

# Superintendent's

**TULSA PUBLIC SCHOOLS**

**Keith Ballard, Ed.D.**  
**Superintendent of Schools**



# Bulletin

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## Dr. Ballard's Weekly Message

Greetings. Last week I joined a large contingent of Tulsans who were part of the Greater Tulsa Area Metro Chamber fly-in to Washington, D.C. The purpose of the trip was to discuss local needs with federal lawmakers. In so doing, I was able to establish important relationships with Tulsans from a variety of influential organizations that are ready and able to work with Tulsa Public Schools.



While meeting with Oklahoma's congressional delegation in Washington, I accepted the opportunity to speak about education issues. It is so important for the people who decide how to spend education funds to hear directly from the school districts they represent. I appreciated the chance to address this vital audience.

In addition to spending time with our congressional delegation, we heard from and met with several officials who can help Tulsa achieve its goals. Former Oklahoma Governor Frank Keating, former Congressman J.C. Watts and Secretary of Transportation Ray LaHood each offered perspectives on issues relevant to Tulsa. We also visited the U.S. Chamber of Commerce building where we were briefed on several issues, including the critical stimulus package.

While in D.C., I received some fantastic news: TPS will receive two appropriations in the current budget process—\$500,000 for our campus police program and \$285,000 for alternative education. We received this much-needed appropriation because of the guidance and effort of Todd Singer and Heartland Consulting, Inc. Once again, the decision to contract with a federal lobbyist appears to have reaped benefits for TPS. I also believe TPS received these appropriations because Congressman John Sullivan and Senator Jim Inhofe were listening when board member Matt Livingood and I met with them in Washington last month. Please take some time to thank these friends of TPS for this timely infusion of funds.

Where the stimulus package is concerned, we are beginning to lay our (Continued on Page 7)



## The Heart of Tulsa Employees Who Make a Difference

Karen Rogers doesn't like to talk about herself. She instead spends the lion's share of a lengthy conversation discussing Sherri Edwards. Rogers knew Edwards decades ago while working at the Corpus Christi State School, a residential facility for the mentally challenged and severely disabled.



Spending time there was "an eye-opener," Rogers says, "I saw disabilities in the most heart-wrenching state."

There was nothing wrong with Edwards' mind—it was her body that failed her from birth. She was forced to communicate by blinking her eyes, but that didn't stop her from accomplishing her goals. Case in point: Rogers' wedding. Most of the hospital's staff opposed the idea of Edwards leaving the facility and attending.

"Sherri wanted to come to my wedding so they found a dress for her and she went," Rogers said.

Rogers recalls walking down the aisle and catching Edwards' eye.

"It taught me to value every human being and give them their dignity and integrity. Because she couldn't sit up and dress herself was no reason not to attend the wedding of a friend," she said.

Rogers was born in Alexandria, Louisiana. She left the medium-sized city after high school to attend college in Texas, although she seriously considered joining the Air Force.

"I was intrigued by the Air Force but my father told me no," Rogers says, "and I think that's what made the idea even more attractive to me. He wanted me to focus on nursing and education."

Rogers met Edwards after departing East Texas State University. She left Corpus Christie when her husband was transferred and eventually moved to Tulsa in 1990.

"I found Tulsa to be a beautiful city to raise my children in," she says, "but it wasn't (Continued on Page 2)



## The Heart of Tulsa (Continued)

until I started working for TPS that I realized how segregated the city is.”

Her first job at TPS was working with emotionally disturbed students at Rogers, McLain, Bryant and Monroe. Again she drew upon the lessons she learned through her friendship with Edwards: Everybody matters, no matter how many lousy hands they have been dealt in life.

“I found the position to be very rewarding. I had a way of reaching these children and letting them know their self-worth by talking through their issues.”

Next up for Rogers was Whitney Middle School where she was assistant principal in charge of discipline.

“You can discipline but you do it with love. It’s irresistible for a child to have an adult—other than their parent—claim them for their own,” she says.

Her husband was again transferred to Amarillo, Texas, in the mid ‘90s and Rogers accepted a position as an assistant principal. But Tulsa was in her blood and she returned to interview for the coveted position of Booker T. Washington principal. She got the job.

“At Booker T. they have a philosophy there that they believe they are the best,” Rogers says, “and when you believe it, you perform that way.”

She followed that with a position placing her in the thorny area of race relations. Rogers, with Black, American Indian, French and Spanish heritage, was appointed to the position of Human Rights Coordinator, working at Fulton Teaching and Learning Academy. In the course of her position she brought members of President Clinton’s Initiative on Race to Tulsa, helped produce with the late Carver Middle School drama and speech teacher Tyrone Wilkerson a play about prejudice called “The Bridge,” and facilitated a panel discussion on race relations. She stayed at Fulton for three years before then-superintendent David Sawyer hired her for a post fostering “a positive learning environment that values human diversity in TPS,” according to a news report at the time.

After many years in many different schools, Rogers now works at the Education Service Center as Director of GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Education Program). GEAR-UP is a federally-funded program designed to help overcome educational disparities between low-income students and their middle- and higher-income peers. Rogers supervises school-based site facilitators and teachers serving as instructional coaches at Rogers, Central,

McLain, and Webster high schools.

“Our program also utilizes the services of a Parent Involvement Facilitator. These individuals are the success engineers of our program. They are committed to our students and parents and they exhibit this every day without exception. I am fortunate to have the opportunity to work with these passionate and student-focused professionals.”

And through it all she remembers, every single day, the lessons a woman disabled in the body but strong as iron in the spirit, taught her in the Lone Star State so many years ago.

## What is the Heart of Tulsa?

by Tami Marler, Director  
Public Information

Tulsa Public Schools is made up of 88 sites spread over 176 square miles. We are not one elementary school with perfect state test scores; nor are we one middle

school with disciplinary challenges or one alternative school with a tarnished past. We are 41,000 students and nearly 7,000 employees. Our successes pump life into the city we inhabit. From custodians, to cafeteria staff, to classroom teachers, to principals and district administrators, we have the awesome responsibility of shaping the future of Tulsa. *We are the heart of Tulsa.*

When college graduates consider where to apply for their first teaching jobs, they look at Tulsa Public Schools as a district, not as a single school. They look at what TPS pays, what types of professional development TPS offers and what type of support TPS gets from the community. If they do a Google news search on TPS, they will most often find negative stories. Why? Most negative news reports involving a school identify TPS as the district and include an interview with a TPS official. Conversely, when a positive event is reported at a school, TPS is rarely identified. The effect is a negative overall perception of Tulsa Public Schools and a positive perception of individual sites.

*TPS: The Heart of Tulsa* is a grass roots initiative designed to bring people together behind the common cause of promoting Tulsa Public Schools. *TPS: HoT* officially kicks off with a community fair in May. If you would like to feature your student performers or have a booth at the fair, contact Janice Jones at 746-6298 or [jonesja@tulsaschools.org](mailto:jonesja@tulsaschools.org).





## Congratulations to TPS' Standout Employees

The Teacher of the Year and Support Employee of the Year selection committees are a step closer to naming the district's superlative staff members for 2008-2009.

Please take a moment to congratulate your co-workers who are tops in their schools or departments:

### Support Employee of the Year semi-finalists:

Amanda Cavin, Carnegie Elementary Paraprofessional  
 Dana Karlin, Eisenhower Elementary Teacher Assistant  
 Tammy Dake, Columbus Elementary Cafeteria Manager  
 Patti Phillips-Todd, Thoreau Academy Parateacher  
 Karen Gilbert, Tulsa Learning Academy Principal's Secretary  
 Raul Elizalde, Asbestos Leadman, Maintenance  
 Tracy Johnson, Adams Elementary Principal's Secretary  
 Luther Factor, Grounds Lead, Maintenance  
 Charlene McBean-Freeman, Roosevelt Elementary Principal's Secretary  
 Thomas Coll, ISS PC Technician  
 Wendell Peters, Booker T. Washington Building and Grounds Site Supervisor

### Teacher of the Year semi-finalists:

Bonnie Stone, Mitchell Elementary School  
 Kelly Spencer, McLain High School  
 Brian Grimm, Rogers High School  
 Lianne Cain, Whitney Middle School  
 Elizabeth Humphrey, Edison Middle School  
 Brenda Gail Cox, Sequoyah Elementary School  
 Sheila Jones, Street School  
 Ruth Roberts, Marshall Elementary School  
 Cathy Essley, Eliot Elementary School  
 Linda Hilsabeck, Lee Elementary School  
 Sara Gregersen, Foster Middle School  
 Brent Brownlee, Madison Middle School

The Teacher and Support Employee of the Year will be named at the annual employee appreciation banquet on April 24 at Tulsa Expo Square.

## Smart Kids: Edison Dominates Science Fair

Thomas Edison would be proud of his namesake middle school. Twenty-one students from Edison Preparatory Middle School took part in a recent science fair at Tulsa Community College's Southeast Campus.

Four students took home prizes and placed in the fair with one qualifying to advance to the state finals. That super-smart student is eighth-grader David Maxwell, who nabbed first place in the Biochemistry, Medicine and Health division.

Connor McLelan, a student in the sixth-grade, placed first in the Earth and Space Science category while his classmate Rowan Waller placed third. Another sixth-grader, Chris Maxwell, came in tops in the Engineering division.

## The Students Sparkles Saved

Little Dystiny Hodges was just hungry and wanted to heat up her snack. Big mistake.

"I was warming up my Arby's sandwich and I didn't know that the wrapper was aluminum inside...I took a deep breath and I yelled, 'the microwave's on fire!' Everybody ran outside. It did a lot of damage. I said I'm sorry to my mom but I didn't know it had aluminum," Dystiny, 9, recalls.



*Mini Heroes: Celia Clinton Elementary Students Angelica Riggins and Dystiny Hodges give Sparkles the Fire Dog a pat at a rally in their honor.*

It could have been worse. Dystiny and Angelica Riggins, 6, are Celia Clinton Elementary students who each recently survived fires at their homes. Both students credit Sparkles the Fire Dog and her handler, firefighter Dayna Hilton, with teaching them the proper procedures in case of fire. Sparkles and Hilton visited Celia Clinton last fall and Dystiny and Angelica obviously paid attention.

Dystiny, Angelica and the Tulsa firefighters that responded to the blazes and Principal Tanya Davis were honored at a recent school assembly.

After Angelica's house was engulfed she "got down on the floor and crawled just like Sparkles did," she said.

While Hilton and Sparkles travel the country giving presentations, there's a local connection as Sparkles was adopted in Tulsa.

"We just don't hear stories like this one. These children and their families being here and we're so thankful because everyone knew what to do to be safe," Hilton said. "That's what was so neat today was to hear the stories of the kids saying, 'I knew what to do because Sparkles taught me what to do.' It's very gratifying to hear something like that."



## Elementary Culinary Competition Winners

Julia Child said, "I was 32 when I started cooking; up until then, I just ate." If that's the case there are some TPS students with a head start on the legendary chef.



Let's start with Nikki

High, Kaitlin Chaisson and Landon Turner. The trio recently placed tops in the Elementary Culinary Competition, a cooking contest sponsored by the TPS Child Nutrition Office.

Phillips Elementary's Kaitlin Chaisson prepared a chicken Caesar vegetable pita. Sandburg's Landon Turner waxed creative with a decadent and healthy (two terms you don't see together very often) strawberry banana peanut butter combo wrapped inside a flour tortilla while Nikki, a student at Robertson Elementary, presented the chefs with microwave-made popcorn balls.

But the finished product only tells half the story. The behind-the-scenes atmosphere at the cook-off's location of Webster High School mirrored that of a high-end restaurant as the mini-chefs oversaw even the smallest detail. And make no mistake about it: Even though child nutrition workers teamed with individual students to help out, the kids were the brains behind the operation.

"Now we have to make sure we cut it down the middle," Kaitlin informed child nutrition's Peggy Epperson as the two carved up a carrot.

The contest began in January with third, fourth and fifth graders submitting recipes. Ten were picked to go on to the competition with winning entrees determined based on ease of preparation, the amount of healthy ingredients and presentation.

All ten finalists received a chef's coat, medal, backpack full of kitchen supplies and a recipe book. The recipes will be compiled into a cookbook for parents, staff and students.

### Quick Tips: Online Resource

This handy website offers maps of various size, scale, content, etc. The customizable and downloadable maps can be printed even in large format. Social studies and science teachers will especially enjoy the content. <http://nationalatlas.gov/>



## TPS Students 'Superior' at OSSAA Competition

Band and orchestra students from across the region competed in the Oklahoma Secondary Schools Activities Association solo and ensemble contest. Paige Godfrey, the district's music curriculum specialist, says the competition—only open to high school students—spotlights some of the district's most promising musical prodigies.

"These students work very hard and it's a very rigorous competition. These students will put TPS on the map," Godfrey said.

The next step for these talented students is the state competition in April. Here's a list of the students and ensembles that received a rating of superior, meaning they advance to compete for state honors.

Booker T. Washington, Kevin Quezada—flute, piccolo and violin solos

Booker T. Washington, Danielle LaGrande—alto saxophone solo

Booker T. Washington, Hannah Littlefield—cello solo

Booker T. Washington—violin duet, violin trio, and string trio

East Central—flute/clarinet ensemble

Edison—wind ensemble

Edison, Phillip Goree—clarinet solo

Edison, Ben Cowen—trumpet solo

Edison, Taylor Johnson—trombone solo

Edison, Nathan Nicholson—percussion solo

Edison, Jonathan Martell—viola solo

Edison, Josh Rodriguez—cello solo

Edison, Rebecca Bearden—violin solo

Webster, Crystal Davison—flute solo

## Thank You

The Public Information staff encourages employees to pat each other on the back every once in a while. Your words of appreciation are featured in weekly bulletins. This week's entry comes from Brenda Anderson, the principal at Anderson Elementary School.

She offers praise for John Olson, an employee in the school's maintenance department.

"We have had several issues out here lately and he has gone above and beyond for us," Brenda says. "He will come out anytime we call and he is amazing about getting things done for us. He always makes Anderson a priority and I am so appreciative. Please know how great he is and the work he does to keep our building running—he is awesome."



## Mental Minute: Who Will Stand Up to the Bully?

by Tenna Whitsel

On April 20, 1999, many of us watched in horror as one of the most tragic episodes ever involving school violence unfolded. We grieved as a nation over Columbine High School.



We now know the students responsible for the massacre were victims of bullying. A U.S. Secret Service and U.S. Department of Education study of school shooting incidents found the Columbine murderers suffered “bullying and harassment that was longstanding and severe.”

On any given day our students may hear a nasty rumor, be pushed in the hallway, receive a mean text message or be ostracized from a group. They may not think this is bullying but it is. Bullying is any form of verbal or physical harassment that occurs repeatedly over time, is intended to cause harm, and involves an imbalance of power between the child who bullies and the child being bullied. Research confirms that bullying, aggression, and violence lead to impaired readiness for learning and academic achievement, increased absenteeism, and higher dropout and failure rates.

In high school the consequences of bullying can be especially severe. In extreme cases, victims of prolonged bullying and harassment have committed suicide or “bullycide” as a way to escape their torment. Bystanders suffer too. Students that ignore or dismiss the behaviors of bullying may suffer from guilt and low self-esteem. The ongoing silence and failure to confront the issues of bullying contribute to a pervasive climate of fear that damages and disrupts the educational process as a whole.

Every TPS school has been provided the Cambium Publishing’s series on bully proofing. The evidence-based series concentrates on the most effective strategy to combat bullying in the school setting. It focuses on the 85-percent of students who are neither bullies nor victims. It works to establish what is termed a “caring majority” by developing and reinforcing student identity. The actions and influence of the caring majority dictates the school environment, giving strength and support to victims and defusing the power of bullies.

Effective implementation is based on a school-wide approach. Training for elementary and middle schools offered earlier this year was well received. Consultant and trainer Don Swartz will provide high school staff training on March 7 at Fulton. Talk with your

principal about training a team from your high school and register on the DK system. Enrollment is limited. If you are interested in training for your staff contact Tenna at 925-1108. TPS has certified trainers that can work with educators to establish a bully-free school.

For more information go to [www.stopbullyingnow.hrsa.gov](http://www.stopbullyingnow.hrsa.gov) or [www.eyesonbullying.org](http://www.eyesonbullying.org).

## Cops Corner

from Chief Gary Rudick



The TPS Campus Police Department is welcoming a dozen new faces to its ranks. Starting March 2, the district will employ 12 security officers who will assist campus police officers in ensuring school safety. The addition to the department is part of an ongoing effort to reduce the district’s dependence on private security firms and increase control over safety and security issues in schools.

District security officers will be licensed by the State of Oklahoma to carry firearms and will have received training specific to their duties and responsibilities. Security officers are different from police officers in that they do not possess statutory authority to make arrests or to be involved in the active investigation of reported crimes. They can detain and restrain persons who are suspected of involvement in criminal activity and can affect a citizen’s arrest. They will work directly under the supervision of the campus police officer at their assigned sites. Just like our police officers, security officers will work as part of a team at each site.

Except for the police badge and collar brass, security officers will dress similarly to campus police officers; so if you see them walking your halls, be sure to welcome them to the district. New district security officers are: Tracey Johnson, Edgar Lara, Malcom Meggibben, James Watts, Julia Parks, Brian Davis, Trukeisha Davis, James Blandon, Steven Haumpy, Robert Bush, Christopher Diggs and Benjamin Noble.

## Not Enough Hours in the Day?

by Dr. Pamela Butler, Director of Health Services

If you are feeling stressed to complete work-related tasks because there just don’t seem to be enough hours in the day, you may want to consider how you use the Internet.



A recent survey conducted by America Online and Salary.com found that the average worker admitted to wasting 2.09 hours per day, not including lunch and scheduled break (Continued on Page 6)



## Not Enough Hours in the Day (Continued)

times, on Internet activities not related to the job. More people admitted to spending time on the Internet over other categories of work-related time wasters such as socializing with co-workers and visitors, conducting personal business, daydreaming, personal phone calls, planning personal events and even applying for other jobs while on the job.

So, if you find yourself stressed out at work, try cutting back your trips down the information superhighway!

## Customer Service at TPS: What Did You Say?!

from [www.centerforplainlanguage.org](http://www.centerforplainlanguage.org)

Plain language is reader-focused writing. When you write in plain language, you create material (for print or online) that works well for the people who use that material.

The definition of “plain” depends on the audience. What is plain language for one audience may not be plain language for another audience.

Our measure of plain language is behavioral: Can the people who are the audience for the material quickly and easily find what they need, understand what they find and act appropriately on that understanding?

Plain language is more than just short words and short sentences – although those are often two very important guidelines for plain language. When you write in plain language, you also organize it logically for the audience.

One of the many guidelines: Don’t be wordy.

### Excess Words

### Plain Alternatives

accordingly	so
addressees	you
as a means of	to
as prescribed by	in, under
at a later date	later
at the present time	now, currently
commence	begin, start
constitutes	forms, makes up
for the purpose of	to, for
heretofore	until, now
in accordance with	under
in order to	to
in the event that	if
on a monthly basis	monthly
pertaining to	of, about
related to	of
so as to	to
should it appear that	if
with regard to	about



## Copyright Guidelines

from Tracy Kouns, Multimedia Specialist

**Q:** My students created a senior video consisting of photos of our students during the year. Is also contains copyrighted music as background. Can we distribute copies of the video?

**A:** While the student creation of the video as a class assignment may use copyrighted music (small portions of each song), the public performance or distribution of the video is a violation of copyright law.

It would be wisest to use permissible music. If you use student-created music, be sure to obtain permission using the Permission to Use Student Work form.

Here are some online sources for royalty free or open source music and other materials.

- [creativecommons.org](http://creativecommons.org)
- [www.google.com/advanced\\_search](http://www.google.com/advanced_search) (choose appropriate usage rights from the drop-down)
- [soundzabound.com](http://soundzabound.com)
- [freeplaymusic.com](http://freeplaymusic.com) (classroom use only, not web, podcasts, live events, etc. read the terms of use)

## Principal for a Day

TPS’ third annual Principal for a Day is Friday, March 27, beginning with job shadowing at 8 a.m. and concluding with lunch with Superintendent Dr. Keith Ballard at noon in the ESC Selman Room.

Contact Charlet Keen at [keench@tulsaschools.org](mailto:keench@tulsaschools.org) or 746-6306 for information.

## Big Books Online

Many educators agree so-called big books are useful for the classroom and helpful in teaching children to read. The teachers’ professional library at Fulton makes available over 220 of these books including such classics as “Mufaro’s Beautiful Daughters,” “Paul Bunyan” and “If You Give a Mouse a Cookie.”

To search for a title online, go to “[destiny.tulaschools.org](http://destiny.tulaschools.org),” click on “Fulton professional library” and type in “big books.” Big books can be checked out and sent through the school mail. Contact Beth Smith at 925-1138 or e-mail [smithel@tulaschools.org](mailto:smithel@tulaschools.org) for more information.

## Grissom Celebrates 40 Years of Fun!

Join Grissom Elementary staff, students and alumni on March 6 from 5:30—8:30 p.m. to celebrate 40 years of fun. The event features food, games, a silent auction, bake sale, a Jupiter Jump and Whiskers the Clown. For information contact Kelly Pruitt at [kelly0516@cox.net](mailto:kelly0516@cox.net) or 636-4763.



## Summer Reading Academy Guidelines

The annual Summer Reading Academy is being held at several different locations across the district.

The academy is June 1–25 for schools on the traditional calendar and June 22–July 16 for continuous learning. The hours are 7:30 a.m. to 12:30 p.m., including half-hour breakfast and lunch breaks. Materials used for instruction are provided along with paid training on their use.

Applications for teachers are available on the TPS website under “employees.” All teachers wishing to apply must have completed one of the trainings listed on the application. Return completed applications to Carole Walker on the second-floor of the ESC. The deadline for application submission is Tuesday, March 31.

Contact Janice Sosa, 925-1192 or [sosaja@tulsaschools.org](mailto:sosaja@tulsaschools.org) with any questions.

## Get Educated for Home Ownership

TPS educators are invited to a free home buying seminar on Tuesday, March 10 at 6:30 p.m. Topics include: Down Payment Assistance; Up to \$8,000 Tax Credit; Firefighter, Office and Teacher Next Door; HUD and VA Information; Financing; Home Inspections and Interest Rates.

The free seminar will be held at Barnes Realty, 1436 N. Norfolk. For more information or to register by phone, call Carmeka at 852-6337.

## Teaching Oklahoma’s Natural Wonders

The Oklahoma Tourism and Recreation Department, Oklahoma State Parks and the State Department of Education have collaborated to produce a valuable classroom teaching tool.

The Oklahoma ecoregion DVD consists of six five- to seven-minute video clips showing Oklahoma's diverse ecosystems, animal behavior and adaptation, rock formations, and other important science concepts. The clips are aligned to Oklahoma PASS and are targeted to middle schools students; however, any age student would benefit.

Check out the OKSDE Web site for the video and associated teacher guides. For more information, contact Jana Rowland at OKSDE, (405) 522-3524, or [Jana\\_Rowland@sde.state.ok.us](mailto:Jana_Rowland@sde.state.ok.us).

## Dr. Ballard’s Weekly Message (Continued)

groundwork. First, we will receive an infusion of Title I and IDEA funds. An extra \$16.8 million over two years will help to improve nearly three-quarters of the district’s schools: 46 elementary schools, 10 middle schools and five high schools. An extra \$13 million in IDEA funds over two years will benefit more than 6,200 special education students.

I remind everyone that these dollars can only be used in a specific manner. We are doing a couple of things to prepare for the infusion. Executive Director of Title I Robert Burton, Sr. has requested waivers especially for supplanting and maintenance of effort. This would allow us to use the new dollars for current expenditures. Mr. Burton and Dr. Mary Guinn, deputy superintendent with supervision over special education, will look carefully at the organization in these two important areas. After that review is complete, we will begin a careful budgeting process to ensure a wise use of the new funds.

TPS could also be eligible for discretionary dollars that will go directly through Governor Brad Henry’s office or through the U.S. Department of Education. The federal stimulus package comes at a crucial time for public schools. We know the state budget shortfall will impact TPS’ upcoming budgeting process. Any infusion of funds will help to defray some of that impact. As always, I will keep you posted as information comes my way.

Also in D.C., Mayor Kathy Taylor, Monroe Nichols, Dr. Gerry Clancy and Dr. David Adelson of OU-Tulsa and I met with Ify Offor, Vice President for New Site Development with Teach For America. We continue to make progress in bringing this program to Tulsa. We have initiated conversation with OU-Tulsa about a program that would assist the Teach For America educators in achieving certification. We are determined for this program to bring residual benefits to existing faculty. If the Teach For America program comes to Tulsa, an executive director will have an office somewhere in the city, hopefully at ESC or Fulton. That person will be a tremendous resource for the entire district in providing professional development to our teachers, particularly new teachers to the district.

We continue to work with OU-Tulsa and philanthropic partners on our tuition payment program, which includes discussions about possible expansion to the masters level. Such programs tie directly to my philosophy that excellent teaching and building leadership make all (Continued on Page 8)



**Dr. Ballard's Weekly Message (Continued)**

the difference in the success of schools.

And speaking of excellent teachers...I had the opportunity on Friday to meet with the top five candidates for TPS Teacher of the Year. It was difficult enough for the area superintendents to narrow the field from almost 90 to 13. After visiting the top five—Bonnie Stone at Mitchell, Kelly Spencer at McLain, Brian Grimm at Rogers, Lianne Cain at Whitney and Elizabeth Humphrey at Edison Middle School—I can only say that I'm glad I don't have to select the district winner. What an uplifting experience it was to visit such outstanding teachers. In my eyes, they are all excellent ambassadors for TPS.

I also enjoyed meeting with the finalists for TPS' Support Employee of the Year. Many thanks to Amanda Cavin, Carnegie paraprofessional; Dana Karlin, Eisenhower teacher assistant; Tammy Dake, Columbus cafeteria manager; Patti Phillips-Todd, Thoreau parateacher and Karen Gilbert, TLA principal's secretary for all of your hard work.

Be sure to make your reservations for the employee appreciation banquet so you can be among the first to meet TPS' 2009 Teacher and Support Employee of the Year.

Have a great week!

**TPS Job Opportunities:**

A vacancy exists in the position shown below. Those interested in such a position should file a written request or application and resume within 20 calendar days (excluding holidays) of the date of this notice.

**Director of Treasury Services**

**Reports to:** Director of Finance/Treasurer

**Minimum Qualifications:**

- Bachelor's degree in accounting, finance or related business areas. CPA or MBA preferred.
- Bondable (to be designated as legal "Assistant Treasurer" of district).
- Minimum 5 years relevant experience.
- Familiar through education and experience with cash management, bond debt management, banking and broker relations, revenue budgeting and governmental reporting concepts.
- Experience in the financial division of a school district, government regulated organization or financial institution.

- Experience with mainframe systems, client/server systems, PC spreadsheets, word processing and databases required.

**Duties and Responsibilities:**

- Coordinates with and is primary back up for the treasurer to manage the district's cash, investments and collateral.
- Tracks and analyzes district revenue collections and forecasts.
- Prepares monthly treasury reports.
- Forecasts and monitors district state aid payments.
- Prepares district revenue budget.
- Makes appropriate payments to charter schools.
- Supervises the School Activity Fund accounting section.
- Makes all District Debt Service Fund payments and assess arbitrage requirements.
- Handles all other Treasury Office functions.

**Compensation:** BL 11

**Date of Notice:** 3/2/09



**March 2, 7 p.m.**

School Board Meeting  
ESC Selman Room

**March 12, 9 a.m. – 3 p.m.**

All-City High School Choral Festival  
Edison

**March 12, 6 p.m.**

Central High School Open House

**March 9 - 13**

Intersession  
Continuous Learning Schools

**March 16 – 20**

Spring Break  
Continuous Learning &  
Traditional Schools



Requests to distribute materials at TPS sites go through Janice Jones in the Public Information Office, 746-6298 or [jonesja@tulsaschools.org](mailto:jonesja@tulsaschools.org).

Cascia Hall Performing Arts – The Will Rogers Follies  
Greenwood Christian Center – Kingdom Kidz Encounter  
Schoborg Morrisett Chiropractic Clinic – Student Athletic Physicals

Tulsa Community College – Job Seminar

Tulsa Parks – Camp Sign-Up & Spring Break Camp