



**Harrah Board of Education Regular Meeting
Monday, November 10, 2025 7:00 PM
Administration Building, Conference Room
20665 Walker Steet
Harrah, Oklahoma 73045**

Agenda

1. Call to Order/Roll Call to Establish a Quorum
2. Public Participation
3. Principal/Director Reports
4. **Consent Agenda**
 - A. Minutes of the October 13, 2025 Regular Board Meeting
 - B. General Fund #372 to #424, payroll #50260 to #502704 , change orders and financial summary
 - C. Child Nutrition Fund #19 to #20, change orders and financial summary
 - D. Activity Fund Summary Report, Activity Requests and Transfer Requests
 - E. Treasurer's Report
 - F. Monthly Comparison Report
5. **Superintendent's Report/Announcements**
 - A. Student Enrollment
 - B. Construction Updates - Timberlake/Boldt
 - C. Gifted and Talented Plan Review for 2025-2026
6. **Items to be Considered by the Board**
 - A. Discuss and take possible action regarding bid recommendations from Boldt Construction for the Russell Babb Elementary project..
 - B. Discuss and take possible action on new and revised policies: NEW: EFEAA - Artificial Intelligence System and Tools Use in the School District; CKAK - Behavioral Threat Assessment; CKAK-E - Behavioral Threat Assessment Checklist; GBA-E - Public Record Access Request; REVISED: BEC - Executive Sessions; GBA - Open Records Request.
 - C. Discussion and take possible action regarding the Schedule of Regular Board Meetings for the calendar year 2026, stating the date, time, and location for the Harrah Public Schools.
 - D. 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.
 - E. Acknowledge return to open session. Executive session compliance statement.
 - F. Discuss and take possible action to employ certified personnel on temporary contracts for the 2025-2026 school year as listed on Exhibit A.
 - G. Discuss and take possible action to employ support personnel and substitutes for the 2025-2026 school year as listed on Exhibit B.

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

Posted this 9th day of January, 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
November 10, 2025
7:00 p.m.

1. Shawna Keene
2. David Hainel
3. John B Martin
4. John Fouch
5. Sarah Fouch
6. Eric Fontel
7. Mike McAfee
8. Kinley Clayton
9. Thomas Shamrock
10. Shaune Turner
11. Austin Barnes
12. Big Wally
13. Jennifer Fouch
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

BOARD OF EDUCATION
HARRAH INDEPENDENT SCHOOL DISTRICT #7
OKLAHOMA COUNTY, OKLAHOMA

Date: Oct 22, 2025

I hereby request time to speak at the next regularly scheduled meeting of the Board of Education
on the 10 day of November, 2025.

Subject:

Establishing a Turning Point USA Chapter at Harrah
High School.

I am a resident of this school district.

Name: John Foutch

Address: 76 Murry Dr.

McLoud, OK 74851

Phone: 405-617-4166

NOTE: THIS FORM MUST BE COMPLETED AND RETURNED TO THE OFFICE OF THE BOARD OF EDUCATION CLERK AT LEAST SEVEN (7) DAYS PRIOR TO THE MEETING. DISCUSSION TIME WILL BE LIMITED TO FIVE (5) MINUTES.

THE PAW CRE

This Week:

B Week

Nov. 4th - NWEA Meeting 3:30pm

Nov. 6-7 - Book Fair Preview

Nov. 6th - Veterans Day Practice 1:50 in the gym

Nov. 7th - Veterans Day Practice 1:50 in the gym

Nov. 7th - Hat Day

Coming Up:

Nov. 10-14 - Book Fair Shopping Days

Nov. 10th - Veterans Day Practice 1:50 in the gym

Nov. 11th - Veterans Day Assembly 8:10 in the gym

Nov. 13th - Literacy Night

Nov. 13th - Parent Night at the Book Fair 3:30-5:00pm

Nov. 14th - Amplify Collaboration (Impact Meeting Schedule)

Nov. 20th - PTO Art Project and Popcorn

Nov. 21st - SOM 8:10 in the gym

Nov. 21st - Impact Meetings

Nov. 21st - 3rd Grade Bob Moore Zoo Trip

Nov. 24-28 - Thanksgiving Break

Things to Know/Remember:

- Make sure you are updating your PL Focus
- We survived the first party day of the year!

Russell Babb Elementary News

November 2025

Mike McAfee, Principal

News from the Office

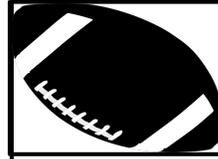
Picture Retakes November 13th

*Literacy Night Thursday, November 13th
from 3:30-5:30*

We would like to invite any of Russell Babb students' relatives, who are veterans, to our assembly so that we can honor you on this very special day.

*Assembly is Friday, November 7th.
Starts at 1:15pm. Our 4th grade students will be performing a Veterans Day program during the assembly.*

*Thanksgiving Break is November
24th-28th*



Congratulations to our 4th and 5th grade fall sports teams and their cheerleaders. They all played hard this year and we expect big things out of these boys and girls in the future.

Go Panthers!!

DEVELOPING RESPONSIBILITY IN CHILDREN

Responsibility cannot be "taught", it must be given.

Some ways to give children responsibilities:

- Never do for children what they can do for themselves.
- Encourage children's first attempt to help you or to do things for themselves. (Remember, they are learning, so they will not be able to do the task as well as you.)
- Give children credit for trying to help out.
- Allow plenty of time to learn.
- Don't criticize or make fun of poor results. Encourage children to try again and carefully steer them toward a better way.
- When children are ready for larger responsibilities, let them handle them.
- Praise more than you punish. Praise for effort as well as performance.

From Total Quality Counseling by David Burgess

Monday	Tuesday	Wednesday	Thursday	Friday
3rd	4th	5th	6th	7th Veterans Day Salute: 4th Grade Program 1:15
10th	11th	12th STUCO Food Drive Begins	13th Literacy Night 3:30-5:30 Picture Retakes	14th Progress reports go home
17th	18th	19th STUCO Food Drive Ends	20th	21st SOM Assembly 9:00am
24th Thanksgiving Break NO SCHOOL	25th Thanksgiving Break NO SCHOOL	26th Thanksgiving Break NO SCHOOL	27th Thanksgiving Break NO SCHOOL	28th Thanksgiving Break NO SCHOOL

HHS EVENTS/ACTIVITIES – 10 NOV 2025

General School News

- Nov 3-14 – HHS Soccer/Band Food Drive
- Nov 6 – Fire Drill
- Nov 7 - Herff Jones Senior Ordering Information
- Nov 8 – HHS Band will be at Small School All-State in Tuttle
- Nov 10 – Highway Dedication for former HHS student Thomas Avey
- Nov 11 - Veterans' Assembly at 9am in the auditorium
- Nov 12 – Herff Jones Ordering
- Nov 17 – Native American Students of Harrah (NASH) field trip to the First Americans Museum
- Nov 17 - Fall Signing Day
- Nov 19 – HHS Talent Show

Athletics

Guy Worth



Harrah Board of Education Regular Meeting
Monday, October 13, 2025 7:00 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.

Krista Harke: Present
Kevin McBrayer: Present
Chris Monden: Present
Seth Schoenecke: Present
Trey Swan: Present

Present: 5.

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

Visitors Present: Shawna Keene, Guy Worth, David Hairell, Mike McAffee, Susie Terrell, Megan Marshall, and Jolie Marshall. Others may have been present but did not sign the register, or the signatures were unreadable.

2. Principal/Director Reports

3. Consent Agenda

A motion was made to approve the consent agenda. This motion, made by Kevin McBrayer and seconded by Krista Harke, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea

Yea: 5, Nay: 0

3.A. Minutes of the September 8, 2025, Regular Board Meeting

3.B. General Fund #306 to #380, payroll #50245 to #50259 change orders and financial summary

3.C. Child Nutrition Fund #20 to #21, payroll #50003 and financial summary

3.D. Activity Fund Summary Report, Activity Requests and Transfer Requests

3.E. Treasurer's Report

3.F. Monthly Comparison Report

4. Superintendent's Report/Announcements

4.A. Student Enrollment

The student enrollment as of October 1, 2025 was 1,971 students. This is down 107 students from last year.

4.B. Construction Update - Timberlake/Boldt

Timberlake reported that they have finished putting up the temporary wall at Clara Reynolds Elementary. They are finishing the footings and will begin the electrical and plumbing. The steel is on site.

Boldt reported that the bid opening for Russell Babb Elementary is October 30th. The bids will be brought to the November 10th board meeting for approval.

5. Items to be Considered by the Board

5.A. Discussion and possible action regarding the 2025-2026 Annual School Election Resolution.

District 1, Krista Harke, is up for election in February 2026. If anyone is interested in becoming a board member, please visit our website at www.harrahschools.com for more details. The filing period is December 1-3, 2025, at the Oklahoma County Election Boards. A motion was made to approve the 2025-2026 Annual School Election Resolution. This motion, made by Kevin McBrayer and seconded by Krista Harke, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.B. Discuss and take possible action on revised policy FFACA - Medication Administering to Students.

A motion was made to approve revised policy FFACA - Medication Administering to Students. This motion, made by Krista Harke and seconded by Chris Monden, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.C. Discuss and take possible action to approve the extra duty assignments for Kagan coaches for the 2025-2026 school year.

The Kagan coaches at each site will be paid \$850 for the 2025-2026 school year.

A motion was made to approve the extra duty assignments for Kagen coaches for the 2025-2026 school year. This motion, made by Chris Monden and seconded by Krista Harke, passed.

Krista Harke: Yea

Kevin McBrayer: Yea

Chris Monden: Yea

Seth Schoenecke: Yea

Trey Swan: Yea

Yea: 5, Nay: 0

5.D. Discuss and take possible action on the agreement with the Oklahoma Department of Rehabilitation Services for the School to Work Program for the 2025-2026 school year. Shawna Keene, Special Services Director, reported that the district has participated in this program for several years. Her students work in the district and are paid by the Oklahoma Department of Rehabilitation Services.

A motion was made to accept the agreement with the Oklahoma Department of Rehabilitation Services for the School to Work Program for the 2025-2026 school year. This motion, made by Krista Harke and seconded by Kevin McBrayer, passed.

Krista Harke: Yea

Kevin McBrayer: Yea

Chris Monden: Yea

Seth Schoenecke: Yea

Trey Swan: Yea

Yea: 5, Nay: 0

5.E. Discuss and take possible action on the Athletic Action Plan for the 2025-2026 school year.

Krista Harke suggested adding coaches, officials, or spectators to each of the sports sites' plans. Currently, it just says athletes.

A motion was made to approve the Athletic Action Plan for the 2025-2026 school year with the recommended change in wording. This motion, made by Krista Harke and seconded by Kevin McBrayer, passed.

Krista Harke: Yea

Kevin McBrayer: Yea

Chris Monden: Yea

Seth Schoenecke: Yea

Trey Swan: Yea

Yea: 5, Nay: 0

5.F. Discussion and possible action regarding the 2025-2026 Residency Teacher Report for Harrah Public Schools.

A motion was made to approve the 2025-2026 Residency Teacher Report for Harrah Public Schools. This motion, made by Kevin McBrayer and seconded by Chris Monden, passed.

Krista Harke: Yea

Kevin McBrayer: Yea

Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.G. Discuss and take possible action on the capacity report for October 1, 2025.
A motion was made to approve the capacity report for October 1, 2025. This motion, made by Krista Harke and seconded by Kevin McBrayer, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.H. Discuss and take possible action on the out-of-state travel request for the high school wrestling team to Kansas City, Missouri on December 18-20, 2025.

A motion was made to approve the out-of-state travel request for the high school wrestling team to travel to Kansas City, Missouri on December 18-20, 2025. This motion, made by Chris Monden and seconded by Kevin McBrayer, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.I. 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.

A motion was made not to enter into executive session. This motion, made by Kevin McBrayer and seconded by Chris Monden, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.J. Acknowledge return to open session. Executive session compliance statement.

5.K. Discuss and take possible action to employ an extra duty assignment as listed on Exhibit A.

A motion was made to approve the extra duty assignment for Sydney Ashcraft as assistant cheer coach for Harrah Middle School for the 2025-2026 school year. This motion, made by Chris Monden and seconded by Kevin McBrayer, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

5.L. Discuss and take possible action to employ support personnel and substitutes for the 2025-2026 school year as listed on Exhibit B.

A motion was made to approve the support personnel and substitutes as listed on Exhibit B. This motion, made by Krista Harke and seconded by Chris Monden, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0

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

7. Announcements

8. The Board will vote to adjourn.

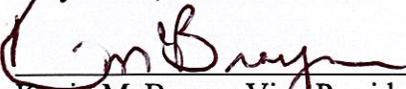
The meeting adjourned at 7:47 p.m.

A motion was made to adjourn. This motion, made by Kevin McBrayer and seconded by Krista Harke, passed.

Krista Harke: Yea
Kevin McBrayer: Yea
Chris Monden: Yea
Seth Schoenecke: Yea
Trey Swan: Yea
Yea: 5, Nay: 0



Trey Swan, President



Kevin McBrayer, Vice-President

Krista Harke
Krista Harke, Member

Seth Schoenecke
Seth Schoenecke, Clerk

Chris Monden
Chris Monden, Assistant Clerk

Paul Blessington
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 October, 2025.

Harrah Public Schools

Leslie Hobaugh
Leslie Hobaugh, Minutes Clerk





**EXECUTIVE SESSION
OCTOBER 13, 2025
Exhibit A & B**

2025-2026 SCHOOL YEAR

RECOMMENDATION TO HIRE - EXTRA DUTY

Name	Position	Site
SYDNEY ASHCRAFT	ASST CHEER	MS

2025-2026 SCHOOL YEAR

RECOMMENDATION TO HIRE - SUPPORT

Name	Position	Site
ANDREA LINDSAY	PARA	VS
ERICKA HAUGHT	BUS MONITOR	BUS BARN
JESSICA MOORE	SITE SECRETARY	CR
DACIA SWEETMAN	HOUSEKEEPER	RB

2025-2026 SCHOOL YEAR

RECOMMEND TO TRANSFER - SUPPORT

Name	Position	Site
ANGELA HODGE	SECRETARY TO PAYROLL CLERK	CR TO ADMIN

2025-2026 SCHOOL YEAR

RECOMMEND TO HIRE - SUBSTITUTES

Name	Name
EMILEY BERGLAN	TYFFANI SANDERS
ARDIE DILLIER	JULIA SKINNER
TRACY KENNEDY	NORAH VOIGT
REBEKAH MANN	REBECCA WHITEMAN
ZANE MCCOMB	ADALYN WINTERS
JENNIFER MURRAY	BREE TURNER
DEBBIE MYERS	TERRANCE ALLEN
CELESTE MUSANI	

2025-2026 SCHOOL YEAR

RESIGNATIONS

Name	Position	Site
CASEY ANGLE	PARAPROFESSIONAL	HS
JENNIFER MURRAY	HOUSEKEEPER	RB
KARA PLUM	INDIAN ED AIDE	MS
MARK PLUM	TEACHER	MS
HALEE BARTA	HOUSEKEEPER	CR



HARRAH PUBLIC SCHOOLS ENROLLMENT 2025-2026



GRADE	9/4/2024	10/1/2025	11/4/2025	12/1/2025	1/3/2026	2/1/2026	3/1/2026	4/1/2026	5/6/2026
Pre-School	82	82	83						
Kindergarten	111	110	109						
1ST	139	138	136						
TOTAL	332	330	328	0	0	0	0	0	0
2ND	131	129	129						
3RD	154	153	153						
TOTAL	285	282	282	0	0	0	0	0	0
4TH	140	141	141						
5TH	178	180	178						
TOTAL	318	321	319	0	0	0	0	0	0
6TH	135	135	132						
7TH	181	176	173						
8TH	140	132	131						
TOTAL	456	443	436	0	0	0	0	0	0
9TH	147	145	144						
10TH	158	157	153						
11TH	146	146	142						
12TH	138	137	135						
ALT ED	10	10	12						
TOTAL	599	595	586	0	0	0	0	0	0

TOTAL 25-26	1990	1971	1951	0	0	0	0	0	0
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2024-2025 TOTAL	2103	2078	2084	2086	2074	2072	2053	2050	2042
2023-2024 TOTAL	2117	2098	2094	2089	2083	2071	2058	2050	2050
2022-2023 TOTAL	2212	2207	2207	2198	2189	2158	2143	2136	2120
2021-2022 TOTAL	2082	2076	2083	2076	2071	2067	2078	2076	2080
2020-2021 TOTAL	1985	1951	1979	1969	1955	1966	1958	1958	1945
2019-2020 TOTAL	2260	2259	2267	2264	2253	2249	2255	*2255	*2255
2018-2019 TOTAL	2251	2264	2269	2269	2276	2273	2256	2241	2233
2017-2018 TOTAL	2301	2293	2289	2278	2277	2281	2288	2270	2247
2016-2017 TOTAL	2210	2211	2206	2202	2197	2192	2176	2191	2177
2015-2016 TOTAL	2139	2141	2141	2145	2141	2146	2135	2123	2114
2014-2015 TOTAL	2110	2095	2085	2094	2073	2088	2084	2083	2078
2013-2014 TOTAL	2149	2142	2132	2130	2112	2124	2111	2118	2108
2012-2013 TOTAL	2185	2190	2180	2179	2176	2176	2163	2167	2145
2011-2012 TOTAL	2192	2192	2198	2190	2182	2176	2161	2162	2166

2010-2011 TOTAL	2261	2273	2266	2240	2246	2243	2228	2228	2228	
2009-2010 TOTAL	2268	2249	2244	2249	2236	2244	2224	2227	2223	
2008-2009 TOTAL	2325	2312	2296	2310	2308	2295	2283	2269	2255	
2007-2008 TOTAL	2339	2325	2338	2297	2291	2275	2274	2264	2254	
2006-2007 TOTAL	2356	2336	2325	2320	2308	2294	2304	2303	2290	
2005-2006 TOTAL	2346	2338	2332	2315	2315	2311	2296	2293	2290	
2004-2005 TOTAL	2265	2265	2253	2228	2237	2212	2204	2212	2213	
2003-2004 TOTAL	2220	2212	2215	2188	2190	2206	2228	2214	2212	
Average	2212.54	2204.86	2203.77	2196.18	2190.45	2187.22	2180	2173.09	2165.23	

Virginia Smith Elementary

Gifted & Talented Support

When students at Virginia Smith Elementary are identified as category 1 or 2, educational opportunities will be provided to meet and support students' emotional and academic needs. Regular staff development opportunities are also an integral component to ensure the needs of gifted students are being met in the general education setting.

These opportunities include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into student learning but are not limited to this scope.

- differentiation of classroom instruction/materials
- resource boxes with extension activities
- projects assigned by teacher to deepen understanding of classroom material
- student-led projects
- STEAM participation & extension activities
- district training for identification of gifted students

Clara Reynolds Elementary (CRE) Gifted and Talented Program Site Plan

Purpose

Services are provided for identified gifted and talented students at each elementary school. A variety of services are available and are an integral part of the total school program and in alignment with the Harrah Public Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, the differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students' needs are being met in the regular classroom.

Services

Service options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into the gifted programming plans:

Appropriate Flexible Pacing	
<ul style="list-style-type: none"> ● Individualization of Instruction ● Differentiated or Enriched Instruction ● Independent Study ● Continuous Progress ● Cluster Grouping 	<ul style="list-style-type: none"> ● Skill/Ability Grouping ● Multi-Age or Cross-Grade Grouping (STEM Club, Art Club, Book Club) ● Pre-Testing and Curriculum Compacting
Enrichment	
<ul style="list-style-type: none"> ● Enrichment of Content in the Regular Classroom (Guest Speakers, Learning Centers) ● Guided Research (Independent Studies, Student-Led Projects and Creative Events) 	<ul style="list-style-type: none"> ● Mini-Courses/Special Interest Groups (Field Trips, CRE Creates Art Sow) ● Resource Room
Academic/Social Support	
<ul style="list-style-type: none"> ● Academic Advisement ● Guidance for Underachieving Gifted Students ● Student-Led Projects/Portfolios 	<ul style="list-style-type: none"> ● Student Outreach Activities ● Differentiation of Texts and Topics for Students Interests
Staff Development	
<ul style="list-style-type: none"> ● Implementation of Harrah Public Schools District Gifted Program ● Components of Appropriate Flexible Pacing ● Integrated Curriculum/Thematic Units 	<ul style="list-style-type: none"> ● Teaching for Inquiry ● District Training for Differentiated Curriculum ● District Training for Identification of Gifted Students (August Professional Development)

The CRE Gifted and Talented Committee (GT Committee) is responsible for working with the site and district administration in coordinating available program services. Both regular classroom teachers and the GT Committee will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The GT Committee provides professional support through modeling, consultation, co-teaching, collaborative problem-solving, and in-service training. The GT Committee is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress and maintaining records.

All second-grade students at CRE will be screened prior to October 1st of each academic school year using the Cognitive Abilities Test (CogAT). Any student meeting the screener criteria of 85% will be administered the complete CogAT assessment to determine placement. The identified gifted students in 2nd and 3rd grade will receive enrichment services in the regular classroom and/or other offered after school programs.

GIFTED & TALENTED PROGRAM DETAILS

Services are provided for gifted and talented students at each elementary school through a specialist development program, which is an integral part of the total school program and in alignment with the Harrah Public Schools Gifted Program. Planned educational opportunities allow students to move through the curriculum at the appropriate flexible pacing, provide differentiated curriculum to meet the unique academic and divergent ability needs of gifted students, and places importance in the affective domains of gifted social and emotional needs. As appropriate, differentiation will occur in content, process, product, and learning environment. Regular staff development opportunities are also an integral component of the program to ensure gifted students' needs are being met in the regular classroom.

Program options include selections made from each of the four delivery systems: appropriate flexible pacing, enrichment, academic/social support, and staff development. The following are some of the components that might be incorporated into gifted programming plans:

Appropriate Flexible Pacing

- Individualization of Instruction
- Proficiency Based Promotion
- Continuous Progress
- Cluster Grouping
- Skill/Ability Grouping
- Multi-Age or Cross-Grade Grouping
- Telescoping
- Dual Enrollment

Enrichment

- Guided Research (Independent Studies, Student-Led Projects, Creative and Academic Events)
- Special Support Groups (Student Meetings, Student Outreach Activities)
- Competitions (Academic Team, STEM, Spelling Bee, Etc.)
- Mini-Courses/Special Interest Groups (Field Trips, Cultural Fairs, STEM)
- Resource Room
- Academic/Social Support
- Academic Advisement

Academic/Social Support

- Academic Advisement
- Guidance for Underachieving Gifted Students
- Special Support Groups
- Student Meetings
- Student Outreach Activities
- Differentiation of Texts and Topics for Student Interests
- Student-Led Projects/Portfolios

Staff Development

- Implementation of Harrah Public Schools Gifted Program
- Components of Appropriate Flexible Pacing
- Teaching for Inquiry
- District Training for Identification of Gifted

The gifted specialist is responsible for working with the site and district administration in coordinating program options selected. Both regular classroom teachers and the gifted specialist will address curriculum delivery. Teaching staff will work together to implement appropriate flexible pacing, plan enrichment, coordinate resources, and facilitate academic/social support as needed. The site gifted specialist provides professional support through modeling, consultation, co-teaching collaborative problem-solving, and in-service training. The site specialist is responsible for coordinating gifted student identification assessments at the building level, collecting and submitting documents and supporting data for identification and growth assessment, monitoring student progress, and maintaining records. All identified students should receive gifted services. As schedule allows, the gifted specialist should work closely with classroom teachers to address appropriate flexible pacing and enrichment for all 4th and 5th grade students.



Harrah Public Schools
Gifted and Talented Plan

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Introduction

Harrah Public Schools recognizes that we have students with exceptional abilities, and we are committed to addressing the academic needs of these students.

Identification and Placement

“Gifted and talented children” refers to those students who have been identified at the preschool, elementary, or secondary level as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services.

For the purpose of this definition, “demonstrated potential abilities of high performance” will refer to students who meet the qualifications for either Category 1 or Category 2:

Category 1

Having scored 97 percentile or greater on a normed national test of ability

Category 2

Multi-Criteria– Student Inventory and Nomination Form

Areas for nomination include:

- a. Creative Thinking Ability
- b. Leadership Ability
- c. Visual Performing Arts Ability, and/or
- d. Specific Academic Ability [OAC 210:15:23-2(a)(2) & (3)]

Identification Procedures

A student may be placed in the gifted and talented program through automatic placement or assessed placement. Identification of students is an ongoing process extending from school entry through grade twelve. Students placement decisions in the capability areas and those with dual exceptionalities are based on multiple criteria. Just as the identification of students is an ongoing process, the evaluation of a student’s continued placement in programming for Gifted and Talented requires measures of demonstrated progress and growth to ensure the best possible resources and learning environments for all students.

The district will utilize the Cognitive Abilities Test and district-approved Multi-Criteria Nomination forms to determine placement.

1. Automatic Placement (Category 1)

A score in the top third percentile, including the standard error of measure, on any nationally standardized test of intellectual ability according to the law of the State of Oklahoma results in automatic placement into the academically gifted program, pending parental approval.

2. Assessed Placement (Category 2)

A recommendation using the Multi-Criteria Nomination form allows for placement into the gifted and talented program pending parent approval. Procedures are communicated to Pre-K through twelfth grade staff consistent with the school site procedures and state statutes. The following variety of data will be collected and used in relation to a holistic view of the learner as criteria for use in nominating students:

- 1) A score of 85th percentile or higher on any nationally normed test of intellectual ability (Cogat)
- 2) A score of 85th percentile or higher on any nationally standardized achievement test
- 3) Advanced score on OSTP
- 4) Completed nomination form for specific academic ability, creative ability, leadership, or visual/performing arts submitted by self, peer, parent, teacher, counselor, or administrator.

Assessment and Evaluation: Every effort is made in determination as to whether nominated students are properly identified as Gifted and Talented in a timely and professional manner. A committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students.

Program Placement Process

1. A nationally standardized school ability test shall be administered to all second grade students and periodically thereafter.
2. Students scoring at or above the 97th percentile on the composite score of a nationally standardized school ability test (Cogat) shall be identified for the Harrah Public Schools' Gifted and Talented Program.

3. Students moving into Harrah Public Schools from another district or school may be identified as gifted/talented with a previous composite test score of 97th percentile or better on a nationally standardized school ability test.
4. Nominations forms may be submitted by self, parents, teachers, students, peers, community members, and other professionals. The nomination form can be obtained from the campus counselor. All nominations will be reviewed by the certified staff members who serve on the gifted site committee. Forms may be used to identify students who exhibit giftedness and talent at a remarkably high level of accomplishment when compared to others of their age and experience. Forms can be submitted and will be reviewed by certified staff members serving on the Gifted/Talented Site Committee for Category 2 placement.

All students meeting the above criteria will be identified for the Harrah Public Schools Gifted and Talented Program and the Oklahoma State Department of Education Gifted Child Count. No student will be excluded because of race, economic background, national origin or handicapping condition. Students will receive program services through appropriate pacing of curriculum and instruction, schoolwide enrichment of curriculum and instruction, and effective support with parent approval.

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement. Confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.

Parent Notification and Information

Parents of all students identified for the State Department of Education Child Count shall be notified in writing of their student's placement in the Harrah Public Schools Gifted and Talented Program. A written summary of the District gifted education programming plan shall accompany the letter of notification.

Continuous Monitoring of Placement

1. An informal review of each identified student's records, including assessment data, interest areas, and academic achievement will be an ongoing process by the administrator and counselor. Gifted and talented

program options will be matched to further develop each student's cognitive, academic, creative, and social/emotional potential.

2. Students may be removed from a program option or service which is not meeting their educational needs. Students and/or parents may make an informal request for changes in their child's program service options with the school's counselor or administrator.
3. Students may be removed from the gifted programming option or strategy by parent request at any time.
4. Strict confidentiality procedures, as elsewhere defined in Board policy, will be followed in regard to records of placement decisions and data on all nominated students.
5. Parents may appeal a placement decision with which they disagree. Appeals will be made to the Gifted Education Program Site Committee. Further appeals may be made to the Superintendent or his/her designee.

Services for Gifted and Talented Students

Services are provided for gifted and talented students within three weeks of the beginning of the school term at each school through site-developed programs. Educational programming for students identified for gifted, creative, and talented services is ongoing and part of the total school schedule and in alignment with the Harrah Public Schools Gifted Program. Appropriate differentiation will occur in the content, process, product, and learning environments within each site. Site programs are coordinated to guide the development of gifted students from the time they are identified through graduation. To ensure continual enrichment, students are identified and tracked throughout their schooling within the student accounting system from program entry to graduation. To achieve this instructional goal, the program addresses options in three areas:

Flexible Pacing

Description: Flexible Pacing is any provision that places students at an appropriate instructional level, creating the best possible match between student achievement and instruction. It underscores the central importance of the classroom teacher and of differentiated instruction in the regular classroom. Curriculum for the gifted extends, compacts, or replaces the regular curriculum.

Options: Flexible Pacing options are instructional/organizational strategies which allow students to advance at a pace that provides steady challenges throughout academic levels. Student placement in programming options is based on their abilities, needs, and interests. The program may include, but is not limited to any of the following options:

- Individualization of Instruction: Instruction of an individual student focused on the specific educational needs of that student.
- Proficiency-Based Promotion: Elementary or secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at the 90% level or above on district designated achievement assessments.
- Advanced Coursework: Advanced Placement (Option for 9-12), honors, differentiated or enriched classes where students receive course content in greater depth or at a higher grade-level than normally taught.
- Concurrent Enrollment: Students attend classes in two school levels during the same school session, for example, high school and college.
- Continuous Progress: The content and pacing of the curriculum and instruction matched to student abilities and needs. Students move ahead on the basis of mastery.
- Cluster Groups: Any classroom with a group of identified able learners purposefully organized to provide planned differentiated instruction most of the time.
- Multi-Age or Cross-Grade Groups: A strategy which allows students to travel to the appropriate grade classroom for instruction when the student needs instruction at an advanced level.
- Pre-Testing and Curriculum Compacting: A system designed to adapt the regular curriculum to meet the needs of above-average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.
- Telescoping: Varying the pace of instruction, such as accelerating a subject.
- Dual Enrollment: Qualified elementary or middle school students taking middle school or high school level courses.

Enrichment

Description: The enrichment program is designed to continuously meet the needs of gifted students as well as to enrich the lives of all students within a school. This portion of the program allows students to move into and out of differentiated curriculum and special services as the need arises. Supplementary services are provided at the time and in the particular areas where such efforts have the greatest potential for benefiting students.

Options: The program may include, but is not limited to any of the following options:

- Enrichment of content in the regular classroom: Experiences provided in regular classrooms that are supplemental to the established curriculum and which are purposefully planned with the needs, interests, and capabilities of particular students in mind. Appropriate enrichment experiences are not a repetition of material, nor are they excessive additional classwork or tutoring of other students. Enrichment activities must be extensions within student interests and/or ability.
- Mentorships: A program which pairs individual students with an individual who has advanced skills or experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.
- Seminars: Special short-term sessions where students focus on one area of study.
- Creative and Academic Competitions: Organized opportunities for students to enter local, regional, state, or national contests in a variety of areas.
- Mini-Courses/Special Interest Groups: Any group organized from one or more classrooms on the basis of interest in a topic, usually short-term in duration.
- Pullout Enrichment/Resource Room: A class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted. Such a class would be an extension of regular curriculum as differentiated to meet specific student needs stressing creativity, inquiry, and higher-level thinking skills while ensuring continuity throughout program participation.

Academic and Social/Emotional Support

Description: Academic and social/emotional support for gifted students includes identification, monitoring, and support services to address their unique needs. A list of all students identified is maintained, and the counselor at each site monitors their progress. Monitoring includes comparisons of student performance and potential ability with respect to growth and risk/exhibited behaviors of underachievement and perfectionism.

Options: The program may include, but is not limited to any of the following options in the area of academic and social/emotional support:

- Guidance through individual consultation with the school counselor.
- Guidance through mini-courses or support groups.
- Career seminar or other activities.
- Academic Advisement

- Encouraging collaborative working environments/projects with peers.

Qualifications and Training

Teachers working with gifted and talented students must hold a valid Oklahoma teaching certificate appropriate to the grade level(s) in which they teach. Teachers whose duties include direct involvement with gifted and talented students shall participate each year in inservice training designed to educate and assist them in the area of gifted education. Counselors shall participate each year in inservice training designed to educate and assist them in the area of gifted education. Each year administrators responsible for gifted education programming will attend professional development related to the educational needs of gifted students.

Opportunities for professional development will be provided for certified staff to ensure the needs of gifted and talented students are understood and met appropriately. Topics may include identification of gifted and talented students, differentiated instructional strategies, curriculum content modifications, assessment of learning readiness, how to monitor and adjust the rate of pace of advancement, student learning styles, and differentiated instructional strategies.

Professional development opportunities may be obtained through local, state, and national conferences with a gifted and talented education focus (i.e., ENGAGE Conference, OAGCT Conference, etc.); professional development provided by district personnel; and guest presenters

Staff Roles and Responsibilities

- The Superintendent or his/her designee will be responsible for working with the District Gifted Education Programming Advisory Committee in the implementation of the District Gifted Education Programming Plan and overseeing the filing of such reports and information as are required by the State Department of Education relative to gifted educational programming.
- The principal or counselor will be responsible for working with the Gifted/Talented Site Committee, coordinating gifted educational programming related to the Gifted/Talented Site Plan, and completing such reports and information as required by the district for gifted educational programming.
- The Gifted/Talented Site Committee will work with the campus principal and counselor to develop the Gifted/Talented Site Plan each year. The counselor is responsible for coordinating the site gifted programming options. Gifted programming is ongoing and is a part of the school schedule. Differentiated education shall be in place within three weeks of the beginning of the school term.

- Under the direction of the Superintendent or his/her designee, an organizational document will be developed at each site which clearly delineates roles, responsibilities, and coordination procedures in regard to gifted educational programming options.
- Strategies for managing the Gifted/Talented Site Plan are addressed by the regular classroom teacher, administrator(s), and counselor. They will work closely together to implement appropriate pacing, plan enrichment, coordinate resources, and facilitate support when needed.
- The administrator(s) and counselor provide professional support through modeling, consultation, co-teaching, collaborative problem solving, inservice training, and assistance to classroom teachers in finding and securing resource materials and/or resource persons.
- The administrator(s) and counselor are responsible for coordinating gifted student identification, monitoring student progress, and maintaining student profile records.
- Classroom teachers will have and provide, upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth, and depth.
- The counselor is responsible for guidance and counseling, monitoring student progress, and maintenance of student records.
- The library media specialist is responsible for providing to students and teachers the assistance and/or resources needed to implement gifted programming options.
- The Superintendent or his/her designee is responsible for providing students and teachers the assistance needed to implement the gifted programming options. Examples are class demonstrations, mentoring, professional development, resource linking, and collaboration in the gifted programming options development and implementation.

Gifted and Talented Advisory Committee

The Gifted and Talented Advisory Committee members will be appointed by the Superintendent. The Committee will consist of at least three but no more than eleven members, at least one-third of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children. [70 O.S. 1210.308(A)]

- The Gifted and Talented Advisory Committee will be appointed according to State Department of Education regulations in the beginning of each school year for two-year terms, and will consist of parents of children identified as gifted and talented and community members who may be, but are not required to be, parents of students within the district. [70 O.S. 1210.308(A)]
- The District Gifted and Talented Education Advisory Committee will be demographically representative of the community.

- The first meeting will be called by the Superintendent no later than October 1 of each year. At this meeting, the The Gifted and Talented Advisory Committee will elect a chair and a vice-chair.
- The Gifted and Talented Advisory Committee will meet at other times during the year as necessary in meeting space furnished by the District. All meetings of the Committee will be subject to the provisions of the Oklahoma Open Meetings Act.
- The school district will furnish staff that has training in gifted/talented education for the District Gifted Education Advisory Committee.
- The District Gifted Education Advisory Committee will assist in the formulation of the District goals for gifted education, assist in the development of the District plan for gifted child educational programming, assist in preparation of the District report on gifted child educational programming, and perform other advisory duties as requested by the Board of Education. [70 O.S. 1210.308(C)]

Evaluation of Program

The district will conduct an ongoing evaluation of the program through different forms of feedback. The ongoing evaluation process will be reviewed by the District Gifted Education Advisory Committee. A complete evaluation of the program implementation will be conducted at least every five years.

Each site plan will be evaluated annually by the site advisory. Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each school site. Evaluation results will be analyzed and communicated in a timely and meaningful way to programming decision makers at the site level, the district level, and, as appropriate, to students, parents, and the public. The evaluation process assesses each component of gifted educational programming. These include:

- Identification
- Appropriate pacing of curriculum and instruction
- Schoolwide enrichment of curriculum and instruction
- Affective support for gifted and talented children
- Professional development for certified staff
- Parent involvement and education
- District and site planning and program development
- Communication regarding the District Gifted and Talented Program
- Evaluation process

Expenditure Report

An expenditures report for program 251 for the previous school year will be submitted by the Superintendent to the State Department of Education by August 1 of each year. The report will outline the expenditures made by the District during that year for gifted child educational programming. [70 O.S. 1210.307(D)] The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

Forms

Gifted and Talented Identification Sheet for all identified students

Nomination Form for recommendation of Category Two placement

Parent Notification of Placement and Consent

Change of Placement Form

Site Plans

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.

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.

*New***BEHAVIORAL THREAT ASSESSMENT**

The Harrah Public Schools is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school behavioral threat assessment (BTA) and management program to conduct a fact-based, systematic process designed to gather information about, assess and manage behavior or communication that raises a concern that a person or situation may pose a threat of severe and significant targeted violence against the school community.

Oklahoma law requires an officer or employee of a school district or member of a board of education to notify law enforcement of any verbal threat or act of threatening behavior which reasonably may have the potential to endanger students, school personnel or school property. School district officers or employees of a school district or members of a board of education shall be immune from employment discipline and any civil liability for communicating information in good faith if they reasonably believe a person is making verbal threats or is exhibiting threatening behavior. This report requirement is separate from and should be made prior to the Threat Assessment Team meeting.

Nothing in this policy precludes school personnel from acting immediately to address an imminent threat, including immediately removing a student from school, subject to subsequent due process procedures when the student poses an immediate threat to themselves, others, property, or the educational environment.

The threat assessment process is distinct from and does not supplant the student discipline policy. A behavioral threat assessment will not impose suspension solely for investigating student conduct or conducting a threat assessment. Any action that could result in removal of a student from the student's school environment pending or after a threat assessment will only be carried out in accordance with state and federal law applicable to students with disabilities.

Threat assessment is not intended to refer students to the criminal justice system, but to facilitate the provision of resources and support to a student and to mitigate potential acts of violence. Law enforcement referral is not appropriate in the case of student behavior that is a violation of the school conduct code but that is not also a crime.

This policy applies to all students, staff, and visitors. The policy applies to threats made verbally, in writing, electronically, or through behavior that may indicate a risk of violence or self-harm.

Definitions:

Threatening Behavior: Any verbal threat or threatening behavior, whether or not it is directed at another person, which indicates potential for future harm to students, school personnel or school property.

Threat Assessment Team (TAT): A multidisciplinary team tasked with evaluating and managing threats, which may include administrators, counselors, psychologists, law enforcement representatives, and other relevant staff.

Imminent Threat: A threat judged to be immediate or likely to occur in the near future.

Non-Imminent Threat: A threat that is concerning but does not indicate immediate danger.

The Threat Assessment Team shall consist of the principal, school counselor, school security personnel and a teacher or employee familiar with the student. The principal shall oversee the implementation, coordinate meetings, and communicate with the parents/guardians of the student involved. The Threat Assessment Team will assess any threat that is reported to determine severity and any needed interventions.

BEHAVIORIAL THREAT ASSESSMENT (CON'T)

Information related to threat assessments will be kept confidential and disclosed only to individuals with a legitimate educational or safety interest, consistent with applicable law.

Staff shall receive annual training on recognizing warning signs, reporting procedures, and threat assessment protocols.

The Threat Assessment Team shall maintain secure records of all assessments. This policy shall be reviewed annually by the school board or as needed to ensure effectiveness and compliance with state and federal law.

LEGAL REFERENCE: 70 O.S. Section 24-100.8.

New

BEHAVIORAL THREAT ASSESSMENT CHECKLIST

Student Name: _____

Date: _____

Assessed by: _____

1. Identification

- Threat made (verbal, written, electronic)
• Concerning behavior observed (aggression, obsession with weapons, anger outbursts)
• History of violent/aggressive behavior
• Peers or staff express fear

2. Context & Motivation

- Context of threat: Humor Frustration Serious intent Other _____
• Threat appears reactive/impulsive Planned
• Known stressors (family, academic, social, bullying)

3. Capability

- Access to weapons or means of harm
• Skills or knowledge to carry out threat

4. Intent

- Evidence of planning (lists, research, drawings)
• Previous threats or concerning behaviors
• Signs of fixation or fascination with violence

5. Protective / Intervention Factors

- Supportive adults or mentors present
• Responds to previous interventions
• Mental health services engaged / needed

6. Risk Level & Recommended Action

- Low Risk -> Monitor and provide support
• Moderate Risk -> Intervention plan; possible law enforcement consultation
• High Risk -> Immediate safety measures; law enforcement involvement

Additional Notes / Action Plan:

Follow-Up Date: _____

Team Members Present: _____

New

PUBLIC RECORD ACCESS REQUEST
OKLAHOMA OPEN RECORDS ACT

To: Harrah Public School District
Harrah, Oklahoma

- 1. Pursuant to the Oklahoma Open Records Act, the undersigned hereby requests access to the following school district records:

(Describe records as specifically as possible; attach additional sheets if necessary.)

- 2. If copies of the documents are requested, the undersigned agrees to pay _____ per page for copies. If a search is necessary to furnish the documents and if this request is solely for commercial purposes or causes excessive disruption of essential school functions, the undersigned agrees to pay a search fee of \$ _____ per hour.

(Name)

(Telephone number or email address)

(Date)

Received by Harrah School District
on _____, _____

Record Request No. _____.

The Oklahoma Open Records Act requires that public records be provided in a reasonable amount of time. The district's use of this form is to create a checklist for the material requested with notification of fee requirements. This form is not intended to deter requests for open records. A records request must identify the records that are being sought with reasonable specificity as defined in the Oklahoma Open Records Act. See policy GBA for the definition.

*Revised***EXECUTIVE SESSIONS**

The Harrah Board of Education may, at its discretion, enter into executive session after the executive session is authorized by a vote in open session only if a proposed executive session is listed on the agenda and the specific section of law authorizing an executive session is also listed on the agenda. If new business arises within the statutory time limitations and otherwise qualifies for an executive session, it may be taken up in executive session.

The board may enter into executive session for any of the following reasons:

1. To discuss the employment, hiring, appointment, promotion, demotion, disciplining, or resignation of any or all of the employees or volunteers of the school district. 25 O.S. §307 (B) (1) [including the appointment of an individual to fill a board vacancy pursuant to 70 O.S. §5-118]
2. To discuss negotiations concerning employees and representatives of employee groups. 25 O.S. §307 (B) (2)
3. To discuss the sale, purchase, lease acquisition, or appraisal of real property by the public body. 25 O.S. §307 (B) (3)
4. To have confidential communications with its attorney concerning a pending investigation, claim, or action if the school district, with the advice of its attorney, determines that disclosure will seriously impair the ability of the district to process the claim or conduct a pending investigation, litigation, or proceeding in the public interest. 25 O.S. §307 (B) (4)
5. To hear evidence and discuss the expulsion or suspension of a student when so requested by the student, the parent, an attorney, or the legal guardian. 25 O.S. §307 (B) (5)
6. To discuss matters involving a specific handicapped child. 25 O.S. §307 (B) (6)
7. To discuss any other matter where disclosure of information would violate confidentiality requirements of state or federal laws. 25 O.S. §307 (B) (7)
8. To engage in deliberations or to render a final or intermediate decision in an individual proceeding pursuant to Article II of the Administrative Procedures. 25 O.S. §307 (B) (8)
9. Discussing matters involving safety and security at state penal institutions or correctional facilities used to house state inmates. 25 O.S. § 307 (B)(9)
10. Discussing contract negotiations involving contracts requiring approval of the Board of Corrections, which shall be limited to members of the public body, the attorney for the public body, and the immediate staff of the public body. No person who may profit directly or indirectly by a proposed transaction which is under consideration may be present or participate in the executives session. 25 O.S. § 307 (B) (10)
11. To discuss the following, all of which should be cited 25 O.S. §307 (B) (11):
 - A. The investigation of a plan or scheme to commit an act of terrorism;
 - B. Assessments of the vulnerability of government facilities or public improvements to an act of terrorism;
 - C. Plans for deterrence or prevention of or protection from an act of terrorism;

- D. Plans for response or remediation after an act of terrorism;
- E. Information technology of the public body but only if the discussion specifically identifies:
 - 1. design or functional schematics that demonstrate the relationship or connections between devices or systems;
 - 2. system configuration information;
 - 3. security monitoring and response equipment placement and configuration;
 - 4. specific location or placement of systems, components, or devices;
 - 5. system identification numbers, names, or connecting circuits;
 - 6. business continuity and disaster planning, or response plans; or
 - 7. investigation information directly related to security penetrations or denial of services; or
- F. The investigation of an act of terrorism that has already been committed.

The term "terrorism" means an act of violence resulting in damage to property or personal injury perpetrated to coerce a civilian population or government into granting illegal political or economic demands; or conduct intended to incite violence in order to create apprehension of bodily injury or damage to property in order to coerce a civilian population or government into granting illegal political or economic demands. Peaceful picketing or boycotts and other nonviolent action shall not be considered terrorism (21 O.S. § 1268.1).

No action, decision, or vote shall be taken while the board is in executive session. The board shall reconvene the open meeting after an executive session prior to adjourning the meeting.

An executive session for the purpose of discussing the purchase or appraisal of real property shall be limited to members of the public body, the attorney for the public body, and the immediate staff of the public body. No landowner, real estate salesperson, broker, developer, or any other person who may profit directly or indirectly by a proposed transaction concerning real property which is under consideration may be present or participate in the executive session, unless they are operating under an existing agreement to represent the public body.

In the interest of maintaining confidentiality of the information discussed during executive sessions, under no circumstances will audio/video recording or camera photos of executive sessions be permitted. Board members and those persons requested to enter an executive session are required to turn off all cellular telephones prior to the start of the session, unless there is a legitimate reason of personal health or safety involved.

REFERENCE: 25 O.S. §307
70 O.S. §5-118
Atty. Gen. Op. 82-114 (April 12, 1982)

Revised

OPEN RECORDS REQUEST

It is the policy of the Harrah Board of Education to recognize and facilitate the public's right of access to and review of public records. The district is not required to release information contained in its education records except in conformity with the provisions of the Open Records Act, Title 51, Oklahoma Statutes, Section 24 A.1

The superintendent's secretaries shall be the district's custodian of public records and shall be responsible for the preservation and care of those public records. At least one person shall be available at all times to release records during the regular business hours of the school district. Additionally, the superintendent may establish reasonable rules of procedure by which public records may be inspected.

The superintendent shall charge a fee to recover the reasonable direct cost of copying district records. The superintendent shall also charge a fee for the direct costs of searching for district records sought for solely commercial purposes or for searches that cause excessive disruption to the district essential functions. In no case shall a search fee be charged for records sought in the public interest including, but not limited to, releases to the news media, scholars, authors, and taxpayers seeking to determine whether officials of the district are honestly, faithfully, and competently performing their duties as public servants. Fees for copies shall be paid in advance before the copies are made. The school district may require advance payment of estimated fees when the estimated cost exceeds Seventy-five Dollars (\$75.00) or if the requestor has outstanding fees from previous request.

The fee schedule for searching for and copying of district records shall be as follows:

Copies:	Research:
8 ½' x 11' or	\$25.00 per hour
8 ½" x 14 \$.25 per copy	
11" x 17" ledger \$\$.50 per copy	
Certified copy \$1.00 per page	

The written schedule of fees is posted at the central office and is on file with the county clerk. All confidential student records as defined by state and federal law shall remain confidential and accessible only to authorized personnel. The district may make requested records available online at the school district's website to comply with the obligation of providing prompt, reasonable access to records.

A requestor must complete a records request form which describes the records that are being requested with reasonable specificity. If the request is not specific, clarification must be provided. To have reasonable specificity, a request must:

- a. specify a general time frame within which the requested records would have been created or transmitted.
- b. seek identifiable records, rather than general information without any qualifiers or other specifications, and

- c. include search terms that are sufficiently specific to assist the public body in identifying the requested records.

School personnel may seek additional information from the requestor to fulfill the request and to identify the records sought by the requestor. The request may be denied if it is still not reasonably specific in accordance with state law or if the information that is requested is protected by state or federal law. Any request denied on the basis that a record is not a public record shall include the statutory reference of the law which provides that the information is confidential.

REFERENCE: 51 o.s. §24 A.I et seq.

NOTE: If regular businews are not maintained, the school district is required by law to post and maintain a written notice at the main office of the school district and with the county clerk, which notice shall include the following: (1) the hours records are available for inspecting, copying and reproduction; (2) the name, address and telephone number of the individual in charge of the records; and (3) detailed procedures for obtaining access to the records at least two days of the week, excluding Sunday.

Harrah Public Schools

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

NOTICE SCHEDULE OF REGULAR MEETINGS CALENDAR YEAR, 2026

November 10, 2025

BOARD OF EDUCATION
HARRAH ISD 7
20665 WALKER
HARRAH, OK 73045

Telephone: (405)347-2820 - phone (405)454-0022 – fax

<u>DATE</u>	<u>TIME</u>	<u>PLACE</u>	
January 12, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
February 9, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
March 9, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
April 13, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
May 11, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
June 8, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
July 13, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
August 10, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
September 14, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
October 12, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
November 9, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah
December 14, 2026	7:00 p.m.	Conf. Room	Admin. Bldg., 20665 Walker, Harrah

NAME OF PERSON REPORTING: Paul Blessington
TITLE: Superintendent

Signature

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

Virginia Smith Elem.
20227 NE 10th
Harrah, OK 73045

Clara Reynolds Elem.
755 Harrison St.
Harrah, OK 73045

Russell Babb Elem.
20901 NE 10th
Harrah, OK 73045

Harrah Middle School
1480 N. Dobbs
Harrah, OK 73045

Harrah High School
20370 Elm Street
Harrah, OK 73045



EXECUTIVE SESSION
NOVEMBER 10, 2025
Exhibit A

2025-2026 SCHOOL YEAR

RECOMMEND TO HIRE - CERTIFIED

Name	Position	Site
TAMI DORRELL	TEACHER (ELA)	MS



EXECUTIVE SESSION
NOVEMBER 10, 2025
Exhibit B

2025-2026 SCHOOL YEAR

RECOMMEND TO HIRE - SUPPORT

Name	Position	Site
	BUS MONITOR	BUS BARN
	HOUSEKEEPER	VSE

2025-2026 SCHOOL YEAR

RECOMMEND TO HIRE - SUBSTITUTES

Name	Name
ALYSSA BALDWIN	ANIKA DAVIS
JAMIE BOLLING	MARY HEWETT
KELLY BRANSCUM	MANDY KING
JAECI COMSTOCK	RAYMOND KING
SHIRLEY COVINGTON	KARMEN RILEY
SHERRI STURGILL	LANDRIE WILLIAMSON
COURTNEY VERNER	CHERYL DEATON
JAMIE BOLLING	KATY MCLAUGHLIN
KATE JOLLY	JAZMINE FAULCONER