SECTION IV

INSTRUCTION

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SECTION IV – INSTRUCTION

4.1 SCHOOL IMPROVEMENT

The Board of Education philosophically supports the concept of School Improvement and the underlying premise that all children can learn the intended curriculum given appropriate instruction, adequate resources and sufficient time. The school improvement and restructuring efforts of the school district will be related to and under the umbrella of the most current research. Each of the attendance centers in the district shall annually develop a data-driven school improvement plan and will present it to the Board of Education.

ADOPTED: October 21, 1993
REVISED: November 11, 1996

4.2 CURRICULUM

4.2 - 1.0 PROTECTION OF PUPIL RIGHTS AMENDMENT POLICY

For purposes of this policy, the following definitions apply:

1. Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

2. Invasive physical examination means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

3. Parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). All rights provided to parents under this policy transfer to the student when the student turns 18 years old or is an emancipated minor at any age.

4. Personal information means individually identifiable information including (i) a student or parent's first and last name; (ii) a home or other physical address including street name and the name of the city or town); (iii) a telephone number; or (iv) a Social Security identification number.

5. Survey includes an evaluation.

Inspection of Instructional Materials

All instructional materials, including teacher's manuals, films, tapes, or other supplementary instructional material that will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents of students in the School District. However, teacher lesson plans and tests are confidential records under the Oklahoma Open Records Act. After request by a parent, review of instructional materials shall be at a time mutually convenient to the teacher involved and the parent. Any complaint by a parent regarding the parent's inability to inspect any instructional material shall initially be addressed to the principal of the school where the parent's child attends. If the parent is dissatisfied with the principal's decision, then the parent may request review by the superintendent, or his or her designee, who shall have final authority over the matter.

Establishing a curriculum and determining to include or remove particular materials within the curriculum are the legal responsibilities of the board of education subject to statutory and state board of education guidelines. Nothing in this policy is intended to grant or quire prior parental approval or control of materials or parental control, approval or review of teaching techniques or methods.

Surveys

No student shall be required to submit to a survey, analysis, written examination or evaluation that reveals information concerning:

1. Political affiliations or beliefs of the student or the student's family;
2. Religious practices, affiliations, or beliefs of the student or the student's parent;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Mental or psychological problems of the student or the student's family;
6. Critical appraisals of other individuals with whom the student has a close family relationship;
7. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; and
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the parent's prior consent.

Parents may inspect, upon request, a survey created by a third party before the survey is administered or distributed to students. Review of such surveys shall be at a time mutually convenient to the principal involved and the parent. Any complaint by a parent regarding the parent's inability to inspect any such survey shall be addressed to the superintendent, or his or her designee, who shall have final authority over the matter.

The school district will take appropriate steps in compliance with the Family Educational Rights and Privacy Act to protect student privacy in the event of the administration or distribution of a student survey containing one or more of the items mentioned above.

Psychiatric or Psychological Examinations

Without the prior written consent of the parent or guardian, no student who is an un-emancipated minor shall be required, as part of any applicable program, to submit to psychiatric or psychological examination, testing or treatment.

Notification and Opt-Out

The School District will directly notify parents, at least annually at the beginning of the school year, of the specific or approximate dates during the school year when the following activities are scheduled or expected to be scheduled:

1. Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information or providing that information to others for that purpose. These activities do not include information for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions, such as:

    a. College or other postsecondary education recruitment, military recruitment;
    b. Book clubs, magazines, and programs providing access to low-cost literary products;

c. Curriculum and instructional materials used by elementary and secondary schools;
d. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic clinical, aptitude, or achievement information about students and the subsequent analysis and public release of the aggregate data from such tests and assessments;
e. The sale by students of products or services to raise funds for school-related or education-related activities; and
f. Student recognition programs.

2. The administration of any survey containing one or more items described above in the Surveys section of this policy; and

3. Any non-emergency, invasive physical examination or screening that is (i) required as a condition of attendance; (ii) administered by and scheduled by the school in advance; and (iii) not necessary to protect the immediate health and safety of the student or other students. This provision does not apply to any physical examination or screening that is permitted or required by state law, including physical examinations or screening that is permitted without parental notification.

Inspection of Data Collection Instruments

The school district will take appropriate steps in compliance with the Family Educational Rights and Privacy Act to protect student privacy in the event of such collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information or providing that information to others for that purpose. Parents and eligible students may inspect, upon request, any instrument used in the collection of such information before the instrument is administered or distributed to students. Review of such instruments shall be at a time mutually convenient to the principal involved and the parent. Any complaint by a parent regarding the parent's inability to inspect any such survey shall be addressed to the superintendent, or his or her designee, who shall have final authority over the matter.

APPROVED: September 19, 2005

4.2 - 2.0 CURRICULUM ADOPTION

It is the policy of the Board that no basic course of study shall be eliminated or new courses added without approval of the Board, nor shall any significant alteration or reduction of a course of study be made without such approval.

New programs and courses of study shall not be acted upon by the Board until the meeting following their presentation by the administration that Board members may have opportunity to review the proposed program.

APPROVED: August 16, 1982; October 21, 1993

4.2 - 3.0 TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

The policy of the Ponca City Board of Education governing drug education shall be based on the fact that drug abuse includes any physical or mental state resulting from the use of a drug for any purpose other than its medically prescribed use, and that this mental and/or physical effect precludes realization of the educational potential of the individual. The objectives of the drug education curriculum are rooted in the district's belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each individual student to the dangers of drug use.

APPROVED: August 26, 1982
REVISED: October 21, 1993; November 11, 1996

4.2 - 4.0 SELECTION OF INSTRUCTIONAL MEDIA CENTER MATERIALS

The Board of Education, which is responsible for all book purchases, recognizes the student's right of free access to many different types of books. The Board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and to make them available in the schools.

The authority to select library materials is delegated to the professional personnel of the district. While the selection of materials may involve input from various school personnel, the responsibility for coordinating, evaluating, and recommending the selection and purchase of library/media materials rests with the certified library/media personnel and the district's site administrators.

It is therefore the policy of this district to require the materials used in the school library media program, including print materials, nonprint materials, multimedia resources, equipment, and supplies, selected for our schools, to be in accord with the following:

1. Books and other reading matter shall be chosen for the interest, information, and enlightenment of all students in the community.
2. A book shall not be excluded because of the origin, background, or views of the author or because of its style and language.
3. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, including international, national, and local issues.
4. Books or other reading material of sound factual authority shall not be excluded or removed from library shelves or classrooms because of partisan or doctrinal approval or disapproval.
5. When acquiring books and other materials, the materials selected shall reflect the district's community standards for the population the library serves, and the materials shall be age-appropriate to the schools in which the materials are made available.
6. Books and other materials shall be selected in a manner ensuring that materials available to students are adequate in quantity and quality to meet the needs of students in all areas of the school library media program.

7. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.
8. No parent or group of parents has the right to determine the reading matter for students other than their own children. The board does, however, recognize the right of an individual parent to request that his or her child does not have to read a given book, provided a written request is made to the superintendent or the superintendent's designee.

Request for Reconsideration

In accordance with number 7 above, the board has adopted the following policy for addressing objections to books and other library materials:

Any parent who wishes to request reconsideration of the use of any book in the school must make such a request in writing on a Citizen's Request for Reconsideration of Library/Media Materials form available from the superintendent.

The Citizen's Request for Reconsideration of Library/Media Materials will be submitted to the principal, who will review the request and schedule a conference to discuss this matter with the individual making the request. The principal may invite a teacher or a librarian to participate in this discussion.

If the complaint is not resolved during the initial conference, the matter will be referred to a committee appointed by the superintendent, which will consist of two appropriate-level teachers, one appropriate-level librarian, and an administrator associated with curriculum. The committee will review the material in its entirety, review the general acceptance of the material by reading reviews and consulting recommended lists, determine the extent to which the material supports the curriculum, obtain any necessary documentation from the teacher or librarian who selected the materials in question, and determine whether the material conforms to the above-stated principles of selection.

The committee will discuss the material as a group and will reach a decision by simple majority. Options available to the committee for its decision are: no action, removal of the material, designation of material for a specified student group (i.e. AP students), or reassignment of material to a library serving older students. The committee shall prepare a written report to the superintendent in a timely manner outlining its recommendations for the material.

The site principal is responsible for sending the committee's report to the superintendent and mailing the report, via certified mail, to the person initiating the review. The decision of the committee will be provided to the appropriate administrator who will ensure that implementation of the decision occurs.

A written appeal of the decision of the committee may be made within ten (10) working days to the Board of Education. If further review by the Board of Education is requested, all materials will be forwarded to the Clerk of the Board. The Board shall hold a hearing to review the written report of the committee and the written request for appeal. The final decision rests with the Board.

The Board of Education shall make a final decision concerning the material being reviewed in a

timely manner. The Superintendent shall inform, in writing, all individuals involved of the Board of Education's decision. Material that has been challenged, and which a decision has been rendered by either a committee or the Board of Education, may not be challenged again for the same objection for one calendar year after the final decision has been made.

Reference: OKLA. STAT. tit. 70, § 11-201; American Library Association, *Library Bill of Rights*; *Independent Sch. Dist. No. 12 of Okla. Cnty v. State of Okla.*, 2024 OK 39, --- P.3d ---.
Reference: OKLA. STAT. tit. 70, § 11-201, OAC 210:35-3-126, OAC 210:35-3-127, OAC 210:35-3-121, et. seq.

APPROVED: February 4, 1980
REVISED: October 21, 1993; November 11, 1996; September 19, 2005;
September 14, 2015, October 10, 2022, September 11, 2023, October 16, 2024

4.2 - 5.0 POLICY FOR MOVIES SHOWN IN THE CLASSROOM

Movies or portions of movies may be shown in the classroom with the advance approval of the building principal or designee. R-rated movies will also require written approval of the parent or guardian.

REVISED: September 19, 2005

4.2 - 6.0 ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) CURRICULUM

An acquired immune deficiency syndrome (AIDS) prevention curriculum as required by 70 O.S. §11-103.3 will be implemented for grades 5 through 12. The district shall make the curriculum and materials used to teach AIDS prevention available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. The curriculum shall be approved by the Board of Education and the State Department of Education and shall comply with state statutes.

The Board will adhere to all provisions of the law. Parents and guardians will be given an annual presentation of the material and curriculum at least one month before such presentations are given to the students. No student shall be required to participate in the AIDS prevention education program if the parent or guardian of the student objects in writing to this participation. A parent or guardian should complete the opt-out form and return it to the building principal.

ADOPTED: July 20, 1987
REVISED: July 17, 1989; October 21, 1993; November 11, 1996

4.2 – 7.0 STRONG READERS ACT

It is essential for children enrolled in the district to read early and well in elementary school. To identify students who have a reading deficiency or characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the

State Board of Education for monitoring of progress and for measurement of reading skills. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

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

2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 181-day or 1086-hour school year required by law;

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

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

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

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

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

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

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

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

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

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

Reference: OKLA. STAT. tit.70, § 1210.508A, *et seq.*
OKLA. STAT. tit.70, § 1210.520

ADOPTED: October 16, 2024
REVISED: September 8, 2025, July 13, 2026

4.2 – 8.0 PROHIBITION ON RACE AND SEX DISCRIMINATION IN CURRICULUM AND INSTRUCTION

Race and Sex Discrimination Prohibited

The district does not engage in and prohibits discrimination on the basis of race or sex in the form of bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex. The district does not and shall not engage in race or sex-based discriminatory acts through utilizing these methods which can result in treating individuals differently on the basis of race or sex or can result in the creation of a hostile environment.

As an accredited State of Oklahoma public school, the district is required to teach students history, social studies, English language arts, biology, and other subject matter areas consistent with the Oklahoma Academic Standards as adopted and approved by the State Board of Education and Oklahoma Legislature. In the performance of this obligation, no teacher, administrator, or other employee of the district shall require, or make part of a course, the following concepts or principles (the "Prohibited Concepts"):

- One race or sex is inherently superior to another race or sex.
- An individual, by virtue of his or her sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex.
- Members of one race or sex cannot and should not attempt to treat others without respect due to race or sex.
- An individual's moral character is necessarily determined by his or her race or sex.

- An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.
- An individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex.
- Meritocracy or traits, such as a hard work ethic, (a) are racist or sexist, or (b) were created by members of a particular race to oppress members of another race.

Importantly, none of the Prohibited Concepts shall prevent the teaching of principles that align to the Oklahoma Academic Standards.

Further Prohibitions to Ensure Compliance

Additionally, the district does not and shall not:

- Provide, contract to provide, or sponsor any course[1] that includes, incorporates, or is based on any of the Prohibited Concepts.
- Use any public funds, property, or other assets or resources to engage in race or sex-based discrimination, including the Prohibited Concepts.
- Adopt programs or utilize textbooks, instructional material, curriculum, classroom assignments, orientation, interventions, or counseling that include, incorporate, or are based on the Prohibited Concepts.
- Execute contracts or agreements with internal or external entities, persons, companies, or businesses to provide services, training, professional development, or any other assistance that includes, incorporates, or is based on the Prohibited Concepts.
- Receive or apply to receive monies that require, as a condition of receipt, the adoption of courses, policies, curriculum, or any other instructional material that includes, incorporates, or is based on the Prohibited Concepts.
- Adopt diversity, equity, or inclusion plans that incorporate Prohibited Concepts. Diversity officers are prohibited from providing any service or performing duties that include, incorporate, or are based on discriminatory practices identified in the Prohibited Concepts.
- Mandate diversity training that includes, incorporates, or is based on discriminatory practices identified in the Prohibited Concepts. This includes providing such training to employees, contractors, staff members, parents, students, or any other individual or group.
- Adopt policies, including grading or admissions policies, or provide any other benefit or service that applies to students or any school employee differently on the basis of race or sex, unless specifically permitted by Title IX of the Education Amendments of 1972. Except as permitted by Title IX in specific circumstances, this prohibition includes segregated classes, programs, training sessions, extracurricular activities, or affinity groups.
- Require students to complete surveys, or use the results from surveys, to teach discriminatory concepts identified in this policy.
- Join any group or association that requires, as a condition of membership, teachers, administrators, or other employees of a school district, charter school, or virtual charter

[1] For the purposes of this policy, "course" means any forum where instruction or activities tied to the instruction are provided, including courses, training, seminars, professional development, lectures, sessions, coaching, tutoring, or any other class.

school to teach, provide instruction, or offer a course that includes, incorporates, or is based on discriminatory practices identified in this policy and violate state law.

Parent Right to View and Inspect Instructional Materials

Parents and legal guardians of students shall have the right to inspect curriculum, all instructional materials used by the district as part of the education curriculum, classroom assignments, and lesson plans to ensure compliance with this Policy. This right of inspection is subject to any applicable limitations contained in existing law, including Oklahoma's Open Records Act (OKLA. STAT. tit. 51, §§ 24A.1-24A.32). Consistent with 25 O.S. § 2002, the district shall not interfere with or infringe upon the fundamental rights of parents to determine their child's education.

Reporting and Complaint Procedure

Any parent, student, teacher, district employee, or member of the public may file a Complaint alleging a violation of this Policy, which addresses the provisions of OKLA. STAT. tit. 70, § 24-157, and regulations regarding it adopted by the State Department of Education. To be accepted for investigation, the Complaint must:

(1) be submitted in writing;
(2) be dated;
(3) contain the handwritten or electronic signature of the complainant;
(4) identify the date(s) the alleged discriminatory act occurred; and
(5) explain the alleged violation(s) / discriminatory conduct and how Section 24-157 or an administrative regulation thereto has been violated.
(6) identify witnesses the district may interview, if applicable, provided the district will not dismiss a complaint for failure to identify witnesses.

The district has designated the following individual(s) to receive reports of alleged violation(s) / discriminatory conduct (referred to as the Section 24-157 Coordinator"):

Barbara Cusick
Lead Sec. 24-157 Coordinator
Executive Director of Secondary Curriculum
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000
cusicb@pcps.us

Larin Davis
Deputy Sec. 24-157 Coordinator (complaints based on sex, pregnancy, gender, gender expression or identity)
Executive Director of Operations
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000
davisl@pcps.us

Jennifer Dye
Deputy Sec. 24-157 Coordinator (complaints based on race, color, national origin,

or any individual, who has experienced some other form of discrimination)
Executive Director of Human Resources
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000
boylej@pcps.us

The Section 24-157 Lead or Deputy Coordinator shall, within 10 days of receipt of the Complaint, notify the complainant that the Complaint has been received, whether it is legally sufficient (i.e., contains the mandatory information set forth above), and whether it will be investigated. The district shall ensure the employee(s) responsible for receiving and investigating complaints are unbiased and free from any conflicts of interest.

Investigation and Determination of Complaint

Within forty-five (45) days of receipt of a Complaint accepted for investigation, the Section 24-157 Lead or Deputy Coordinator will be responsible for ensuring that the district investigates and makes a determination as to whether a violation has occurred. The complainant will be notified of the district's determination of the Complaint, as well as the district's findings of whether a violation occurred.

Options for Filing Complaint

In lieu of filing a Complaint with the district, a complainant may file a Complaint directly with the State Department of Education. A complainant may not file a Complaint simultaneously with the district and State Department of Education. Additionally, a complainant who believes that the district has incorrectly refused to investigate a Complaint or has evidence that the district has reached an incorrect determination may file a Complaint with the State Department of Education upon conclusion of the district-based complaint process.

With regard to Complaints made to the district, the Section 24-157 Lead or Deputy Coordinator is required to report each Complaint to the State Department of Education within ten (10) days of resolution of the Complaint.

Anti-Retaliation

No individual shall be retaliated against for (1) filing a Complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related to it with the district or the State Department of Education, or (2) exercising any right or privilege conferred by Section 24-157 or any regulation related to it (3) exercising any right or privilege secured by a law referenced in Section 24-157 or any regulation related to it. The district shall be prohibited from retaliating against any student, parent, district employee or any other individual for filing a complaint of exercising any right conferred by or referenced in Section 24-157 or any regulation related to it. Any school employee who retaliates against a complainant shall be subject to disciplinary action by the district, in accordance with district employee disciplinary policies, and the State Department of Education and State Board of Education. The State Department of Education shall be authorized to investigate complaints or retaliation filed pursuant to Section 24-157 or any regulation related to it.

Whistleblower Protection

Any teacher who files a complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related to it with the district or the State Board of Education, or otherwise discloses information the teacher reasonably believes evidences a violation of Section 24-157 or any regulation related thereto shall be entitled to the Whistleblower Protections in applicable laws, including those at OKLA. STAT. tit. 70, § 6-101.6b.

False Reporting

Any teacher who willfully, knowingly and without probable cause makes a false complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related thereto with the district or the State Board of Education shall be subject to disciplinary action in accord with the district's employee conduct policies and by the State Department of Education and State Board of Education.

Complaints by School Staff

Any school employee who is discriminated against by the district in the form of race or sex-based harassment, bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex in violation Section 24-157, may file an employment discrimination complaint with the Oklahoma Attorney General's Office of Civil Rights Enforcement.

References: OKLA. STAT. tit. 70, § 24-157
OKLA. ADMIN. CODE § 210: 10-1-23

ADOPTED: August 23, 2021
REVISED: April 11, 2022, July 17, 2023, September 11, 2023

4.2 - 9.0 DYSLEXIA/DYSGRAPHIA AWARENESS PROGRAM

The district recognizes that many students suffer from dyslexia and dysgraphia, and may require further assistance in the classroom. Accordingly, starting with the 2020-2021 school year, the district will offer an annual dyslexia awareness program to provide teachers with training and resources on dyslexia and to foster a better learning environment for affected students. Starting with the 2023-2024 school year, the annual program shall include information and training regarding dysgraphia.

Beginning with the 2020-2021 school year, the annual dyslexia awareness program will, at a minimum, include:

1. Training in awareness of dyslexia characteristics in students;
2. Training in effective classroom instruction to meet the needs of students with dyslexia; and
3. Available dyslexia resources for teachers, students and parents.

Beginning with the 2023-2024 school year, the annual dyslexia and dysgraphia awareness program will, at a minimum, include:

1. Training in awareness of dyslexia and dysgraphia characteristics in students;
2. Training in effective classroom instruction to meet the needs of students with dyslexia and dysgraphia; and
3. Available dyslexia and dysgraphia resources for teachers, students and parents.

Reference: OKLA. STAT. tit. 70, § 6-194(F)

ADOPTED: October 10, 2022

4.3 STUDENT PROMOTION AND RETENTION AND STUDENT PASS/FAILURE OF A COURSE

This policy establishes guidelines for teachers and administrators related to student promotion and retention. It also establishes an appeal procedure for parents who wish to challenge a retention or promotion decision.

As used in this policy, "promote" or "promotion" means to place a student who has successfully completed the requirements of a particular grade level into the next higher grade level following the end of the school year.

As used in this policy, "retain" or "retention" means a decision to decline to advance a student into the next higher grade level following the end of the school year and to indicate on the student's permanent cumulative record that he or she has not successfully completed the requirements of his or her current grade level.

As used in this policy, "not passed in a course" or similar wording, means the student is assigned a failing semester grade in a course of study which failing grade will be recorded on the student's permanent cumulative record.

Promotion/Retention and Failing Courses

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

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

Each school in this district will form a committee to review and make decisions regarding retention and promotion. The committee will be composed of a classroom teacher, a counselor when available, the principal and additional personnel who may be assigned by the principal or superintendent when appropriate. No committee will be formed regarding a failing grade in a course, but such failing grade shall be shown on the student’s report card.

Supportive evidence must be presented to the student and parent regarding a retention decision. This evidence must be based on:

1. Testing which actually covers the subject matter presented to the student.
2. Assignments directly related to the subject matter being taught.
3. Consideration will also be given to the student's attendance record, although this matter will not bear the same weight as items 1 and 2.
4. Consideration will also be given to the student’s level of maturity (physical, mental, emotional, and social), although this matter will not bear the same weight as items 1, 2 and 3 and cannot be the sole reason for a decision to retain or promote a student.

The student and the parent must be made aware of the possibility of the student's impending retention or failing grade in a course. Any student in danger of being retained or failing a course shall be notified prior to the end of the school year that the student’s performance is insufficient,

and the student's parents will be mailed a written notice. The school staff will make every effort to help the student improve the student's academic standing.

Promotion will be determined by successfully completed units of instruction to be established by the board of education, the superintendent and the relevant principal.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Third Grade Reading Promotion Requirements

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

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

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

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

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

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

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

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

4. Students who have received reading intervention services for two (2) or more years but still demonstrate a reading deficiency, and who were previously retained in

kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

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

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

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

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

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

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

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

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

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

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

3. One of the following intervention supports:

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

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

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

Appeal Process

After receiving a decision to retain a student or upon receipt of the student's report card showing a failing grade in a course, any parent may request reconsideration of a retention decision or a decision to not pass a student in a course by taking the steps outlined below.

Parents who disagree with the district's decision to promote a student to the next grade may also appeal the decision upon receipt of the student's report card by taking the steps outlined below.

First Level of Appeal

The parent may request review of the initial decision by letter to the building principal. If no request is received within five (5) days of the parent's receipt of written notification of the committee's initial decision to retain or in the case of failing a course, within five (5) days of the student or parent's receipt of the report card, the decision will be final and nonappealable.

Second Level of Appeal

The parent may request review of the principal's decision by letter to the superintendent. If no request is received within five (5) days of the parent's receipt of the principal's written notification of his or her decision, the principal's decision will be final and non-appealable.

Final Level of Appeal

The parent may request review of the superintendent's decision by letter to the superintendent or the clerk of the board of education. If no request is received within five (5) days of the parent's receipt of the superintendent's written notification of his or her decision, the superintendent's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and non-appealable.

If a parent disagrees with the Board's decision, he or she may prepare a written statement stating the reason(s) for disagreement, which will be placed in and become a part of the student's permanent cumulative record. Prior to retaining a student at the parent's request, the student's parent will be required to sign an acknowledgment form accepting responsibility for any adverse

consequences of retaining a student against district recommendations.

Reference: 70 O.S. §§ 1210.508A-1210.508E
70 O.S. §24.114.1

APPROVED: September 19, 2005 4-26
REVISED: March 10, 2008; November 10, 2008; January 9, 2012; December 10, 2012; September 9, 2013; April 14, 2014; October 13, 2014; September 14, 2015; September 12, 2016; September 11, 2017; October 14, 2019; October 10, 2022, October 16, 2024, July 13, 2026

4.3 – 1.0 90% STUDENT ATTENDANCE POLICY FOR THE SENIOR HIGH SCHOOL

In an effort to promote excellence in the high school and to meet course requirements, all high school students must be in attendance 90% of each semester to receive course credit. For reasons limited exclusively to medical or extenuating circumstances, parents may appeal an attendance-based denial of course credit to a committee chaired by the appropriate principal or grade level assistant principal. The committee's decision is final.

APPROVED: February 16, 2004
REVISED: June 10, 2019

4.3 – 2.0 SUMMER SCHOOL REQUIREMENTS

The Board of Education of the Ponca City School District believes that students who attend the school district should meet academic and attendance standards. Students who do not meet these academic or attendance standards may be expected to attend the school district's summer school program to continue their exposure to grade-appropriate curriculum and instruction to obtain promotion to the next grade level and increase the likelihood of their successful experience at the next level.

Summer school may be required for any student:

1. In grade kindergarten through five who is reading below the grade in which the student is enrolled;
2. In grade kindergarten through eight who was not in attendance at least 90% of the school days during the school year;
3. In grade six or seven, who:
    a. in reading, is one full grade level or more below the grade in which the student is currently enrolled; or
    b. has failed two or more courses during the current school year; and
4. In grade eight, when a student fails to demonstrate proficiency in language arts, math, or science. Proficiency can be achieved by:
    a. earning a grade of "D" or better in the course;
    b. obtaining proficient or above on the state Oklahoma School Testing Program (OSTP);
    c. obtaining a proficient score on the district's Eighth Grade Proficiency Test.

Tuition may be charged for summer school attendance in grades six through high school.

*A student in grade eight may demonstrate proficiency by earning a grade of "D" or better in each of the four core academic areas or by obtaining a satisfactory score on the Ponca City School District's Eighth Grade Proficiency Exam.

A student's parent may request a waiver of the summer school requirement.

Waiver Process:
Petition for Waiver: The parent may petition summer school attendance in writing to the building principal. If no petition is received within five (5) days of the parent's receipt of written notification of summer school, the decision will be final and non-appealable.

Parent Appeal of Petition for Waiver: The parent may request a review of the principal's decision by letter to the Office of Curriculum and Instruction. If not request is received within five (5) days of the written copy of the principal's decision from the summer school petition, the principal's decision will be final and non-appealable. The Office of Curriculum and Instruction must receive the parent's written request for a summer school waiver no later than 4:00 p.m. on the Wednesday prior to the first day of summer school. If no request is received within this time period, the summer school requirement will be final and non-appealable as to that student. The IEP team or Section 504 team of a student with a disability may determine whether the summer school requirement is necessary and appropriate for that student.

APPROVED: September 19, 2005
REVISED: March 10, 2008; November 10, 2008; January 10, 2011; May 14, 2012; June 10, 2019

4.4 UNIFORM GRADING POLICY

The Board of Education adopts the following uniform grading scale for grades Pre-Kindergarten-5th Grade.

4-Exceeds Standard
3-Meets Standard
2-Developing an understanding of the standard
1-Minimal understanding of the standard

The Board of Education adopts the following uniform grading scale for grades 6-12. Other markings may be used for secondary athletics.

90-100 A
80-89 B
70-79 C
60-69 D
0-59 F

An Incomplete may be changed to a grade in two weeks, at the end of semester, or by extension by the Principal.

APPROVED: July 20, 1987
REVISED: October 21, 1993; November 11, 1996; February 13, 2017

4.4 – 1.0 GRADUATION REQUIREMENTS AND GRADE CLASSIFICATION

Ponca City High School provides all students the opportunity to enroll in rigorous academic courses and participate in service, activity, and athletic programs, and prepares students for employment and/or postsecondary education. The program is designed to support the teaching and learning of the skills, and courses are aligned to the Oklahoma Academic Standards. Ponca City High School meets standards of accreditation by the State Department of Education by offering the college-preparatory/work-ready curriculum and the common core curriculum for students in eighth (8) through twelfth (12) grades in the 2024-2025 school year. Modernized graduation requirements, created during the 2024 legislative session, aligned to post-secondary pathways, will be required for students beginning eighth grade in the 2025-2026 school year, to earn a standard diploma during grades nine (9) through twelve (12).

Under 70 O.S. § 11-103.6, state law provides parents or legal guardians the option to select the curriculum option listed in the paragraph above for their child to enroll in to earn a high school diploma.

As a student enters the ninth grade, a graduation cohort is assigned, based on the expected four-year date of graduation. The graduation requirements of each cohort are aligned to meet legislative mandates of the State of Oklahoma and local board of education requirements.

ADOPTED: October 21, 2002
REVISED: June 20, 2005; January 14, 2008, December 9, 2024

4.4 – 2.0 EARLY GRADUATION

Junior students desiring to graduate at the end of their junior year and senior students desiring to graduate early their senior year must declare their intent to graduate by October 1. An early graduation plan must be completed and approved by the student, the parent, the senior counselor, and the senior assistant principal. Failure to meet the October 1 deadline may result in the student being unable to graduate early.

ADOPTED: October 21, 2002

4.4 – 3.0 PLAGIARISM POLICY FOR PONCA CITY HIGH SCHOOL

Plagiarism, whether intentional or unintentional, is a serious violation of academic integrity. The MLA Handbook for Writers of Research Papers, which details the accepted format for presenting research at PCHS, defines plagiarism as "repeating another's wording or particularly apt term, paraphrasing another's argument, or presenting another's line of thinking" without proper credit (26). To encourage students to be aware of appropriate use of research, PCHS will adhere to the following guidelines.

Definitions:

1. **Unintentional plagiarism**
   - A. **paraphrasing researched** work without proper citation
   - B. using direct quotations from researched work without proper citation
   - C. substituting only a few of the words or phrase from the original source while maintaining the basic sentence structure
2. **Intentional plagiarism**
   - A. **copying text from oth**er sources without proper citation
   - B. copying an entire work from another source
   - C. restating an idea or concept to retain the author's original intent or meaning by just rewording

Consequences:

1. **Unintentional**
   - 1st offense
     - Mandatory rewrite with a 10% deduction from grade
   - 2nd Offense
     - Mandatory rewrite and 25% deduction
2. **Intentional**
   - 1st Offense
     - 0% for assignment
     - notification of parents and grade level principal
     - removal from any leadership positions and honors organizations for the current school year

- ineligibility for any awards voted on by the faculty or student body for the remainder of the school year

2nd Offense

- two 0% scores on major assignments will result in failure of the course

In addition to the foregoing, the consequences under #1 and #2 above may include any other disciplinary punishment permitted by school policies, rules or regulations. An appeal may be made to the site plagiarism committee. The committee's decision is final and non-appealable.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: MLA, 1995.

ADOPTED: April 19, 2004

4.5 LENGTH OF SCHOOL YEAR

Minimum Length of School Year: School shall actually be in session and classroom instruction offered for not less than 1086 hours with a minimum of 166 days of instruction each school year. Only where conditions beyond the control of school authorities make the maintenance of the term impossible, and the State Board of Education has been apprised and has expressed concurrence in writing, may school be maintained for less than a full year.

Notification of School-Hours Policy: Prior to October 15th of the applicable school year, the Superintendent or their designee, shall notify the State Board of Education, in writing, that the district has adopted a school-hours policy and provide the State Board of Education with a copy of the school calendar as approved by the district's board of education.

Professional Development: No more than five days or 30 hours of classroom instruction time per school year may be used for professional development meetings.

Parent-Teacher Conferences: If parent-teacher conferences are held during a regular school day, as authorized by the district, parent-teacher conferences shall be counted as classroom instruction time for no more than 6 hours per semester, for a total of 12 hours per school year.

Virtual Instruction: Beginning with the 2026-2027 school year, the district may only count up to two days or 12 hours of virtual instruction toward the 166 days or 1,086 hours of required instruction time. Virtual instruction, as defined by OKLA. STAT. tit. 70 § 1-109, may only be counted toward total instruction time if 1) this district's virtual instruction plan, in compliance with OKLA. STAT. tit. 70 § 1-109, has received approval from the Superintendent of Public Instruction; 2) a state of emergency or proclamation has been issued by the governor for a specific reason relating to school district operations; and 3) the board of education approves the use of virtual instruction.

REFERENCE: OKLA. STAT. tit. 70, §1-109
OAC §210:10-1-4

ADOPTED: October 11, 2021
REVISED: September 8, 2025

4.6 TESTING PROGRAM

In compliance with Oklahoma law, the Board of Education will comply with all provisions of the Oklahoma Schools Testing Program. The District will administer assessments as specified by the State Board of Education. The District will report the assessment results annually.

ADOPTED: October 21, 1993
REVISED: November 11, 1996; September 19, 2005; August 10, 2009; September 12, 2016

4.6 - 1.0 PROFICIENCY TESTS

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.
   A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: Portfolio, assessments, thesis, project, product or performance. Proficiency in all laboratory sciences will require that students are able to perform relevant laboratory techniques.
   B. Students shall have the opportunity to demonstrate proficiency in the core areas as identified in 70 OKLA. STAT. § 11-103.6:
      - Social Studies
      - Language Arts
      - The Arts
      - Languages
      - Mathematics
      - Science
   C. Proficiency for advancing to the next level of study will be demonstrated by a score of 90% or comparable performance on an assessment or demonstration.
   D. The opportunity for proficiency assessment will be provided at least twice each school year.
   E. Qualifying students are those who are legally enrolled in the district.
   F. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.
   G. Students will be allowed to take proficiency assessments in multiple subject areas.
   H. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
   I. Exceptions to standard assessment may be approved by the district for students with disabilities.

2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.
   A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social and mental growth should be considered.
   B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written

statement to that effect. This statement shall be included in the permanent record of the student.

C. Failure to demonstrate proficiency will not be noted on the transcript.

D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.

E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.

F. Units earned through proficiency assessment will be transferable with students among school districts within the State of Oklahoma.

3. Proficiency assessment will measure mastery of the subject matter standards adopted by the State Board of Education.

4. Options for accommodating students' needs for advancement after they have demonstrated proficiency may include, but are not limited to, the following:

A. Individualized instruction;
B. Correspondence courses;
C. Independent study;
D. Concurrent enrollment;
E. Cross-grade grouping;
F. Cluster grouping;
G. Grade/course advancement; and
H. Individualized education programs.

5. The district will disseminate materials explaining the opportunities for proficiency-based promotion to students and parents in the district each year. The subject matter standards adopted by the State Board of Education, and type of assessment or evaluation for each core curriculum area will be made available upon request.

ADOPTED: September 13, 1993
REVISED: October 21, 1993; November 11, 1996; September 9, 2013; October 13, 2014; September 12, 2016

4.6 – 2.0 INCLUDING STUDENTS WITH DISABILITIES IN ASSESSMENTS

This policy is also included in Section 7, Students, 7.19 – 2.0

School districts are required to assess students with disabilities as frequently and in the same manner as they do students without disabilities. Therefore, to the extent the district or state requires student participation in assessment, students with disabilities will be included in the assessment or provided an alternative method of assessment.

The Section 504/Title II team for each student (collectively referred to as the "Team") with a disability will make the decision regarding his or her participation in regular districtwide

assessment on an individual basis, considering his or her unique needs.

Generally, an IEP team shall meet to make such a determination after providing notification to the student's parent/guardian at least five days in advance (or earlier if mutually agreed by the district and parent/guardian). Such notification must indicate the purpose, date, time, and location of the meeting and who, by title or position, will attend the meeting. The determination is based on criteria determined by the Oklahoma State Department of Education (OSDE).

Regular Districtwide Assessment

To make these determinations, Team members will be knowledgeable about the child's present level of educational performance and measurable annual goals; the general or alternate curriculum; the format and content of the assessment; and the alignment between the curriculum and the academic content standards assessed by the assessment.

Based on a review of relevant information, members of the Team will determine whether and how the student will participate in the assessment. For those students who are identified as needing accommodations, the Team will document in either the IEP or Section 504/Title II Plan which accommodations are necessary for the child to participate in the assessment. The Team may determine that the student can participate in some portions of the assessment without accommodations and identify accommodations for other portions of the assessment.

Alternate Assessment

The Team will not determine that participation in an alternate assessment is necessary based primarily upon poor attendance; English language learner status; social, cultural or economic differences; disruptive behavior; student reading level; expectations of poor performance; amount of time receiving special education services; low achievement in general education; categorical disability label; performance tied solely to a level, label or cut score; or the location where the child receives services. If the Team determines that student participation in an alternate assessment is necessary, the team will specifically identify the alternate assessment to be utilized on the IEP or Section 504/Title II Plan. The Team will select a mode of alternate assessment that measures the same content area(s) as the districtwide assessment.

A parent has the right to opt out of the Oklahoma Alternate Assessment Program (OAAP) by declining parent consent on an OSDE form. In such an event, the student will not be assessed using the OAAP, and the student will be administered the assessment given to regular education students for that grade level.

Students will not be required to participate in OAAP without a completed parental consent form as adopted by the Oklahoma State Department of Education. The district may proceed in requiring the student to participate in OAAP without parental consent in the following cases:

1. After documenting reasonable efforts to obtain parent/guardian consent and the parent/guardian has failed to respond; or
2. The district obtains approval through a due process hearing in accordance with 34 CFR § 300.505 et seq.

Reference: OKLA. STAT. tit. 70, O.S. § 16-114.6.

ADOPTED: October 21, 2002
REVISED: September 12, 2016, September 8, 2025

4.7 COMPUTER ASSISTED INSTRUCTION AND COMPUTER MATERIALS

4.7 - 1.0 PHILOSOPHY

Computers of all kinds are making so great an impact on both the economy and structure of our society that they have become an integral part of our everyday lives. The Board intends to provide a balanced program in computer education to ensure that employees/students have an opportunity:

To participate in a computer literacy program;

To gain an understanding of the applications of computers in today's society;

To gain an understanding of the social implications of computer applications to society;

To develop basic skills in the use of computers as instructional tools;

To develop programs and materials to assist the district in providing excellence in education; and

To develop vocational skills which can lead to further training or employment opportunities in the field.

4.7 - 2.0 AN OUTLINE OF DESIRED GOALS:

I. Computer literacy for all students
   - A. Understanding of what computers are and how they evolved.
   - B. Appreciation of the capabilities and limitations of computers.
   - C. Knowledge regarding careers that are either directly or indirectly computer-related.
   - D. Awareness of the implications of the computer to society.
   - E. Competence in basic skills for personal use of computers.

II. For all certified staff members a computer literacy appropriate to their assignment.

III. A district-wide coordinated computer education program which provides skill development in the use of computers as instructional tools and prepares students for computer related training.

IV. A staff which has the ability to provide the appropriate computer education at all instructional levels (K-12).

4.7 - 3.0 OWNERSHIP OF EMPLOYEE/STUDENT-PRODUCED COMPUTER MATERIALS

The Board wishes to encourage employee/student creativity and productivity and to make it possible for creative people to share in possible rewards for their efforts.

The district may have legal claim on all products created by its employees/students which in any way may be an outgrowth of their job responsibilities or study assignments. In order to minimize misunderstandings about the ownership of such products, the following procedures are to be observed by all persons who are or might be developing commercially attractive products which are or might be construed to be associated with their normal job responsibilities or study assignments.

Ownership of Employee/Student-Produced Computer Materials:
Unless otherwise agreed in writing with the Board of Education, computer materials or devices created as part of any officially assigned district responsibility or classroom activity undertaken on school time will be the property of the Board.

The Board may patent or copyright all such materials or devices in its own name; however, such items will bear the name(s) of the creator(s). All royalties and other proceeds from the production, sale or distribution of the materials or devices will be paid to the district.

Ownership of computer materials produced by an employee/student in a federal program during hours for which the employee was paid by federal funds and/or in which the use of federally funded supplies or equipment played a substantial role lies in the public domain.

The employee/student has all rights of ownership of computer materials produced independently without any substantial involvement of the district's time, equipment and/or supplies.

The school district may enter into an agreement with an employee/student regarding rights of use and ownership of computer instructional materials.

The agreement shall settle any existing doubt about who has the rights of ownership. If the employee/student does not initiate and enter into such an agreement within one year of the completion of the computer materials or devices, the rights of ownership shall belong to the Board. Forms for such agreement may be obtained from the Superintendent or the person in charge of computer operations. Procedures to be followed include:

The employee/student producer will complete the original with two copies of each claim;

The original and two copies will be referred to the Superintendent or designee for review;

If approved, it will be recommended to the Board for final approval; if denied, the reasons shall be prepared in writing and forwarded to the employee/student; and

The original copy of the final agreement will be forwarded to the initiating employee/student, one copy will be forwarded for filing in the office of the person in charge of computer operations, and one copy will be retained by the Clerk of the Board.

The agreement shall provide a specific description of all materials covered by the agreement, shall be valid to the extent that any minor student can legally enter such an agreement and may include statements to the effect:

That the material was produced independently by the employee/student without substantial involvement of the district's time, equipment and/or supplies;

That the employee/student is the sole or partial owner of certain specific materials and may alter such materials if so desired;

That the Board shall have use of such materials without charge, may alter such materials if so desired, and may prepare at its own expense such materials for use in the district classes;

That the Board will not distribute such material to persons outside the district without the written consent of the employee/student, except for free distribution without reproduction rights to other school districts;

That the employee/student may copyright or patent the material as desired; and

That the employee/student may distribute and/or sell the materials as desired.

ADOPTED: October 21, 1993
REVISED: September 19, 2005

4.7 – 4.0 SUPPLEMENTAL ONLINE COURSES

Upon request, the district will provide supplemental learning opportunities using online technology in a nontraditional classroom setting to students enrolled in the district. Supplemental online courses are an optional avenue of instruction for district-enrolled students. All existing requirements related to student progression including retention, promotion, and grade assignment are the same for the district's online students as they are for students enrolled in traditional courses. The district shall ensure that students have the opportunity to advance through the supplemental online course at their own pace so long as the supplemental online course completion corresponds with the standard course completion schedule of the district or the student's Individualized Education Program (IEP) or 504 Plan.

Definition of Terms

A. "Supplemental online course"

An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required for student attendance and participation by the district.

B. "Educationally appropriate"

For the purposes of supplemental online courses, educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of

whether a course is similar or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made by the district.

Access to Supplemental Online Courses

Only public school students enrolled in the district will be granted access to supplemental online courses. The district provides enrolled students the opportunity to participate in supplemental online courses that comply with the standard curriculum of the district. Once a student has made a request to enroll in supplemental online course(s), the district will take necessary steps to determine the educational appropriateness of the request and to make online course(s) available to that student. Whether a requested online course is educationally appropriate for a student will be determined by the principal/curriculum director or his or her designee. Students may take supplemental online courses from online course providers selected and approved by the district that meet the criteria established by the Oklahoma State Board of Education (OSBE). The district shall not limit a student's access to supplemental online courses by either policy or application of internal or customary procedures. However, students taking supplemental online courses from a remote location will be responsible for providing their own equipment and Internet access.

Funding

The district shall provide funding for an enrolled student's participation in online courses in an amount not to exceed the previous year's general fund per pupil expenditure. District students will be allowed to take up to the academic equivalent of five (5) hours of supplemental online instruction per day at no cost to the student. Students wishing to take more online course instruction may do so at their own cost. The district is not responsible to pay an online course provider for online course instruction expenses incurred by a student that exceed the pro-rated portion of the general fund per pupil expenditure for the student. The district will bear no responsibility for payment or collection of any outstanding funds or fees owed by a student to an online course provider.

School Day and Attendance Standards

Public school students enrolled at the district may take supplemental online courses from a location inside or outside of the school site location and may take supplemental online courses outside the normal school hours of operation. Students who elect to enroll in supplemental online courses, regardless of when or where taken, are still required to complete the equivalent number of hours of instruction as regularly enrolled students in the district and must satisfy the same attendance requirements of the district.

Students enrolled in supplemental online courses must meet all state-mandated compulsory attendance requirements and are not exempt from state truancy laws. Attendance and participation in a supplemental online course shall be monitored in accordance with district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, and posting/submission of lessons. The student may be counted "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the district, reports that reflect daily

attendance and participation. Such attendance/participation reports shall be provided to parents and the district on a weekly basis via electronic format. The supplemental online course provider must provide evidence that the student is making appropriate progress weekly and such reports shall be sent to the designated resident district office via electronic format.

Student Eligibility, Admissions and Enrollment

Online supplemental courses that are educationally appropriate shall be offered to all qualifying district students who meet the following criteria:

A. The district offers individual academically approved and educationally appropriate online supplemental courses to students who are enrolled in the district. Students enrolled in supplemental online courses must meet all enrollment and eligibility criteria set by the district's residency policy, the Oklahoma State Board of Education Rules, and state law. Only students who are enrolled in the district for the current school year are eligible to enroll in supplemental online courses.

B. The admission process for students taking one or more supplemental online courses through the district shall be the same for students enrolled in traditional coursework.

C. The district shall allow for ongoing and continuous enrollment for supplemental online courses that are compliant with state law and all applicable State Board of Education rules. Students may have input as to the selection of supplemental online course providers but the final determination and selection of the providers is left to the discretion of the district.

D. Students enrolled in supplemental online courses shall have their progress monitored by the supplemental online course provider weekly. Progress reports shall be transmitted to the district's designated representative and the student's parent or guardian via electronic format. Such reports shall be reviewed by the district at least twice per month.

E. All public school districts in Oklahoma shall recognize course credit issued for courses authorized through the Supplemental Online Course Procedures.

F. Online course providers shall officially notify the district and parents in writing of the completion of each course the student takes within five (5) business days of completion. Course grades must be reported in the form of a percentage or in a manner consistent with district grading policies. The district shall use its established grading scale to convert the percentage to a letter grade or other notation consistent with district grading policies for transcript purposes.

G. District policies regarding grading scales and credits earned shall be applied to supplemental online courses under the same criteria as courses offered by the district. A grade assigned for course credit from a supplemental online course shall be treated the same as any other course offered by the district.

H. Online course providers must report any change in a student's status (moving, dropping a course, etc.) immediately upon discovery or notification of the student's change in status.

Appeal Process

If a student's enrollment in a supplemental online course is denied based on a determination by the district that the course is not educationally appropriate, the parents or guardians of the student may appeal that determination to the district Superintendent. The district will notify the OSBE,

Director of Instructional Technology, of any denial of a student's enrollment in online supplemental course(s), the reason for the denial, and any correspondence or information the district received in support of the student taking the online course.

Grace Period

A student may withdraw from a supplemental online course within fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A student who withdraws from any supplemental online course is still obligated to complete the equivalent number of classroom hours of education instruction that is required of students in the district in accordance with state law and district policy. The district shall not be required to pay an online course provider for any student enrollment of less than fifteen (15) calendar days.

Extracurricular and Co-curricular Activities

Students enrolled in one or more supplemental online course may participate in extracurricular activities sponsored by the district in accordance with district eligibility rules and policies, the Oklahoma Secondary Schools Athletic Association (OSSAA) rules and regulations, and any other rules and regulations of a private association governing regulation of the interscholastic activities and contests of schools.

Student Assessments

Each student enrolled in one or more online course will participate in required state-level academic assessments administered pursuant to state law in the same manner as other regularly enrolled students within the state. The results of the assessments shall be released to the district and the online course provider. No student will be allowed to enroll in an online course without submission of a signed Education Student Assessment Results Release Form or FERPA waiver.

Special Education Students

The district shall provide supplementary aids and services, program modifications, supports for personnel and accommodations set forth in a student's IEP or Section 504 Plan to enable a student to take supplemental online courses that have been determined to be educationally appropriate for the student by the student's IEP or 504 team members. Provisions in the IEP for related services shall be the responsibility of the district where the student is enrolled in accordance with the Individuals with Disabilities Education Act (IDEA). Enrollment in a supplemental online course does not abdicate, modify or alter the district's legal obligation under the IDEA.

ADOPTED: December 10, 2012
REVISED: September 9, 2013

4.8 USE OF INTERNET-BASED INSTRUCTION

(Formerly policy 7.28)

Statement of Purpose

Internet-based instructional courses provide flexibility not available with traditional classroom methods. Students may benefit from being able to proceed through course work at an individual pace and by having access to information and course materials at convenient times and places. Consistent with sound educational principles, it is the intention of the Board of Education of the Ponca City Public Schools to make full use of the Internet for the delivery of educational materials. Internet-based instructional courses approved by the Board of Education for use in the School District are not viewed as a substitute for direct, face-to-face student and teacher interactions, but as a means of expanding course offerings, access to instructional resources, and the ability of the School District to bring the world of knowledge to its students.

Definitions

1. Internet-based instructional courses. Courses conducted by way of web-based instruction, whether synchronous or asynchronous, or two-way interactive video instruction. The terms "internet-based" and "web-based" instruction are used interchangeably in this Policy.
2. Synchronous instruction. Instruction occurring through real time interaction between instructor and student. Regular classroom instruction and two-way interactive video instruction are examples of synchronous instruction. Internet-based instruction requiring real time interaction between student and instructor as the primary format of instruction is also synchronous instruction.
3. Asynchronous instruction. Asynchronous instruction does not depend upon real time interaction between student and teacher. Asynchronous instruction allows the student to engage in learning activities anywhere, at any time.
4. Two-way interactive video instruction. Two-way interactive video instruction consists of real time (synchronous) interaction between student(s) and instructor by means of an electronic medium providing both audio and video signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Approval of Curriculum

The Board of Education shall review and approve all internet-based instructional courses to be offered for instructional purposes and/or high school credit. Credit may not be granted for such courses except upon approval of the Board of Education of the school district. The State Board of Education reserves the right to request information and materials sufficient to evaluate the proposed course. Additionally, credit may not be granted to students participating in Internet-based courses from a remote site except upon approval of the State Board of Education and the Board of Education of the school district. Courses offered for credit by means of internet-based instruction shall be aligned with the Priority Academic Student Skills (PASS) and any additional criteria established by the school district for course selection.

Requests to the Board of Education for approval of specific courses to be offered by means of internet-based instruction shall include, without limitation, the following information: (i) a narrative description of the course, including learning objectives, course materials and

requirements for satisfactory completion of course work, (ii) the nature and frequency of graded and ungraded assignments, (iii) the manner in which instructors will evaluate course work and communicate such evaluations to students, and (iv) the number of credits to be awarded and whether credits will be awarded on a pass/fail or graded basis.

Internet-based courses offered by a career technology center that are taught by a certified teacher and provide for teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval by the State Board of Education and the Board of Education of the school district, be counted for academic credit and toward meeting the state graduation requirements. Internet-based courses or career technology courses utilizing integrated or embedded skills for which no PASS have been adopted by the State Board of Education may be approved by the Board if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

The number of students which each instructor may supervise in courses offered by means of internet-based instruction shall be established by the Board of Education on a course-by-course basis. Oklahoma Statutes limiting the number of students public school teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based instruction and two-way interactive video courses. The number of students each instructor may be required to supervise in asynchronous web-based courses shall not exceed 20 students in any given course.

Instructors and Staffing

The principal at each school site offering online courses shall designate a certified staff member to assist students enrolling in online courses and serve as a liaison to the online teachers and providers. A certified staff member shall also be designated by the principal to monitor students approved for internet instruction offered at or through non-school sites.

Instructors of internet-based courses (i) must be certified in Oklahoma, or (ii) if the course originates out of state, must be certified in the state of origin to teach in the content area of the course offered, or (iii) must be a faculty member at an accredited institution of higher education possessing the specific content expertise necessary to teach the course. Instructors of two-way interactive video and web-based courses shall be provided in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

General Policies and Procedures

Students enrolled on a full-time basis shall be authorized to enroll, for credit, in approved internet-based instructional courses. For courses offered by the school district, ordinary enrollment procedures and rules shall be followed. For remote internet-based instruction courses, students must apply for enrollment. The principal at each site offering courses by means of remote internet-based instruction shall make available, in the principal's office, an application form for enrollment in such courses. Applications for enrollment in remote internet-based instruction will be evaluated and approved by the principal or the principal's designee subject to conditions and restrictions imposed by this Policy. Applications should be approved if the principal or principal's designee determines that enrollment will further specific educational needs of the student which cannot be

met by traditional classroom studies. Only those enrollments approved by the principal or the principal's designee shall be eligible for credit approved by the Board of Education.

Students whose enrollment application for internet-based courses have been approved shall, before the beginning of instruction, deliver to the site principal a parental/guardian contractual agreement and consent form addressing the students' participation in the internet-based instructional program and acknowledging receipt of specific information regarding the course, including grading criteria, time for completion of course work, testing and attendance requirements, and the responsibility for the costs of course materials, equipment, and supplies. A student whose enrollment application is rejected may appeal such action to the superintendent. Only students who have enrolled in internet-based instructional courses with the approval of the site principal or Superintendent will be eligible for credit upon completion of the required course work. The Board of Education may, based on its assessment of the need for or value of particular internet-based courses, provide credit which shall count toward student credit requirements and graduation. Alternatively, the Board of Education may limit or deny credit for internet-based courses for purposes of calculating student grade point averages or for academic or other honors. The school district is not liable for any fees or charges incurred for any internet-based course for a student who has failed to comply with this policy and procedures.

The school district may authorize enrollment on a part-time basis utilizing internet-based courses for students who have dropped out of school or have been suspended from school provided such student was enrolled at any time in a public school in this state during the previous three (3) school years. Additionally, the Superintendent of the school district may authorize an emergency transfer, subject to approval by the State Board of Education, due to the unavailability of remote or on-site internet-based instruction by course title in the district of residence of a student identified in need of drop-out recovery or alternative education services, provided such student was enrolled at any time in a public school of this state during the previous three (3) school years.

The school district may contract to provide remote internet-based courses to children in a residential facility; a treatment program or center, including a facility operated pursuant to the Cerebral Palsy Act; a therapeutic foster home; or a specialized foster home or agency-contracted home. The latter must be under the supervision of and certified by the Department of Human Services ("DHS"). The school district may, with Board of Education approval, contract its services inside or outside the district's boundaries.

Likewise, the school district may offer opportunities for internet-based courses as a part of an IEP, a Section 504 Plan, or in connection with district approved and facilitated home or home bound instruction arrangements or the equivalent of those arrangements.

The school district may also contract to provide remote internet-based courses to children who do not reside in the United States. Such children shall not be counted in the average daily membership of the school district. Services provided for this purpose, require a contract approved by the Board of Education. The student or his/her parent or guardian must bear the entire cost of services provided by the district.

Students earning credit by means of internet-based instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

Students participating in internet-based courses from a remote site are responsible for providing their own equipment and internet access, unless the school district chooses to provide the equipment.

Instructors and students participating in internet-based instruction are responsible for complying with all federal, state and local statutes, regulations, and ordinances and with all Board of Education policies, rules and regulations regarding the course work and use of school district facilities and computer networks including, without limitation, regulations governing copyright and trademark infringement, the posting of images on the World Wide Web, Federal Communications Commission rules pertaining to public broadcasting of audio and video signals, and student and education records privacy.

Privacy Statement

Although the school district will use reasonable efforts to safeguard the privacy and confidentiality of identifiable information concerning students and course work transmitted during the course of the student's participation in internet-based instruction, transmissions by means of the internet cannot be made absolutely secure. The school district will have no liability for disclosure of identifiable information, including educational records, due to errors in transmission or the unauthorized acts of third parties.

The school district will not use identifiable information or individual student data obtained through participation in internet-based instructional courses for any purposes other than those that support the instruction of the individual student. The school district may collect information concerning its internet-based instruction on an aggregate and disaggregate basis for use in evaluation of the instructional program or for other purposes not directly related to any individual student. Test results for students enrolled in internet-based courses, including regularly enrolled and alternative education students, shall be disaggregated and reported. Such information will not be traceable to any particular student, nor will such information be used to identify or contact any particular student by the school district or any third party.

Cooperative Agreements

Internet-based instructional courses may be submitted for approval of the Board of Education in cooperation with courses offered by other school districts. In such event, the school district shall enter into an interlocal cooperative agreement with each cooperating school district. Prior to the beginning of instruction, the school district and each cooperating school district shall, by means of contractual agreement, address the allocation of costs and expenses, dates and times of course offerings, bell schedules, instructor evaluations, student behavior, selection of instructional materials, student grades and grading policies, and teacher loads and employment issues.

ADOPTED: September 19, 2005

4.8 – 1.0 HYBRID AND VIRTUAL SCHOOL ENROLLMENT PROCESS

(Formerly Policy 7.28-1.0)

Definitions:

- Hybrid School - blends online school with face to face instruction. Students attend school, but receive some or all instruction online.
- Virtual School - students will not attend local schools and will receive all instruction online.

Policies:

1. Enrollment – High School
   - Hybrid: According to program needs, local students will begin their enrollment process at the Registration Center. Interviews may be conducted prior to placement at the High School or Wildcat Academy.
   - Virtual: Local students (tagged as PCVS Students) will enroll through the Registration Center. In accordance with local and state transfer policy, students (TVS) from other districts will complete initial paperwork at the Registration Center. Upon acceptance in Ponca City Schools, students will be referred to the High School or Wildcat Academy. The Parent and student will sign an initial agreement detailing program requirements.

2. Enrollment – Middle Schools
   - Hybrid: According to program needs, local students will begin their enrollment process at the Registration Center. Interviews will be conducted prior to placement at East or West Middle School.
   - Virtual: Local students will enroll through the Registration Center. Interviews will be conducted prior to placement at East or West Middle Schools. In accordance with local and state transfer policy, student (TVS) from other districts will complete initial paperwork at the Registration Center. Upon acceptance in Ponca City Public Schools, students will be referred to East or West Middle School for the interview process. The Parent and student will sign an initial agreement detailing program requirements.

3. Enrollment – Elementary Schools
   - Hybrid option is not available.
   - Virtual: Local students will enroll through the Registration Center. Interviews will be conducted prior to placement at the child's elementary site, based on the student's address. In accordance with local and state transfer policy, students (TVS) from other districts will complete initial paperwork at the Registration Center. Upon acceptance in Ponca City Public Schools, students will be referred to the student's home site for the interview process. The Parent and student will sign an initial agreement detailing program requirements.

ADOPTED: September 14, 2009
REVISED: July 20, 2020

4.8 – 2.0 VIRTUAL, HYBRID, AND DISTANCE LEARNING

(Formerly Policy 7.28-1.0)

THIS POLICY MAY BE USED IF STUDENTS ARE UNABLE TO ATTEND SCHOOL OR ABLE TO ATTEND SCHOOL ONLY ON A PART-TIME BASIS FOR VARIOUS HEALTH OR SAFETY REASONS. COMPLETE SCHOOL CLOSURE IS NOT A PREREQUISATE TO USE OF THIS POLICY.

When the District engages in virtual, hybrid, or distance learning, instruction can be delivered via a number of District-Approved Means and Mediums, but in all cases, instructional delivery methods will comply with requirements and guidance from the Oklahoma State Department of Education (OSDE). These methods can include, but are not limited to, means and mediums already implemented or may be implemented in the future by District administration which may or may not include use of technology. Although the child may not be on school grounds, "school" will continue, and the District shall continue to engage students with instruction and experiences that provide opportunities for continuous learning while allowing them to stay connected with their instructors and classmates.

Whether provided through virtual, hybrid, or distance instruction, the District shall, to the greatest extent practicable, provide its students with quality educational opportunities and continuity of instruction that is consistent with the District's vision and mission. When making decisions regarding the means and mediums utilized for virtual and distance learning, the District shall strive to bridge any equity gaps between those students with and without the technology and resources necessary to access virtual instruction. The District shall utilize all available funding sources and means to bridge these gaps in compliance with federal and state law.

DEFINITIONS

- **Virtual Learning:** Instruction provided via electronic means, utilizing the internet and computers as the primary tools for delivery of instruction, evaluation, and interaction. Instructional delivery may include video or audio means, online instructor interaction using District-Approved Means and Mediums (platforms, software, and resources, along with District social media, instructional television, video telecourses, or other District-approved means that require the internet and computer technology).
- **Distance Learning:** Instruction provided via printed material, augmented by individual contact with students via District-Approved Means and Mediums (e.g., Google Classroom, Zoom, Google Meets, telephonic means) consistent with this and all District policies.
- **Hybrid Instruction:** Instruction provided utilizing the internet and computers and/or printed material using District-Approved Means and Mediums as well as in class instruction. Hybrid Instruction can be a mix of in-person classes and virtual learning, or a mix of in-person classes and distance learning.
- **District-Approved Means and Mediums:** Equipment and electronic programs and platforms that have been pre-approved by the board of education for instructional delivery and communication/interaction with students and their legal guardian(s) appropriate to the grade level and subject matter concerned.
- **Social Media:**

- **Generally:** Online platforms, websites, or networks on which users share information, communications, or other content and includes, but is not limited to, sites used for media sharing and social networking (e.g., Facebook, Twitter, Instagram, Remind, Class DoJo, etc.).
- **District Social Media:** Authorized District-related social media that is either school-based (e.g., approved, established and/or monitored by the building principal or designee) or District-based, District computer network-based, or subject area/department-based.
- **Personal Social Media:** Social media that is not District Social Media, which is established by a user for his/her personal or private use and objectives.
- **Non-District Social Media:** Social media that is not District Social Media, which is established by a third party or other organization.

IMPACT ON EXISTING POLICIES, RULES, AND SERVICES

Once this policy is effectuated, though instruction will be provided via virtual, hybrid or distance learning, each is a continuation of the District's instructional program. Therefore, the rules and responsibilities of students, their legal guardian(s), and District personnel, unless otherwise expressly stated in this policy, are the same as if students were present at school during the instructional day. Unless specifically noted in this policy, existing provisions of the Student Handbook, "Acceptable Use" policies and agreements, privacy policies, and board policy 7.28-1.0, Hybrid & Virtual School Policy, shall remain in effect. For example, students shall attend scheduled online meetings or classes in a timely manner (attendance), prepare for class in advance of the day's lesson (homework), meaningfully and appropriately participate in instruction (class participation), and shall also adhere to all existing rules concerning behavioral (e.g., bullying, harassment, violations of the Acceptable Use Policy) and academic misconduct (e.g., cheating, unauthorized group work on individual assignments). When students are visible to District personnel or other students, they shall dress in conformance to the school dress code.

Attendance

Students must continue to meet all state-mandated compulsory attendance requirements and are not exempt from state truancy laws, except to the extent permitted or required by the OSDE. To the extent appropriate under the circumstances, District attendance policies shall remain in effect, and student attendance and participation shall be monitored and recorded as closely as possible to existing District policies. Attendance and participation shall be measured by means appropriate in a virtual, hybrid, or distance learning environment which may include, but are not limited to, District-approved-and-monitored chatrooms and message board posts, emails, submission of assignments, or other District-Approved Means and Mediums.

Teachers shall make contact with each of their students a minimum number of times per school week, as determined by District administration, and count these contacts as full-time attendance. These contacts may include, but are not limited to, student participation in virtual classes or virtual learning platforms, submissions or posts to approved message boards, instructor confirmation with a student's legal guardian(s) that the student did participate, and physical or electronic submission of assignments. Instructors shall log their contacts with each student and submit weekly reports of these contacts to their building principal or designee.

Grading, Class Rank, Promotion and Retention

In conformance with guidance from the OSDE and to the extent reasonable and appropriate under the circumstances, all existing requirements related to student progression, including retention, promotion, and grade assignment shall remain in effect as if virtual, hybrid and/or distance learning had not replaced in-person instruction. Traditional letter grades shall continue to be issued in conformance with the District's grading scale. Appropriate efforts shall be made by all District personnel to ensure that the circumstances which effectuate this policy shall not negatively impact student grades.

Special Education

While this policy is in effect, when appropriate, each student's IEP instructor shall make contact with the student's legal guardian(s) to discuss the student's individualized plan for virtual, hybrid, or distance learning. Instructors and related service providers shall share learning resources with the student's legal guardian(s) that are appropriate for the student in order to provide a variety of activities and supports which may be utilized that promote continued progress toward the student's IEP goals. IEP meetings shall be conducted as needed via secure District-Approved Means and Mediums that are appropriate under the circumstances.

English Learners (EL)

EL students shall continue to receive EL services. Unless otherwise designated, each student's EL instructor shall be the primary contact for the student's legal guardian(s) while this policy is in effect. In conformance to guidance from the OSDE, the District shall be intentional in ensuring instructors are providing appropriate plans, modifications and accommodations for EL students. Nothing in this policy shall prevent EL students or their legal guardian(s) from directly contacting the student's teacher regarding their educational progress.

INSTRUCTION GENERALLY

Method and Means of Instructional Delivery

Depending on whether virtual, hybrid, and/or distance learning is employed by the District, the superintendent or designee is directed to evaluate and select the means and mediums which shall be authorized for instructional delivery and communication with students and their legal guardian(s): the "District-Approved Means and Mediums." These shall be submitted to the board of education for approval prior to their implementation.

Office Hours

Every instructor and building administrator must be available during regular working hours to support instruction and student needs.

Communication with Students and Parents

Instructors are expected to communicate with students and their legal guardian(s) regularly, making actual communicative-contact with students at least one (1) weekly Via District-Approved Means and Media.

District personnel who communicate with students shall do so in conformance with this and all other District policies and may do so only via District-Approved Means and Mediums, except when expressly approved, in writing, by an immediate supervisor. Such communications shall be limited to discussions regarding classroom, school, and school-related activities only. At all times, District personnel shall exercise their best professional judgment and act with integrity and concern for their students' well-being.

Communication with students for the purpose of fraternization is strictly prohibited. Contact or communications between District personnel and students via personal phone numbers, personal emails, personal social media accounts, and group messaging apps (that are not District-approved) is expressly prohibited. **Students, legal guardians, and District personnel shall have no expectation of privacy when communicating via District-Approved Means and Mediums.**

Intellectual Property

At no time shall either District personnel or students use, upload, post, mail, display, store, or otherwise transmit in any manner any such material that is protected by copyright, patent, trademark, service mark, or trade secret, or in violation of any Federal Communications Commission rules applicable to public broadcasts, except when such use or disclosure is properly authorized and bears the appropriate notations. District personnel shall consult guidance from the OSDE regarding compliance with applicable infringement laws, including fair use. Instructors shall use public domain resources when permission to use protected material cannot be obtained.

Privacy Laws and FERPA

In all cases of virtual, hybrid, or distance learning, but especially in an online learning environment, District personnel shall conform with FERPA requirements and other applicable privacy laws and District policies. **THE RECORDING OF CLASSROOMS (VIRTUAL OR OTHERWISE) AND/OR STUDENTS BY DISTRICT PERSONNEL, STUDENTS, OR THEIR LEGAL GUARDIAN(S) IS STRICTLY PROHIBITED.**

All virtual learning instruction shall be delivered only via District-Approved Means and Mediums.

HYBRID LEARNING INSTRUCTION

All hybrid learning instruction shall be rendered in accordance with a mix of virtual and/or distance learning instruction and designated in-person instruction dates. The Virtual portion of the instruction shall be delivered only via District-Approved Means and Mediums.

DISTANCE LEARNING INSTRUCTION

All distance learning instruction shall be rendered and delivered according to District Means and Mediums.

PROFESSIONAL DEVELOPMENT AND TLE

In anticipation that this policy may become effective, District personnel shall receive required professional development instruction on best virtual, hybrid, and distance learning practices, which shall include grade level and content area-specific training, in addition to training on any District-Approved Means and Mediums for virtual and distance instruction and communication.

District administrators shall also receive appropriate training on how to supervise and evaluate personnel who are providing virtual, hybrid, and distance learning instruction under this policy.

SUPPORT SERVICES

Whether virtual, hybrid, or distance learning is utilized by the District, appropriate support services will continue to be available to District personnel, students, and their legal guardian(s) including:

- **Technical Support —** The District shall provide basic technical support for instructors, students and their legal guardian(s) in accessing and using District-Approved Means and Mediums of communication and virtual and distance learning instruction.
- **Instructional Support —** Instructors should contact their immediate supervisor with any questions regarding virtual, hybrid, or distance learning instruction.
- **Social-Emotional Wellbeing Support —** To the extent practicable and appropriate under the circumstances, the District shall provide information and resources to assist stakeholders in coping with the circumstances necessitating effectuation of this policy.
- **Special Education Resources and Support —** The Special Education Director or designee will provide support to students with disabilities or other special needs, along with their legal guardian(s), to help them navigate virtual, hybrid, and distance learning instruction and compliance issues while this policy is in effect.

ONGOING EVALUATION AND ADAPTATION TO EXIGENT CIRCUMSTANCES

The District, in consultation with state, local, and federal officials, shall continuously evaluate this policy, and the procedures herein, and adapt the same based on guidance from appropriate agencies.

Reference: 20 U.S.C. § 1232g, 34 CFR Part 99

ADOPTED: July 20, 2020
REVISED: November 9, 2020

4.9 INTERRELATIONSHIP BETWEEN CURRICULUM AND RELIGION

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be discouraged. Instead, the district should encourage all students and staff members to respect and be understanding of each other's religious views. The district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious belief. Students and staff members should be excused from participating in practices which are contrary to their religious beliefs unless there are clear issues of overriding concern that would prevent it.

The Board recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

The following rules will be followed by district employees:

Observance of Religious Holidays

The practice of the district shall be as follows:

The several holidays throughout the year which have a religious and a secular basis may be observed in the public schools.

The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.

Music, art, literature and drama having a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the particular holiday. Material of a religious theme should not predominate in any such school-sponsored activities and programs.

The district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

Religion in the Curriculum

Religious institutions and orientations are central to human experience, past and present. An education excluding such a significant aspect would be incomplete. It is essential that teaching about -- and not of -- religion be conducted in a factual, objective and respectful manner. Therefore, the practice of the district shall be as follows:

The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The use of religious symbols such as a cross, menorah, crescent, Star of David, symbols of native America religious or other symbols is permitted as a teaching aid or resource.

The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced, thorough study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

ADOPTED: October 21, 1993
REVISED: November 11, 1996, September 19, 2005

4.10 SENIOR MATH REQUIREMENT

Students enrolled as seniors beginning with the class of 2003 must take three (3) math classes Algebra I or higher. Prior to starting the senior year, a student who is in a college preparatory program must have:

A. achieved a 19 on the ACT math sub-test;
B. have completed four (4) high school math classes Algebra I or higher; or
C. be enrolled in Algebra II or higher math course or be enrolled in an ACT review course.

Special education students enrolled in a vocational technical course, and students who are not in a college prep program are exempt from this requirement.

ADOPTED: February 18, 2002

4.11 CONSTITUTION DAY AND CITIZENSHIP DAY

Constitution Day and Citizenship Day shall, in accordance with federal law, be held each year on September 17. The purpose of Constitution Day and Citizenship Day is to commemorate the formation and signing on September 17, 1787, of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens.

The District shall hold an educational program on the United States Constitution on September 17 of each year for the students served by the District in observation of Constitution Day and Citizenship Day. The manner in which the day shall be commemorated shall be within the superintendent's discretion.

Reference: 36 U.S.C. § 106; Public Law 108-447 (Dec. 8, 2004).

ADOPTED: September 19, 2005

4.12 ACADEMIC CREDIT

The district will provide students/families with regular notice of the academic standards required to graduate from the district. This information will be distributed annually to middle and high school students through site handbooks, academic advisement, district handbooks, back to school night, and IEP meetings, if applicable. It will include details regarding:

- Number and types of credits needed to graduate
- Minimum enrollment requirements
- Standardized assessments
- Proficiency based promotion
- Concurrent enrollment options

Students/families are expected to work with the assigned counselor to ensure that their student meets all the necessary requirements for successful completion of the district's program.

ADOPTED: September 12, 2016

4.13 VOLUNTARY PRAYER

The Oklahoma State Board of Education has directed that every school district permit those students and teachers wishing to do so to participate in voluntary prayer. This policy is adopted to comply with that directive.

It is the district's policy that students and teachers may engage in voluntary prayer, including at district athletic events and graduation ceremonies. However, school district employees shall not teach, or instill by way of repetition, any sectarian or religious doctrine.

Any student or teacher who has not been permitted to participate in voluntary prayer should notify the relevant school building principal of the violation of this policy. The district will investigate all reports that a student or teacher has not been permitted to participate in voluntary prayer pursuant to this policy.

Reference: OKLA. STAT. tit. 70, § 11-101.1
O.A.C. 210: 35-3-251

ADOPTED: October 16, 2024