanding character, pursuing competitive excellence, fostering meaningful relationships, and creating a culture of pride, accountability, and service that positively impacts our school and community.

Important Contacts

Athletic Director	Derek Verner	dverner@harrahschools.com
Superintendent	Paul Blessington	Pblessington@harrahschools.com
High School Principal	David Hairell	dhairell@harrahschools.com
Middle School Principal	Daniel McComb	dmccomb@harrahschools.com
Transportation Department	Brandy Evans	bevans@harrahschools.com
Maintenance Department	Matt Shimanek	m.electral@harrahschools.com

Contents

WELCOME 2

SECTION I 6

The Panther Way 6

Interscholastic Athletic Goals and Objectives 6

Code of Ethics 7

SECTION II COACHING STANDARDS 8

2.1 Professionalism 8

2.2 Leadership 8

2.3 Communication 9

2.4 Sportsmanship 10

2.5 Professional Conduct 10

2.6 Continuous Improvement 11

SECTION III STUDENT-ATHLETE DEVELOPMENT 12

3.1 Educational Philosophy 12

3.2 Academic Excellence 12

3.3 Character Development 13

3.4 Leadership Development 13

3.5 Multi-Sport Athlete Philosophy 14

3.6 Student-Athlete Safety 14

3.7 Student-Athlete Expectations 15

3.8 College Recruiting & Athletic Scholarships 15

SECTION IV ATHLETIC DEPARTMENT OPERATIONS 16

4.1 Program Organization 16

4.2 Coaching Staff Supervision 17

4.3 Practice Expectations 17

4.4 Contest Expectations 18

4.5 Team Travel 19

4.6 Transportation Procedures 20

4.7 Equipment and Uniform Management 21

4.8 Facility Management 21

4.9 Locker Room Supervision 22

4.10 Purchasing and Budget Management 22
4.11 Fundraising and Booster Organizations 23
4.12 Communication and Social Media 24
4.13 Volunteer Coaches 25
SECTION V DEPARTMENT POLICIES 26
5.1 Athletic Eligibility 26
5.2 Drug Testing Policy 26
5.3 Changing Sports 26
5.4 Tryout Procedures 27
5.5 Conduct and Discipline 27
5.6 Conflict Resolution 28
5.7 Equal Opportunity and Inclusion 28
5.8 Summer Pride Program 28
5.9 Camps and Clinics 30
SECTION VI FORMS & RESOURCES 31
APPENDIX A – PRESEASON COACH CHECKLIST 32
APPENDIX B – CONTEST MANAGEMENT CHECKLIST 33
APPENDIX C – HEAD COACH EVALUATION 34
APPENDIX D – ASSISTANT COACH EVALUATION 37
APPENDIX E – MIDDLE SCHOOL COACH EVALUATION 39
APPENDIX F – MID-SEASON COACH CHECK-IN 41
APPENDIX G – ANNUAL ATHLETIC PROGRAM REVIEW 42
APPENDIX H – HEAD COACH ROLE EXPECTATIONS 44
APPENDIX I – ASSISTANT COACH ROLE EXPECTATIONS 45
APPENDIX J – MIDDLE SCHOOL COACH ROLE EXPECTATIONS 46
APPENDIX K – VOLUNTEER / LAY COACH ROLE EXPECTATIONS 47
ACKNOWLEDGEMENT OF RECEIPT 48
END OF MANUAL 48

SECTION I

The Panther Way

Core Values

Everything we do is guided by six core values.

- Integrity: We do what is right, even when no one is watching.
- Commitment: We pursue excellence through preparation, discipline, and consistent effort.
- Respect: We honor teammates, opponents, officials, parents, and ourselves.
- Accountability: We accept responsibility for our actions while holding ourselves and one another to the highest standards.
- Service: We seek opportunities to serve our school and community while representing Harrah with humility and pride.
- Excellence: We pursue continuous improvement in the classroom, in competition, and in life.

Interscholastic Athletic Goals and Objectives

Goals

- Provide the educational benefits available through interscholastic competition to the maximum number of participants.
- Provide the best facilities and qualified staff possible.
- Offer a variety of sports activities according to the interests of student-athletes.
- Provide a program that supplements, rather than substitutes for, basic physical education and intramural opportunities.
- Maintain a program in which the physical welfare and safety of all participants and spectators are a primary concern.

Objectives

- Teach the value and purpose of athletics within the educational setting.
- Promote better health, fitness, self-discipline, emotional maturity, and a desire to succeed.
- Develop social competence through the team concept and respect for rules, authority, and the rights of others.
- Strengthen fair play, sportsmanship, group responsibility, individual accountability, and democratic decision-making.
- Develop motor skills, interests, and knowledge that enrich student-athletes now and throughout adulthood.

Code of Ethics

All participants in school athletics share a responsibility to protect the educational value of competition by placing learning first, honoring the rules, and treating others with dignity.

- Show courtesy to visiting teams, officials, opponents, and spectators.
- Respect the integrity and judgment of sports officials.
- Understand and accept the rules of the game and standards of eligibility.

Remember that athletics should promote the physical, mental, social, and emotional well-being of student-athletes.

The Panther Standard

Being a Harrah coach is about far more than winning games.

Our coaches are teachers first, mentors always, and competitors by example. Every interaction with a student-athlete is an opportunity to teach discipline, resilience, responsibility, and integrity. Championships are celebrated, but the lasting impact of a coach is measured by the lives they influence.

A Harrah coach:

- Places student-athletes and their well-being at the center of every decision.
- Demonstrates professionalism in appearance, communication, and conduct.
- Models integrity by doing what is right, even when it is difficult.
- Builds positive relationships with athletes, families, colleagues, officials, and the community.
- Creates an environment where every student feels valued, challenged, and supported.
- Pursues excellence through preparation, organization, and continuous learning.
- Supports all athletic programs and celebrates the success of fellow coaches and teams.
- Holds athletes accountable while treating every individual with dignity and respect.
- Promotes sportsmanship in victory and humility in defeat.
- Represents Harrah Public Schools with pride in every classroom, practice, contest, and community event.
- Every coach is expected to uphold these standards every day. Excellence is not achieved through occasional extraordinary efforts but through consistent commitment to doing the ordinary things exceptionally well.

This is the Panther Standard.

SECTION II

COACHING STANDARDS

2.1 Professionalism

Professionalism is demonstrated through daily actions, communication, preparation, appearance, and decision-making. Coaches are expected to represent Harrah Public Schools with integrity both during and outside the athletic season.

Coaches Will:

- Maintain professional relationships with students, parents, staff, officials, and community members.
- Demonstrate punctuality, preparedness, and dependability.
- Dress professionally during practices, contests, meetings, and school events.
- Exercise sound judgment in all interactions.
- Maintain confidentiality regarding student information.
- Serve as positive representatives of Harrah Public Schools at all times.
- Demonstrate the time, commitment, enthusiasm, and work ethic necessary to operate a successful athletic program.

2.2 Leadership

Leadership begins with example. Coaches establish the culture of their programs through consistent expectations, accountability, and servant leadership.

Effective Coaches:

- Lead through example.
- Maintain emotional control.
- Communicate respectfully.
- Build trust.
- Create positive team culture.
- Develop future leaders.
- Encourage accountability.
- Celebrate improvement as well as achievement.

2.3 Communication

Clear, respectful, and timely communication is essential to the success of every athletic program. Coaches are expected to foster positive relationships by communicating honestly, consistently, and professionally with student-athletes, parents, colleagues, administrators, officials, and community members.

Every coach represents Harrah Public Schools whenever communicating in person, by telephone, through email, text messaging, or on social media. Communication should always reflect the values of professionalism, respect, and integrity.

Coaches Will:

- Communicate expectations clearly before each season begins.
- Conduct a preseason parent meeting to review program expectations, schedules, communication procedures, and team policies.
- Respond to parent and student inquiries in a timely and professional manner.
    - Schedule timely meetings with parents when concerns arise that require discussion beyond routine communication.
    - Meet with the student-athlete and parent/guardian following any significant injury to review medical restrictions, rehabilitation expectations, and the school's Return-to-Play Protocol before the student-athlete resumes athletic participation.
- Maintain open communication with the Athletic Director regarding concerns, injuries, discipline issues, and program needs.
- Keep assistant coaches informed of schedules, expectations, and responsibilities.
- Coaches should clearly communicate attendance expectations before each season and apply policies consistently and fairly.
- Communicate changes to practices, contests, and travel plans as soon as practical.
- Promote positive relationships with faculty, administration, transportation personnel, maintenance staff, and support personnel.
- Promote positive public relations by representing Harrah Athletics professionally in all school and community interactions.

Parent Communication:

- Harrah Public Schools values the partnership between coaches and parents. Healthy communication strengthens the student-athlete experience and promotes a positive culture.
- Parents are encouraged to discuss concerns regarding their child's development, health, academics, or well-being. Concerns regarding playing time, team strategy, or decisions made during competition will not be open for discussion.
- Coaches should remain professional, listen respectfully, and seek solutions that place the best interests of the student-athlete first.

2.4 Sportsmanship

Sportsmanship is a defining characteristic of Panther Athletics. Every contest provides an opportunity to demonstrate respect, humility, and character regardless of the outcome.

Coaches establish the standard for sportsmanship through their words, actions, and demeanor.

Coaches Will:

- Treat officials with respect before, during, and after every contest.
- Demonstrate respect toward opponents and visiting schools.
- Model self-control in emotionally charged situations.
- Refrain from profanity, obscene language, intimidation, or other inappropriate conduct and expect the same standard from student-athletes.
- Encourage student-athletes to compete with integrity and honor.
- Accept victory with humility and defeat with dignity.
- Promote an environment where positive behavior is expected from athletes, coaches, and spectators.
- Poor sportsmanship is inconsistent with the values of Harrah Athletics and will not be tolerated.

2.5 Professional Conduct

Coaches are educational leaders whose actions directly influence student-athletes and the reputation of Harrah Public Schools. Professional conduct extends beyond contests and practices to include behavior within the school, the community, and online.

Alcohol, Tobacco, and Drug Expectations:

Coaches shall not use or possess tobacco, nicotine products, alcohol, illegal drugs, or other prohibited substances during school activities, practices, contests, team travel, or while supervising student-athletes. Coaches are expected to model healthy and professional behavior at all times.

Harrah Public Schools is committed to full compliance with all OSSAA rules and regulations.

Coaches Will:

- Attend required OSSAA meetings and rules clinics.
- Maintain current knowledge of OSSAA regulations.
- Ensure program operations comply with all OSSAA policies.
- Seek clarification from the Athletic Director whenever questions arise regarding compliance.
- Report potential violations promptly.
- Compliance protects the integrity of Harrah Athletics and the opportunities available to our student-athletes.

2.6 Continuous Improvement

Excellence requires continual learning. Harrah coaches are lifelong learners who actively pursue opportunities to improve their leadership, instructional practices, and knowledge of their sport.

Coaches Will:

- Maintain required certifications.
- Participate in clinics, workshops, and coaching associations when possible.
- Stay current with changes in sport-specific rules and best practices.
- Seek feedback from administrators and colleagues.
- Reflect on each season and develop goals for future improvement.
- Foster a culture of learning within their coaching staff and program.
- A commitment to growth strengthens both individual coaches and the Athletic Department as a whole.

SECTION III

STUDENT-ATHLETE DEVELOPMENT

3.1 Educational Philosophy

Athletics are an extension of the classroom and support the educational mission of Harrah Public Schools. Participation in athletics provides opportunities for students to develop the habits, skills, and character necessary for success in school, the workplace, and life.

Winning contests is an important objective, but it is not the ultimate purpose of educational athletics. The Athletic Department is committed to developing well-rounded young men and women who demonstrate integrity, resilience, responsibility, leadership, and respect.

Every coach shares responsibility for helping student-athletes grow academically, socially, emotionally, and physically.

3.2 Academic Excellence

Academic success is the foundation of participation in athletics.

Student-athletes are expected to meet all district and OSSAA academic eligibility requirements while demonstrating consistent effort in the classroom.

Coaches Will:

- Promote academic achievement as the highest priority.
- Monitor student academic progress throughout each season.
- Encourage communication between athletes and classroom teachers.
- Support intervention strategies for struggling students.
- Reinforce the importance of attendance, preparation, and classroom behavior.
- Celebrate academic accomplishments with the same enthusiasm as athletic achievements.
- Coaches should consistently communicate that success in athletics begins with success in the classroom.

3.3 Character Development

Character is the foundation of every successful athletic program. While athletic performance is important, the lasting impact of education-based athletics is measured by the quality of the individuals it develops.

Harrah coaches are expected to intentionally teach and reinforce the values of honesty, accountability, perseverance, humility, respect, self-discipline, and service. These lessons should be woven into daily practices, competitions, team meetings, and individual conversations.

Every interaction presents an opportunity to help student-athletes become responsible citizens and positive representatives of their families, school, and community.

Coaches Will:

- Model integrity through words and actions.
- Reinforce positive behavior and sportsmanship daily.
- Hold student-athletes accountable while treating them with dignity and respect.
- Teach resilience by helping athletes respond positively to adversity.
- Encourage humility in victory and perseverance in defeat.
- Promote honesty, responsibility, and personal ownership.
- Celebrate effort, growth, and commitment in addition to competitive success.

The ultimate goal is to prepare student-athletes for success long after their athletic careers have ended.

3.4 Leadership Development

Leadership is not reserved for team captains. Every student-athlete has the ability to positively influence teammates, classmates, and the Harrah community.

The Athletic Department believes leadership is learned through intentional teaching, meaningful responsibility, and consistent example.

Coaches should provide opportunities for athletes to develop confidence, communication skills, accountability, and servant leadership.

Coaches Will:

- Encourage athletes to lead through example.
- Teach accountability for individual and team responsibilities.
- Empower athletes to solve problems respectfully and constructively.
- Create opportunities for experienced athletes to mentor younger teammates.
- Promote teamwork above individual recognition.
- Develop leaders who positively influence the culture of the program.

Successful programs intentionally develop future leaders rather than simply identifying them.

3.5 Multi-Sport Athlete Philosophy

Harrah Public Schools fully supports participation in multiple school-sponsored activities and athletic programs.

Student-athletes should be encouraged to explore opportunities that contribute to their personal growth and athletic development. Coaches are expected to support the participation of multi-sport athletes whenever possible.

The Athletic Department believes that participation in multiple sports can:

- Reduce athletic burnout.
- Develop a broader range of athletic skills.
- Promote overall physical development.
- Strengthen relationships throughout the Athletic Department.
- Increase long-term participation in school activities.

Coaches should work collaboratively to minimize scheduling conflicts whenever practical and maintain open communication regarding the needs of student-athletes participating in multiple programs.

No student-athlete should feel pressured to specialize in a single sport for the convenience of a coach or program.

When conflicts arise, coaches are expected to work together professionally, communicate openly, and place the best interests of the student-athlete first.

3.6 Student-Athlete Safety

The safety and well-being of student-athletes is the Athletic Department's highest priority.

Every coach shares responsibility for providing an environment that emphasizes proper supervision, injury prevention, emergency preparedness, and the physical and emotional well-being of every participant.

Competitive success should never take precedence over student safety.

Coaches Will:

- Provide appropriate supervision during all athletic activities.
- Maintain current CPR, First Aid, AED, concussion, and required OSSAA certifications.
- Follow all district emergency action plans.
- Ensure a stocked first aid kit and appropriate emergency equipment are readily available at all practices, workouts, and contests.
- Ensure student-athletes meet all participation requirements before practicing or competing.
- Immediately report injuries requiring medical attention.
- Communicate with parents regarding significant injuries or medical concerns.
- Encourage proper hydration, nutrition, recovery, and heat illness prevention.
- Follow return-to-play protocols established by district personnel and healthcare providers.
- Maintain appropriate coach-to-athlete supervision ratios at all times.

Every coach is responsible for recognizing unsafe conditions and taking immediate action to protect student-athletes.

3.7 Student-Athlete Expectations

Participation in athletics is a privilege that carries significant responsibility. Student-athletes are expected to represent themselves, their teammates, their families, Harrah Public Schools, and the community with pride.

Student-athletes are expected to demonstrate excellence in the classroom, respect toward others, and commitment to their teammates.

Student-Athletes Will:

- Attend school regularly and remain academically eligible.
- Demonstrate respect toward coaches, teachers, officials, teammates, opponents, and spectators.
- Exhibit good sportsmanship at all times.
- Follow team and school rules.
- Maintain appropriate behavior on campus, during travel, and in the community.
- Care for school-issued equipment and facilities.
- Demonstrate integrity both in person and through electronic communication.
- Accept responsibility for their actions and decisions.
- Commit to consistent attendance and effort during practices and competitions.

Participation in athletics requires personal responsibility, self-discipline, and a commitment to the standards established by the Athletic Department.

3.8 College Recruiting & Athletic Scholarships

- Harrah coaches are encouraged to assist student-athletes pursuing collegiate opportunities while remaining neutral regarding the selection of a college or university.
- Coaches shall follow all NCAA, NAIA, NJCAA, and OSSAA recruiting regulations. College visits or recruiter contact shall not unnecessarily interfere with the academic day.
- Upon request from a student-athlete or the student-athlete's parent or guardian, a coach may assist with the college recruiting process by providing information, communicating with college representatives when appropriate, and supporting the student-athlete's effort to pursue collegiate opportunities.
- Visiting college coaches shall not meet with or contact student-athletes during school hours when doing so would interfere with the student-athlete's academic day or scheduled athletic responsibilities.

This includes but is not limited to:

- Assisting student-athletes in developing recruiting profiles.
- Encouraging realistic college opportunities.
- Assisting with highlight film development.
- Writing letters of recommendation when appropriate.
- Communicating honestly with college coaches.
- Never misrepresenting a student-athlete's academic or athletic abilities.

SECTION IV

ATHLETIC DEPARTMENT OPERATIONS

4.1 Program Organization

Successful athletic programs are built through preparation, organization, and consistency. Coaches are responsible for creating an environment that reflects professionalism and supports the mission of Harrah Public Schools.

Each athletic program should operate with clearly communicated expectations for student-athletes, assistant coaches, parents, and volunteers. Organization before the season begins allows coaches to devote more time to teaching, developing athletes, and building relationships throughout the season.

Head Coaches Will:

- Develop annual and seasonal plans for their program.
- Clearly communicate team expectations before the first practice.
- Organize practices that maximize instruction, effort, and safety.
- Delegate responsibilities appropriately among assistant coaches.
- Assign and clearly communicate responsibilities and expectations to assistant coaches, volunteer coaches, student managers, and other program support personnel.
- Provide regular feedback, mentoring, and supervision to assistant coaches throughout the season.
- Maintain positive working relationships with all members of the coaching staff while promoting collaboration and professionalism.
- Maintain accurate rosters, schedules, and required documentation.
- Communicate regularly with the Athletic Director regarding program needs and concerns.
- Promote consistency across all levels of their program.
- Meet with the Athletic Director following each season to review the program and discuss future needs.
- Submit recommendations regarding assistant coaching assignments and staffing needs for the following season.
- Provide written notification to the Athletic Director as soon as practical if resigning from a coaching assignment.

Head coaches are responsible for establishing the culture, standards, and direction of their athletic program.

4.2 Coaching Staff Supervision

Head coaches are responsible for providing leadership, supervision, and direction to assistant coaches, volunteer coaches, and other members of the coaching staff. Successful athletic programs are built through clear expectations, effective communication, accountability, and professional collaboration.

Head Coaches Will:

- Clearly define responsibilities for assistant coaches before each season.
- Maintain open and professional communication with all members of the coaching staff.
- Address concerns involving assistant coaches in a timely, private, and professional manner
- Keep the Athletic Director informed of significant personnel concerns affecting the athletic program.
- Meet with assistant coaches regularly to review responsibilities, program expectations, and opportunities for improvement.
- Foster an environment built on teamwork, trust, accountability, and mutual respect.
- Support the professional growth and development of assistant coaches through mentoring and constructive feedback.
- Not permit sales representatives, vendors, or outside organizations to meet with student-athletes during practices or team activities without prior approval from the Athletic Director.

4.3 Practice Expectations

Practices should be organized, purposeful, and student-centered. Every practice should contribute to the development of individual skills, team performance, character, and confidence.

Time is valuable. Coaches are expected to maximize instructional opportunities while maintaining a safe, positive, and competitive environment.

Practices Should:

- Begin and end on schedule.
- Be supervised by certified district personnel at all times.
- Include clearly defined objectives.
- Be planned in advance.
- Maximize instruction while minimizing idle time.
- Provide opportunities for teaching, repetition, and evaluation.
- Emphasize proper technique and injury prevention.
- Reinforce discipline, teamwork, communication, and accountability.

Coaches Will:

- Arrive before student-athletes to prepare facilities and equipment for practice.
- Maintain supervision throughout the entire practice.
- Ensure all practice equipment is returned and stored properly before leaving.
- Remain physically present until every student-athlete has safely departed and all facilities have been cleaned, secured, and locked.

4.4 Contest Expectations

Competition provides an opportunity for student-athletes to demonstrate the values taught throughout the season.

Coaches are expected to prepare student-athletes for competition while representing Harrah Public Schools with professionalism and sportsmanship.

Prior to Competition, Coaches Will:

- Verify athlete eligibility.
- Ensure required participation documents have been completed.
- Confirm transportation arrangements.
- Verify equipment and uniforms.
- Communicate departure times and travel expectations.
- Review sportsmanship expectations with student-athletes.

During Competition, Coaches Will:

- Demonstrate professionalism.
- Maintain emotional composure.
- Respect officials and opponents.
- Model appropriate sideline behavior.
- Promote positive communication.
- Prioritize student safety.

Following Competition, Coaches Will:

- Supervise student-athletes until released.
- Check locker rooms and facilities before departure.
- Account for equipment.
- Thank officials and opponents, whenever appropriate.
- Reinforce positive lessons learned regardless of the outcome.

Every contest should leave opponents, officials, and spectators with a positive impression of Harrah Athletics.

4.5 Team Travel

Travel is considered an extension of the classroom and the athletic program. Student-athletes are expected to conduct themselves in a manner that reflects positively on Harrah Public Schools.

Coaches are responsible for the supervision, safety, and behavior of all student-athletes during travel.

Coaches Will:

- Submit to the attendance office, in accordance with district procedures, a list of student-athletes who will miss school for athletic travel and verify their eligibility at least 2 days prior to departure.
- Maintain accurate attendance.
- Ensure all athletes are properly supervised throughout the trip.
- Review travel expectations before departure.
- Encourage student-athletes not to bring unnecessary valuables on athletic trips. Harrah Public Schools is not responsible for lost or stolen personal property.
- Communicate departure times, expected return times, travel attire, lodging information (when applicable), and other pertinent travel details to student-athletes and families before overnight or out-of-town trips.
- Confirm all athletes have transportation home following return.
- Remain responsible for the supervision of student-athletes until they have been released in accordance with district policy. Parents or guardians may assume responsibility only for their own child unless otherwise approved by school administration.
- Inspect buses, locker rooms, hotels, restaurants, and facilities before leaving.
- Report any damage or incidents immediately.

Students shall never occupy hotel rooms with coaches.

Student-Athletes Are Expected To:

- Follow all school and team rules.
- Demonstrate respect toward drivers, hotel staff, restaurant employees, officials, and community members.
- Keep buses and facilities clean.
- Remain with the team unless released according to district policy.
- Represent Harrah Public Schools with pride throughout the trip.

Travel behavior reflects the culture of an athletic program and the values of its coaches.

Opponent Facility Procedures

Prior to leaving any visiting locker room or facility, coaches shall inspect the area for cleanliness, damage, and forgotten equipment. Any existing or newly discovered damage should be documented and reported to the host school and the Athletic Director when appropriate.

4.6 Transportation Procedures

Coaches are responsible for maintaining appropriate student conduct while traveling. The following expectations apply to all school-sponsored travel:

- School buses and vehicles must be left clean after each trip.
- Horseplay, inappropriate language, excessive noise, and unsafe behavior are prohibited.
- Student-athletes are responsible for removing all personal belongings before exiting the bus.
- There shall be no gambling or the use or possession of tobacco products, vaping devices, illegal drugs, or alcoholic beverages on any school-sponsored trip.
- Teams are encouraged to travel in a neat and appropriate manner that reflects positively on Harrah Public Schools.

Coaches Will:

- Submit transportation requests at least **10 days** prior to the event.
- Travel with their team to and from all contests unless prior approval is granted by the Athletic Director.
- Remain with student-athletes until every athlete has been released to an authorized parent or guardian.
- Inspect the bus or vehicle before departing the destination and again upon returning to the school or bus garage to ensure it is clean and free of personal items.
- Immediately report any transportation concerns, accidents, or vehicle damage to the Athletic Director and Transportation Department.
- Cooperate with the Transportation Department regarding scheduling, communication, and transportation logistics.
- Return to Harrah as soon as reasonably possible following contests, particularly on school nights, and communicate expected arrival times to parents when appropriate.
- When possible and coordinated through the Transportation Department, the bus and driver remain with the team during athletic events.

Parent Transportation Requests:

- Student-athletes are expected to travel to contests on school-provided transportation.
- Student-athletes may return home with their parents or legal guardian when the parent personally notifies the coach prior to or at the event.
- Requests for a student-athlete to ride home with an individual other than the parent or with another family must be submitted in writing to the coach prior to departure and must comply with district policy.

Inclement Weather:

Questions regarding the safety of travel due to inclement weather will be determined by the building principal in consultation with the Athletic Director. Decisions will be made as early as possible, and all affected parties will be notified by the administration or their designee.

Safety, supervision, and accountability remain the primary considerations for all team travel.

4.7 Equipment and Uniform Management

Athletic equipment represents a significant investment by Harrah Public Schools and must be properly maintained, inventoried, and secured.

Head coaches are responsible for the care and accountability of equipment assigned to their program.

Coaches Will:

- Maintain accurate equipment inventories.
- Properly issue and collect equipment.
- Report damaged equipment promptly.
- Submit recommendations for replacement or repair.
- Store equipment in a secure manner.
- Ensure uniforms are maintained in good condition.
- Ensure team equipment is cleaned, repaired, and reconditioned. Any expenditure to maintain equipment shall be approved by the Athletic Director and included in the sports budget.
- Follow district purchasing procedures for replacement and additions.

Student-athletes are responsible for equipment issued to them and may be required to replace lost or intentionally damaged items in accordance with district policy.

4.8 Facility Management

Athletic facilities are an extension of the classroom and should reflect the pride, professionalism, and standards of Harrah Public Schools. Every coach is responsible for ensuring facilities are clean, organized, safe, and prepared for daily use.

The appearance and condition of athletic facilities communicate the values of our athletic department to student-athletes, families, visiting schools, and the community.

School keys, access devices, and athletic equipment shall not be distributed or loaned without administrative approval. School-owned athletic equipment shall not be used by outside organizations or removed for personal use without authorization from the Athletic Director.

Coaches Will:

- Inspect practice and competition facilities prior to use.
- Report maintenance or safety concerns immediately.
- Submit facility requests in accordance with district procedures.
- Ensure all facilities are clean and secure before leaving.
- Promote respect for school property among student-athletes.
- Supervise student-athletes until all facilities have been properly cleaned and secured.
- Coordinate facility scheduling through the Athletic Director when necessary.

Facilities should always be left in better condition than they were found.

4.9 Locker Room Supervision

Locker rooms should provide a safe, respectful, and well-supervised environment for all student-athletes. Appropriate supervision reduces risk while reinforcing expectations for behavior, accountability, and respect.

Coaches Will:

- Recognize locker room supervision as an essential part of their responsibility for student-athlete safety and supervision.
- Provide an active and visible adult presence before, during, and after practices and contests whenever locker rooms are in use.
- Clearly communicate and post locker room rules, expectations, and standards of behavior.
- Ensure student-athletes understand that locker rooms are intended for changing before and after practices or contests and are not places to linger or engage in inappropriate behavior.
- Secure locker rooms when they are not in use.
- Address inappropriate behavior immediately and consistently.
- Promote respect for teammates, personal belongings, school property, and locker room facilities.
- Report concerns involving student safety, harassment, bullying, hazing, vandalism, or other misconduct immediately.

Locker rooms shall reflect the same standards of professionalism, accountability, and respect expected throughout the Harrah Athletics program.

4.10 Purchasing and Budget Management

The Athletic Department is committed to the responsible stewardship of district resources. All purchases must comply with district purchasing procedures and receive prior approval before any purchase is made.

Coaches Will:

- Operate within the budget allocated to their program.
- Obtain Athletic Director approval before purchasing athletic equipment, uniforms, or supplies. All uniform purchases require Athletic Director approval.
- Submit purchase requests and required documentation in a timely manner.
- Ensure purchase orders are approved before purchases are made and accompany all payment requests.
- Never charge items to the district without prior approval from the Athletic Director.
- At the middle school, submit purchase requests to the Middle School Athletic Coordinator, who will forward them to the building principal for approval.
- Not loan school-owned equipment without approval from the Athletic Director.
- Not sell equipment, apparel, or other items to student-athletes unless all funds are deposited into the school's activity fund and the sale has been approved by the Athletic Director, the building principal, and the Board of Education.
- Ensure all purchases support the educational mission of the athletic program.

4.11 Fundraising and Booster Organizations

Fundraising and Booster Club activities provide valuable support for Harrah Athletics while strengthening community involvement. All fundraising activities shall comply with district policies, Board of Education regulations, and applicable state laws.

Coaches Will:

- Obtain all required approvals before conducting fundraising activities, including approval from the Superintendent, building principal, and Athletic Director, with Board of Education approval when required by district policy.
- Coordinate fundraising efforts between the high school and middle school, when appropriate, to promote consistency, transparency, and collaboration.
- Handle all fundraising proceeds in accordance with district financial procedures by promptly depositing funds with the site finance office, obtaining receipts, and maintaining accurate financial records.
- Ensure fundraising records, deposits, and expenditures are managed with transparency and accountability.
- Work collaboratively with Booster Clubs leadership while ensuring all activities comply with district policies and procedures.
- Maintain a clear separation between district funds and Booster Clubs funds at all times.
- Recognize that Booster Clubs provide support for athletic programs but do not direct coaching decisions, team management, scheduling, personnel decisions, or athletic department operations.
- Ensure all fundraising activities support the educational mission and objectives of Harrah Athletics.

Booster Clubs Support Harrah Athletics By:

- Providing financial and volunteer support for approved equipment, facilities, activities, and initiatives that enhance Panther Athletics.
- Supporting athletic programs in a manner consistent with district policies, program goals, and the educational mission of Harrah Public Schools.
- Promoting positive sportsmanship and respectful conduct toward student-athletes, coaches, officials, opponents, visiting schools, and community guests.
- Assisting with projects approved by school administration that benefit student-athletes and strengthen the athletic program.
- Recognizing that all expenditures, purchases, facility improvements, and donations are subject to district approval and that Booster Clubs may not obligate Harrah Public Schools financially or enter into agreements on behalf of the district.

Successful fundraising depends on positive collaboration among coaches, Booster Clubs, the Athletic Department, and school administration while maintaining transparency, accountability, and district oversight.

4.12 Communication and Social Media

Every coach serves as a public representative of Harrah Public Schools. Communication with student-athletes, parents, staff, the media, and the community shall consistently reflect professionalism, integrity, respect, and good sportsmanship.

Electronic communication and social media provide valuable opportunities to celebrate student-athletes, promote Panther Athletics, and communicate with families. Because online activity reflects on the individual, the team, and the school district, all electronic communications shall be conducted professionally and responsibly.

Coaches Will:

- Represent Harrah Public Schools positively in all public and electronic communications.
- Use social media to celebrate accomplishments, promote school spirit, and highlight Panther Athletics.
- Communicate with student-athletes through district-approved or team-approved communication platforms whenever practical.
- Maintain appropriate professional boundaries in all electronic communications with student-athletes.
- Use only school-approved or official team social media accounts when interacting with student-athletes. Coaches shall not follow or communicate with student-athletes through personal social media accounts.
- Protect confidential student, team, and district information.
- Refrain from posting, sharing, liking, or commenting on content that could reasonably be viewed as inappropriate or that negatively reflects on student-athletes, colleagues, officials, opponents, Harrah Public Schools, or Panther Athletics.
- Direct media inquiries requiring an administrative response to the Athletic Director or appropriate district administrator.

Every public interaction contributes to the reputation of Panther Athletics.

Coaches and Student-Athletes Are Expected To:

- Communicate respectfully and responsibly in person and through all electronic platforms, including text messages, email, messaging applications, and social media.
- Treat teammates, opponents, coaches, officials, schools, and community members with respect.
- Protect confidential student, team, and district information.
- Avoid inappropriate, offensive, discriminatory, threatening, harassing, or bullying behavior.
- Exercise sound judgment before posting or sharing photographs, videos, comments, or other online content.
- Remember that online content may become permanent and accessible beyond the intended audience.
- Uphold the same standards of conduct online that are expected during face-to-face interactions.

Student-Athlete Social Media Guidelines:

Social media is a public forum, and student-athletes are responsible for all content they create, share, repost, endorse, or comment on. Student-athletes should carefully consider how their online activity reflects on themselves, their teammates, Harrah Athletics, and Harrah Public Schools.

The following online behavior is prohibited:

- Posting disrespectful, inappropriate, threatening, discriminatory, harassing, or bullying content.
- Using derogatory language or making negative remarks about teammates, coaches, teachers, officials, opponents, other schools, or the school district.
- Posting or promoting photographs, videos, or comments depicting violence, hazing, harassment, nudity, inappropriate gestures, vandalism, stalking, underage drinking, illegal drug use, or other conduct inconsistent with the standards of Harrah Athletics.
- Creating a serious danger to another person, making a credible threat of physical or emotional harm, or posting information indicating knowledge of an unreported school or team violation.
- Using electronic communication in a manner that substantially disrupts the educational environment or the athletic program.
- Online conduct occurring outside of school hours may still result in disciplinary action when it materially impacts the school environment, the athletic program, or the safety and well-being of others.

Failure to Follow Communication and Social Media Expectations:

- A conference with the coach and/or Athletic Director.
- Parent or guardian notification.
- Suspension from practice or competition.
- Removal from the team.
- Loss of eligibility to participate in future Harrah Athletics programs.
- Additional school or district disciplinary action when appropriate.

All team suspensions and removals are subject to approval by the Athletic Director and school administration.

4.13 Volunteer Coaches

Volunteer coaches play an important role in supporting Harrah Athletics. All volunteers are expected to uphold the same standards of professionalism, safety, and conduct required of paid coaching staff.

Volunteer coaches serve under the supervision of the Head Coach and Athletic Director.

Volunteer Coaches Will:

- Complete all district approval and background check requirements before working with student-athletes.
- Follow all district policies and OSSAA regulations.
- Maintain appropriate professional relationships with students.
- Support the philosophy, expectations, and direction established by the Head Coach.
- Model professionalism, integrity, and sportsmanship.
- Maintain confidentiality regarding student information.
- Promote a positive and inclusive environment for all participants.

SECTION V

DEPARTMENT POLICIES

5.1 Athletic Eligibility

Participation in athletics is a privilege earned through academic achievement, responsible behavior, and compliance with district and OSSAA requirements.

Student-athletes must satisfy all eligibility requirements established by the Oklahoma Secondary School Activities Association (OSSAA), Harrah Public Schools Board of Education, and the Athletic Department.

Coaches Will:

- Verify eligibility before participation in practices and contests.
- Monitor academic progress throughout each grading period.
- Ensure all required participation forms are completed before athletic participation.
- Work collaboratively with administrators, counselors, and teachers to support academically at-risk student-athletes.
- Immediately notify the Athletic Director of any eligibility concerns.
    - Ensure academically ineligible high school student-athletes do not participate in Athletic Development during the period of ineligibility and report to study hall as assigned.
    - Remove student-athletes from athletics when they remain academically ineligible for more than four consecutive weeks, in accordance with administrative direction.
- Academic success remains the foundation of participation in Harrah Athletics.

5.2 Drug Testing Policy

Participation in Harrah Public Schools extracurricular programs requires compliance with the Harrah Public Schools Extracurricular Drug Testing Policy. Student-athletes in grades 7–12 must provide consent to participate in the district's confidential random drug testing program as a condition of athletic eligibility.

Random testing is conducted in accordance with district policy through a confidential selection process. Coaches are responsible for verifying student-athlete eligibility through established district procedures and shall refer all questions regarding drug testing, eligibility, or disciplinary action to the Athletic Director or school administration.

5.3 Changing Sports

For purposes of this policy, a sport season is defined as beginning one week prior to the first OSSAA regular season competition and ending with the last OSSAA regular season competition.

Student-athletes who choose to leave a team before the season may move to another sport or request a schedule change out of athletics. Student-athletes who choose to leave a team during the season, or who are dismissed from a team, may not change to another sport until the end of that sport season.

5.4 Tryout Procedures

Students meeting district and OSSAA eligibility requirements shall be afforded the opportunity to participate in team tryouts each school year. Coaches shall establish and communicate objective evaluation criteria before the tryout process begins.

Students denied the opportunity to participate due to documented disciplinary history, serious misconduct, or violations of school or team expectations must have supporting documentation and receive administrative approval before being excluded from tryouts.

Student-athletes should understand the expectations, evaluation criteria, and timeline before the tryout process begins.

Coaches Will:

- Communicate selection criteria and expectations before tryouts.
- Evaluate all participants fairly and consistently using established standards.
- Treat every participant with dignity, respect, and impartiality.
- Maintain confidentiality regarding evaluations and team selection decisions.
- Communicate roster decisions professionally and respectfully.
- Maintain documentation supporting decisions to deny participation or remove a student from consideration.
- Encourage students to remain involved in school activities regardless of selection outcomes.

Team selection decisions shall reflect the best interests of the program while honoring the dignity, character, and potential of every student-athlete.

5.5 Conduct and Discipline

Athletic participation carries expectations that extend beyond competition.

Student-athletes are expected to demonstrate behavior consistent with the values of Harrah Public Schools at school, during athletic activities, while traveling, and within the community.

Coaches are responsible for maintaining standards that promote accountability, respect, and personal responsibility.

Discipline Should Be:

- Fair
- Consistent
- Educational
- Progressive when appropriate
- Focused on growth rather than punishment

Whenever practical, coaches should communicate significant disciplinary concerns with parents and the Athletic Director.

5.6 Conflict Resolution

Professional disagreements occasionally occur within athletic programs. Harrah Public Schools encourages respectful communication focused on finding solutions.

When concerns arise, they should generally be addressed in the following order:

- Student-Athlete and Coach
- Parent and Coach
- Athletic Director
- Building Principal (when appropriate)

All parties are expected to approach concerns respectfully and with a shared commitment to supporting student-athletes.

5.7 Equal Opportunity and Inclusion

Harrah Public Schools is committed to providing an athletic environment where every student is treated with dignity, fairness, and respect.

The Athletic Department values diversity and is committed to providing opportunities for all eligible student-athletes consistent with district policy, OSSAA regulations, and applicable law.

Discrimination, harassment, bullying, hazing, or retaliation have no place within Panther Athletics and will be addressed promptly in accordance with district policies.

Every student deserves the opportunity to learn, compete, and grow in a safe and respectful environment.

5.8 Summer Pride Program

Philosophy

The Harrah Public Schools Summer Pride Program serves as the foundation of our athletic department's commitment to year-round student-athlete development. Summer provides an opportunity for athletes to improve strength, speed, conditioning, leadership, character, and relationships while preparing for future success.

The purpose of Summer Pride extends beyond physical development. It is designed to foster discipline, accountability, work ethic, and pride in representing Harrah Athletics.

Participation in Summer Pride is strongly encouraged for all student-athletes in grades 7–12 who are involved in OSSAA-sponsored activities and is conducted in accordance with all OSSAA regulations.

Coach Expectations:

Summer Pride is a department-wide responsibility. Every coach is expected to actively contribute to the success of the program while maintaining a positive, encouraging, and professional environment.

Coaches Will:

- Be present and actively engaged during assigned Summer Pride sessions.
- Arrive before student-athletes and remain until all athletes have been safely dismissed.
- Supervise student-athletes at all times.
- Teach and reinforce proper lifting techniques and safety procedures.
- Encourage maximum effort while promoting proper recovery and injury prevention.
- Support athletes from all sports equally.
- Promote a positive and energetic atmosphere.
- Model enthusiasm, professionalism, and servant leadership.
- Communicate regularly with the Strength & Conditioning Coordinator and Athletic Director.
- Comply with all OSSAA summer participation regulations.

Summer Pride is a shared responsibility. Coaches are expected to work collaboratively to create a unified athletic department rather than operating independently.

Athlete Expectations:

Participation in Summer Pride reflects a commitment to personal improvement and team success.

Attendance Expectations:

Consistency is essential for athletic development. Student-athletes are expected to attend Summer Pride workouts regularly.

Recognized family vacations, school-sponsored activities, camps, medical appointments, and other approved absences should be communicated to the coaching staff as early as possible.

While attendance is encouraged, participation in Summer Pride shall remain consistent with OSSAA regulations regarding voluntary summer activities.

Coaches should recognize that student-athletes may participate in multiple sports, summer employment, family responsibilities, or other educational opportunities.

Multi-Sport Athlete Participation:

Harrah Public Schools fully supports student-athletes participating in multiple athletic programs during the summer.

Coaches are expected to communicate, cooperate, and coordinate schedules whenever practical to maximize opportunities for student-athletes while minimizing unnecessary conflicts.

No coach should discourage or penalize a student-athlete for participating in another Harrah athletic program.

The Athletic Department succeeds when all programs work together in the best interests of student-athletes.

Compensation:

Summer Pride compensation is determined annually by the Athletic Director and school administration based on available funding, assigned responsibilities, attendance, participation, and fulfillment of Summer Pride duties.

5.9 Camps and Clinics

School camps shall:

- Follow OSSAA regulations.
- Receive Athletic Director approval.
- Use approved facilities.
- Maintain appropriate supervision.
- Collect payment through MySchoolBucks

Private camps shall not be represented as Harrah Public Schools activities.

SECTION VI

FORMS & RESOURCES

The following forms and resources are provided to assist coaches in meeting the expectations of the Harrah Public Schools Athletic Department. Coaches should use these documents throughout the school year to ensure consistency, accountability, and effective program management.

APPENDIX A – PRESEASON COACH CHECKLIST

Coach Name: _____ School: _____

Sport: School Year:

A. ADMINISTRATIVE REQUIREMENTS		B. COACH CERTIFICATIONS	
Requirement	✓	**Requirement**	✓
Practice Schedule Submitted	☐	CPR / First Aid / AED	☐
Contest Schedule Submitted	☐	NFHS First Aid / Health & Safety	☐
Coaching Staff Roster Submitted	☐	Heat Illness Prevention	☐
OSSAA Rules Meeting Completed	☐	Concussion in Sports	☐
Sport Rulebook Reviewed	☐	Sudden Cardiac Arrest	☐
Coaches Association Membership	☐	Fundamentals of Coaching	☐
		CDL (if applicable)	☐

C. ATHLETE ELIGIBILITY & DOCUMENTATION		D. PROGRAM PREPARATION	
Requirement	✓	**Requirement**	✓
Eligibility Verified	☐	Transportation Requests	☐
OSSAA Forms 1 & 2	☐	First Aid Kit Verified	☐
Physical	☐	AED Location Verified	☐
Athletic Contract	☐	Parent Meeting Conducted	☐
Drug Testing	☐	Equipment Checkout Completed	☐
Emergency Consent	☐	Booster Club Organized	☐
Biological Sex Affidavit	☐	Team Pictures Scheduled	☐
Rank One Complete	☐	Roster Submitted	☐

NOTES:

EXPLANATION FOR ANY ITEMS NOT COMPLETED:

I certify that the preseason requirements above have been completed or explanations have been provided for any outstanding items.

Coach Signature: _____ Date: _____

Athletic Director: _____ Date: _____

APPENDIX B – CONTEST MANAGEMENT CHECKLIST

A. PRE-CONTEST		B. GAME OPERATIONS	
Checklist	✓	Checklist	✓
Review contest schedule & start time	☐	Welcome visiting team	☐
Confirm officials	☐	Greet officials	☐
Assign game workers	☐	Verify sportsmanship announcement	☐
Prepare ticket gate	☐	Chain crew/scorebook/clock operator ready (if applicable)	☐
Confirm transportation (if applicable)	☐	Maintain bench supervision	☐
Notify athletic trainer	☐	Monitor spectators	☐
Inspect facility & playing surface	☐	Document injuries	☐
Verify First Aid Kit & AED	☐	Monitor weather (outdoor sports)	☐
Review Emergency Action Plan	☐	Follow OSSAA procedures	☐
Inspect game equipment	☐	Security/Game administrator present	☐
Send SportsYou/team communication	☐		

C. POST-CONTEST		D. FOLLOW-UP	
Checklist	✓	Checklist	✓
Report final score to Athletic Director	☐	Submit statistics	☐
Pay officials	☐	Update media/social media	☐
Collect and store equipment	☐	Communicate with parents as needed	☐
Inspect locker rooms	☐	Report maintenance issues	☐
Secure facility	☐	Notify Athletic Director of concerns	☐
Complete injury reports	☐	Submit financial paperwork	☐
Confirm team transportation	☐	File contest documentation	☐
Complete incident reports	☐	Communicate schedule changes	☐
Facility cleanup completed	☐		

APPENDIX C – HEAD COACH EVALUATION

Coach Name: _____ School: _____

Sport/Assignment: _____ School Year: _____

RATING: 5=Significantly Exceeds 4=Exceeds 3=Meets 2=Needs Improvement 1=Unsatisfactory N/A=Not Applicable

A. ADMINISTRATION						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Care of equipment (issue, inventory, cleaning, etc.)	☐	☐	☐	☐	☐	☐
Organization of staff (understands line of authority)	☐	☐	☐	☐	☐	☐
Communication with Athletic Director	☐	☐	☐	☐	☐	☐
Communication with assistants	☐	☐	☐	☐	☐	☐
Cooperation with faculty and staff	☐	☐	☐	☐	☐	☐
Keeps Athletic Director informed of problems	☐	☐	☐	☐	☐	☐
Adherence to school philosophy and policies	☐	☐	☐	☐	☐	☐
Understands and follows OSSAA rules	☐	☐	☐	☐	☐	☐
Maintains positive public and community relations	☐	☐	☐	☐	☐	☐
Supervision (locker/training rooms)	☐	☐	☐	☐	☐	☐
Appropriately delegates authority	☐	☐	☐	☐	☐	☐
Manages budget	☐	☐	☐	☐	☐	☐
Athletic awards recommendations	☐	☐	☐	☐	☐	☐
Professional appearance	☐	☐	☐	☐	☐	☐
Supervision on bus trips	☐	☐	☐	☐	☐	☐
Shares facilities	☐	☐	☐	☐	☐	☐
Supports and collaborates with middle school athletic programs	☐	☐	☐	☐	☐	☐
Provides effective supervision and mentoring of assistant coaches.	☐	☐	☐	☐	☐	☐

B. COACHING SKILLS						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Knowledge of fundamentals	☐	☐	☐	☐	☐	☐
Presentation of fundamentals	☐	☐	☐	☐	☐	☐
Conditioning	☐	☐	☐	☐	☐	☐
Contest preparation	☐	☐	☐	☐	☐	☐
Prevention and care of injuries	☐	☐	☐	☐	☐	☐
Participates in activities that foster professional growth and development (clinics, seminars…)	☐	☐	☐	☐	☐	☐
Innovative in using new coaching techniques and ideas in addition to sound, already proven methods of coaching.	☐	☐	☐	☐	☐	☐

C. RELATIONSHIPS / COMMUNICATION						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Enthusiasm for students	☐	☐	☐	☐	☐	☐
Enthusiasm for staff	☐	☐	☐	☐	☐	☐
Enthusiasm for academic staff	☐	☐	☐	☐	☐	☐
Enthusiasm for the sport	☐	☐	☐	☐	☐	☐
Discipline: firm but fair	☐	☐	☐	☐	☐	☐
Discipline: consistent	☐	☐	☐	☐	☐	☐
Communication with players (individual)	☐	☐	☐	☐	☐	☐
Communication with players (team)	☐	☐	☐	☐	☐	☐
Respects coaches and athletes	☐	☐	☐	☐	☐	☐
Develops rapport with teachers/coaches/administrators	☐	☐	☐	☐	☐	☐
Motivates staff and players	☐	☐	☐	☐	☐	☐
Cooperates and communicates with parents during the sports season	☐	☐	☐	☐	☐	☐
Shows an interest in athletes in off-season activities and classroom efforts	☐	☐	☐	☐	☐	☐
Develops assistant coaches through constructive feedback and leadership.	☐	☐	☐	☐	☐	☐

D. RELATED RESPONSIBILITIES						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Appearance of team for contests	☐	☐	☐	☐	☐	☐
Execution of team for contests	☐	☐	☐	☐	☐	☐
Team attitude	☐	☐	☐	☐	☐	☐
Shows proper sideline conduct toward players, officials, fans, etc.	☐	☐	☐	☐	☐	☐
Maintains individual and team discipline and control	☐	☐	☐	☐	☐	☐
Practice preparation and organization	☐	☐	☐	☐	☐	☐
Knowledge of sport	☐	☐	☐	☐	☐	☐
Prompt for practices/contests	☐	☐	☐	☐	☐	☐
Knows student medical history	☐	☐	☐	☐	☐	☐
Uses technology	☐	☐	☐	☐	☐	☐
Receptive to suggestions	☐	☐	☐	☐	☐	☐
Follows proper procedure for equipment purchases	☐	☐	☐	☐	☐	☐
Works with booster club appropriately	☐	☐	☐	☐	☐	☐
Timely submission of participant lists, eligibility reports, permits, medical forms, year-end reports, and required documentation.	☐	☐	☐	☐	☐	☐
Attends coaches' meetings pertaining to his or her sport or scheduled by the Athletic Director.	☐	☐	☐	☐	☐	☐
Monitors academic standing	☐	☐	☐	☐	☐	☐
Conducts preseason parent meetings	☐	☐	☐	☐	☐	☐

Comments

Strengths:

Areas for Growth:

Action Steps:

Additional Comments:

Head Coach Signature: _____ Date: _____

Athletic Director: _____ Date: _____

APPENDIX D – ASSISTANT COACH EVALUATION

Coach Name: _____ School: _____

Sport/Assignment: _____ School Year: _____

RATING: 5=Significantly Exceeds 4=Exceeds 3=Meets 2=Needs Improvement 1=Unsatisfactory N/A=Not Applicable

A. ADMINISTRATION						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Assists with care of equipment (distribution, collection, inventory, cleaning, storage)	☐	☐	☐	☐	☐	☐
Assists in conducting practices that are well organized and efficient	☐	☐	☐	☐	☐	☐
Provides supervision (before and after practices and games)	☐	☐	☐	☐	☐	☐
Adherence to school and activities department policies and procedures (pre/post season information, conduct code, injury forms, etc.)	☐	☐	☐	☐	☐	☐
Understands and follows rules set forth by the OSSAA	☐	☐	☐	☐	☐	☐
Keeps head coach informed of any problems before, during, or after all sporting events.	☐	☐	☐	☐	☐	☐
Attends pre-season parent/athlete meeting and adheres to expectations presented	☐	☐	☐	☐	☐	☐

B. COACHING SKILLS						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Demonstrates knowledge of fundamental skills and rules of the sport	☐	☐	☐	☐	☐	☐
Utilizes appropriate teaching techniques	☐	☐	☐	☐	☐	☐
Demonstrates contest preparation and appropriate decision making	☐	☐	☐	☐	☐	☐
Knowledgeable in the prevention and care of injuries	☐	☐	☐	☐	☐	☐
Provides effective instruction and constructive feedback to student-athletes	☐	☐	☐	☐	☐	☐
Demonstrates professionalism through continued learning and professional growth	☐	☐	☐	☐	☐	☐

C. RELATIONSHIPS / COMMUNICATION						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Maintains appropriate rapport with team members	☐	☐	☐	☐	☐	☐
Maintains appropriate rapport with members of the staff	☐	☐	☐	☐	☐	☐
Maintains appropriate rapport with parents and community	☐	☐	☐	☐	☐	☐
Maintains effective relationship with administration and activities office staff	☐	☐	☐	☐	☐	☐
Provides atmosphere of discipline which is firm, fair, and consistent	☐	☐	☐	☐	☐	☐

D. RELATED RESPONSIBILITIES						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Contributes to the overall improvement of the team throughout the season.	☐	☐	☐	☐	☐	☐
Players and coaches exhibit good sportsmanship	☐	☐	☐	☐	☐	☐
Is prompt and prepared for staff meetings, practice and events	☐	☐	☐	☐	☐	☐
Participates in the development of the overall program (clinics, camps, open gym)	☐	☐	☐	☐	☐	☐
Players execute skills and strategies for the appropriate level of competition	☐	☐	☐	☐	☐	☐

Strengths:

Areas for Growth:

Action Steps:

Additional Comments:

Assistant Coach Signature: _____ Date: _____

Head Coach Signature: _____ Date: _____

Athletic Director Signature: _____ Date: _____

APPENDIX E – MIDDLE SCHOOL COACH EVALUATION

Coach Name: _____ School: _____

Sport/Assignment: _____ School Year: _____

RATING: 5=Significantly Exceeds 4=Exceeds 3=Meets 2=Needs Improvement 1=Unsatisfactory N/A=Not Applicable

A. PROFESSIONAL RESPONSIBILITIES						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Maintains professional appearance	☐	☐	☐	☐	☐	☐
Reports to practices and contests on time	☐	☐	☐	☐	☐	☐
Communicates effectively with Athletic Director	☐	☐	☐	☐	☐	☐
Communicates effectively with parents	☐	☐	☐	☐	☐	☐
Works cooperatively with faculty and staff	☐	☐	☐	☐	☐	☐
Understands and follows OSSAA and district policies	☐	☐	☐	☐	☐	☐
Maintains required certifications	☐	☐	☐	☐	☐	☐
Maintains positive public relations	☐	☐	☐	☐	☐	☐

B. STUDENT-ATHLETE DEVELOPMENT						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Teaches sport fundamentals effectively	☐	☐	☐	☐	☐	☐
Develops age-appropriate skills	☐	☐	☐	☐	☐	☐
Promotes academic success	☐	☐	☐	☐	☐	☐
Builds confidence in student-athletes	☐	☐	☐	☐	☐	☐
Develops teamwork and sportsmanship	☐	☐	☐	☐	☐	☐
Encourages leadership and responsibility	☐	☐	☐	☐	☐	☐
Provides a positive learning environment	☐	☐	☐	☐	☐	☐
Supports participation by all eligible athletes	☐	☐	☐	☐	☐	☐

C. PRACTICE & GAME MANAGEMENT						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Practices are organized and efficient	☐	☐	☐	☐	☐	☐
Practice time is used effectively	☐	☐	☐	☐	☐	☐
Provides proper supervision	☐	☐	☐	☐	☐	☐
Emphasizes safety during practices	☐	☐	☐	☐	☐	☐
Models sportsmanship during contests	☐	☐	☐	☐	☐	☐
Maintains discipline appropriately	☐	☐	☐	☐	☐	☐
Uses positive teaching and coaching techniques	☐	☐	☐	☐	☐	☐
Maintains proper care of equipment and facilities	☐	☐	☐	☐	☐	☐

D. RELATED RESPONSIBILITIES						
Criteria	**1**	**2**	**3**	**4**	**5**	**N/A**
Supports the philosophy of Harrah Athletics	☐	☐	☐	☐	☐	☐
Works cooperatively with high school coaching staff	☐	☐	☐	☐	☐	☐
Prepares athletes for high school expectations	☐	☐	☐	☐	☐	☐
Supports multi-sport participation	☐	☐	☐	☐	☐	☐
Maintains accurate records and documentation	☐	☐	☐	☐	☐	☐
Communicates schedules and expectations	☐	☐	☐	☐	☐	☐
Demonstrates initiative and dependability	☐	☐	☐	☐	☐	☐
Represents Harrah Public Schools positively	☐	☐	☐	☐	☐	☐

Strengths:

Areas for Growth:

Professional Growth Goals:

Additional Comments:

Coach Signature: _____ Date: _____

Athletic Director Signature: _____ Date: _____

APPENDIX F – MID-SEASON COACH CHECK-IN

Coach Name	School	Sport/Assignment	School Year

RATING: 5=Significantly Exceeds 4=Exceeds 3=Meets 2=Needs Improvement 1=Unsatisfactory N/A=Not Applicable

MID-SEASON PERFORMANCE INDICATORS						
Criteria	1	2	3	4	5	N/A
Communication with Athletic Director	☐	☐	☐	☐	☐	☐
Practice Organization	☐	☐	☐	☐	☐	☐
Athlete Development	☐	☐	☐	☐	☐	☐
Player Discipline & Accountability	☐	☐	☐	☐	☐	☐
Sportsmanship & Professionalism	☐	☐	☐	☐	☐	☐
Parent Communication	☐	☐	☐	☐	☐	☐
Program Organization	☐	☐	☐	☐	☐	☐
Compliance with Athletic Department Expectations	☐	☐	☐	☐	☐	☐
Supports the Panther Way and Department Philosophy	☐	☐	☐	☐	☐	☐

Program Strengths
Areas for Growth
Action Steps Before Season Ends
Support Needed Before the End of the Season

Coach Signature _____ Date: _____

Athletic Director _____ Date: _____

APPENDIX G – ANNUAL ATHLETIC PROGRAM REVIEW

PROGRAM INFORMATION			
Head Coach		**Overall Record**	
Sport		**District/Conference Record**	
School Year		**Postseason Results**	
High School Participants		**Junior High Participants**	

1. SEASON SUMMARY

2. ACADEMIC ACHIEVEMENT	
Item	**Information**
Team GPA	
Academic All-State Honorees	
OSSAA Academic Awards	
Other Academic Recognition	

3. PROGRAM HIGHLIGHTS	
Individual Awards	
Team Awards	
School Records	
College Signings	
Championship Performances	
Other	

4. PROGRAM STRENGTHS

5. AREAS FOR IMPROVEMENT

6. FACILITIES & EQUIPMENT REVIEW			
Item	**Satisfactory**	**Needs Attention**	**Comments**
Playing Surface	☐	☐	
Practice Facilities	☐	☐	
Locker Rooms	☐	☐	
Uniforms	☐	☐	
Practice Equipment	☐	☐	
Game Equipment	☐	☐	
Weight Room	☐	☐	
Technology	☐	☐	
Athletic Training Supplies	☐	☐	

7. BUDGET & RESOURCE NEEDS			
Item Requested	**Estimated Cost**	**Priority**	**Justification**

8. OFFSEASON GOALS		
Goal	**Action Steps**	**Timeline**

9. ATHLETIC DIRECTOR COMMENTS

SIGNATURES			
Head Coach	_____	**Date**	_____
Athletic Director	_____	**Date**	_____

APPENDIX H – HEAD COACH ROLE EXPECTATIONS

Purpose

The Head Coach serves as the instructional leader of the athletic program and is responsible for developing student-athletes, supervising staff, promoting academic success, and leading a program that reflects the mission and values of Harrah Public Schools.

Leadership Responsibilities

- Lead with integrity, professionalism, and servant leadership.
- Develop a positive team culture centered on character, accountability, and respect.
- Model appropriate behavior.
- Support the mission and philosophy of Harrah Public Schools.
- Promote cooperation among all athletic programs.

Student-Athlete Development

- Prioritize academic success.
- Promote character development.
- Teach sportsmanship and leadership.
- Encourage multi-sport participation.
- Promote safe training practices.
- Ensure compliance with OSSAA regulations, district policies, safety procedures, and required certifications.

Program Management

- Organize practices and contests.
- Manage budgets, equipment, schedules, facilities, and transportation.
- Communicate with parents and supervise staff.

Staff Leadership

- Mentor assistant coaches.
- Delegate responsibilities.
- Evaluate and develop staff.
- Promote consistency throughout the program.

Professional Expectations

- Lead with integrity.
- Place student-athletes first.
- Communicate professionally.
- Support fellow programs.
- Pursue continuous improvement.
- Represent Harrah Public Schools with pride.

APPENDIX I – ASSISTANT COACH ROLE EXPECTATIONS

Purpose

Assistant Coaches are teachers, mentors, and role models who support the Head Coach while helping create a positive environment for student-athletes.

Responsibilities

- Support the Head Coach's philosophy.
- Demonstrate loyalty.
- Build positive relationships.
- Teach proper techniques.
- Supervise athletes.
- Assist with practices, contests, and equipment.
- Promote sportsmanship.
- Encourage academic success.

Communication

- Maintain open communication with the Head Coach.
- Address concerns privately.
- Support department decisions publicly.
- Communicate respectfully with parents.
- Refer major concerns to the Head Coach.

Professional Expectations

- Arrive prepared
- Maintain professionalism
- Complete certifications
- Continue professional development
- Represent Harrah positively

Panther Standard

- An Assistant Coach succeeds when the Head Coach succeeds, the team succeeds, and every student-athlete has a positive experience.

APPENDIX J – MIDDLE SCHOOL COACH ROLE EXPECTATIONS

Purpose

Middle School Athletics exist to develop student-athletes for lifelong success and prepare them for Harrah High School Athletics. Winning is important. Development is essential.

Responsibilities

- Teach fundamentals.
- Develop positive habits.
- Build confidence.
- Promote sportsmanship.
- Encourage participation.
- Prepare athletes for high school.
- Support academic success.

Program Alignment

- Work collaboratively with high school coaches.
- Teach program terminology.
- Reinforce department expectations.
- Support vertical alignment.

Student Experience

- Every athlete should feel valued, receive instruction, learn teamwork, build confidence, improve skills, and enjoy competing.

Professional Expectations

- Integrity
- Patience
- Professionalism
- Leadership
- Accountability

APPENDIX K – VOLUNTEER / LAY COACH ROLE EXPECTATIONS

Purpose

Volunteer and Lay Coaches support Harrah Athletics while working under the supervision of the Head Coach and Athletic Director.

Responsibilities

- Follow district policies.
- Complete required certifications.
- Work under the Head Coach.
- Supervise athletes.
- Promote sportsmanship.
- Assist with practices and contests.
- Model appropriate behavior.

Volunteer Coaches Shall Not

- Communicate discipline independently.
- Make roster decisions.
- Determine playing time.
- Speak to the media.
- Conduct practices without approval.
- Deviate from the Head Coach's philosophy.

Professional Expectations

- Communicate professionally
- Maintain confidentiality
- Dress appropriately
- Support all athletic programs
- Demonstrate integrity

ACKNOWLEDGEMENT OF RECEIPT

I acknowledge that I have received access to the Harrah Public Schools Athletic Department Leadership & Operations Manual.

I understand that this manual establishes the expectations, policies, procedures, leadership principles, and operational standards of the Harrah Athletic Department.

I understand that it is my responsibility to read, understand, and comply with the information contained within this manual, as well as all applicable district policies, OSSAA regulations, and directives issued by the Athletic Director or school administration.

My signature acknowledges receipt of this manual and my responsibility to become familiar with its contents. It does not constitute a contract of employment and does not replace district policy or applicable state or federal law.

Coach Name: _____

Position: _____

Sport(s): _____

School Year: _____

Coach Signature: _____

Date: _____

Athletic Director Signature: _____

Date: _____

END OF MANUAL

"Success is measured not only by championships won, but by lives impacted, leaders developed, and the lasting example we leave for future generations. Thank you for your commitment to the student-athletes of Harrah Public Schools and for carrying forward the Panther tradition with integrity, excellence, and pride."

New

AFFIDAVIT OF GOOD STANDING

STATE OF OKLAHOMA §
§
COUNTY OF _____ §

I, _____, the undersigned person, being of lawful age, being first duly sworn, on oath, state that I am employed at (name of school district) as (position).

I affirm that (name) was employed as a full-time teacher by the school district in the five (5) years immediately preceding this affidavit and had obtained a national criminal history record check completed within that time frame.

I further affirm that the teacher left in good standing.

(must delete whichever of these paragraphs does not apply)
I hereby further attest that the teacher was not the subject of any allegation of inappropriate behavior with a student.

Or

I hereby further attest that there was an allegation of inappropriate behavior with a student which was investigated by the school district and was determined to be unsubstantiated with no finding of misconduct.

My contact information is: name, title, email address, telephone number and mailing address if you would like to address this matter further.

I acknowledge that willful misstatement in this affidavit, known by me to be false, is a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars ($500) or both such fine and imprisonment.

_____
Affiant

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

_____
Notary Public or officer administering oath

My commission expires:
_____

(Seal)

New

AFFIDAVIT REGARDING EMPLOYMENT STATUS AND STUDENT SAFETY INVESTIGATIONS

STATE OF _____)

) ss.

COUNTY OF _____)

I, _____, being first duly sworn upon oath, state as follows:

1. I am the _____ of _____ School District ("District") and am authorized to make this Affidavit on behalf of the District.
2. _____ ("Teacher") was employed by the District from _____ to _____ as a _____.
3. During the Teacher's employment with the District, the Teacher was in good standing at the time of separation from employment.
4. The District attests as follows regarding allegations of inappropriate behavior with a student:

☐ The Teacher was not the subject of any allegation of inappropriate behavior with a student during his/her employment with the District.

OR

☐ The Teacher was the subject of an allegation of inappropriate behavior with a student. The District investigated the allegation, and the allegation was:

☐ Substantiated

☐ Unsubstantiated

☐ Closed with no finding of misconduct

A brief description of the allegation and outcome (if permitted by law and District policy) is as follows:

_____

_____

_____

5. At the time of the Teacher's separation from employment with the District, there was:

New

ARTIFICIAL INTELLIGENCE SYSTEMS AND TOOLS USE IN THE SCHOOL DISTRICT

The introduction of AI offers unprecedented opportunities for enhancing teaching methods, expanding learning resources, and fostering innovative educational experiences. However, Artificial Intelligence ("AI") also presents unique risks, challenges, and responsibilities, particularly in terms of ethical use, data privacy and security, and the accuracy and integrity of academic work.

The parent or legal guardian of a student may provide written notice opting the student out of participating in student-facing AI tools at any time. Those students who have opted out shall not be academically penalized or denied access to core instructional content.

This Policy serves to responsibly harness the potential of these AI technologies while also safeguarding the interests and well-being of our students, teachers, and professional staff. Through this Policy, the District endeavors to (i) prepare our students, teachers, and professional staff for the future and (ii) equip them with the knowledge and skills to use these systems and tools wisely and ethically. The District will continue to support our teachers in incorporating AI into their teaching practices in ways that enrich the teaching and learning experience while upholding the District's educational standards and values.

1. AI systems and tools must comply with data privacy and security laws and policies..
2. AI systems and tools will serve to enhance the District's commitment to high-quality learning.
3. Safeguards are essential to the use of AI systems and tools to minimize bias, promote fairness, and preserve the rigor and integrity of learning,
4. The use of AI systems and tools by students, teachers and professional staff must account for the context of teaching and learning and should be adopted, implemented and utilized in ways that maximize equity of access, use and benefit.

Student Use Guidelines:
Certain assignments may permit, encourage or require the use of AI systems and tools. In each case, it will be clearly stated in the assignment or specified by the teacher. Use beyond the specified guidelines of the teacher or assignment should be understood as prohibited. It is each student's responsibility to assess the validity and applicability of any AI output that is submitted with an assignment.

1. Students are allowed to use AI for explanations of concepts, exploration of new topics of interest, and seeking guidance on research directions. However, students should be mindful that some AI is prone to "hallucinations", false answers/information, or outdated information. Accordingly, AI can generate erroneous, misleading, and/or biased information. Thus, students must always verify the information provided by AI using reliable sources such as textbooks, scientific papers, and reputable educational websites. Students must verify that any response from an AI tool that they intend to rely on, or use is appropriate, accurate, not a violation of any other individual or entity's property or privacy rights, and consistent with the District's academic policies.

2. Students should not upload or input any personal, confidential, proprietary, or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, social security numbers, credit card or bank account numbers.

3. Offenses or violations of this Policy will be addressed by the teacher and professional staff. Procedures should be clearly established in the student discipline code or academic integrity policies.

ARTIFICIAL INTELLIGENCE (Cont.)

Staff Use Guidelines:

1. Teachers and professional staff may consult AI for ideas, outlines and to enhance the educational experience, such as supplementing lesson plans, providing differentiated instruction, and aiding in curriculum development.

2. Teachers and professional staff must ensure that their use of any AI tool complies with applicable laws such as those governing data and student privacy and District policies, including, without limitation, those regarding student information. All tools are compliant if no protected information is entered into the tool.

3. Teachers and professional staff should not upload or input any confidential, proprietary, or sensitive information, including any such District or student information into any AI tool. Examples include passwords, personal information such as names, likeness, social security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public District documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public District information that might be harmful to the District if disclosed.

4. Teachers and district/site professional staff should guide students in using AI.

5. Teachers and professional staff should carefully evaluate the appropriateness of AI for educational purposes on a case by case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.

6. Teachers and professional staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.

7. Teachers who suspect plagiarism or use of AI that violates district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use. Teachers should consult with administration to determine appropriate steps to investigate any possible violation of policy. AI detection tools will not be the basis of information relied upon in an investigation when it is believed that policy has been violated with regard to the use of AI by students.

District Level Guidelines:

Approved tools and their uses should be determined by the appropriate school district personnel after consideration of security, privacy, data usage, and academic integrity and quality standards, regulations, and values. The superintendent shall designate the employees who will be responsible for approving and overseeing the use of artificial intelligence tools.

LEGAL REFERENCE: 70 O.S. § 11-120

Revised

RECORDS INVESTIGATION

The Harrah Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history record check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

Any teacher employed prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall complete the criminal history background checks upon the next renewal of his or her Standard Teaching Certificate. Any other employee employed by the district prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall have until July 1, 2022 to complete the criminal history background checks.

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks.

Any person applying for employment as a substitute teacher shall only be required to have one such national criminal history records check for the school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach. The board of education may choose whether to require a national criminal history record check from a prospective substitute teacher who has been employed by the school district in the last year.

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

Any person who has been employed as a full-time teacher by a school district who applies for employment as a full-time teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing and whether the teacher was the subject of any allegation of inappropriate behavior with a student.

RECORDS INVESTIGATION (Cont.)

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of a national criminal history record check completed within the preceding five (5) years and an affidavit from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing. The affidavit shall attest as to whether the teacher was the subject of any allegation of inappropriate behavior with a student and whether there was a pending or ongoing investigation of inappropriate behavior between the teacher and a student. If an allegation of inappropriate behavior was investigated by an employing school district, the affidavit shall state whether the allegation was substantiated, unsubstantiated or closed with no finding of misconduct. The affidavit shall include contact information for the prior employing school district, which the prospective employing school district shall contact to determine the validity of the submitted affidavit.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history record check for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history record check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will/will not be reimbursed in full.

REFERENCE: 70 O.S. §5-142

Revised

MATERNITY LEAVE
(REGULATIONS)

The board of education shall provide maternity leave to all full-time employees of the school district who have been employed by the school district for at least one year and have worked for the school district for at least one thousand two hundred fifty (1,250) hours during the preceding twelve-month period. Eligible employees shall be entitled to six (6) weeks of paid maternity leave following the birth or adoption of the employee's child, provided the child is under four (4) years of age. The six (6) weeks of maternity leave shall be immediately following the birth of the school district employee's child.

Employees who qualify for state paid-maternity leave are entitled to extend the duration of their maternity leave beyond the six (6) weeks provided by this policy if they have sufficient sick leave available to cover the extended duration. Such sick leave may be used for recovery from childbirth, bonding with a newborn or infant, or caring for a newborn or infant. Extended sick leave shall not exceed six (6) weeks unless a licensed medical professional provides written certification recommending additional leave for medical necessity related to the employee's recovery from childbirth or for the care of the newborn to achieve a combined twelve (12) weeks of leave as addressed in the Family Medical Leave Act (FMLA). FMLA leave shall run concurrently with maternity leave and the paid sick leave extended duration.

Any employee who intends to utilize available sick leave to extend the duration of maternity leave must notify the administration of the school district.

REFERENCE: 70 O.S. §6-104.8

Revised

BEREAVEMENT LEAVE
(REGULATIONS)

The board of education will provide a teacher or support employee with three (3) days of paid bereavement leave following the death of the teacher's or employee's spouse or child, which shall include a miscarriage. Bereavement leave following a miscarriage shall be in addition to and not in place of sick leave due to miscarriage and recovery therefrom.

The board of education will provide up to Harrah days leave with pay for each bereavement in the immediate family of an employee. Such leave must be approved by the principal and the superintendent.

If the employee has to be absent for a funeral other than immediate family, the absence will be charged to emergency leave. If additional time is needed because of travel or other special considerations, a request may be submitted; and, if approved by the principal and superintendent, the time will be charged to sick leave.

Immediate family is defined as the employee's spouse, parent or guardian, child, brother, sister, grandparent, grandchild, or each similar relationship as established by marriage; or a person residing in the same household as the employee.

LEGAL REFERENCE: 70 O.S. Section 6-104.

Revised

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the online, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to the following prohibited behaviors:

1. Improper fraternization with students using electronic or digital communication

    a. Teachers may not list current students as "friends" on networking sites.
    b. All e-contacts with students should be through the district's school-approved platform
    c. Improper private contact via electronic or digital communication e-mail or phone is prohibited.

2. Inappropriateness of posting items with sexual content.

3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol.

4. Monitoring and penalties for improper use of district computers and technology.

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

    1) Obscene sexual content or links to obscene sexual content;
    2) Abusive behavior and bullying language or tone;
    3) Conduct or encouragement of illegal activity; and
    4) Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

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

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials online. When inappropriate use of computers and websites is discovered, the School

Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the school district's legal counsel for review.

The board of education shall designate school-approved platforms. The administration shall publish school-approved platforms on the district's website and in student or staff handbooks.

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

School employees ~~to~~ who are the subject of a corroborated report of having engaged in electronic or digital communications that would violate this policy and state law shall be placed on administrative leave while the school district investigates the incident. If the employee was placed on administrative leave during the investigation of the incident but the investigation finds that no misconduct occurred, the employee shall be reinstated, and the personnel file shall include a note of the finding of no misconduct. If the investigation finds misconduct occurred, the school personnel shall be disciplined according to the school district board of education's policy, up to and including termination of employment, and the incident shall be reported to law enforcement pursuant to Section 1210.163 of Title 70 of the Oklahoma Statutes

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

REFERENCE: **74 O.S. § 840-8.1**
70 O.S. § 6-401.

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

Revised

CONCURRENT ENROLLMENT STUDENT

The Harrah Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible. Concurrent enrollment is authorized for students who are at least thirteen years of age but not twenty-one years of age or older.

Students who wish to participate in concurrent enrollment courses must meet requirements set by the State Regents for Higher Education, Oklahoma law and the Standards for Accreditation. In order for a high school student to enroll in a concurrent enrollment course, the minor student must have a signed statement from the high school principal or counselor stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Minor students must also provide written permission from a parent or legal guardian prior to enrolling in concurrent enrollment courses.

A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit is equivalent to three semester credit hours of college work.

Concurrent students may not enroll in remedial (zero-level) course work offered by colleges and universities designed to remove high school deficiencies, including co-requisite support courses.

When a student earns college credit through concurrent enrollment, the school district will be required to provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. The district cannot transcript the academic credit as "elective credit" unless there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

REFERENCE: 70 O.S. §628.13
Department of Education, Administrator's Handbook

Revised

STUDENT RETENTION
(REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade of 60% or higher in a least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading and social studies.

Beginning with the 2027-2028 school year, third-grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided the following options to demonstrate sufficient reading skills for promotion to fourth grade:

a. scoring above the below basic level on the third-grade statewide English Language Arts assessment, or

b. earning an acceptable score on an alternative standardized reading assessment as recommended by the Commission for Educational Quality and Accountability and approved by the State Board of Education.

If a third-grade student cannot demonstrate sufficient reading skills on one of the two options described in paragraph 1 of this subsection and does not qualify for a good-cause exemption, the student shall be retained in the third grade for the next school year. Screening instruments described in this section shall not be used for promotion purposes.

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

1. Students with disabilities whose individualized education program (IEP) indicates that participation in the statewide student assessment system is not appropriate, consistent with state law;

2. Students identified as English language learners who have had less than two (2) consecutive school years of instruction in an English-learner program;

3. Students with disabilities who participate in the statewide English Language Arts assessment and who have an IEP that reflects that the student has received reading intervention for more than two (2) school years but still demonstrates a reading deficiency, or who was previously retained for one (1) year in kindergarten, first, second, or third grade; and

4. Students who have received reading intervention services for two (2) or more years but still demonstrate a reading deficiency, and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

Requests to exempt students from the mandatory third-grade retention requirement, using one of the good-cause exemptions shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate. Such documentation shall consist only of the good-cause exemption being requested and the existing reading intervention plan or IEP;

2. The principal shall review and discuss the recommendation for exemption with the student's teacher. If the principal determines that the student meets one of the good-cause exemptions based on the discussion and documentation provided, the principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing; and

3. The parents or legal guardians of a third-grade student eligible for a good-cause exemption may choose that the student be retained for one (1) year even if the superintendent accepts a recommendation for a good-cause exemption pursuant to this subsection.

The school district shall provide written notification to the parent or legal guardian of any student who is retained. Such notification shall state that his or her child has not met the reading level required for promotion to the fourth grade, the reasons the child is not eligible for a good-cause exemption, and that his or her child will be retained in third grade. The notification shall include a description of the proposed reading intervention services and the intensity of instruction that will be provided to the child to remedy the identified areas of reading deficiency in the retained year.

Students that are withdrawn from public school to bypass third-grade retention requirements shall be subject to screening upon return to the public school system to determine appropriate grade level upon re-entry.

If a third-grade student subject to retention transfers to the district the requirements to retain the student in third grade shall remain in effect for the placement of the student.

Beginning with the 2027-2028 school year, students retained shall be provided Tier 2 or Tier 3 reading interventions to remedy the student's specific reading deficiency. The reading intervention services shall include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of student reading intervention plans for all students retained in third grade. The review shall address additional supports and services needed to remedy the identified areas of reading deficiency and ensure the following are provided to retained students:

1. A teacher with appropriate training and demonstrated competency in evidence-based reading intervention. School districts with only one third-grade teacher are exempt from the requirements of this paragraph;

2. Tier 2 or Tier 3 reading intervention services and supports to correct the identified areas of reading deficiency;

3. One of the following intervention supports:

a. before-, during-, or after-school supplemental research-based reading intervention delivered by a teacher or tutor with specialized reading training, or

b. summer academy programs designed to ensure that participating students successfully complete grade-level competencies in reading to enhance next-grade readiness; and

4. A "Read at Home" plan as created by the Office of Educational Quality and Accountability shall be outlined in a parental or legal guardian notification, including participation in parent or legal guardian training workshops regular parent-guided or legal guardian-guided home reading activities which are aligned to scientifically based reading research.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s) or guardian reason(s) for disagreeing with the decision of the board.

REFERENCE: **70 O.S.§24-114.1**
70 O.S.§1210.508C

Revised

STRONG READERS ACT

To identify students who have a reading deficiency or characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for monitoring of progress and for measurement of reading skills. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable to the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;

2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;

3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction.

4. High-quality instructional materials grounded in scientifically based reading research, and

5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention services shall not occur during math instruction. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the reading intervention services, and the needed intensity of instruction the student will receive to remedy the reading deficiency,

2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,

3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and

4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible, a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outline how each school site shall comply with the provision of the Strong Readers Act.

Any student enrolled in first, second, or third grade who is assessed through the Strong Readers Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site, and which outlines how each school site will comply with the provisions of the Reading Sufficiency Act.

Revised

CHILDREN OF ACTIVE-DUTY MILITARY MEMBERS

Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active duty status and students who are the dependent children of a member of the military reserve on active duty orders shall be eligible for admission to the school district of their choice if he or she is a student whose parent or legal guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to a valid military order. Students shall be eligible if at least one parent of the student has a Department of Defense-issued identification card.

Students who currently reside outside of a district they select for admission shall be treated by the receiving district as residing within the receiving district for purposes of enrollment.

If the enrolling student is on an IEP, an individualized family service plan, or a Section 504 plan, the district shall take the necessary steps including, but not limited to, the transfer of records and any prior evaluations, the performance of reevaluations, if necessary, and meetings to ensure that comparable services are in placed prior to the student's first day of school in the state.

REFERENCE: 70 O.S. §8-103.1

POLICY REQUIRED BY LAW

Revised

REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the statewide toll free hotline of the Department of Human Services and law enforcement. The statewide DHS hotline number is 1-800-522-3511. Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. . In addition to the above, every school employee having reason to believe, or receiving an allegation or disclosure, that a student is the victim of sexual abuse, sexual assault, or sexual misconduct shall report the disclosure, allegation or information within twenty-four hours to local law enforcement.

Local law enforcement means a law enforcement agency that is independent of the school district, campus police department and shall not include a school resource officer employed by the school district unless directed by the independent law enforcement agency. When a school resource officer is utilized, the office shall submit a written report describing the circumstances and any actions taken to the independent law enforcement agency. Reports must be made prior to any formal investigation or questioning of the subject of the disclosure or allegation.

No school investigator, administrator or official shall conduct formal interviews of the subject of the disclosure or allegation or engage in disciplinary proceedings until law enforcement has been notified and has had the opportunity to interview the involved parties, unless law enforcement determines that an immediate school response is necessary to protect student safety.

Any school employee with knowledge of a report shall not disclose information identifying the reporting school employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the State Department of Education.

The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that a report was made using Form FFG-E

"Child Abuse and Neglect" shall include, but is not limited to:

1. Child abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;

2. Sexual abuse or sexual exploitation as defined in Section 1-1105 of Title 10A of th Oklahoma Statutes;

3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes;

4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes;

5. Incest as described in Section 885 of Title 21 of the Oklahoma Statutes;

6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes;

7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes;

8. Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021 of Title 21 of the Oklahoma States;

9. Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography, as described in Section 1021.2 of Title 21 of the Oklahoma Statutes;

10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statute;

11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1949.13a of Title 21 of the Oklahoma Statutes;

12. Offering or offering to secure a minor child for the purposes of prostitution or any other lewd or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes;

13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes;

14. Rape or rape by instrumentation, as described in Sections 1111.1 and 1114 of Title 21 of the Oklahoma Statutes;

15. Making any oral, written or electronically or computer generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 of Title 21 of Oklahoma Statutes; and

16 Sexual battery, when committed upon a person who is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or in the legal custody or supervision of any public or private elementary or secondary school, or technology center, by a person who is eighteen (18) years of age or older and is an employee of a private or public school system.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any such person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees.

Any person, other than a superintendent or school administrator, who knowingly and willfully fails to promptly report any incident of child abuse may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report, or makes a report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any superintendent or school administrator who knowingly and willfully fails to promptly report or interferes with the prompt reporting of abuse or neglect shall, upon conviction be guilty of a felony in accordance with 21 O.S. § 593.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity from any liability with respect to participation in any judicial proceeding resulting from such report.

A school employee with knowledge that a report has been made shall not disclose information identifying the reporting employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the Department.

The school district shall post, in a clearly visible location in a public area of the school that is readily accessible to all students, a sign in English and Spanish that contains the toll-free number operated by the Department of Human Services.

Every school employee shall annually sign an attestation acknowledging his or her responsibility to report suspected child abuse or neglect pursuant to state law.

REFERENCE: 10A O.S. § 1-2-101
10A O.S. § 1-2-104
63 O.S. § 1-120 (G)
70 O.S. § 1210.162 and 1210.163
Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)

This is not new but totally revamped

BULLYING

It is the policy of this school district that bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Bullying of students by electronic communication is prohibited whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school. The school district is not required to provide educational services in the regular school setting to any student who has been removed from a public school or private school in Oklahoma or another state by administrative or judicial process for an act of using electronic communication with the intent to terrify, intimidate or harass, or threaten to inflict injury or physical harm to faculty or students.

As used in the School Safety and Bullying Prevention Act, "bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Isolated action does not meet the state's definition of bullying. However, the administration will investigate isolated incidents or actions and apply appropriate discipline under the student discipline code. This policy addresses bullying which is specifically prohibited.

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 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.

1. Conference with student
2. Conference with parents
3. In-school suspension
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 or to a delinquency prevention and diversion program administrated by the office of Juvenile Affairs
13. Suspension

14. Performing Campus-site services for the school district
15. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

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 shall develop 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.
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

All school employees at each school site shall be required to complete professional development training in school bullying prevention, identification, response and reporting that meets the requirements of Oklahoma law and shall include recommendations from each school site's Safe Schools Committee.

Students will receive annual training regarding identifying, preventing, addressing, and reporting incidents of bullying via educational programs. These programs may include, but are not limited to, classroom discussions, assemblies, multimedia and presentations. The purpose of the educational programs are to assist students in the identification of bullying behaviors, reporting procedures and the consequences for violation of school policy.

The district will implement a research-based educational program as designed and developed by the Oklahoma State Department of Education for students and parents to prevent, identify, respond to and report bullying.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O.S. §850.0
70 O.S. §24-100.2

THIS POLICY REQUIRED BY LAW

Revised

PROHIBITING BULLYING
(INVESTIGATION PROCEDURES)

The following procedures will be used by any person for the filing, processing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

Definitions

1. "Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

   "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 communication device, or a computer.

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

Procedures

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior, is as follows:

1. The matter should immediately be reported to the building principal who will serve as the site district bullying incident coordinator. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible should be provided to the building principal in written form to allow for a thorough investigation of the matter.

2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.

3. If, during the course of the investigation, it appears that a crime may have been committed the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.

4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student. The building principal shall make a determination as to whether the conduct is actually occurring.

PROHIBITING BULLYING (INVESTIGATION PROCEDURES) (Cont.)

5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care substance abuse or other counseling options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

6. Upon completion of an investigation, timely notification shall be provided to the parents or guardians of a victim of documented and verified bullying. This information should be provided with ten (10) days of the conclusion of the investigation.

7. Upon completion of any investigation, timely notification shall be provided to the perpetrator of the documented and verified bullying. This information should be provided within ten (10) days of the conclusion of the investigation.

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

The Superintendent shall be responsible for enforcing this policy. The building principal should notify the superintendent within twenty-four (24) hours of any report of bullying. Upon completion of any investigation, the building principal should notify the superintendent of the findings of the investigation. Documentation should also be provided to the superintendent to establish that timely notification was provided to the parents of the victim and the parents of the perpetrator.

Students who report bullying or other inappropriate behavior in good faith, or who participate as witnesses in an investigation, are protected from retaliation. Retaliation of any kind—including threats, intimidation, exclusion, harassment, cyberbullying, spreading rumors, or any other adverse treatment intended to discourage or punish a student for reporting a concern—is strictly prohibited. Any student found to have engaged in retaliatory behavior will be subject to appropriate disciplinary action in accordance with school policy. Students who believe they have experienced retaliation should report it immediately to a teacher, school counselor, administrator, or other trusted school employee so that the matter can be promptly investigated and addressed. If an employee of the district is found to have engaged in retaliatory action against a student who has reported bullying, appropriate disciplinary action will be taken which could include termination of employment.

Any person who knowingly makes a false report shall receive disciplinary consequences and any accusations found to be false will be removed from the falsely accused student's records.

Revised- only change is on last page

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

The Harrah Public Schools' student conduct code prohibits bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.

2. Substantially disrupts school operations by interfering with the district's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and just as disruptive of the district's efforts to prepare students for productive lives in the community as they become adults.

3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the district's primary and substantial interest in operating schools that foster and promote academic achievement.

4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.

5. Substantially interferes with the district's mission to advance the social skills and social and emotional well-being of students. Targets of intimidation, harassment, and bullying are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.

6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.

7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

Bullying often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of bullying. This results in a reluctance or resistance to attend school.

Definition of Terms

1. Statutory definition of harassment, intimidation, and bullying:

   70 O.S. §24-100.3(c) of the School Safety and Bullying Protection Act defines the terms "bulling," as including, but not limited to a pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication, directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student that a reasonable person should recognize will:

   A. Harm another student;

   B. Damage another student's property;

   C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or

   D. Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

2. The "Reasonable Person" Standard

   In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly sensitive to efforts by a bully to humiliate, embarrass, or lower the self esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts

   Bullying, for purposes of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

   A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights,

daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

B. Emotional Bullying includes the intentional infliction of harm to another's self-esteem, including, but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing and frightening statement, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.

C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors, or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.

D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment – also prohibited by Harrah Public Schools.

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

1. Student and Staff Education and Training

All staff will be provided with a copy of the district's policy on prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request. Harrah Public Schools is committed to providing appropriate and relevant training to staff regarding identification of behavior constituting bullying of students and the prevention and management of such conduct.

Students, like staff members, shall participate in an annual education program that sets out expectations for student behavior and emphasizes an understanding of bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

B. Harrah Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with an adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding: identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem-solving teams that include counselors and/or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. (See also policy BDFC.)

Student Reporting

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the building principal. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the building principal.

Parental Responsibilities

Parents/guardians will be informed in writing of the district's program to stop bullying. An administrative response to a reported act of bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Repot bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and
5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

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.

1. Conference with student
2. Conference with parents
3. In-school suspension
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 which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

The above consequences will be imposed for any person who commits an act of bullying as well as any person found to have falsely accused another as a means of retaliation, reprisal, or as a means of bullying. Strategies will be created to provide counseling or referral to appropriate services, including guidance, academic intervention and other protection for students, both targets and perpetrators, and family members affected by bullying, as necessary.

Publication of Policy

Annual written notice of this policy will be provided to parents, guardians, staff, volunteers, and students with age appropriated language for students. Notice of the policy well be posted at various locations within each school site, including but not limited to, cafeterias, school bulletin boards and administration offices. The policy will be posted on the school district's website at www.harrahschools.com and at each schools site that has an Internet website. The policy will be included in all student and staff handbooks.

Review of Policy

The safe schools committee at each site will annually review this policy and provide recommendations to the building principal. The building principal will provide those recommendations to the superintendent. The superintendent shall make a formal recommendation to the board of education to modify the policy at a lawfully convened meeting under an appropriately worded agenda item. After the policy is modified, the policy shall be disseminated to all parents, students, staff and the community.

CRE Surplus Items

363 math workbooks

15 math teacher editions

1 bed/changing table, 2 tables

1 teacher desk

4 filing cabinets

33 student desks

2 carpet cleaners

3 plastic rolling chairs

3 rolling office chairs

10 student chairs

1 office chair

1 board map

1 globe

1 computer

August 10, 2026

Dear Harrah Public Schools Board of Education,

Due to adopting a new math curriculum, Virginia Smith Elementary School is requesting to place the previous curriculum in surplus. Items include 16 teacher’s editions as well as various resource books.

Respectfully,

Kim Patterson
LMS, Virginia Smith Elementary

EXECTIVE SESSION
August 10, 2026
Exhibit A

2026-2027 SCHOOL YEAR RECOMMEND TO ADJUNCT

NAME	POSITION	SITE
SHANNON YOUNG	OKLAHOMA HISTORY	HS
LEXI ALLEN	ART I	HS
ROB PARSONS	SPEECH/HISTORY OF FILM/SOCIOLOGY	HS
SHELBY SHERRILL	PHYSICAL SCIENCE	HS
TOM STURGILL	BIOLOGY	HS
TERRA STROBEL	INTERMEDIATE MATH (COMPUER SCIENCE PRIN)	HS
STEWART GLEICHMAN	AMERICAN HISTORY	HS
CARLOS GOMEZ	BUSINESS AND PHYSICAL EDUCATION	MS
TRENT PLATT	SOCIAL STUDIES	MS
LEXEE OGLE	4TH GRADE TEACHER	RB

2026-2027 SCHOOL YEAR RECOMMEND TO HIRE - TEMP CONTRACT

NAME	POSITION	SITE
	SPED	MS
	KINDERGARTEN	VS
	TEACHER ELA/ELECTIVES	MS

EXECTIVE SESSION
AUGUST 10, 2026
Exhibit B

2026-2027 SCHOOL YEAR **RECOMMEND TO TRANSFER- SUPPORT**

NAME	POSITION	SITE
GRIFFIN HEMPHILL	TEACHER TO PARA	CR TO MS
ZANE MCCOMB	PARA	MS TO RB

2026-2027 SCHOOL YEAR **RECOMMEND TO HIRE - SUPPORT**

NAME	POSITION	SITE
	PARA	VS
	ACTIVITY FUNDS CLERK	ADMIN
	COMPUTERS	RB
	PARA	HS

2026-2027 SCHOOL YEAR **RECOMMEND TO HIRE SUBSTITUTES**

NAME	POSITION
SETH WILSON	SHIRLEY COVINGTON
JAMES MUELLER	SAVANNAH SHUFFIELD
KASEY GRAHAM	BRENNA CATRAMBONE
RAELENE BRIDGES	JULIE YAUK
MCKENNA GATSON	DANIELLE ADAMS
CHRISTOPHER BORTZ	LADONNA LOUDENSLAGER
DANIEL ROSS	DERRICK FRYAR
KATE BURGHART	CINDY ROBERTSON
LANDRIE WILLIAMSON	EVAN ANDERSON
KARA PLUM	CHAD FLINT
RANDI BAKER	ALEX BOYLE
MORGAN ARNOLD	ESTELA CAMPBELL
MIKE FREEMAN	NICOLETTE JENEY
SHAUNA MOORE	TRACY KENNEDY
SHAWNA JONAS	STEPHANY AVILA
EVIANNA MITCHELL	JORDYN BALDWIN
KATHRYN COLLINS	MELISSA CHRISTEN
SANDRA BERRY	TONY BLOCKER
CAITLIN DENNIS	KIMBER WINTER
JAMIE BOLLING	SAMANTHA TANNER
DANNY HOOVER	MARIE D'AMICO
JANE MOBLEY	MANDIE HOWETH