SCHOOL HOURS

The school year shall consist of not less than one thousand eighty (1,080) hours of classroom instruction. Not more than thirty (30) of these hours shall be used for professional meetings. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than six (5) hours per semester, for a total of twelve (12) hours per school year.

REFERENCE: 70 O.S. §1-109
CLASS SCHEDULES:
STUDENT

Students are required by law to complete core curriculum requirements that are outlined in 70 O.S. §11-103. The district is responsible for providing each student with a free, appropriate, public education. The district will offer all of the enumerated courses on a four-year rotation.

It is the policy of the Nowata Board of Education that any changes to class schedules for students must be made during the first week of school. Class scheduling is an important and complex process. Although every effort will be made to accommodate the student, changes in class schedules may not be possible because of class loads.

Students who desire a change in their class schedule must obtain teacher and parent/guardian approval. If the change will eliminate a mandatory core curriculum class from the student’s schedule, the student and the parents of the student will be provided with a statement informing the student and parent that the class may not be offered again at a time that is convenient for the student. If the student takes the class via concurrent enrollment after dropping the class at the local site, the student and the student’s parents shall be responsible for all costs associated with the class.

The request must then be submitted to the appropriate counselor for consideration. The student will be informed if the change can be made but must adhere to the original schedule until notified.

REFERENCE: 70 O.S. §11-103.6
SCHOOL LIBRARY MEDIA CENTER

It is the policy of the Nowata Board of Education that efforts be made to staff and maintain a school library media center adequate for the needs of students and teachers.

The superintendent is directed to develop regulations governing the selection of materials for and the use of the library media center.
SCHOOL LIBRARY MEDIA CENTER
SELECTION OF MATERIALS
(REGULATION)

The responsibility for the selection of library media center materials rests with the Nowata Board of Education. Authority for the selection of proper materials shall be delegated to the library media center staff. Materials shall be selected in accordance with the principles established by the School Library Bill of Rights as approved by the American Association of School Librarians. Final selection will be made by the media specialist subject to approval by the board. Suggestions from the administration, the faculty, and from the students are encouraged.

The superintendent shall prepare regulations that support this policy.

The board of education and the media staff of the Stillwater Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

BILL OF RIGHTS FOR LIBRARY MEDIA CENTER PROGRAMS

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the student served.

To provide materials that will stimulate growth in knowledge and develop literacy, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

Responsibility for Selection

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library media center are selected primarily by the librarian with input from the Review Committee.
SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

Review Committee

Library Media Specialist
Principal
Counselor
Classroom Teacher

This committee must be approved by the superintendent.

Types of Material for Purchase

1. Instructional materials are chosen because they are of interest and have learning value for the student in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.

2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our time: international, national, and local. Books and materials of sound factual authority are not removed or banned from library media center shelves because of partisan or doctrinal disapproval.

3. Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand, and prices.

4. Multiple items of outstanding quality and much in demand media are purchased as needed.

5. Nonfiction subjects that are topics of criticism are carefully considered before selection. Among these are:

   A. Religion -- Factual unbiased material that represents all major religions may be included in the library media center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.

   B. Ideologies -- The library media center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public of ideologies or philosophies that are of current or continuing interest.

   C. Science -- Medical and scientific knowledge suitable to the development stage of the student should be made available without any biased selection of facts.

Criteria for Selection

1. Selections are made for, and in accordance with, the different maturity levels of the students.

2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

3. Interests, needs, abilities of the students, and correlation of materials with the curriculum are dominating factors in the selection of materials.

Criteria for Evaluation

1. The author or producer should be qualified as a subject specialist.
2. Concepts, content, and vocabulary should be appropriate for the potential user.
3. Facts presented should be accurate and up-to-date.
4. Information should be logically arranged.
5. Subject matter should hold the attention of the student.
6. Format of the material should be attractive and durable.
7. Illustrations should be pertinent and well executed.
8. Each medium should meet a real or potential need.
9. Evaluation from standard selection aids should be given consideration.

Selection Tools

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

   Booklist
   Bulletin of the Center for Children's Books
   Children's Catalog
   The Elementary School Library Collection
   Horbook
   Oklahoma Department of Libraries Book
   School Library Journal
   Junior High & Senior High School Catalog
   Fiction Catalog

When possible, audiovisual materials shall be previewed before purchase or ordered with return privilege guaranteed.
SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

Gift Books and Materials

1. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of a donor’s purchasing new books or materials as library media center gifts is discouraged. It is preferable that donors make monetary gifts for the purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.

2. Gift books and other materials, once accepted by the Nowata Public Schools, become the property of the Nowata Public Schools.

Procedures for Reconsideration of Materials

It is recommended that a student or the student’s parent should have this right to reject the use of library media center materials which seem incompatible with the student’s values or beliefs. It is further recommended that classroom assignments involving library media center materials provide for alternative choices. This procedure is consistent with the National Council of Teachers of English Statement on Students’ Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children. Books and other materials shall not be removed or banned solely because of partisan or doctrinal disapproval.

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objections in writing on forms provided through the principal’s office.

Completed forms are to be returned to the principal.

An informal conference with the principal will be held.

If unable to satisfy the complainant, refer the complaint to the Review Committee.

Material is not to be withdrawn without referring to the Review Committee, which determines whether the material should be withdrawn.

Material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals.

The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the library media specialist and the principal.
SCHOOL LIBRARY MEDIA CENTER, SELECTION OF MATERIALS, REGULATION (Cont.)

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent.

Final decision rests with the board of education.

Weeding and Discarding

Worn or missing standard items will be replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

Definition of Critical Terms

Selection -- the act or process of selecting materials.

Instructional Materials -- materials that fill a need related to the curriculum or contribute to the development and enrichment of the student. Evaluation -- to examine and judge the quality of materials.

Inquiry -- an information request, usually informal, that seeks to determine the rationale behind the presence of a particular item in a collection.

Expression of Concern -- an inquiry that has judgmental overtones. The inquirer has already made a value judgment on the material in question.

Complaint -- an oral charge against the presence and/or appropriateness of the material in question.

Challenge -- a formal written complaint filed with the library media center questioning the presence and/or appropriateness of specific material.

Attack -- a publicly worded statement questioning the value of the material, presented to the media and/or others outside the library media center organization, in order to gain public support for further action.

Censorship -- the removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library media center directors, etc.).
REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL

Name

Address

Telephone

Type of material

Title

Author

State specific objections. (Please cite pages or portions)

State any merits noted in the material

What do you believe might result from using this material?

What do you believe is the theme or purpose of this material?

Have you reviewed the entire material?

Have you reviewed other material by this person?

If yes, please list the material

What material dealing with same subject would you recommend as replacement?

Date

Signature

Adoption Date: October 10, 2011

Revision Date(s):
REPORT OF RECONSIDERATION

Author: __________________________ Type of Resource: __________________________

Title: __________________________

This decision was made on the __________ day of ____________. __________________________

Minority report is attached.

FINDINGS OF FACT:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

DECISION:

______________________________________________________________________________________________

______________________________________________________________________________________________

The following committee members are in agreement with the above decision:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

The following committee members are not in agreement with the above decision:

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________
TEXTBOOK SELECTION POLICY

It is the policy of the Nowata Board of Education to appoint a committee for the purpose of selecting textbooks to be used in this school district. The committee will be composed of the superintendent or his designee - who shall be a principal or a curriculum specialist - one parent of a child enrolled in this district, and six classroom teachers. The superintendent or his designee shall serve as chairperson.

The superintendent is directed to prepare a regulation implementing this policy and establishing procedures to be followed by the committee in the selection of textbooks. The administration will ensure that all textbooks necessary for completion of assigned work are routinely available to every student.

REFERENCE: 70 O.S. §16-111
INTERNET AND OTHER COMPUTER NETWORKS
ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Nowata Public Schools district is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("policy") of the school district and the Data Acquisition Site that provides Internet access to the school district. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

Term of the Permitted Use

A student or staff member who submits to the school, as directed, a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

Acceptable Uses

1. **Educational Purposes Only.** The school district is providing access to its computer networks and the Internet for educational purposes only. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.
INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)

2. **Unacceptable Uses of Network.** Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

   A. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district’s student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.

   B. Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another’s reputation by lies); employ another’s password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, “Trojan horse,” “time bomb,” or other harmful form of programming or vandalism; participate in “hacking” activities or any form of unauthorized access to other computers, networks, or information systems.

   C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.

   D. Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.

3. **Netiquette.** All users must abide by rules of network etiquette, which include the following:

   A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

   B. Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

   C. Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.

   D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient’s system and is in a format that the recipient can open.
INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)

4. **Cyber Bullying** - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:
   - Sending mean or threatening messages via email, IM (instant messaging), or text messages.
   - Spreading rumors about others through email, IM, or text messages.
   - Creating a Web site or MySpace (or other social-networking) account that targets another student or other person(s).
   - Sharing fake or embarrassing photos or videos of someone with others via a cell phone or the Web.
   - Stealing another person’s login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Nowata Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Oklahoma and/or federal law.

**Internet Safety**

1. **General Warning: Individual Responsibility of Parents and Users.** All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.

2. **Personal Safety.** Be safe. In using the computer network and Internet, the user should not reveal personal information such as the user’s home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone ‘met’ on the computer network or Internet without a parent’s permission (if the user is under 18). Regardless of the user’s age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.

3. “**Hacking**” and Other Illegal Activities. It is a violation of this policy to use the school’s computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

4. **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A
supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

5. **Active Restriction Measures.** The school, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using Internet filtering software for our technology protection measure to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term “harmful to minors” is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;

- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

6. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

**Privacy**

Network and Internet access is provided as a tool for the user’s education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

**Failure To Follow Policy**

The user’s use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student’s enrollment or the staff member’s employment in the school district. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.
INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND
INTERNET SAFETY POLICY (Cont.)

Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of
access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for
any claims, losses, damages, or costs (including attorney’s fees) of any kind suffered, directly or indirectly, by any
user (or his or her parents or guardian) arising out of the user’s use of its computer networks or the Internet under this
policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or
the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, the
Data Acquisition Site that provides the computer and Internet access opportunity to the school district and all of their
administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user’s
access to its computer network and the Internet, including but not limited to any fees or charges incurred through pur-
chases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate
with the school in the event of the school’s initiating an investigation of a user’s use of his or her access to its
computer network and the Internet, whether that use is on a school computer or on another computer outside the
school district’s network.

Updates

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional regis-
tration and account information or to sign a new policy reflecting developments in the law or technology or changes in
district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy
must be signed if the user wishes to continue to receive service. If after account information is provided, some or all
of the information changes, the user must notify the person designated by the school to receive such information.

REFERENCE: 21 O.S. §1040.75, §1040.76
Children’s Internet Protection Act of 2000 (HR 4577, P.L. 106-554)
Communications Act of 1934, as amended (47 U.S.C. 254[h], [I])
Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

THIS POLICY REQUIRED BY LAW.
CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS

The purpose of providing Internet and other computer network access in this district is to promote the exchange of
information and ideas with the global community. The following represents a guide to the acceptable use of the tech-
nology provided by this district. All network use must be consistent with the policies and goals of this school district.
Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to
local authorities. The district may monitor use of district technology at any time. All Internet and computer network
users are hereby informed that there shall be no expectations of privacy in that school officials may monitor users at
any time.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network
etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or
pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user’s account or
password or allowing such access by another may be permitted only with the approval of the supervising
teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information
protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information that may be injurious to a
person or a person’s property.
8. Illegal activities are strictly prohibited: transferring offensive or harassing messages; offering for sale or use
any substance the possession or use of which is prohibited by the school district’s staff and student policies;
viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the
law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade
secret information, or copyrighted materials.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial
ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission.
Copyright and licensing laws will not be intentionally violated.
CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS (Cont.)

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or
destroy hardware, data of another user, Internet, or any other agencies or other networks that may be accessed.
This includes, but is not limited to, the uploading or creation of computer viruses.

14. Report security problems to the supervising teacher or system administrator.

15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all
causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.
INTERNET ACCESS CONDUCT AGREEMENT

Every student, regardless of age, must read and sign below:

I have read, understand, and agree to abide by the terms of the foregoing Acceptable Use and Internet Safety Policy. Should I commit any violation or in any way misuse my access to the school district’s computer network and the Internet, I understand and agree that my access privilege may be revoked and school disciplinary action may be taken against me. I understand I have no expectation of privacy with regard to my use of the school district’s technology.

User’s Name (print clearly) ___________________________ Home Phone: ___________________________

User’s Signature: ___________________________ Date: ___________________________

Address: ___________________________

Status: Student ______ Staff ______ Patron ______ I am 18 or older ______ I am under 18 ______

If I am signing this policy when I am under 18, I understand that when I turn 18, I will have to sign another policy.

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or legal guardian of the above student, I have read, understand, and agree that my child or ward shall comply with the terms of the school district’s Acceptable Use and Internet Safety Policy for the student’s access to the school district’s computer network and the Internet. I understand that access is being provided to the students for educational purposes only. However, I also understand that it is impossible for the school to restrict access to all offensive and controversial materials and understand my child’s or ward’s responsibility for abiding by the policy. I am, therefore, signing this policy and agree to indemnify and hold harmless the school, the school district, and the Data Acquisition Site that provides the opportunity to the school district for computer network and Internet access against all claims, damages, losses, and costs, of whatever kind that may result from my child’s or ward’s use of his or her access to such networks and/or his or her violation of the foregoing policy. Further, I accept full responsibility for supervision of my child’s or ward’s use of his or her access account if and when such access is not in the school setting. I hereby give permission for my child or ward to use the building-approved account to access the school district’s computer network and the Internet.

Parent or Guardian (please print): ___________________________ Home Phone: ___________________________

Signature: ___________________________ Date: ___________________________

Address: ___________________________

This agreement is valid for the ___________ school year only.
BASIC INSTRUCTIONAL PROGRAM

The Nowata Board of Education will provide reasonable educational opportunities to enable all children to succeed, both personally and as citizens.

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of all school-aged children and provide opportunities for individual children to develop specific talents and interests.

The board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The board will appoint a committee composed of administrators, teachers, and parents to annually evaluate the curriculum to determine whether each child in the school system is receiving basic skill instructions.

The committee shall have access to all materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal information. Members of the committee may visit with other staff members, students, former graduates, parents, and business people in the community for input into their evaluation.

The committee chairperson shall prepare a written report of the findings of the committee to the superintendent prior to the first day of February each year. This report should list the strengths and recommendations for each basic skill area.

The superintendent shall present the report to the board of education at a regular or special meeting. The board will consider each recommendation made by the committee. Any changes in methods of instruction, scheduling, or curriculum changes will be left entirely up to the superintendent and the board of education.

This committee shall be appointed to serve for a one-year term. However, individual members may be appointed to succeed themselves if the board so desires.

At all levels, provisions will be made for a wide range of individual differences through use of a variety of materials, adjustment in studies, and modified courses.

In all instances, the curriculum will meet the educational requirements established by state law.

The goals of the evaluation committee will be to permit and assist every child to acquire the following:

1. An understanding of himself and of his worth as an individual and a member of society.
2. A mastery of the basic skills in the use of the language arts -- listening, speaking, writing, reading, spelling, and grammar.
3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically, and solving problems.
BASIC INSTRUCTIONAL PROGRAM (Cont.)

4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.

5. The desire and the ability to express himself creatively in one or more of the fine and creative arts and to appreciate the aesthetic expressions found in the art of others.

6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation, and the world.

7. An understanding of career roles and how to relate learning experiences to real life.

REFERENCE: 70 O.S. §11-103
PHYSICAL EDUCATION

Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. The district is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours.

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

Oklahoma Kids Fitness Challenge Act

This district will implement the physical activity program for public school students in the fifth grade as established by the State Board of Education. Fitness challenges adopted by the Presidents Council on Physical Fitness and Sports will be incorporated into the program and may include the following activities:
PHYSICAL EDUCATION (Cont.)

1. Twenty-five sit-ups in two minutes a minimum of three times per week every week during the school year; or
2. Walk a minimum of twenty-five miles per week every week during the school year.
3. Participation in “Walk Across Oklahoma.”

REFERENCE: 70 O.S. §1-107
70 O.S. §11-103, §11-103.9
70 O.S. §1210.199
7 CFR, Parts 210 and 220
7 CFR, Part 245.5

THIS POLICY REQUIRED BY
PUBLIC LAW 108-265, SECTION 204.
GIFTED CHILD EDUCATIONAL PROGRAM

The Nowata Board of Education recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.307 of Title 70.

Therefore, it is the policy of the board of education to cooperate fully with the State Department of Education in identifying gifted and talented children and in developing appropriate educational programs.

Children in this district will be considered for placement in the program in accordance with scores on standardized achievement and intelligence tests, records, and recommendations of teachers and parents.

Children identified as gifted and talented will be offered gifted and talented educational programs directly through the facilities of this district.

Student participation in extracurricular activities shall be dependent upon the maintenance of minimum academic standards established by the board, the student's individual ability in the extracurricular activity, and such other factors as may be determined by the administration.

The superintendent is directed to develop and implement regulations that support this policy.

REFERENCE: 70 O.S. §1210.307, et seq.
70 O.S. §5-135
GIFTED CHILD EDUCATIONAL PROGRAMS  
(REGULATIONS)

In accordance with the policy of the board of education, a local advisory committee (which may or may not be comprised of the curriculum advisory committee) shall be established. The committee will consist of administrators, teachers, and parents with no fewer than 3 and no more than 11 members, at least one third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.

The purpose of the committee is to assist in the development of the district plan for gifted child educational programs, to assist in preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. A chair and vice-chair will be elected, and written records and reports shall be made by the committee. The committee will establish a regular meeting schedule sufficient to implement the program.

The committee will make available to the board of education copies of their agendas, minutes, and evaluations of the program. The committee will reorganize biennially prior to September 15. A meeting will be called by the superintendent not later than October 1 of each school year. All meetings of the committee shall be subject to the provisions of the Oklahoma Open Meeting Act (70 O.S. §1210.308).

The committee will advise and assist district professional staff with the development of a plan which will include a description of the curriculum for the gifted child educational program, the criteria for evaluation of the this program, the competencies and duties of the program’s staff, number and percentage of students identified by the district as gifted children, and a budget for the district gifted child educational program.

Definition

Gifted and talented students are those students at the preschool, elementary, and secondary levels having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

Identification of gifted and talented students will be identified as follows:

1. Students scoring at or above the 97th percentile on the composite score of a nationally recognized achievement test;

2. An Intelligence Quotient (IQ = Mental Age/Chronological Age) at or above 125 as determined by a standardized intelligence test such as the Otis-Lennin, WISC-R, or the Stanford Binet;

3. Through the recommendation of a teacher or counselor who has taught the student, and/or;

4. Students who have demonstrated:
   A. Creative thinking ability
   B. Leadership ability
   C. Visual performing arts ability, and/or
D. Specific academic ability.

To insure due process rights for all potentially identifiable and identified gifted students, multicriteria assessments shall be used and a student will not be denied needed programming on the basis of one assessment criterion.

Procedural safeguards will include:

1. Written parental consent is required for individual evaluation.

2. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act.

3. Parents may request additional evaluation of their child for placement purposes. Tests must be approved by school officials and must have been administered by a psychometrist or other approved professional licensed by the state of Oklahoma.

4. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria regardless of past placement.

5. Placement will be reviewed annually by teachers, counselors, and administrators.

6. Removing a student from the gifted child educational program will be by request of the parents, student, or student's teacher(s) after an appropriate review process is completed.

The committee will use discretion in notifying the students and parents regarding placement in the program. The regular avenues of appeal provided by school board policy will be available to parents if they choose to use them.

Some of the desired goals of this program are:

1. To develop critical thinking skills;

2. To develop problem-solving skills;

3. To develop oral and written communication skills;

4. To encourage and recognize creativity;

5. To encourage and provide opportunities for leadership development;

6. To develop and reinforce positive self concepts;

7. To provide enrichment activities to enhance the cultural and educational experiences; and

8. To encourage individuals to become life-long learners.
EXTENDED SCHOOL YEAR SERVICES

In recognition that some children need educational services in excess of the 1,080 hours provided during the traditional school year, the Nowata Public Schools has developed an extended school year program in order to provide students with a free, appropriate, public education. Whether a student is entitled to extended year services will be determined on a case-by-case basis. Once a student is deemed to require additional educational services, the student's IEP team will determine what areas of the curriculum will be included in each individual student's extended school year program. This program and its attendant procedures do not supersede or preempt the prerogative of the individualized education planning team. The intent is to assure thorough review and careful consideration of the individual needs of our student population who will benefit from extended school year services.

REFERENCE: 70 O.S. §13-101
300.320 IDEA Regulations
EXTENDED SCHOOL YEAR SERVICES CHECKLIST
FOR CHILDREN AND YOUTH WITH DISABILITIES

The IEP team will complete this checklist during the annual IEP review or any time when considering a student's need for extended school year services to ensure a free appropriate public education. Additional documentation should be attached as appropriate and maintained in the child’s individual special education records.

Child: ___________________________ Birthdate: _______________ Grade: _______________

Date of Review: ___________________ School Site: ______________

1. Skill areas and annual goals being considered:
   
   List/explain:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

2. Degree of the impairment
   Degree of impairment: Mild _____ Moderate _____ Severe _____
   
   Describe/explain:
   ___________________________________________________________
   ___________________________________________________________
   ___________________________________________________________

3. Degree of regression and the time necessary for recoupment of skills
   A. Documented degree of regression in the past:
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________
   Documentation source/basis:
      ___________________________________________________________
      ___________________________________________________________
      ___________________________________________________________

   Documentation not available _____
EXTENDED SCHOOL YEAR SERVICES CHECKLIST
FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

B. Documented amount of time required for recoupment of skills in the past:

__________________________________________

Documentation source/basis:

__________________________________________

Documentation not available

C. Predicted degree of regression during interruption of child's educational program (such as school breaks):

__________________________________________

D. Predicted amount of time required for recoupment at the beginning of each school year if this child does not receive ESY services:

__________________________________________

4. Ability of the child's parents to provide educational structure at home:

Information/Comments:

__________________________________________

5. Child's rate of progress:

Information/data reviewed:

__________________________________________
EXTENDED SCHOOL YEAR SERVICES CHECKLIST
FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

Comments on IEP annual goals and progress:


6. Describe any behavioral problems:


7. Describe physical problems that the child has:


8. Availability of alternative resources for this child:


9. Child's ability to interact with nondisabled children:


Comments on IEP determination for least restrictive environment:


10. Area(s) in curriculum that require continuous attention for the child:


Adoption Date: October 10, 2011
Revision Date(s):
EXTENDED SCHOOL YEAR SERVICES CHECKLIST
FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

11. The child’s vocational needs:

12. Is the area of service(s) under consideration "extraordinary" to this child's disability as opposed to an integral part of a program for those with the child's disability?
   Yes _____ No _____

13. Other relevant factors as determined by the IEP Team:

Additional Information or Comments:

The IEP team has determined ESY service(s) are necessary for the provision of FAPE.

*Yes _____ No _____

*The IEP annual goals and benchmarks or short-term objectives requiring ESY service(s) are determined by the IEP team in accordance with 34 CFR §§ 300.340 – 300.350. The type, amount, and duration of ESY services will be determined by the IEP team on an individual basis and not based on particular categories of disability.
EXTENDED SCHOOL YEAR SERVICES CHECKLIST
FOR CHILDREN AND YOUTH WITH DISABILITIES (Cont.)

IEP Team Members Participating in Review of Existing Data for ESY:

<table>
<thead>
<tr>
<th>Member Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent(s)</td>
<td></td>
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<tr>
<td>Student (as required)</td>
<td></td>
</tr>
<tr>
<td>Special Education Teacher</td>
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<tr>
<td>Regular Education Teacher</td>
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<td>Administrative Representative</td>
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<tr>
<td>Related Service Provider(s) (as appropriate)</td>
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<tr>
<td>Others (indicate name and title)</td>
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SPECIAL EDUCATION SERVICES
FOR CHILDREN ENROLLED IN PRIVATE SCHOOL

The school district shall provide special education services for district resident children enrolled in private schools located within the school district in accordance with state and federal law requirements. To ensure timely and meaningful consultation, the superintendent or designee shall consult with private school officials to design and develop educational programs and services. Consultation shall include:

A. How the children's needs will be identified;
B. What services will be offered;
C. How, where and by whom the services will be provided;
D. How the services will be academically assessed and how the results of that assessment will be used to improve those services;
E. The size and scope of the equitable services to be provided to the eligible private school children, the proportion of funds that are allocated under federal law for the services;
F. The method and sources of data that are utilized to determine the number of children from low-income families in participating school attendance areas who attend private schools;
G. How and when the school will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third-party providers;
H. How, if the school and the private school officials disagree on the provision of services through a contract, the school will provide in writing to the private school officials an analysis of the reasons why a contractor was not utilized;
I. Whether the school will provide services directly or through a separate government agency, consortium, entity, or third-party contractor;
J. Whether to provide equitable services to eligible private school children:
   a. By creating a pool or pools of funds with all of the funds allocated by federal law based upon all the children from low-income families in a participating school attendance area who attend private schools; or
   b. By using a proportion of funds allocated under federal law based upon the number of children from low-income families in the school district's participating school attendance area who attend private schools.
K. When, including the approximate time of day, services will be provided; and
L. Whether to consolidate and use funds provided under federal law in coordination with eligible funds available for services to private school children under applicable programs defined in federal law to provide services to eligible private school children participating in programs.

If the school district disagrees with the private school regarding an issue addressed above, the school district shall provide in writing to private school officials the reasons why the school district disagrees. The school district will maintain written documentation which includes a written affirmation signed by private school officials that consultation has occurred. The written affirmation shall also include an option for private school officials to provide that the private school officials do not believe that timely and meaningful consultation has occurred and that the program design is not equitable with regard to private school students.

LEGAL REFERENCE: ESSA Section 1117
LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;

    or

2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency;

    or

3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

    and

4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Tutorial Programs

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

No Child Left Behind Act of 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
LIMITED ENGLISH PROFICIENCY INSTRUCTION (Cont.)

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. (See also policy EK.) Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).

4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:

A. Their child's level of English proficiency and how such a level was assessed.
B. The status of their child's academic achievement.
C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
E. Exit requirements for the program.
F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCE: ESSA Sections 3111-3116

THIS POLICY REQUIRED BY ESSA

Adoption Date: 11-12-2018
Revision Date(s): 9/6/18
TITLE I PARENT INVOLVEMENT

Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district’s policy without some parental involvement in its development at the local level.

The Nowata Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word “parent” also includes guardians and other family members involved in supervising the child’s education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, at least three (3) additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program. Notices will be sent to the parents and articles will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school’s Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child’s selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children’s progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss
their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;

2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and

3. Address the importance of parent-teacher communication on an on-going basis with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

REFERENCE: P. L. 103-382, Improving America's Schools Act
P. L. 107-110, No Child Left Behind Act of 2001

NOTE: Districts with more than one school participating in a Title I program may wish to consider the establishment of a district-wide parent advisory council.

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.
PARENT PARTICIPATION IN THE SCHOOL DISTRICT

The board of education, in consultation with parents, teachers, and administrators, has developed and adopted this policy to promote and encourage the involvement of parents and guardians of children within the school district.

1. Parent participation in the schools is encouraged to improve parent and teacher cooperation in such areas as homework, attendance and discipline. At the beginning of each school year each teacher shall provide parents with contact information so that a parent has the opportunity to contact the teacher or administration to address concerns related to homework, attendance and discipline.

2. Parents may request additional information from the administration to learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

3. Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Obligation to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion. Parents are hereby informed that the withdrawal of a child from any state mandated courses could prevent their child from being eligible to receive a high school diploma.

4. If the school district offers any sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes or pursuant to any rules adopted by the State Board of Education, parents may opt their child out of sex education instruction if the child's parent provides written objection to the child's participation in the sex education curricula.

5. Parents are hereby notified and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes;

6. Parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, as well as extracurricular clubs and activities that have been approved by the school. A list of school clubs that have been approved by the board of education is available from the administration upon request.

7. Specific parent rights and responsibilities provided under the laws of this state, include the following:
   a. the right to opt out of a sex education curriculum if one is provided by the school district.
   b. open enrollment rights.
   c. the right to opt out of assignments.
   d. the right to be exempt from the immunization laws of the state pursuant to Section 1210.192 of Title 70 of the Oklahoma Statutes,
   e. the promotion requirements prescribed in Section 1210.508E of Title 70 of the Oklahoma Statutes;
   f. the minimum course of study and competency requirements for graduation from high school prescribed in Section 11-103.6 of Title 70 of the Oklahoma Statutes,
PARENT PARTICIPATION (Cont.)

g. the right to opt out of instruction on the acquired immune deficiency syndrome pursuant to Section 11-103.3 of Title 70 of the Oklahoma Statutes,

h. the right to review test results,

i. the right to participate in gifted programs pursuant to Sections 1210.301 through 1210.308 of Title 70 of the Oklahoma Statutes,

j. the right to inspect instructional materials used in connection with any research or experimentation program or project pursuant to Section 11-106 of Title 70 of the Oklahoma Statutes,

k. the right to receive a school report card,

l. the attendance requirements prescribed in Section 10-106 of Title 70 of the Oklahoma Statutes,

m. the right to public review of courses of study and textbooks,

n. the right to be excused from school attendance for religious purposes,

o. policies related to parental involvement pursuant to this section,

p. the right to participate in parent-teacher associations and organizations that are sanctioned by the board of education of a school district, and

q. the right to opt out of any data collection instrument at the district level that would capture data for inclusion in the state longitudinal student data system except what is necessary and essential for establishing a student's public school record.

Parents may submit a written request for information during regular business hours to either the school principal at the school site or the superintendent at the office of the school district. Within ten (10) days of receiving the request for information, the school principal or superintendent, shall deliver the requested information to the parent or provide a written explanation of the reasons for the denial of the requested information. If the request is denied or the parent does not receive the requested information within fifteen (15) days after submitting the request, the parent may submit a written request for the information to the board of education. The board of education shall formally consider the request at the next scheduled public meeting if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the board of education shall formally consider the request at the next subsequent meeting of the board of education.

LEGAL REFERENCES:  
70 O.S. § 10-106
70 O.S. § 11-103.3
70 O.S. § 11-103.6
70 O.S. § 11-105.1
70 O.S. § 11-106
70 O.S. § 1210.192
70 O.S. § 1210.301 through § 1210.308
70 O.S. § 1210.508E
LIMITED ENGLISH PROFICIENCY INSTRUCTION

The Nowata Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;

   or

2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student’s level of English language proficiency;

   or

3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

   and

4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Tutorial Programs

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

No Child Left Behind Act of 2001

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student’s placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.
LIMITED ENGLISH PROFICIENCY INSTRUCTION (Cont.)

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. (See also policy EK.) Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.

3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).

4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
   A. Their child’s level of English proficiency and how such a level was assessed.
   B. The status of their child’s academic achievement.
   C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
   D. Information as to how the program will meet their child’s educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
   E. Exit requirements for the program.
   F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child’s IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

REFERENCE: P. L. 107-110, No Child Left Behind Act of 2001

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.
ALTERNATIVE EDUCATION

This school district shall provide an alternative education program that conforms to the requirements of state law and rules applicable to alternative education. The alternative education program shall conform to federal law requirements. If federal funding is utilized to provide services to meet the educational needs of neglected, delinquent, and at-risk children and youth, the program shall:

1. Allow class sizes and student-teacher ratios conducive to effective learning for at-risk students;

2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;

3. Include an intake and screening process to determine eligibility of students;

4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;

5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;

6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;

7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;

8. Offer individualized instruction;

9. State clear and measurable program goals and objectives;

10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;

11. Require a plan leading to graduation be developed for each student in the program that will allow the student to participate in graduation exercises for the school district after meeting all of the graduation requirements of the school district.

12. Offer life skills instruction;

13. Provide opportunity for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council;

14. Provide a proposed annual budget;

15. Include an evaluation component including an annual written self-evaluation;

16. Be appropriately designed to serve middle school, junior high school, and secondary school students in grades six through twelve who are most at risk of not completing a high school education for a reason other than as identified in 70 O.S.§13-10, and;
ALTERNATIVE EDUCATION (Cont.)

17. Allow all students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

The alternative education program shall be operational and serving students by September 15, of each school year.

Any equipment or material purchased by the school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by the district during the hours the alternative education program is in operation. The equipment or materials may be used for other purposes during hours when the alternative education program is not in operation.

If a program will serve fewer than ten (10) students, the alternative education program shall be offered by the district through an interlocal cooperative in which the district participates, unless the program has been granted a waiver from this requirement by the State Department of Education.

REFERENCE: 70 O.S. §1210.568  
70 O.S. §1210.569  
20 U.S.C. § 6434

NOTE: Referenced statute 70 O.S. §1210.568 requires the program be provided by all school districts beginning with the first semester of the 2000-2001 school year.
ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Nowata Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and student’s primary interactions are in real-time. Regular classroom instruction is synchronous instruction as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

Supplemental online course is 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 by student attendance and participation in the district.

Educationally appropriate means an instructional delivery method best suited for an individual student to advance the student’s academic standing toward meeting the learning expectations of the district and State graduation requirements for the student. The determination of educationally appropriate will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
ONLINE INSTRUCTION (Cont.)

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

3. Only students who are enrolled in this district will be granted access to supplemental online courses.

4. Requests for enrollment in supplemental online courses shall be as follows:
   a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
   b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
   c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal’s recommendation and the student shall be afforded the opportunity to appeal the principal’s decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.

5. If enrollment is in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in online courses and to serve as a liaison to the online teachers and provider(s). Students shall have a grade period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.

6. Students earning credit by means of online instruction shall participate in required state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).

8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted “present” or “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 provider shall make available to students, parents and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online
instruction courses shall be used for any purposes other than those that support the instruction of the individual student.

10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.

11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.

12. Prior to the beginning instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.

13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.

14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of high education, possessing the specific content expertise necessary to teach the course.

15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.

16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

A POLICY ON THIS SUBJECT IS REQUIRED BY LAW
GRADING

In accordance with the policy of the board of education the following grading system will be used for all subjects, including special education:

100 – 90 = A
89 – 80 = B
79 – 70 = C
69 – 60 = D
59 – Below = F

A grade mark of 'I' is an incomplete and will be changed when the course is completed within the time limit set by the teacher.

Teachers who find that an excessive number of students are earning A's and B's may wish to examine and modify their methods of grading. Teachers who find that an excessive number of students are earning D's and F's may wish to examine and modify their methods of grading.

In considering days missed, all absences, excused and unexcused will be counted except absences because of school-sponsored activities. An exempted student has the option to take the semester tests. However, the grade mark earned on the test will be included in the overall grade average.
STUDENT RETENTION 
(REGULATION)

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

Students 4th – 12th grade 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 four 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.

1. Any student who demonstrates proficiency in reading at the PK – 3rd grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

2. If a PK – 3rd grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a student reading portfolio and shall provide notice to the parent of the deficiency.

3. 
   a. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade, the student may qualify for automatic promotion to the fourth grade upon scoring at the "limited knowledge" level on the reading portion of the statewide third-grade criterion-referenced test.

   b. Prior to promotion, however, the district shall provide notice to the student's parent(s) and/or guardian(s) that the child is not yet reading at grade level and provide the parent(s) and/or guardian(s) of the child the option for retention should they so desire. The notice shall contain, at a minimum, the most recently identifiable grade level on which the student is actually proficient, the opportunities for summer reading programs, school and/or community based reading tutoring, vendors which provide reading tutoring and the rights to the continuing intensive remediation pursuant to this paragraph.

   c. A student so promoted shall be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which the student is enrolled. An intensive remediation plan shall be developed by a "Student Reading Proficiency Team" composed of:
      (1) the parent(s) and/or guardian(s) of the student,
      (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
      (3) a teacher in reading who teaches in the subsequent grade level,
      (4) the school principal, and
      (5) a certified reading specialist, if one is available.
STUDENT RETENTION (Cont.)

4. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of PK – 3rd grade and still has a significant reading deficiency, as identified based on assessments administered that meet the acquisition of reading skills criteria, has not accumulated evidence of grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to the next grade.

5. a. For the 2013-14 and 2014-15 school years, a student not qualified for automatic promotion under paragraph 4 of this subsection may be evaluated for "probationary promotion" by a "Student Reading Proficiency Team" composed of:

   (1) the parent(s) and/or guardian(s) of the student,

   (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

   (3) a teacher in reading who teaches in the subsequent grade level,

   (4) the school principal, and

   (5) a certified reading specialist.

The student shall be promoted to the next grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellence Act.

6. Beginning with the 2015-16 school year, students who score at the unsatisfactory level on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption as provided in subsection K of this section shall be retained in the third grade and provided intensive instructional services and supports.

7. Students PK – 2nd will continue to follow policy for "probationary promotion" as written in paragraphs 4 and 5.

8. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law.

A third grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

   (1) Limited-English-proficient students who have had less than two years of instruction in an English language learner program;

   (2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
STUDENT RETENTION (Cont.)

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

(4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

(5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and

(6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two years.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;

2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and

3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

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

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

Adoption Date: August 11, 2014
Revision Date(s): 
Page 3 of 3
PROFICIENCY BASED PROMOTION

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, criterion-referenced test, thesis, project, product or performance. Proficiency in all laboratory sciences will require students to perform relevant laboratory techniques.

   B. Students shall have the opportunity to demonstrate proficiency in the core areas twice each year: once before the beginning of the school term and at the end of the school term as identified in 70 O.S. §11-103.6:

      1. Social Studies
      2. Language Arts
      3. The Arts
      4. Languages
      5. Mathematics
      6. 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 of demonstration.

   D. Qualifying students are those who are legally enrolled in the local school district.

   E. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.

   F. Students will be allowed to take proficiency assessments in multiple subject areas.

   G. Students not demonstrating proficiency will be allowed to try again during the next assessment period.

   H. Exceptions to standard assessment may be approved for those students with disabling conditions.

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. The 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 requirement 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 priority academic student skills in the same way that curriculum and instruction are focused on the priority academic student skills. In other words, assessment will be aligned with curriculum and instruction.

4. Options for accommodating student needs for advancement after demonstrating 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;

   H. Individualized education programs.

5. Each year the school district will disseminate materials explaining the opportunities of proficiency based promotion to students and parents in the district. Priority Academic Student Skills and type of assessment or evaluation for each core curriculum area will be made available upon request.

Appropriate notation will be made for elementary, middle level or high school level students satisfactorily completing a 9-12 high school curriculum area. Completion will be noted with a "P" for passing. This unit will count toward meeting the requirements for the high school diploma.
HOMEWORK

The Nowata Board of Education believes that homework is an important part of the educational process. Homework shall be related to the school's aims and philosophy of education but its primary objective shall be to aid in the development of the student. The superintendent is directed to establish procedures for the assignment of homework.
GRADUATION REQUIREMENTS

The Nowata Board of Education recognizes that a 12-year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study. Therefore, it is the policy of the board of education that a minimum of 25 units of credit be earned in the subject areas listed below to be eligible for graduation. Beginning with the 2006-2007 school year, all ninth grade students, in order to graduate from an Oklahoma public school, will be required to complete the “college preparatory/work ready curriculum units or sets of competencies” at the secondary level. A student will be allowed to enroll in the core curriculum in lieu of the requirements of the college preparatory/work ready curriculum upon the written approval of the parent or legal guardian of the student. Current state graduation requirements will be deemed to be the “core curriculum” option. The “college preparatory/work ready curriculum” will include the following:

4 units of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

3 units of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3 units of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

3 units of history and citizenship skills, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;

2 units of the same foreign or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

1 additional unit selected from the above categories or career and technology education courses approved for college admission requirements; and

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

In order to graduate from the district with a standard diploma, students shall complete the following core curriculum units at the secondary level:
GRADUATION REQUIREMENTS (Cont.)

Language Arts
4 units or sets of competencies
1 unit of Grammar and Composition
and
3 units which may include
American Literature
English Literature
World Literature
Advanced English Courses
Other English courses with content and/or rigor
equal to or above grammar and composition

Mathematics
3 units or sets of competencies
1 unit of Algebra I
and
2 units which may include:
Algebra II
Geometry
Trigonometry
Math Analysis or Pre-calculus
Statistics and/or Probability
Calculus
Computer Science I and II
Intermediate Algebra
Mathematics of Finance

Contextual mathematics courses that enhance
technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education

Mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education

Other mathematics courses with content and/or rigor equal to or above Algebra I

Science
3 units or sets of competencies
1 unit of Biology I
and
2 units which may include:
Chemistry I
Physics
Biology II
Chemistry II
Physical Science
Earth Science
Botany
Zoology
Physiology
Astronomy
Applied Biology/Chemistry
Applied Physics
Principles of Technology
Qualified agricultural education courses

Contextual science courses that enhance
technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education

Science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education

Other science courses with content and/or rigor equal to or above Biology I

These courses may be taught in a contextual methodology.
GRADUATION REQUIREMENTS (Cont.)

Social Studies
3 units or sets of competencies
   1 unit of United States History
   ½ to 1 unit of United States Government
   ½ unit of Oklahoma History
   ½ unit to 1 unit which may include:
      World History
      Geography
      Economics
      Anthropology
      Other social studies courses with content and/or
      rigor equal to or above United States History,
      United States Government, and Oklahoma
      history

The Arts
2 units or sets of competencies

Electives
8 units or sets of competencies

In addition to the curriculum requirements, students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act.

All students are strongly encouraged to complete two units or sets of competencies of foreign language classes and two units or sets of competencies of physical and health education as part of the core curriculum.

Credit may be given for the above-referenced classes when the courses are taken in the seventh or eighth grades if the teachers are certified or authorized by law to teach the subjects for high school credit and the required course rigor is maintained.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and which provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting state graduation requirements.

No student will be allowed to receive credit more than once for completion of the same unit or sets of competencies. All of the above-referenced classes may not be offered by the district. However, sufficient courses shall be offered to allow students to meet the graduation requirements during the secondary grade years of the student.

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student. However, all students in grades nine through twelve are required to enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

Students who transfer into this school district from out of state after their junior year of high school shall not be denied, because of differing graduation requirements, the opportunity to be awarded a standard diploma. This applies to students who would be unable to meet the specific graduation requirements listed above without extending the date of graduation. Exception from the graduation requirements will be based on rules established by the State Department of
Education. All exceptions and the reasons therefor shall be reported to the State Department of Education on or before July 1 of each year.

Early graduation from high school is not offered by this district. Students are expected to complete eight (8) semesters of high school in order to graduate and receive a diploma.

Beginning with students who enter the ninth grade in the 2008-2009 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma.

a. Algebra I;
b. English II; and
c. Two of the following five:
   1. Algebra II,
   2. Biology I,
   3. English III,
   4. Geometry, and
   5. United State History.

To demonstrate mastery, the student shall attain at least a satisfactory/proficient score on the end-of-instruction criterion-referenced tests administered for these courses. The State Board of Education has approved a process for alternative tests and an alternative method for students to demonstrate mastery, including exceptions and exemptions to these requirements for unusual circumstances, as required by law.

REFERENCE: 70 O.S. § 11-103.2c
70 O.S. § 11-103.6
70 O.S. § 1210.508
70 O.S. § 1210.523
SCHOOL COUNSELOR

The school counselor is a member of the teaching team. The counselor is concerned for the welfare of the child, instructional goals of the teachers, and communication between home, school, and the community.

Student referrals to the school counselor are made by the principal and teachers. Parents wishing a conference may contact the counselor from 8:00 a.m. to 9:00 a.m. each school day. Students may make arrangements to visit the counselor through their homeroom teachers.
TESTING PROGRAM
STUDENT SURVEYS
(REGULATION)

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements outlined in policy found elsewhere in this manual. (See GVA-P.) Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without prior parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental and psychological problems of the student or the student’s family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. Religious practices, affiliations, or beliefs of the student or the student’s parent.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student’s parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.
TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to “opt the student out of participation,” in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
   A. College or other postsecondary education recruitment, or military recruitment;
   B. Book clubs, magazines, and programs providing access to low-cost literary products;
   C. Curriculum and instructional materials used in schools;
   D. Tests and assessments;
   E. Student recognition programs; and
   F. The sale by students of products or services to raise funds for school-related activities.

2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or

3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

Definitions

The term “survey” includes an evaluation.

The term “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.
The term “personal information” means individually identifiable information, include a student’s or parent’s name, address, telephone number, or social security number.

The term “instructional material” means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

THIS POLICY REQUIRED BY THE NO CHILD LEFT BEHIND ACT.
TESTING PROGRAM
(REMEDIATION REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the skill reinforcement and remediation of students who do not obtain a satisfactory grade under the Oklahoma School Testing Program Act as implemented by this school district in policy EK and subsequent regulations.

Students who do not perform satisfactorily on the tests implemented by this school district under the above referenced policy shall be provided opportunities for remediation.

Students who do not achieve a satisfactory score on the End of Instruction exams will be offered remediation through our Education 2020 virtual classroom. This service will be offered at no cost to our students. Students will be given the opportunity to take the exams again during the spring, summer and winter testing windows as set by the Oklahoma State Department of Education.

A student who is subject to an individualized education plan (IEP) shall be tested only to the extent specified by the student’s IEP.

REFERENCE: 70 O.S. 1210.508
READING SUFFICIENCY TESTING

Reading sufficiency testing will be conducted in the school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

Every student enrolled in kindergarten, first, second, and third grades shall be assessed for the acquisition of reading skills for the grade level in which enrolled. Except for students who are on an individualized education program, have limited English proficiency, or for whom English is a second language, any student found not to be reading at the appropriate grade level shall be provided a reading assessment plan. The plan shall include a program of instruction in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall also include, but not be limited to:

1. Additional in-school instructional time sufficient for the development of reading and comprehension skills of the student.

2. Tutorial instruction as needed after regular school hours, on Saturdays, and during the summer.

3. Use of teaching methodologies as determined appropriate by a reading assessment committee (may include phonics and other methodologies in general practice).

The student shall be reassessed at the conclusion of the program of instruction. The program will be continued until the student is determined not to be in need of remediation in reading. The student’s progress may continue to the next grade level while the tutorial reading instruction continues.

A committee will be established at each school site to determine the reading assessment plan for each student for whom the plan is necessary. If possible, the committee shall include a certified reading specialist. A student’s parent or guardian shall be included in the development of a plan for that student.

A new reading assessment plan shall be developed and implemented for any third grade student not reading at that grade level as determined by multiple assessments. The assessments will include a nationally recognized reading assessment and will be given at mid-year. The new plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of the year.

Results of reading assessments shall be made part of the permanent school record of each student until the student is reading on grade level. Results of the next grade level assessment can then be measured against the previous grade level results.
MOMENT OF SILENCE

It shall be the policy of this Nowata Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during noninstructional time and does not interfere with the rights of other students.

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at 10:00 a.m. The minute of silence will be during announcements. If the district or a school employee is sued for providing a moment of silence to students, the district must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

REFERENCE: 70 O.S. §11-101.1
70 O.S. §11-101.2