

SECTION VII

STUDENTS

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**7.01 STUDENT INVOLVEMENT IN ESTABLISHING
GOALS AND OBJECTIVES**

It shall be the policy of the Board to foster and encourage the development of procedures through which students may be effectively involved in establishing goals and objectives for their lives and the district, insofar as these goals may be properly accomplished in the school setting.

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.02 STUDENT HANDBOOKS

All student handbooks must be approved annually by the Board of Education.

ADOPTED: July 11, 1996

7.03 EQUAL EDUCATIONAL OPPORTUNITIES

It is the policy of the Board to offer an educational program which attempts to meet the needs of the students of the district and to provide equal opportunities without regard to race, religion, color, sex, national origin, disability, age or veteran status in its educational programs, services and activities. All school personnel will be encouraged to utilize the suggestions of students in the development and formulation of policies, rules and regulations which are directly related to student concerns. All administrators and teachers, in developing curriculum and activity program recommendations for the consideration of the Board, shall give a high priority to the meeting of individual student needs in the overall context of school concerns. The intent of the Board is to limit the academic tracking of students to self-selected tracking at the secondary level.

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.04 - 1.0 SCHOOL ATTENDANCE POLICY

It shall be unlawful for a parent, guardian, custodian or other person having control of a child who is over the age of seven (7) and under the age of eighteen (18) years, and who has not completed four (4) years of high school work, to neglect or refuse to cause or compel such child to attend and comply with the attendance rules of Ponca City Public Schools. It shall be unlawful for any child who is over the age of sixteen (16) years and under the age of eighteen (18) years, and who has not finished four (4) years of high school work, to neglect or refuse to attend and comply with the attendance rules of Ponca City Public Schools or receive an education for the full term that school is in session except under the following conditions:

1. If a child is prevented from attending school by reason of mental or physical disability as determined by a qualified physician.
2. If any such child who has attained his or her sixteenth birthday is excused from attending school by written, joint agreement between the school district administrator and the parent, guardian or custodian of the child.

Student absences may be excused for the following reasons:

1. Student illness.
2. Death in the family.
3. Approved school activities.
4. Trips or activities approved by the building Principal.
5. If a child is excused from attendance at school due to an emergency as requested by the parents or guardian and approved by the proper school administrator.
6. If a child submits a written request from a parent, guardian or custodian of the child asking for an excused absence for religious holiday(s) and related travel, which is approved by the proper school administrator.

It shall be the duty of the Principal of each school in Ponca City to:

1. Keep a full and complete record of the attendance of all children at such school.

2. Notify the attendance office of the school or district of the absence of such children from the school together with the causes thereof.
3. Notify the parent, guardian or custodian of the child of any absence of the child for any part of the school day, unless the parent, guardian or custodian of the child notifies the proper school authorities of such absence.
4. Instruct the attendance person to report all cases of unusual illness to the school health nurse.
5. Instruct the attendance person to present all information regarding the extreme absences of any child from school to him or her.
6. Evaluate the child's absences from school, and if justified by circumstances, he or she shall promptly give written warning to the parents, guardian or custodian of the child by certified mail. The written warning shall state the child has not complied with the provisions of compulsory school attendance.

If within five (5) days thereafter such parent, guardian or custodian of such child does not comply with the provisions of compulsory attendance, state law provides that if a child is absent without valid excuse for four days or parts of days within a four-week period, the parent will be notified, or if a student is absent without valid excuse for ten days or parts of days within a semester, the attendance officer must notify the parent and immediately report such absences to the district attorney. Exceptions to the attendance policy will be considered at the discretion of the Superintendent and School Board on an individual basis.

It shall be the duty of the attendance office or Principal to enforce all provisions of the Compulsory Attendance Law. Any parent, guardian, custodian, child or other person violating any of the provisions of the Compulsory Attendance Law shall be guilty of a misdemeanor and may be fined up to One Hundred Dollars (\$100.00).

The court may issue written orders specifying conduct to be followed by such parent, guardian, custodian or child regarding non-attendance and such orders shall remain in effect for a period of not more than one year. In some cases the court may order counseling and treatment for the child and/or the parents of the child provided by the local school district, the county or some private entity.

BOARD OF EDUCATION AUTHORIZATION: March 10, 1980
REVISED: July 20, 1987; October 21, 1993; August 12, 1996

7.04 - 2.0 ATTENDANCE/ACTIVITIES POLICY

The Ponca City Board of Education considers regular class attendance to be a high priority so that students may achieve the most from their regular classroom experiences. Since these good classroom experiences are built on continuity of instruction and participation in the classroom setting, it shall be the policy of the Ponca City Board of Education to limit the number of days for activity absences. This policy will also stress the importance of classroom attendance for the development of strong work habits as well as responsibility and self-discipline. It is with these goals that the Board of Education establishes the following regulations:

1. The administration will review the scheduling of activities once each trimester to minimize interruptions in the instructional program for our school system. It shall be the responsibility of the Athletic Director, appropriate coordinator, and the respective Assistant Principal at each secondary school (the "Committee") to prepare the necessary information for these reviews.
2. The maximum number of absences for activities, whether sponsored by the school or non-school organizations, which removes the student from the classroom shall be ten (10) days for any one class period of each school year. School-sponsored state and national contests for which a student must earn a right to compete are excluded from the ten (10) day limit.

Students who represent the Ponca City Schools in activities must meet all academic and attendance requirements to be eligible to compete. Those who miss school because of illness during the school day shall not be considered eligible to represent the Ponca City Schools for any activity the balance of that day.

Five (5) extra days will be available for community service activities subject to approval of the building Principal and the Committee.

3. The Committee shall be delegated the responsibility for reviewing and recommending any deviation from the adopted activities policy.
4. Each school in the Ponca City School System shall be responsible for maintaining a complete activity absence record for each student. Separate records will be kept on the activity absences and the community service absences for audit purposes. These records shall be updated each day and be available for audit at all times.

All students who miss a class because of an activity will have the responsibility for completing all class work that is missed.

5. Procedure for filing complaints:

- A. A signed written complaint must first be filed with the principal. This complaint must include a list of the name(s) of the student(s), dates, and classes missed which exceed the local regulation.
 - B. If the complaint is not resolved at the first level, the complaint will be referred to the superintendent for his/her review.
 - C. If the complaint is not resolved at the second level, the complaint will be referred to the Ponca City Board of Education to be reviewed at the next regularly scheduled Board meeting.
 - D. If the complaint is not resolved at the local level, the complaint will be filed with the Accreditation Section of the State Department of Education. The Ponca City Public Schools will be responsible for providing necessary records and assisting the State Department of Education in their investigation into the complaint.
6. Any additional activity absences beyond the ten (10) days limit must be submitted to the Committee for approval with the following criteria to be applied:
- 1. The student must have an overall G.P.A. of 2.25 or greater with passing grades in all classes during the current trimester.
 - 2. The student will be responsible for all make-up work. This work must be completed within three (3) school days after the extra absences.
 - 3. Students who have unexcused absences or discipline problems will not be considered eligible for any further activity absence.

REVISED: August 12, 1985; July 17, 1989; July 23, 1990; October 21, 1993;
July 11, 1996

7.04 - 3.0 TRUANCY

Truancy as indicated here includes an unexcused absence of one or more days or parts of the school day. The principal will take appropriate discipline action to enforce compulsory attendance laws.

State law provides that if a child is absent without valid excuse for four days or parts of days within a four-week period, the parent will be notified, or if a student is absent without valid excuse for ten days or parts of days within a semester, the attendance officer must notify the parent and immediately report such absences to the district attorney.

It is the parent's or guardian's responsibility to notify the school by phone or written message when a student is to miss one or more classes. Without this notification, the

absence will be considered unexcused. For an extended absence (more than one day), the parent or guardian should continue informing the school of the reasons for the student's absence each day. It is the school official's responsibility to determine whether the absence is excused or unexcused.

ADOPTED: September, 1991

REVISED: October 21, 1993; July 11, 1996

7.04 - 3.1 RESTRICTED ACCESS TO HUTCHINS PROPERTY

Between the hours of 8:00 a.m. and 3:00 p.m. on days school is in session, the area in and around Hutchins Memorial Auditorium will be off-limits to all Ponca City Public School students. Students who violate this restriction will be considered truant and may receive in-school detention and/or suspension. This restriction does not include scheduled school activities on the Hutchins property, such as assemblies, musical performances, and tennis practice/games.

ADOPTED: August 9, 1999

7.05**SCHOOL ADMISSIONS**

The Board's procedures for admission of students will be given to the news media well in advance of each school term.

The Board policy is that an administrative procedure for the admission of students be designed to handle enrollment expeditiously. The enrollment shall include a student permanent record card with the student's legal name as it appears on the birth certificate unless the name has been changed by court order, and the name, address and telephone number of his or her lawful custodian(s), and the student's social security number as required by Board policy. Any unusual custody circumstances shall require verification and be updated as circumstances change.

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.05 - 1.0 FIRST TIME ENROLLMENTS

The parents and/or guardians of any student, grades kindergarten through 12, enrolling in the district for the first time, shall furnish evidence regarding the true nature of that student's identity to the enrolling officer and proof of residency. All guardians other than parents must produce legal written evidence (e.g., Power of Attorney) of custody or guardianship.

REVISED: July 11, 1996

7.05 – 2.0 STUDENT RESIDENCY

The Ponca City School District is established for the purpose of serving the educational interests of resident students.

Definitions

1. Residency. As used in this policy, the terms "residence," "residency" and "legal residence" shall mean the student's present place of abode, provided that it is a place where important family activities (such as sleeping, eating, working, relaxing, and playing) take place during a significant part of each day. Mere presence alone is not sufficient to establish residency. Documentary evidence that may be submitted to establish residency is identified in paragraphs III.1. and III.3. below.
2. Person having legal custody. As used in this policy, the phrase "person having legal custody" means a person who is legally responsible for the care of the child pursuant to the order of a court or governmental agency responsible for making custody determinations and/or placements.

3. Homeless children and youth. As used in this policy, the phrase “homeless children and youth” means students who lack fixed, regular and adequate nighttime residence, and includes:
 - A. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - B. children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - C. children and youths who are living in cars, parks, public spaces, buildings, substandard housing, bus or train stations, or similar settings; and
 - D. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses A. through D.
4. Permanent care and custody. As used in this policy, the phrase "permanent care and custody" means a person who has assumed the care and custody of the child on a continuous and ongoing basis with the intent not to relinquish such care and custody until the child reaches the age of majority.
5. Major degree of support. As used in this policy, the phrase "major degree of support" means a substantial contribution to the cost of the child's care, but it need not be in excess of one-half of all monies expended in the care and support of the child.

Policy Statement

1. State law provides that a child's residence for school purposes is the school district in which the (1) parents, (2) guardian or (3) person having legal custody of the child holds legal residence.
2. State law also grants school districts the discretion to permit a child to establish residency by residing with an adult who is a legal resident of the school district and does not fit into any of the three categories listed in paragraph II.1. above if such adult has assumed permanent care and custody of the child.
3. Federal law provides that homeless children and youth, individually or through a parent or guardian, may choose to attend the school in the area in which they are

currently living. The Residency Officer will determine whether a student is a homeless child or youth for purposes of establishing residency and promptly advise the parent, guardian or person having legal custody of the child of the decision, both orally and in writing, if possible. If there is no such person, the Residency Officer will advise the student. The School District will enroll each homeless student and permit his or her full participation in all school programs, whether or not the student is accompanied by a parent, guardian or person having custody of the child, and without proof of residence, current immunizations and traditional enrollment documentation, such as school records and medical/immunization records. The School District's homeless liaison may assist the student and school in obtaining those items. A parent, guardian or person having legal custody of the child who disagrees with the Residency Officer's determination may appeal the decision to the Board of Education under the procedure identified in paragraph III.4.C. below. If there is no parent, guardian or person having legal custody of the child available, the student may appeal the decision.

4. The Board of Education of the Ponca City School District has determined that it is in the best interests of the School District to allow a child to establish residency in the School District by residing with an adult who is a legal resident of the School District and has assumed permanent care and custody of the child but does not fit into any of the three categories listed in paragraph II.1. above.
5. In order for a child to establish residency in the School District by residing with an adult who is a legal resident of the School District and has assumed permanent care and custody of the child but does not fit into any of the three categories listed in paragraph II.1. above, the following criteria must be met:
 - A. The adult with whom the child is residing must file a request for determination of residency with the Residency Officer of the School District. The request must include an affidavit in which the adult attests under oath that he or she has assumed permanent care and custody of the child and states the reasons for assuming permanent care and custody of the child. A form affidavit is attached to this policy.
 - B. The Residency Officer shall make an initial residency determination pursuant to the procedures outlined in Section III below. The person seeking to establish the child's residency in the School District shall have the right to request the Board of Education to review the Residency Officer's determination pursuant to paragraph III.4.C. below.
 - C. The Residency Officer and Board of Education shall consider the facts and unique concerns of each case and shall approve residency only if it is demonstrated that the adult has assumed permanent

care and custody of the child and contributes the major degree of support to the child.

6. Pursuant to Oklahoma law, knowingly filing a false affidavit of residency is a misdemeanor punishable by imprisonment in the county jail for not more than one (1) year or a fine of not more than \$500 or both.

Procedure for Resolving Residency Disputes

1. The School District recognizes that there may be occasions when there is a dispute regarding residency. Upon enrollment in the school system the School District will verify that the student is a resident of the School District or is otherwise entitled to attend school in the School District for any reason authorized by law. As a part of this verification process the School District will obtain an address from each student or the student's parent, guardian, or person having legal custody of the child. In providing an address to the School District that is within the School District's boundaries the student and student's parent, guardian, or person having legal custody of the child represent that this address is the student's residence. The School District may also require, in order to verify residency, certified copies of court orders, guardianship documents, written agreements and affidavits relating to the care, custody and control of the student and any other information deemed relevant by the School District.
2. If at any time an administrator of the School District has a reasonable belief that the reported residence may not be the residence of the child for purposes of school attendance, the administrator shall notify the student's parent, guardian, or person having legal custody of the child that there is a question regarding the legal residency of the student. The student's parent, guardian, or person having legal custody of the child shall be given an opportunity to submit information regarding the student's residency to the School District's Residency Officer. All notices required by this policy shall be in writing. Additionally, reasonable alternative arrangements for documenting communications will be made for those persons who are visually impaired or otherwise unable to communicate in writing.
3. Information or documentation to prove student residency in the School District shall include but not be limited to proof of provisions of utilities, payments of ad valorem taxes, local agreements or contracts for purchasing/leasing housing, driver's licenses, income tax returns, notes, mortgages, contracts and any other source of proof which is not in conflict with statutory provisions relating to the residence of students.
4. Any question or dispute as to the residence of a student shall be determined by the Residency Officer and the School District's Board of Education pursuant to the following procedures:

- A. The student's parent, guardian, or person having legal custody of the child must notify the Residency Officer in writing of the review request within three (3) school days from the date of written denial of admittance or from the date of written notification that the student is considered not to be a resident of the School District. Upon receipt of a request for review, the Residency Officer shall allow the parent, guardian or person having legal custody to provide additional pertinent information in accordance with the School District's criteria and the statutory provisions regarding residency. This information must be submitted with the request for review.
- B. The Residency Officer must render a decision and notify the student's parent, guardian, or person having legal custody of the child of the decision and reasoning therefore in writing within three (3) school days of the receipt of the request for review.
- C. In the event the student's parent, guardian, or person having legal custody of the child disagrees with the Residency Officer's decision, such person shall notify the Residency Officer in writing within three (3) school days of his or her receipt of the Residency Officer's decision. The Residency Officer will submit his/her findings and all documents reviewed to the Board of Education. The Board of Education of the District will review the decision and the documents submitted on behalf of the School District and the student and will render a decision at the next board meeting. The decision of the Board of Education shall be the final administrative decision.
- D. In an effort to place students in school as quickly as possible, timelines shall be followed unless due to emergency circumstances both parties agree to an extension of timelines.

Miscellaneous Policy Provisions

1. Hearings involving more than one student where students are related or residing in the same household may, at the discretion of the Residency Officer and the Board of Education, be consolidated.
2. In the event the residency dispute involves an 18-year old student all notices will be delivered to the student because at 18 the student ceases to be a minor.
3. If already enrolled and attending school in the School District, a student or students involved in a dispute related to the student's residency may remain in school until available appeals are exhausted when the student or the student's

parent, guardian, or person having legal custody of the child has filed an appeal in the manner and within the time permitted by this policy.

4. The Residency Officer shall be in charge of maintaining the files related to a residency dispute, ensuring that the principals or others directly involved in such a dispute forward their records of the dispute following their involvement, and otherwise keeping all communications involving the dispute intact.
5. The Residency Officer of the School District is the Assistant Superintendent for Operations.
6. The Board of Education understands that there may be some instances where residency may be established on a date other than the date the student was enrolled in the School District. For any period during which a student is enrolled in the School District, but is not a resident of the School District, the School District may charge tuition if it is established that the student's parent, guardian, or person having legal custody of the child knew or should have known that the child or children who are the subject of the residency dispute were not residents of the School District. The tuition shall be based on a per capita cost of educating a student in the School District during the preceding year. This issue may be raised along with other issues related to the residency dispute and shall be heard in the same manner.
7. The School District shall provide for educational services for homeless children to the extent required by Public Law 100-77, Title VII, Subsection B.
8. The School District reserves the right to require reverification of student residency at the beginning of each school term.
9. A copy of this policy shall be given to the student's parent, guardian, or person having legal custody of the child as soon as possible following the inception of any residency dispute.

ADOPTED: September 19, 2005

7.05 - 3.0 NEW RESIDENT STUDENTS

New resident students are urged to contact the appropriate administrative office as soon as possible after establishing residence in the district. A new resident student will be assigned to the attendance center which has an open slot at the appropriate grade level.

7.05 – 4.0 OPEN TRANSFER POLICY

A request for a transfer into this School District initiated by or on behalf of a nonresident student will be approved or refused in accordance with this policy. The transfer of a student whose resident District does not offer the grade the student is entitled to pursue will be approved if the student resides within the transportation area of this School District. In accordance with Okla. Stat. tit. 70, § 8-101, as amended, a student shall be limited to one transfer. Following that transfer, a student may apply for any other kind of transfer for which the student is eligible based on the Education Open Transfer Act.

Criteria For Approval Or Denial Of Regular Transfers:

The fact that the District has adopted an open transfer policy does not mean that every transfer application will be accepted. A transfer will be denied if the administration determines the transfer would detract from the educational experience of currently enrolled students or place additional financial or space burdens upon the district. A transfer application will **not** be approved if this District does not:

1. Provide the courses/educational program(s) in which the applicant desires to enroll or in which this District deems the student is required to enroll in order to comply with state and federal laws and regulations;
2. Have adequate facilities to provide the courses/educational program(s) in which the applicant desires to enroll or in which this District deems the student is required to enroll in order to comply with state and federal laws and regulations;
3. Have adequate space for the student in the courses/educational program(s) in which the applicant desires to enroll or in which the District deems the student is required to enroll in order to comply with state and federal laws and regulations. The administration may reserve preferred space for resident students or new resident students reasonably anticipated to move into the District during the school year. Thus, the District may deny a transfer if approval would result in:
 - A. Placing a financial or education burden on District facilities or staff in the courses/educational programs the student would attend;
 - B. Exceeding class size limitations set by state law or District policy in such courses; or
 - C. Exceeding a percentage of such class size limitations as set by the Superintendent or designee. The administration may determine that a percentage of class size mandates should be reserved for later resident enrollment to prevent the exceeding of class size

limits later in the school year due to additional enrollment of reasonably anticipated new resident students.

4. Have current personnel needed to provide the grade/courses/programs in which the applicant desires to enroll.

A transfer will **not** be approved if the student:

5. Has a disciplinary record which provides a reasonable basis to determine the applicant would present a discipline problem if enrolled. Such a reasonable basis will exist if school discipline or court records of the student, from any public or private school within or without the State of Oklahoma or any court within or without the State of Oklahoma, show the student at any time:
 - A. Has violated school regulations;
 - B. Has committed an act commonly regarded as being immoral;
 - C. Has been adjudicated as a delinquent for an offense that is not a violent offense under relevant Oklahoma law;
 - D. Has been adjudicated as a delinquent for an offense that is a violent offense under relevant Oklahoma law;
 - E. Has been convicted as an adult for an offense defined in relevant Oklahoma law as an exception to a nonviolent offense;
 - F. Has been convicted as an adult for an offense defined in relevant Oklahoma law as a violent offense;
 - G. Has committed on school property, in school transportation, or at a school event a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or others;
 - H. Has possessed on school property, in school transportation, or at a school event an alcoholic beverage, low-point beer as defined by relevant Oklahoma law, an unauthorized wireless telecommunication device, or missing or stolen property found to have been taken from a student, school employee, or the school during school activities; or
 - I. Has possessed on school property, while in school transportation, or at a school event a dangerous weapon or a controlled dangerous substance as defined by relevant Oklahoma law.

A transfer will **not** be approved if the applicant:

6. Fails to complete the Application Form (Attachment “A”), provide the District with sufficient educational records, or inform the District in detail of the grades/courses/programs in which the student desires to enroll or participate if the application is accepted so that the criteria above can be applied within the time deadlines set by law for the approval or rejection of a transfer. All such records must be supplied to the District in time for District personnel to make a reasonable review of such records in applying the approval/denial criteria set by this policy. This is particularly important for students with disabilities because all documentation of the resident district will need to be reviewed to make a preliminary determination as to whether the District has the appropriate programs, staff, and services to provide the applicant with the education and services set forth in the student’s IEP, and, if a preliminary approval determination is made, to prepare for and conduct a joint IEP conference with the resident district prior to any final approval or rejection of the transfer application. All applicants must consent in writing to the release of educational records from previous schools attended, and applicants for students with disabilities must consent in writing to forward to this District whatever confidential records this district deems is necessary to review in applying the approval/denial criteria of this policy. The Superintendent or designee has authority to amend Attachment “A” by regulation to include additional information needed to review an application request;
7. Fails to timely submit a completed application; or
8. Provides incorrect information on the application request.

Delegation Of Approval Authority To Superintendent Or Superintendent’s Designee:

The Board of Education delegates to the Superintendent or the Superintendent’s designee authority to approve or deny a transfer application pursuant to the criteria listed in this policy.

First Priority For Transfer Openings Will Be Reserved For Children Of Specific District Employees:

Subject to the foregoing criteria for approval or denial of regular transfers, priority for transfers first will be given to applications for the enrollment of nonresident students who are children of District employees specifically defined as “teachers” pursuant to Okl. Stat. tit. 70, section 1-116(1), namely, any person who is employed as:

district superintendent, principal, supervisor, counselor, librarian, school nurse or classroom teacher, or in any other instructional, supervisory, or administrative capacity holding a valid certificate or license, issued by and

in accordance with the rules and regulations of the State Board of Education, to perform the particular services for which he or she is employed.

Any disputes as to whether a District employee qualifies for this category of first priority shall be resolved by the District superintendent.

Transfer requests for such children will be numbered as received, and the District shall consider requests on a first-come, first-serve basis. Any currently enrolled District student who is a child of a District employee for whom a regular transfer has been approved in the past and any sibling of such student will be given priority if an application is filed before April 1, and the first-come, first-serve list will be compiled only after such current students and their siblings have been placed on the list.

Time Of Receipt Of Applications Determines Order Of Review:

Transfer requests will be numbered as received, and the District shall consider requests on a first-come, first-serve basis. All transfer applications received by this District shall be dated and time-stamped. Any currently enrolled District student for whom a regular transfer has been approved in the past and any sibling of such student will be given priority if an application is filed before April 1, and the first-come, first-serve list will be compiled only after such current students and their siblings have been placed on the list.

Nondiscrimination:

The District shall not accept or deny a regular transfer application based upon the student's ethnicity, national origin, race, color, religion, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability. Failure to meet the criteria in this policy for approval will not be deemed to be rejection for a discriminatory reason.

Students With Disabilities:

If a student with a disability applies for a transfer, the student must supply all documentation of the resident district relating to the student's previous and current IEPs so that this District may:

1. Determine whether the District currently has appropriate programs, staff, services and placement needed to fulfill the current or anticipated IEP of the student; and
2. If a preliminary determination is made that the District has the appropriate programs, staff, services and placement needed to fulfill the current IEP of the student if the transfer application is approved, conduct the statutorily-required joint IEP conference with the district of residence before a final determination of approval or denial is made.

Notwithstanding the provisions of this policy, students with disabilities may be educated in this district pursuant to special education cooperative agreements between this District and other school districts. Such transfers will not be deemed to be parent- or student-initiated transfer applications governed by this policy.

Time Deadlines For Regular Transfers:

An application for a regular transfer must be submitted on a form approved by the State Board of Education, completed by the parent or person having custody of the student, and filed with the superintendent of this District not later than April 1 of the school year preceding the school year in which the transfer is requested. On or before April 1 of the school year preceding the school year in which the transfer is requested, the District will notify all resident school districts that an application for the transfer has been filed by a student enrolled in the resident school district. This District shall approve or deny the application not later than June 1 of the same year in which the application is submitted and shall notify the parents of the students, in writing, of the decision. If the transfer is approved, then by July 1 of the same year the parents of the student must notify this School District, in writing, that the student will be enrolling in this School District. Failure of the parents to notify this School District, in writing, as required may result in loss of the student's right to enroll in this District for the ensuing school year. By September 1 this District will inform the State Board of Education and the resident district, in writing, of the students who have been granted transfers and their grade levels.

Deaf or hearing impaired students who wish to transfer to a school district with a specialized deaf education program may file an application for transfer at any time during the school year. Upon approval of the receiving school district, the student may transfer to the receiving school district at any time during the school year.

Athletic and Other Competition:

A transfer student, other than a student granted an emergency transfer, will not be eligible to participate in school-related interscholastic competition governed by the Oklahoma Secondary School Activities Association ("Association") for a period of one year from the first day of attendance at this District, unless the transfer is from a school district not offering the grade the student is entitled to pursue. Whether a student granted an emergency transfer will be eligible to participate in school-related interscholastic competition shall be determined by the Association.

Emergency Transfers:

Students may be granted a transfer on an emergency basis. The parent or person with custody must submit a completed application on a form approved by the State Board of Education. On an adequate showing of an emergency, the superintendent may approve a transfer, subject to approval of the State Board of Education. An emergency shall include proof provided by the parent of:

1. The inability of the resident district to provide an education to the transfer applicant due to the destruction or partial destruction of a school building attended by the student;
2. The inability of the resident district to offer the subject the pupil desires to pursue, provided the pupil became a legal resident of the school district after February 1 of the school year immediately prior to the school year for which the pupil is seeking the transfer;
3. A catastrophic medical problem of the student, which means an acute or chronic serious illness, disease, disorder or injury which has a permanent detrimental effect on the body's system or makes the risk of harm unusually hazardous, such that removal from the resident district is medically needed;
4. The total failure of the resident district to provide transportation to and from school;
5. The concurrence of both the resident school district and this receiving District;
6. The unavailability of remote or on-site Internet-based instruction by course title in the district of residence for a student identified as in need of drop-out recovery or alternative education services, provided such student was enrolled at any time in a public school in this State during the previous three school years; or
7. The unavailability of a specialized deaf education program for a student who is deaf or hearing impaired.

Applications for approval of a transfer will not be considered unless the parent has signed Attachment "B," which will cancel the transfer if the conditions stated in the Attachment occur. This District shall have complete discretion as to whether to approve or not to approve an emergency transfer which is based upon prior approval of the resident district.

Approval of a Transfer Requires Agreement for Cancellation of Transfer:

Approval by this District of any transfer is contingent upon the applicant agreeing in writing to cancellation of this transfer by the District during the school year if the student does not comply with the rules and regulations of this District for student behavior, or if the family of the transferred student fails to remain current in financial obligations owed to the District, including, but not limited to, payment for lunches or lost or destroyed District property. The board of education hereby delegates to the Superintendent or the Superintendent's designee authority to cancel any transfer previously granted by the

board of education upon a determination that cancellation is appropriate. The consent form is attached as “Attachment B,” which may be amended by administrative regulation.

Students Seeking A Transfer From A Non-Accredited School Or A Home School Only Will Be Granted Provisional Approval Pending Review Of Test Results And Application Of Policy Criteria To The Placement Deemed Appropriate:

Students currently enrolled in a private school not accredited by a state agency or in a home school are not guaranteed enrollment in the grade/programs/courses in which the applicant desires to enroll. Students desiring to transfer from private schools not accredited by a state agency or from a home school will be required to take all placement tests required of resident students enrolling in the District after attendance in private schools not accredited by a state agency or home schools, and the administration will decide the appropriate placement primarily upon placement test results as per District policy. Accordingly, students applying for a transfer from such schools will be granted a provisional transfer until a) test results are reviewed to determine the appropriate grade/courses/programs for the applicant and b) the criteria of this policy is then applied to determine if the applicant is eligible for transfer approval. An applicant who does not agree to accept placement based upon such test results and criteria review will be deemed ineligible for an approved transfer and the provisional transfer will be of no effect.

Acceptance of Assignment Required; Subsequent Change Needs Administrative Approval:

Because approval of transfers is based upon criteria of sufficient programs, staffing, and space needs for the particular applicant, a transfer student must accept the school site, courses, and programs to which the student is assigned by the administration. A transfer student will not be allowed at the time of, or after, enrollment to change the grade/courses/programs in which the student stated he or she desired to enroll on the transfer application without specific written permission from the superintendent or designee. It will be the responsibility of the transfer student or parent to inform the school official from whom approval for a new assignment is requested that the student is a transfer student, and failure to do so will result in cancellation of the transfer unless excused by the Superintendent or designee.

ADOPTED: September 19, 2005

REVISED: August 21, 2006

7.05 - 5.0 TUITION FOR PART-TIME STUDENTS

A student may enroll in less than six (6) hours per day on a space available basis by paying a tuition of \$350.00/per class/per semester/trimester. Tuition classes that meet less than five days per week will be proportional to the above rate (i.e., elementary orchestra meets two days per week, a 2/5 tuition would be \$280.00/per year. Access to activities sanctioned by the Oklahoma Secondary School Association (OSSAA) is not provided by this policy.

APPROVED: August 26, 1996

REVISED: September 18, 2000

7.06**READMISSIONS**

Students whose enrollment has been terminated, either voluntarily or otherwise, may be readmitted by following the procedures established by the Board. Students suspended or expelled from one school shall not be admitted to any other school in the district for the term of the suspension or expulsion.

All applications for readmission to the schools shall be submitted to the appropriate building Principal in writing. If the student who is applying for readmission has been previously expelled from the school, the Principal shall attempt to establish communication with the parent or guardian and to counsel with both parents and student concerning readmission. If the student who is applying for readmission has previously withdrawn, either formally or otherwise, the Principal or his or her representative, by appropriate counseling, shall assist the student in planning a schedule, in obtaining the necessary books and supplies and in being reestablished as an active participant in the program of the school. Any exception to this policy must be approved by the superintendent.

ADOPTED: October 21, 1993

REVISED: July 11, 1996

The district will endeavor to provide a suitable environment conducive to the general health, safety and welfare of each student in school attendance and in school-sponsored activities.

The superintendent and staff shall develop and enforce the necessary rules and regulations relating to student welfare.

All rules and regulations relating to student welfare are to be presented to the Board for its action.

The building Principal, in cooperation with the Coordinator of Risk Management, building custodian, and the District Safety Committee, will periodically inspect areas of the school buildings and grounds for potential health and safety hazards; and, if found, such hazards are to be reported to the superintendent immediately or as provided herein.

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.07 - 1.0 CHILD ABUSE

Introduction

School District employees have a legal obligation under Oklahoma law to report child abuse, neglect and exploitation to the Oklahoma Department of Human Services. The purpose of this Policy is to provide guidelines to assist School District employees in fulfilling their legal responsibility.

Definitions

Certain items used in this Policy have the following definitions:

1. "Abuse and neglect" means harm or threatened harm through action or inaction to a child's health or welfare, including nonaccidental physical pain or injury, or mental injury or anguish, sexual abuse, sexual exploitation, or negligent treatment or maltreatment, including but not limited to the failure or omission to provide adequate food, clothing, shelter or medical care or protection from harm or threatened harm, by a person responsible for the child's health or welfare.
2. A "person responsible for a child's health or welfare" includes a parent, a legal guardian, a custodian, a foster parent, a person 18 years of age or older with whom the child's parent cohabitates or any other adult residing in the home of the child, an agent or employee of a public or private residential home, institution or facility, or an owner, operator or employee of a child care facility as defined by Title 10, Section 402 of the Oklahoma Statutes.

3. "Sexual abuse" includes but is not limited to rape, incest and lewd or indecent acts or proposals, as defined by law. "Sexual exploitation" includes but is not limited to allowing, permitting or encouraging a child to engage in prostitution, as defined by law, or allowing, permitting, encouraging or engaging in the lewd, obscene or pornographic photographing, filming or depicting of a child in those acts as defined by state law.
4. "Exploitation" means an unjust or improper use of the resources of a child for the profit or advantage, pecuniary or otherwise, of a person other than the child, through the use of undue influence, coercion, harassment, duress, deception, false representation or false pretenses.

Reporting Suspected Child Abuse, Neglect or Exploitation

Any School District employee having reasonable cause to believe that a student under the age of 18 years is suffering from abuse, neglect or exploitation shall immediately report this matter to the principal of the student's school.

The school principal, the reporting employee, and any other employees whom the school principal believes may have had opportunity to observe the student shall review the available information and indications of abuse, neglect or exploitation. The school principal shall report the suspected abuse, neglect or exploitation to the county office of the Department of Human Services ("DHS") for the county where the student resides if the school principal determines that there is reason to believe the student has been abused, neglected or exploited. The report may also be made to the office of the district attorney in the county in which the suspected abuse, neglect or exploitation occurred, the local municipal police department or the sheriff's department. The report may be made by telephone.

If any employee involved in the review believes a report should have been made to DHS when it was not or at any point believes that the student is in imminent physical danger, the employee should report the situation to the appropriate office of DHS, with or without the concurrence of the other employees involved. The employee making the report shall notify the school principal. Neither the Board of Education nor any School District employee will discharge or in any manner discriminate or retaliate against the person who in good faith provides such reports or information, testifies, or is about to testify in any proceeding involving child abuse, neglect or exploitation, provided that the person did not perpetrate or inflict the abuse, neglect or exploitation.

If the DHS or other law enforcement office is notified of suspected abuse, neglect or exploitation by telephone, the oral report shall be followed by a written report from the school principal or other employee making the telephone report containing the date and time of the telephone contact, the name of the person to whom the School District employee made the oral report, the names and addresses of the child, the parents, and any other responsible persons, the child's age, the nature and extent of injuries, any previous

incidents, and any other helpful information. The School District will keep a copy of any written report forwarded to DHS or another law enforcement office.

Information Concerning Child Abuse, Neglect or Exploitation

When a School District employee reports suspected abuse, DHS should forward to the school principal a summary of any confirmed report of sexual abuse or severe physical abuse concerning the child. The school principal will forward to a subsequent school in which the child enrolls all confirmed reports of sexual abuse and severe physical abuse received from DHS, and the principal will notify DHS of the child's new school and address, if known.

All information or documents generated or received by the School District in regard to the matter are confidential and shall not be disclosed except to investigators of DHS, the School District's attorneys, the district attorney's office, a subsequent school district in which the child enrolls, a person designated to assist in the treatment of or with services provided to the child or other state or federal officials in connection with the performance of their official duties. The information or documents shall be maintained and transmitted by the School District in the same manner as special education records. Such records shall be destroyed when the child reaches the age of 18.

Investigating Child Abuse, Neglect or Exploitation

At the request of appropriately identified investigators of DHS or the district attorney's office, the school principal shall permit the investigators access to a student about whom DHS has received a child abuse or neglect report. The school principal will arrange the interview in a manner that minimizes embarrassment to the child. The school principal will not contact the parent, guardian or other person responsible for the child's health or welfare prior to the interview. No School District employee will be present during the interview. However, a School District employee may be present prior to the interview if the employee believes that his or her temporary presence will make the child more comfortable.

Miscellaneous

Oklahoma law provides that any school employee who in good faith and exercising due care makes a report to DHS or another appropriate law enforcement office, allows access to a child by persons authorized to investigate a report concerning the child or participates in any judicial proceeding resulting from a report, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed.

ADOPTED: September 19, 2005

7.08**NOTIFICATION OF UNSATISFACTORY STUDENT
PERFORMANCE**

Teachers should use every opportunity to communicate with parents regarding the achievement of the student in his or her classes. All reporting of student progress, whether by report cards, informal note, progress reports, or conference should be for the purpose of giving parents those items of information which may be used to help the student - information that will be useful in helping to promote and maintain desirable achievement and ways of behavior, and to indicate areas of weakness and strength of each student which should have special attention.

Notification of unsatisfactory or failing performance should be given to both parents and students as soon as possible so that a cooperative effort on the part of the teacher, parent and student can be made to improve the student's performance.

A final grade report should not be the first indication to a parent of a child's unsatisfactory performance.

APPROVED: July 23, 1990

REVISED: December 9, 1991; October 21, 1993; July 11, 1996

7.09 – 1.0 STUDENT SEARCH AND SEIZURE

The school principal or designee is authorized to detain and search any student and any property in the student's possession while on school premises, at school activities, or in transit under authority of the school, for any item possession of which by the student is illegal or prohibited by school rules, or for property believed to have been stolen from another student, an employee, or the school. The search shall be conducted according to the following guidelines:

1. Reasonableness.
 - a. The decision to search must be based upon a reasonable suspicion that
 - (1) a violation of the law or school rules has occurred or is occurring;
 - (2) the student to be searched has committed the violation; and
 - (3) particular evidence of the violation will be discovered in the search.
 - b. In deciding whether a suspicion is reasonable, all the circumstances surrounding the case should be considered, including:
 - (1) the student's age, history, and record in school;
 - (2) the prevalence and seriousness of the suspected violation;
 - (3) the school officials' prior experience in detecting the problem or recognizing suspicious behavior;
 - (4) the need to make a search without delay and further investigation;
 - (5) the specificity and source of the information used as justification for the search; and
 - (6) the particular teacher or school official's experience with the student.
2. Scope.
 - a. The scope or extent of the search shall be reasonably related to the kind of objects being searched for, and not excessively intrusive in light of the student's age and sex and the nature of the suspected violation.

- b. A search commenced to discover a particular kind of item may be expanded or continued for additional items if circumstances warrant.
- 3. Discovered items.
 - a. Illegal items or other possessions or substances reasonably determined to be a threat to the safety or security of others may be seized by school authorities. These items will immediately be turned over to law enforcement officials for disposition as they see fit.
 - b. Items which are used to disrupt or interfere with the educational process may be temporarily removed from student possession.
- 4. Refusal to submit to search. A student who refuses to peaceably submit to a search based on reasonable suspicion or who refuses to turn over items discovered as a result of a search may be suspended for such refusals.
- 5. Reports. The person conducting the search shall prepare a report to be maintained by the principal including the date, time, place, names of witnesses, purpose, basis, and result of the search.
- 6. Vehicle Search. Students who drive a vehicle on to school property do so as a privilege afforded them by the School District and not as a right. Accordingly, any student who drives a vehicle of any kind to school and parks the vehicle on school property is deemed to authorize a search of such vehicle by the school principal or designee at any time and for any reason deemed appropriate by the school principal or the superintendent of schools. Any student who refuses to peaceably submit to a search of the vehicle when requested to do so may be suspended for such refusal and may thereafter be denied the right to drive a vehicle on to school property.

ADOPTED: September 19, 2005

7.09 – 2.0 LOCKER SEARCH AND SEIZURE

To maintain discipline and ensure the proper functioning of the educational process, school administrators must have access at all times to all school property, including lockers, desks, etc. assigned to students. The administration will maintain a confidential file of all lockers and their combinations and will retain master keys to all lockers, cabinets, etc., as applicable. Thus, although students have privacy rights in their locker contents as against other students, they do not have privacy rights in their locker contents as against school administrators. No school property will be used to store objects or materials that violate school regulations or state and local laws. The school maintains the right to ensure that lockers and desks are properly cleaned and that they do not contain items which should not be kept on school property. Lockers will be opened periodically for cleaning purposes and to locate overdue library and class materials. In addition, school administrators may open and examine student lockers, desks and all school property assigned to students for general

and specific inspections at any time.

Illegal items or other possessions or substances reasonably determined to be a threat to the safety or security of others will be seized by school authorities. These items will immediately be turned over to law enforcement officials for disposition as they see fit.

Items which are used to disrupt or interfere with the educational process will be temporarily removed from student possession.

ADOPTED: September 19, 2005

7.10 RESERVED FOR FUTURE USE

7.11 ELIGIBILITY REQUIREMENTS FOR MIDDLE SCHOOL AND SENIOR HIGH STUDENTS

SECTION I

The following activities require academic eligibility as prescribed by the Oklahoma Secondary Schools Activity Association:

All organizational competitive events

Cheerleading, High Steppers, and Band activities performing at athletic events.

SECTION II

Other school-related activities which may occur at random times during school hours (e.g., school talent shows, civic club attendance, major school elections) require scholastic eligibility in which a student must be passing all subjects in which he or she is enrolled during the week in which the activity occurs. Eligibility must be checked the Friday preceding the week the activity is to occur. All scholastic eligibility is based upon the cumulative trimester grade (the grade which would be awarded to the student if the trimester ended on the day in which eligibility is checked).

SECTION III

Activities not requiring academic eligibility include:

Assemblies and performances within the school District

Events and performances of a non-competitive nature outside of school hours (with the exception of performance at athletic events).

ADOPTED: August, 1989

REVISED: October 21, 1993; July 11, 1996

7.12 CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE

1. Twelfth grade students enrolled in an accredited high school may be admitted provisionally to a college or university in the Oklahoma or Kansas State System of Higher Education as special students if they meet the following requirements:
 - (a) Students must meet the published criteria of the State Regents (other than high school graduation and curricular requirements) for admission to the institution for which application is being made. This includes having participated in the American College Testing program or the Scholastic Aptitude Test.
 - (b) Students must be eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year, as attested by the high school principal.
2. Eleventh grade students enrolled in an accredited high school may be admitted provisionally to a college or university in the Oklahoma or Kansas State System of Higher Education as special students if they meet requirement (a) above and the requirements of the respective State System of Higher Education.
3. A high school student admitted under the provisions set forth in Section 1 or 2 above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit-hours. For purposes of calculating workload, one-half high school unit shall be equivalent to three semester-credit-hours of college work. Students wishing to exceed this limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term. The collegiate portion of the student's workload must be taken from regular faculty members of the institution and may be provided off campus if approved by the State Regents, and may use alternative delivery systems if approved by the State Regents. The college should provide appropriate academic advising prior to and continuing throughout the student's enrollment.
4. A student who is otherwise eligible under this policy may enroll in a maximum of nine semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. Students wishing to exceed this limit may petition the selected higher education institution. The appropriate institutional officials will evaluate the student's academic

performance and potential for success in determining the student's load, which may not exceed the number of semester-credit-hours 50 percent greater than the number of weeks in the applicable semester/term.

5. The completion of the high school curricular requirements shall not be required of concurrently enrolled high school students for purposes of admission. (Students may only enroll in curricular areas where the student has met the curricular requirements for college admission.) Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies.
6. All other students not qualified by grade level might be considered for full enrollment or concurrent enrollment under the State Regents' Opportunity Admission Category.
7. A school district may receive full ADM on a high school student who is participating in concurrent enrollment. In determining a legal school day for a student who is concurrently enrolled, the district can use a combination of local school enrollment, college enrollment, and travel time. Attendance for a student, who is participating in concurrent enrollment, is a combination of attendance at the local school and college.
8. No independent school district shall prohibit any student who meets the requirements for concurrent enrollment from participating in the program.
9. Every independent school district shall disseminate materials explaining the requirements, features, and opportunities of concurrent enrollment to all high school students prior to enrollment each year.

ADOPTED: August, 1982

REVISED: October 21, 1993; July 11, 1996; May 17, 2004

7.13 ACCEPTING ONLINE COMPUTER COURSES FROM ACCREDITED SCHOOLS ON TRANSCRIPT

Ponca City Public Schools will accept online courses from accredited schools as posted on the transcript of the sending accredited school. Students enrolled in Ponca City Public Schools who wish to take online courses for credit must have prior approval from the school counselor or administrator.

ADOPTED: January 14, 2002

7.14 TRANSPORTATION POLICY

The Ponca City Public Schools transportation system exists for the primary purpose of transporting students for educationally related purposes. Utilization of this system must be educational in nature.

Students who live more than 1 1/2 miles from the school to which they are assigned, will be provided transportation as soon as vehicles become available.

REVISED: July 11, 1996

7.14 - 1.0 BUS TRANSPORTATION SAFETY RULES

The transportation division shall have the authority to promulgate and revise, from time to time, procedures and regulations governing the transportation of students and conduct on buses. The Transportation Handbook will be approved by the Board of Education annually.

REVISED: October 21, 1993; July 11, 1996

7.15 STUDENT'S MOTOR VEHICLE CODE FOR SENIOR HIGH SCHOOL

Parking spaces will be available to juniors and seniors during pre-enrollment. Sophomores will be permitted to register their vehicles on a space available basis based on chronological birthdate. A number of spaces will be available for sophomores who can demonstrate a hardship related to the lack of bus transportation to and from their homes and who do not live within walking distance.

Students who drive a motor vehicle to school must know and obey the following rules:

1. Each student must register the vehicle each school year. Registration blanks may be obtained in the Anderson Building Office.
2. Students are expected to park their cars in the designated student parking lot on the high school campus and not in other campus lots or on nearby streets or driveways while at school. A student who drives his or her car to school will leave the car in the designated student parking lot until the end of his or her school day. Any car leaving between 8:30 a.m. and 3:20 p.m. must use the south exit of the parking lot. Students must obtain a special permit from the attendance office before leaving the campus.
3. Students must agree to observe the following rules:
 - (a) Observe a speed limit of 10 miles per hour on school property;
 - (b) Cooperate with security personnel at all times;
 - (c) Keep vehicles locked;
 - (d) Not sit in or on parked vehicles or loiter in parking lot;
 - (e) Not write on vehicles;
 - (f) Not ride on vehicles.

Students who violate any of these provisions or who damage the property of others may have their automobile permit revoked and be subject to additional school disciplinary action, as set forth in the District's code of student conduct including detention, in-school detention and out-of-school suspension.

REVISED: July 11, 1996

7.16 – 1.0 STUDENT BEHAVIOR

The Board of Education of the Ponca City Schools adopts the following policy and procedures dealing with student conduct and behavior:

General Expectations

The Board of Education recognizes that students do not surrender any rights of citizenship while in attendance at Ponca City Public Schools. The school is a community with rules and regulations. Those who enjoy the rights and privileges it provides must also accept the responsibilities that inclusion demands, including respect for and obedience to school rules.

Discipline Code

The following behaviors at school, while on school vehicles or going to or from or attending school events will result in disciplinary action, which may include in-school placement options or out-of-school suspension:

1. Arson;
2. Attempting to incite or produce imminent violence directed against another person because of his or her race, color, religion, ancestry, national origin, disability, gender or sexual orientation by making or transmitting or causing or allowing to be transmitted, any telephonic, computerized or electronic message;
3. Attempting to incite or produce imminent violence directed against another person because of his or her race, color, religion, ancestry, national origin, disability, gender or sexual orientation by broadcasting, publishing or distributing or causing or allowing to be broadcast, published or distributed, any message or material;
4. Cheating;
5. Conduct that threatens or jeopardizes the safety of others;
6. Cutting class or sleeping, eating or refusing to work in class;
7. Disruption of the educational process or operation of the school;
8. Extortion;
9. Failure to attend assigned detention, alternative school or other

- disciplinary assignment without approval;
10. Failure to comply with state immunization records;
 11. False reports or false calls;
 12. Fighting;
 13. Forgery;
 14. Gambling;
 15. Harassment, intimidation, and bullying, including gestures, written or verbal expression, electronic communication or physical acts;
 16. Hazing (initiations) in connection with any school activity;
 17. Immorality;
 18. Inappropriate attire;
 19. Inappropriate behavior or gestures;
 20. Inappropriate public behavior;
 21. Indecent exposure;
 22. Intimidation or harassment because of race, color, religion, ancestry, national origin, disability, gender or sexual orientation, including but not limited to: (a) assault and battery; (b) damage, destruction, vandalism or defacing any real or personal property; or threatening, by word or act, the acts identified in (a) or (b);
 23. Obscene language;
 24. Parking violations;
 25. Physical or verbal abuse;
 26. Plagiarism;
 27. Possession of a caustic substance;
 28. Possession of obscene materials;
 29. Possession, without prior authorization, of a wireless telecommunication

device;

30. Possession, threat or use of a dangerous weapon and related instrumentalities (i.e., bullets, shells, gun powder, pellets, etc.);
31. Possession, use, distribution, sale, conspiracy to sell or possess or being in the chain of sale or distribution, or being under the influence of alcoholic beverages, low-point beer (as defined by Oklahoma law, i.e., 3.2 beer), controlled substances and/or illicit drugs;
32. Possession of illegal and/or drug related paraphernalia;
33. Profanity;
34. Sexual or other harassment of individuals including, but not limited to, students, school employees, volunteers;
35. Theft;
36. Threatening behavior, including gestures, written or verbal expression, electronic communication or physical acts;
37. Truancy;
38. Use or possession of tobacco in any form;
39. Use or possession of missing or stolen property if property is reasonably suspected to have been taken from a student, a school employee, or the school;
40. Using racial, religious, ethnic, sexual, gender or disability-related epithets;
41. Vandalism;
42. Violation of the Board of Education policies, rules or regulations or violation of school rules and regulations;
43. Vulgarity;
44. Willful damage to school property;
45. Willful disobedience of a directive of any school official;

In addition, conduct occurring outside of the normal school day or off school property that has a direct and immediate negative effect on the discipline or educational process or effectiveness of the school, will also result in disciplinary action, which may include in-

school placement options or out-of-school suspension. This includes but is not limited to electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation or bullying at school.

THE SCHOOL BULLYING PREVENTION ACT - (70 OKLA. STAT. § 24-100.2)

The Oklahoma Legislature established the *School Bullying Prevention Act* with the express intent of prohibiting peer student harassment, intimidation, and bullying and threatening behavior. These terms include, but are not limited to any gesture, written or verbal expression, electronic communication or physical act that a reasonable person should know will:

1. harm another student;
2. damage another student's property;
3. place another student in reasonable fear of harm to the student's person or damage to the student's property; or
4. insult or demean any student or group of students in such a way as to disrupt or interfere with the School District's educational mission or the education of any student..

The District has also established regulations prohibiting harassment, intimidation, bullying and threatening behavior that define and explain this conduct and the School District's response to the legislative mandate.

SAMPLE DISCIPLINARY OPTIONS APPLICABLE TO STUDENT MISCONDUCT

Detention

Detention is a correctional measure used when it is deemed appropriate. Students are to report to the appropriate teacher/principal at the specified time with class work to be studied. Detention may be assigned on a week-day or on a Saturday, as deemed appropriate.

Alternative In-School Placement

Alternative in-school placement is an optional correctional measure that may be used by the school when deemed appropriate. It involves assignment to a school site, designated by the school, for a prescribed course of education as determined by school representatives.

Student Suspensions

The judicial extension of Fourteenth Amendment protection to students in the public

school emphasizes the need for school administrators to protect the procedural due process rights of students in discipline cases. The policy of the School District must be consistent with the due process rights of students and must provide proper machinery for fair and consistent treatment of students. The term "out-of-school suspension" refers to removal out of school for a period not to exceed one calendar year for offenses involving firearms and the balance of the current trimester and the succeeding trimester(s) for all other offenses. **ALTERNATIVE IN-SCHOOL PLACEMENT, DETENTION, AND SIMILAR DISCIPLINARY OPTIONS OR CORRECTIONAL MEASURES ARE NOT CONSIDERED BY LAW TO BE OUT-OF-SCHOOL SUSPENSION AND DO NOT REQUIRE OR INVOLVE THE DUE PROCESS PROCEDURES SET FORTH WITHIN THIS POLICY.**

Reference to "parent" in this section of the policy refers to a student's parent or legal guardian.

Reference to "principal" means the school principal or the school staff member to whom the principal has delegated the responsibility for student discipline.

BEHAVIOR OR CONDUCT WHICH MAY RESULT IN SUSPENSION

Students who are guilty of any of the following acts may be suspended out-of-school by the administration of the School or the District for:

- a. violation of a school regulation;
- b. immorality;
- c. adjudication as a delinquent for an offense that is not a violent offense. For the purposes of this section, "violent offense" shall include those offenses listed as the exceptions to the term "nonviolent offenses" as specified in Section 571 of Title 57 of the Oklahoma Statutes. "Violent offense" shall include the offense of assault with a dangerous weapon but shall not include the offense of assault;
- d. possession of an intoxicating or alcoholic beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, wireless telecommunication device without prior authorization, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities; and
- e. possession of a dangerous weapon or a controlled dangerous substance, as defined in the Uniform Controlled Dangerous Substances Act. Possession of a firearm shall result in out-of-school suspension as provided in the School District's policy related to firearms.

In the event of a suspension in excess of five (5) days for any of the reasons listed above, an education plan as discussed in the Individualized Plans for Out-of-School Suspension section of this policy, below, shall be applicable for acts which fall within parts “a” through “d,” above. As allowed by law, no education plan will be provided for acts which fall within part "e," above.

Students suspended for a violent offense directed toward a classroom teacher shall not be allowed to return to the teacher’s classroom without the teacher’s prior approval. Whether an offense is considered a violent offense, requiring an affected teacher’s approval as a condition of return to a particular classroom, shall be based on applicable provisions of the Oklahoma school law regarding student suspension and applicable Oklahoma criminal law distinguishing between violent and nonviolent offenses.

SCHOOL DISTRICT'S OBLIGATION APPLICABLE TO ALL OUT-OF-SCHOOL SUSPENSIONS

Alternative In-School Placements:

Before the School District’s designated representatives, recommend out-of-school suspension, alternative in-school placements including, but not limited to: placement in an alternative school setting, reassignment to another classroom, placement in in-school detention, or other available disciplinary or correctional options shall be considered. These shall not be considered as an out-of-school suspension but shall be treated as disciplinary or correctional actions that may be used, if warranted, as an alternative to out-of-school suspension. **STUDENTS IDENTIFIED AS DISABLED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT OR SECTION 504 OF THE REHABILITATION ACT OF 1973 AND WHO ARE SUSPENDED OUT-OF-SCHOOL OR RECEIVE DISCIPLINARY REMOVAL FROM THE CLASSROOM MAY REQUIRE ADDITIONAL PROCEDURAL CONSIDERATIONS.**

Pre-Conference Applicable to Out-of- School Suspensions:

1. When a student violates board policy or a school rule or regulation or has been adjudicated as a delinquent for an offense that is not a violent offense (as set out in OKLA. STAT. tit. 57, § 571), the principal shall conduct an informal conference with the student.
2. At the conference with the student the principal shall read the policy, rule or regulation which the student is charged with having violated and shall discuss the conduct of the student which is a violation of the policy, rule or regulation.
3. The student shall be asked whether he/she understands the policy, rule or regulation and be given a full opportunity to explain and discuss his/her conduct.

4. If it is concluded that an out-of-school suspension is appropriate, the student shall be advised that he/she is being suspended and the length of the out-of-school suspension.
5. The principal shall immediately notify the parent by phone and in writing that the student is being suspended out of school and that alternative in-school placement or other available options have been considered and rejected. The written notice should state that alternative in-school placement or other available options have been considered and why they were rejected. Elementary and middle school students shall not be dismissed before the end of the school day without advance notice to the parent.

Immediate Out-of-School Suspension Without a Pre-Out-of-School Suspension Conference:

1. A student may be suspended out-of-school without the above pre-out-of-school suspension conference with the student only in situations where the conduct of the student reasonably indicates to the principal that the continued presence of the student in the building will constitute an immediate danger to the health or safety of the students, or school employees, or to school property, or a continued substantial disruption of the educational process.
2. In such cases, an out-of-school suspension conference with the student and the parent or guardian will be scheduled as soon as possible after the student has been removed from the building.

Conferences With Parents:

1. The principal will seek to hold a conference with the parent or guardian as soon as possible after the out-of-school suspension has been imposed. The parent should be advised of his/her right to a conference with the principal at the time he/she is notified that an out-of-school suspension has been imposed. The conference will be held during the regular school hours, with consideration given whenever possible to the hours of working parents.
2. At the conference, the principal will read the policy, rule or regulation which the student is charged with having violated and will briefly outline the conduct or behavior on the part of the student. The principal will also explain the basis for an out-of-school suspension rather than the use of alternative options. The parent should be asked by the principal if he/she understands the rule and the charges against the student.

3. At the conclusion of the conference the principal shall state whether he/she will terminate or modify the out-of-school suspension. In all cases the parent will be advised of his/her right to have the out-of-school suspension reviewed by the Superintendent of Schools, the Board of Education, or the out-of-school suspension review committee as provided by this policy. If the parent is in agreement with the principal's decision, he/she will be requested to sign a waiver of review.

Out-of-School Suspension Requirements:

1. An out-of-school suspension shall be long-term or short-term. A long-term out-of-school suspension shall be an out-of-school suspension in excess of ten (10) school days. A short-term out-of-school suspension shall be a period of ten (10) or fewer school days.
2. In no event should an out-of-school suspension extend beyond the current school trimester and succeeding trimester(s), except in the case of possession of a firearm, in which case an out-of-school suspension for up to one calendar year is appropriate. Out-of-school suspensions involving firearms are governed by the School District's Gun-Free Schools Policy. Out-of-school suspensions should have a definite commencement and ending date; indefinite out-of-school suspensions are not permitted. It is recommended that out-of-school suspensions beyond ten (10) days be imposed only in serious situations.
3. Out-of-school suspensions should be consistent; that is, one student should not be suspended out of school for a few days and another student suspended out of school for an extended period for the same or similar offense. However, the principal may take previous conduct and previous disciplinary actions and out-of-school suspensions of the student into consideration.
4. Out-of-school suspensions until the student performs some remedial act are not permitted; however, the student may be advised that an out-of-school suspension of definite length will be terminated at an earlier date if he/she performs a prescribed remedial act or acts.

Individualized Plans for Out-of-School Suspension:

Out-of-school suspensions in excess of five (5) days shall include an Individualized Plan for Out-of-School Suspension ("Plan") which shall describe either a home-based school work assignment setting or other appropriate work assignment setting. The plan shall be prepared by the principal with the assistance of other school employees as warranted by the circumstances of the out-of-school suspension.

The Plan shall provide for the core units in which the student is enrolled. Core units shall

consist of the minimum English, mathematics, Science, Social Studies and Art units required by the Oklahoma State Department of Education for grade completion in grades kindergarten through eight and for high school graduation in grades nine through twelve.

A copy of the Plan shall be provided to the student and parent or guardian. The parent or guardian shall be responsible for provision of a supervised, structured environment in which the parent or guardian shall place the student. The parent or guardian shall bear responsibility for monitoring the student's educational progress until the student is readmitted into school. The Plan shall set out the procedure for education and shall also address academic credit for work satisfactorily completed.

Records and Reports:

The principal will keep written records of each out-of-school suspension conference containing the date of the conference, the names of the persons present, the time duration of the conference, and the basis for rejection of alternative disciplinary options. Also, the principal shall maintain records related to the Education Plan and the student and/or parent's compliance or non-compliance with the Plan.

LONG-TERM OUT-OF-SCHOOL SUSPENSIONS OUT-OF-SCHOOL SUSPENSIONS FOR MORE THAN TEN (10) SCHOOL DAYS

Right of Appeal:

A parent or the student may appeal the principal's out-of-school suspension decision in excess of ten (10) school days to the Superintendent of Schools and, following the appeal to the Superintendent, to the Board of Education, or, if appointed by the Board, a Hearing Officer.

Method of Appeal to the Superintendent of Schools or Designee:

1. An appeal can be presented by letter to the Superintendent of Schools.
2. If no appeal is received within five (5) calendar days after the principal's decision is received by the parent or student, the principal's out-of-school suspension decision will be final and nonappealable.
3. The Superintendent of Schools or his/her designee should hold a conference with the parent or guardian as soon as possible after receipt of the appeal. The conference will be held during the regular school hours, Monday through Friday, with consideration given to the hours of working parents whenever possible.
4. At the conference, the Superintendent of Schools or his/her designee will read the policy, rule or regulation which the student is charged with having violated and will briefly outline the conduct on the part of the

student. The parent should be asked by the Superintendent of Schools or his/her designee if he/she understands the rule and the charges against the student.

5. At the conclusion of the conference the Superintendent of Schools or his/her designee will state whether he/she shall terminate or modify the out-of-school suspension. In all cases the parent shall be advised of the parental right to have the out-of-school suspension reviewed as determined by the Board of Education. If the parent is in agreement with the decision of the Superintendent of Schools or the Superintendent's designee, the parent shall be requested to sign a Waiver of Final Review by the Board.

Method of Appeal to the Board of Education or the Board's Hearing Officer:

1. An appeal can be requested by letter to the Superintendent of Schools or to the Clerk of the Board of Education.
2. If no appeal is received within five (5) calendar days after the decision of the Superintendent of Schools or his/her designee is received by the parent or student, the decision of the Superintendent or his/her designee will be final and nonappealable.

Hearing the Appeal:

1. The Board will hear the appeal as soon as possible, or it may appoint a Hearing Officer to hear the appeal. The Board's decision, or the Hearing Officer's decision, is final and nonappealable.
2. The parent and student will be notified in writing of the date, time and place of the hearing.
3. The parent and student will have the right to an "open" or "closed" hearing, at their option.
4. Reasonable efforts will be made to accommodate the work schedule of parents.

Procedure for Student Out-of-School Suspension Appeal Hearing Before the Board of Education:

1. The Board President or the appointed Hearing Officer should:
 - a. Announce that the next agenda item is an out-of-school suspension review hearing for the student. In order to protect the confidentiality and privacy of the student, the student's initials

should be used and not the student's name.

- b. Ask whether the parents/child wish the hearing to be open to the public or in executive session. The offer of an open hearing and their response is to be made a part of the minutes of the meeting. If parents/child request a closed hearing, a motion to go into executive session per their request should be made and voted on.
2. The Board President or Hearing Officer should advise the parents/child:
 - a. That they are entitled to legal counsel, if they desire it.
 - b. That the administration will present its witnesses first and that after each witness the parents or their legal counsel will be given an opportunity to cross-examine.
 - c. That the parents/child will be given an opportunity to call any relevant witnesses and present any relevant evidence they may wish, subject to cross-examination by legal counsel for the administration.
 - d. That the Board or its Hearing Officer will consider the evidence and documents and reach a decision which will be recorded by vote in open session.
 - e. That the parents/child may ask any questions about the procedure.
 3. Following presentation of 1 and 2 above, all administration witnesses and documents should be presented subject to cross-examination.
 4. Parents/child may call any witnesses and present any documents subject to cross-examination.
 5. After each witness is presented School Board members may ask the witness any questions.
 6. Parents'/child's closing statement.
 7. Administration's closing statement.
 8. Deliberate in private. (If the hearing is not in executive session, the Board or its Hearing Officer may deliberate in executive session only with permission of the parents or student.)
 9. Return to open session and vote. After adopting a motion making certain findings of fact the Board must make a motion to: (1) affirm the out-of-

school suspension; (2) modify the out-of-school suspension (increase or decrease severity of the out-of-school suspension); or (3) revoke the out-of-school suspension. If the hearing is before a Hearing Officer, no motions will be required as a part of the hearing process; otherwise, the Hearing Officer will have the same obligations as the Board with respect to rendering a decision.

Attendance at School Pending Appeal Hearing:

Pending the appeal hearing of an out-of-school suspension to the Board, the student will have the right to attend school under such "in-house" restrictions as the principal deems proper, except that at the discretion of the principal, the student may be prohibited from attending school pending any appeal hearing if in the judgment of the principal:

- a. the conduct for which the student was suspended out of school reasonably indicates that continued attendance by the student pending any appeal hearing would be dangerous to other students, staff members or school property; or
- b. the conduct for which the student was suspended out of school reasonably indicates that the continued presence of the student at the school pending any appeal hearing would substantially interfere with the educational process at the school.

SHORT-TERM OUT-OF-SCHOOL SUSPENSIONS OUT-OF-SCHOOL SUSPENSIONS OF TEN (10) OR FEWER SCHOOL DAYS

The Board of Education recognizes that student out-of-school suspensions of ten (10) or fewer school days (referred to as "short-term out-of-school suspensions") involve less stigma and require less formal due process procedures than are required for out-of-school suspensions of greater than ten (10) school days. Appellate rights in such instances are satisfied in an effective and expedient manner by giving the student the right to appeal the out-of-school suspension decision to a committee composed, at the Superintendent's discretion, of administrators, teachers, or both. The composition of the committee shall be reserved to the School District's discretion.

Right of Appeal:

A student who has been suspended out of school for a period of ten (10) or fewer school days is entitled to all pre-appeal rights presently accorded by School District policy to students who have been suspended out of school for periods of greater than ten (10) school days. A student who has been given a short-term out-of-school suspension and that student's parent have a right to appeal an out-of-school suspension decision to a committee composed of administrators and/or teachers. A student with a short-term out-of-school suspension and his/her parent shall be informed by the principal of this right and the method of submitting an appeal.

Method of Appeal to the Committee:

1. An appeal to the committee can be requested by letter to the school principal, which must be received within five (5) calendar days after the principal's out-of-school suspension decision is received by the student or his/her parent. The out-of-school suspension decision will become final and nonappealable if a request is not timely submitted.
2. Upon receipt of the request, the school principal shall confirm that the student's out-of-school suspension falls within the category of out-of-school suspensions to which an appeal to the committee is authorized. If the school principal determines that the period of out-of-school suspension is greater than ten (10) school days, or if for any reason, the short-term out-of-school suspension is extended beyond ten (10) school days prior to the committee hearing, the procedures applicable to long-term out-of-school suspensions must be followed and the student must be given the opportunity to appeal any adverse decision as provided by this policy for long-term suspension.

Hearing the Appeal:

1. The Superintendent of Schools shall appoint a review committee consisting of not less than three School District employees who shall be certified administrators and/or teachers, and shall designate a chairperson for the committee. No administrator or teacher is eligible to serve on the committee who was a witness to the student's conduct, nor is any teacher eligible to serve who has the student in his/her class for the current school term.
2. The Superintendent of Schools shall schedule the committee hearing as soon as possible during regular school hours, Monday through Friday. Reasonable consideration shall be given to accommodate the work schedules of the parent or guardian whenever possible. The student and his/her parent or guardian will be notified in writing of the date, time and place of the hearing. The principal who issued the out-of-school suspension decision shall attend the committee hearing. Either party choosing to have legal counsel at the committee hearing shall give the other party twenty-four (24) hours advance notice of that decision. The failure to give such notice will preclude the party's right to have counsel attend the hearing.
3. The committee will conduct a full investigation of the student's out-of-school suspension in an informal manner. The principal will briefly outline the student's conduct, read the policy, rule or regulation which the student's conduct violated, and present any evidence and witnesses that

support the principal's decision to suspend the student. The student and his/her parent or guardian will be asked by the committee if they understand the rule and charges against the student. The student and his/her parent or guardian will then briefly explain the student's conduct, and present any evidence and witnesses that support the student's position.

4. At the conclusion of the presentation of the evidence, the committee shall retire to render a decision by a majority vote as to the guilt or innocence of the student. The committee shall also determine the reasonableness of the term of the out-of-school suspension. The committee's decision shall be confirmed in writing and a copy will be mailed to the parent or guardian of the student, the principal and the Superintendent of Schools.
5. The decision of the committee shall be final and nonappealable.

STUDENT PRIVILEGES WHILE UNDER OUT-OF-SCHOOL SUSPENSION OR UNDER OTHER DISCIPLINARY OR CORRECTIONAL MEASURES

Participation in the extracurricular activities of the school is a privilege and not a right. Accordingly, when a student's behavior results in a determination by the principal of an out-of-school suspension, the student immediately, notwithstanding the filing of an appeal, forfeits the privilege of participating in all extracurricular activities of the school. In addition, when a principal determines to impose alternative in-school disciplinary or other correctional measures against a student, then the student will not be permitted to participate in any extracurricular activities offered by the school during the term of the discipline unless, in the sole judgment of the principal, such participation is appropriate given the nature of the offense committed by the student.

"Extracurricular activities" include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

ADOPTED: September 19, 2005

REVISED: October 13, 2008

7.16 – 1.1 POLICY PROHIBITING STUDENT HARASSMENT, INTIMIDATION, BULLYING AND THREATENING BEHAVIOR

Statement of Legislative Mandate and Purpose

This policy is a result of the legislative mandate and public policy embodied in the *School Bullying Protection Act*, 70 Okla. Stat. § 24-100.2. The Oklahoma Legislature requires school districts to adopt a policy to prevent harassment, intimidation, bullying and threatening behavior in an effort to “create an environment free of unnecessary disruption” and also requires districts to actively pursue programs for education regarding bullying behaviors.

The District's student conduct code prohibits harassment, intimidation, bullying and threatening behavior. This Policy further explains the negative effects of that behavior, seeks to promote strategies for prevention and education, establishes a procedure for investigating alleged incidents of prohibited behavior and establishes a post-investigation procedure that may include recommendations for community mental health care options and requests for disclosure of student mental health care information.

Statement of Board Purpose in Adopting Policy

The Board of Education recognizes that harassment, intimidation, bullying and threatening behavior causes serious educational and personal problems, both for the student-victim and the initiator. The Board observes that this conduct:

- Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large;
- Substantially disrupts school operations by interfering with the District's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and just as disruptive of the school's efforts to prepare students for productive lives in the community as they become adults;
- Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization of harassment, intimidation, bullying and threatening behavior towards student-victims simultaneously supports the District's primary and substantial interest in operating schools that foster and promote academic achievement;
- Substantially interferes with school compliance with federal law that seeks to maximize the inclusion of students with disabilities and hinders compliance with Individualized Educational Programs containing goals to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions;
- Substantially interferes with the District's mission to advance the social skills and social and emotional well-being of students. Targets of harassment, intimidation, bullying and threatening behavior are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety, and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money or class assignments or performance bribes to protect themselves from harassment, intimidation, bullying and threatening behavior; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-

target victims, who have been harassed and demeaned by the behavior of bullies, often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide;

- Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts; and
- Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

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

Definition of Terms

A. Harassment, Intimidation and Bullying:

The *School Bullying Protection Act* defines the terms “harassment, intimidation and bullying,” as including, but not limited to, any gesture, written or verbal expression, electronic communication or physical act that a reasonable person should know will:

1. Harm another student;
2. Damage another student's property;
3. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or
4. Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

B. Electronic Communication

“Electronic communication” means the communication of any written, verbal or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless telecommunication device or

a computer.

The District prohibits harassment, intimidation, bullying and threatening behavior by electronic communication, whether such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation or bullying at school.

C. Threatening Behavior

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

D. The “Reasonable Person” Standard

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

E. General Display of Bullying Acts

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

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

hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

2. **Emotional Bullying** includes the intentional infliction of harm to another's self-esteem, including but not limited to insulting or profane remarks, insulting or profane gestures, or harassing and frightening statements, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.
3. **Social Bullying** includes harm to another's group acceptance, including but not limited to harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that result in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious or loathsome disease, or similar egregious representations.
4. **Sexual Bullying** includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting

bully; or the commission of sexual assault, rape, or homicide.

Such conduct may also constitute sexual harassment, which is also prohibited by the District.

Understanding and Preventing Student Harassment, Intimidation, Bullying and Threatening Behavior

A. Student and Staff Education and Training

All staff will be provided with a copy of this Policy. All students will be provided a summary of the Policy and notice that a copy of the entire Policy is available on request. The District is committed to providing appropriate and relevant training to staff regarding identification of behavior constituting student harassment, intimidation, bullying and threatening behavior and the prevention and management of such conduct.

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

B. The District's Safe School Committees

The District's Safe School Committees have the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence and other issues which interfere with and adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, bullying and threatening behavior, each Safe School Committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, bullying and threatening behavior and understanding and identifying bullying behaviors. In addition, each Committee shall make recommendations regarding: (1) identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; (2) methods to enhance relationships between students and school staff in order to strengthen communication; and (3) fashioning of problem-solving teams that include counselors and/or school psychologists.

In accomplishing its objectives each Committee shall review traditional and accepted harassment, intimidation and bullying prevention programs utilized

by other states, state agencies or school districts.

Student Reporting

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

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassment, intimidation, bullying or threatening behavior. All employees shall encourage students who tell them about such acts to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events shall complete reports and submit them to the employee designated by the principal to receive them. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, bullying or threatening behavior, will report all relevant information to the building principal or designee.

Investigating Alleged Incidents of Student Harassment, Intimidation, Bullying and Threatening Behavior

Staff members designated by each principal building shall investigate all reported incidents of harassment, intimidation, bullying or threatening behavior and take prompt and effective action to address confirmed incidents and prevent their recurrence. This action may include discipline, referral to the school counselor, referral to community mental health care providers, student social skills training and other actions. In addition, designated staff members will also determine the severity of confirmed incidents and assess their potential to result in future violence. Those staff members shall promptly report their findings to the building principal and other appropriate staff members.

Post-Investigation Recommendations

A. Community Mental Health Care Options

When designated school personnel confirm an incident of student harassment, intimidation, bullying or threatening behavior, they may also determine that it is appropriate to recommend that the student and parent take advantage of available community mental health care options in an effort to provide additional student assistance and prevent the recurrence of further incidents. If so, designated school personnel will advise the parent in writing of such options available in the community and surrounding area.

B. Disclosure of Student Community Mental Health Care Information

Pursuant to the requirements of state law, the District may request the disclosure of any information concerning students who have received mental health care for an incident that indicates an explicit threat to the safety of students or school personnel. The District will make any request for disclosure in compliance with applicable state and federal laws and regulations.

Parental Responsibilities

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

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms;
5. Cooperate fully with school personnel in identifying and resolving incidents; and
6. Participate in all activities designed to eliminate harassment, intimidation, bullying and threatening behavior, including activities designed to address confirmed incidents.

ADOPTED: October 13, 2008

7.16 – 2.0 ATTENDANCE, TRANSFER AND PLACEMENT OF STUDENTS SUSPENDED OR REMOVED FROM SCHOOL OR ADJUDICATED OR CONVICTED

The Board of Education of the Ponca City School District, in the interest of maintaining an appropriate educational environment, student discipline and the safety and well-being of all students and employees, adopts the following policy prohibiting the enrollment or the approval of a transfer of any student who is under suspension from another school (public or private) and excluding certain students from the regular school setting.

Students Suspended By Another School

The School District will prohibit any student who is under suspension from another school (public or private) from enrolling in the School District (hereafter the "Prohibition Term"). This prohibition includes students who establish or attempt to establish a bona fide residency within the School District either before or during their suspension from another school.

Any student subjected to a Prohibition Term pursuant to this policy may appeal that decision to the Superintendent or designee by requesting an appeal within 48 hours of the student's notice of the decision. Any student dissatisfied with the decision of the Superintendent or designee may appeal that decision to the Board of Education by requesting such an appeal within 48 hours of the student's notice of the decision. Student appeal requests to the Superintendent and to the Board must be made in writing to the Superintendent. Failure to timely appeal a decision imposing a Prohibition Term waives all rights to further challenge such decision. On appeal, both the Superintendent or designee and the Board of Education will consider the following issues: (1) whether the student is under suspension from another school and (2) the reason for the suspension.

If the student was suspended from another school for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students, then the Prohibition Term will be upheld. The student will be eligible to enroll following the expiration of the Prohibition Term, except as otherwise provided in Section C. of this Policy.

If the student was suspended from another school for other than a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students, then the Superintendent or designee and the Board of Education will also consider (3) whether the length of the suspension and any conditions imposed pursuant to the suspension are consistent with the School District's suspension policy for the same or similar offenses. If the answer to (3) is in the affirmative, the Prohibition Term will be upheld. The student will be eligible to enroll following the expiration of the Prohibition Term. If the suspension imposed upon the student is found to be inconsistent with the School District's student suspension policy or practices for similar offenses, then the Superintendent or designee and the Board may consider modifications to the Prohibition Term and/or the conditions associated with that Prohibition Term to make the Prohibition Term consistent with the School District's suspension policy or practices. The student will be eligible to enroll following expiration of the Prohibition Term, as modified.

Students Seeking A Transfer

The School District will not approve a transfer of any student who is under suspension from another public school district at the time of the student's proposed transfer.

Students Adjudicated, Convicted or Removed From School By Administrative Or Judicial Process

The School District will not provide education services in the regular school setting to any student who has been adjudicated as a delinquent or convicted as an adult of an offense defined in Okla. Stat. tit. 57, § 571 as an exception to a nonviolent offense or who has been removed from a school (public or private) by administrative or judicial process for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students, until the School District determines that the student no longer poses a threat to himself, other students or faculty. Until the School District determines that the student no longer poses a threat to himself, other students or faculty, the School District will provide education services to the student through an alternative school setting, homebased instruction or other appropriate setting.

If the School District provides education services to such student at a District school facility, the District shall notify any student or faculty victims of such student, when known, and ensure that the student will not be allowed in the general vicinity of or contact with a victim of the student, provided that the victim notifies the District of the victim's desire to refrain from contact with the offending student.

Any student excluded from the regular school setting pursuant to this policy may appeal that decision to the Superintendent or designee by requesting an appeal within 48 hours of the student's notice of the decision. Any student dissatisfied with the decision of the Superintendent or designee may appeal that decision to the Board of Education by requesting such an appeal within 48 hours of the student's notice of the decision. Such appeal requests to the Superintendent and to the Board must be made in writing to the Superintendent. Failure to timely appeal a decision excluding a student from the regular school setting waives all rights to further challenge such decision.

On appeal, both the Superintendent or designee and the Board of Education will consider the following issues: (1) whether the student has been (a) adjudicated as a delinquent or convicted as an adult of an offense defined in Okla. Stat. tit. 57, § 571 as an exception to a nonviolent offense or (b) has been removed from school by administrative or judicial process for a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students; and (2) whether the student poses a threat to self, other students or faculty. If the answers to (1) (a) or (b) and (2) are in the affirmative, the student's exclusion from the regular school setting will be upheld. If the answer to either (1) (a) and (b) or (2) is in the negative, the student will be immediately eligible to return to the regular school setting.

The provisions of Section C of this policy do not apply to students identified as having disabilities under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. In determining the placement of such students, the School District will follow state and federal law and regulations.

ADOPTED: September 19, 2005
REVISED: August 21, 2006

7.16 – 3.0 HAZING

Hazing means any activity that recklessly or intentionally endangers the physical or mental health or safety of a student, required as a condition of membership in an organization, regardless of willing participation, including but not limited to physical brutality such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of food, alcohol, drugs, or other substances, and activities which would induce extreme mental stress such as prolonged sleep deprivation, prolonged isolation, and conduct which could cause extreme embarrassment or humiliation.

No organization having student members which is sponsored by the School District or which is permitted to hold meetings or other events on School District property (a “Student Organization”) and no student member of a Student Organization shall engage or participate in or directly or indirectly condition membership on participation in or submission to a hazing activity.

Students violating the hazing prohibition shall not be permitted to participate in any extra-curricular activity sponsored by the School District for a minimum of three (3) school months, shall be subject to disciplinary measures which may include suspension, and shall be referred to local law enforcement authorities for prosecution.

Student Organizations that violate the hazing prohibition shall forfeit all rights, privileges, and recognition from the School District for a minimum of one year, and shall be referred to local law enforcement authorities for prosecution.

This policy shall be considered to be a part of the by-laws or other organizational rules of all School District-sponsored Student Organizations.

ADOPTED: September 19, 2005

7.17 REPORTING OF STUDENTS USING, POSSESSING OR DISTRIBUTING 3.2 BEER, ALCOHOLIC BEVERAGES, CONTROLLED DANGEROUS SUBSTANCES OR ILLICIT DRUGS

7.17 - 1.0 ALCOHOL, DRUGS, TOBACCO AND ILLICIT DRUGS

It shall be the policy of the Ponca City Board of Education that any teacher, or any other school employee, who has reasonable cause to suspect that a student in school, on school premises, or in attendance at a school-sponsored function, either as a participant or spectator, at home or away, may have used or consumed or has in his or her possession:

- (1) 3.2 beer
- (2) alcoholic beverages
- (3) controlled dangerous substance
- (4) illicit drugs (The term illicit drugs shall include, but not be limited to the misuse of prescription drugs or the misuse or inhaling of aerosols, inhalants, glue, or other similar misuses of chemicals.)

as the above are now defined by state law or as defined by federal statutes, shall immediately notify the Principal or his or her designee of such suspicions. The Principal shall immediately notify the superintendent of Schools and a parent or legal guardian of said student of the matter.

Every employee employed by the Ponca City Board of Education, who has reasonable cause to suspect that a student in school, on school premises, or in attendance at a school-sponsored function is under the influence or has in the student's possession alcoholic beverages, beer of any type or a controlled dangerous substance, and who reports such information to the appropriate school official, shall be immune from all civil liability.

Students will be informed in writing THAT DISCIPLINARY SANCTIONS (CONSISTENT WITH LOCAL, STATE, AND FEDERAL LAW), UP TO AND INCLUDING OUT OF SCHOOL SUSPENSION AND REFERRAL FOR PROSECUTION, WILL BE IMPOSED ON STUDENTS WHO POSSESS, USE, DISTRIBUTE, SELL, CONSPIRE TO SELL OR POSSESS OR ARE IN THE CHAIN OF SALE OR DISTRIBUTION OR ARE UNDER THE INFLUENCE OF 3.2 BEER, ALCOHOLIC BEVERAGES, CONTROLLED DANGEROUS SUBSTANCES, OR ILLICIT DRUGS. A disciplinary sanction may include the satisfactory completion of an appropriate rehabilitation program.

Parents and students shall be given a copy of the Board policy on the Reporting of Students Using, Possessing, or Distributing 3.2 Beer, Alcoholic Beverages, Controlled Dangerous Substances, or Illicit Drugs as this policy contains the standards of conduct

and the disciplinary sanctions that can result by not complying with these requirements of student conduct.

In addition, information about drug and alcohol counseling and rehabilitation as well as re-entry programs will be made available to students and parents.

It shall be the policy of the Ponca City Board of Education that any substance believed to be a harmful illegal drug or illicit drug, whenever found, will be turned over to the Ponca City Police Department.

REVISED: June 9, 1997

7.17 - 2.0 PUNISHMENT FOR POSSESSION OF 3.2 BEER AND ALCOHOLIC BEVERAGES

Any student who is found to be or have been in possession (person, locker or car) or have conspired to possess alcoholic beverages or beer of any type, as defined by the Statutes of the State of Oklahoma or as defined by federal statutes, while attending school, on school premises, or while attending a school-sponsored function, either as a participant or spectator, at home or away, or any student who is found to have used or consumed alcoholic beverages or beer of any type, as defined by the Statutes of the State of Oklahoma, or as defined by federal statutes, while attending school, on school premises, or while attending a school-sponsored function, either as a participant or spectator, at home or away, shall, be placed in the In School Detention for a period of ten (10) school days, if the offense is the student's first violation.

It shall be the policy of the Board of Education that students who spend time in a residential treatment facility will have the time count in lieu of time that the student would have been required to spend in the In School Detention.

Any student found guilty of a second offense may be suspended out of school for the remainder of the trimester and the following trimester(s). Students assigned to In School Detention will be ineligible to participate in any school activity during the day or evening hours.

REVISED: July 11, 1996; November 11, 1996

7.17 - 3.0 DISTRIBUTION OR SALE OF 3.2 BEER, ALCOHOLIC BEVERAGES AND POSSESSION, DISTRIBUTION, OR SALE OF CONTROLLED DANGEROUS SUBSTANCES OR ILLICIT DRUGS

A student who is found to have distributed, sold, conspired to sell or was in the chain of sale or distribution of alcoholic beverages or beer of any type, or is found to have been in possession, distributed, sold, conspired to sell or possess or are in the chain of sale or distribution or are under the influence of a controlled dangerous substance or illicit drugs,

as defined by the statutes of the State of Oklahoma or as defined by federal statutes, while attending school, on school premises, or at a school-sponsored function, shall be issued a long-term out-of school suspension.

The student violator may be considered for reinstatement after the Principal is assured that the student and the parents or guardian will cooperate fully in avoiding further violations.

Any suspension and/or search of said student shall be subject to any applicable state law and school policy.

APPROVED: July 21, 1986

REVISED: November 13, 1989; July 23, 1990; July 11, 1996; November 11, 1996;
September 19, 2005

7.17 - 4.0 POSSESSION AND USE OF TOBACCO POLICY FOR STUDENTS

To ensure compliance with certification requirements of Section 4116 of the Safe and Drug Free Schools Community Act of 1994 (P.L. 103-382), it shall be unlawful to use or possess tobacco products in any form by students while attending school, on school premises or at a school-sponsored activity. Any student in violation of said policy will face immediate disciplinary action.

The disciplinary actions to be taken are:

First offense - five days in In-School Detention.

Second offense - may result in an out-of-school suspension for the remainder of the trimester and the following trimester(s).

APPROVED: September 9, 1985

REVISED: November 17, 1986; July 25, 1988; July 23, 1990; July 11, 1996;
September 19, 2005

7.18 DISCRIMINATION ON THE BASIS OF DISABILITY AND IMPLEMENTATION OF SECTION 504, REHABILITATION ACT OF 1973

7.18 - 1.0 EDUCATIONAL SERVICES UNDER SECTION 504

The School District recognizes its responsibilities to children who are or may be individuals with disabilities under Section 504 of the Rehabilitation Act of 1973 ("Section 504") and to children with disabilities under the Individuals with Disabilities Education Act, as amended (the "IDEA"). In an effort to ensure that School District employees understand and implement the requirements of Section 504, the School District adopts the following policy.

Under Section 504, an "individual with a disability" is a person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment or (c) is regarded as having such an impairment. For purposes of this policy, which governs educational services for students in preschool, elementary and secondary school settings, only the (a) portion of this definition is relevant.

A "physical or mental impairment" means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

"Major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working and learning.

For purposes of this policy, a "qualified individual with a disability" (or "qualified handicapped person") is an individual with a disability who is (a) of an age during which nondisabled persons are provided educational services or (b) of an age during which Oklahoma law or the IDEA requires educational services for disabled persons.

The School District will provide each "qualified individual with a disability" a free appropriate public education. A "free" education means the provision of educational and related services without cost to children with disabilities or their parents except those fees that are charged to all students. An "appropriate" education means the provision of regular or special education and related aids and services that (a) are designed to meet the individual educational needs of children with disabilities as adequately as the needs of nondisabled persons are met and (b) are based upon adherence to procedures that satisfy the requirements of regulations implementing Section 504.

Upon referral of a child who, because of disability, needs or is believed to need special education or related services under Section 504, the District will conduct an evaluation of the student. The District will use tests and other evaluation materials that have been validated for the specific purpose for which they are used. The tests and other evaluation materials will include those tailored to assess the student's specific areas of educational need, not merely those designed to provide a single general IQ score. Trained personnel will administer the tests and other evaluation materials in conformance with the instructions provided by their producer. They will select and administer tests so as best to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, unless those skills are the factors the test purports to measure. An appropriate evaluation will precede initial placement in regular or special education and any subsequent significant change in placement.

In interpreting evaluation data and making placement decisions, the School District will draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior. A multidisciplinary team, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options, will document and consider carefully information obtained from all such sources in making eligibility and placement decisions.

When the multidisciplinary team determines that a child is eligible for educational services under Section 504, it will prepare an accommodation plan for the child. The accommodation plan will identify the educational services, related services and supplementary aids and services needed to meet the child's individual educational needs, the person(s) responsible for implementing each component of the plan, the starting and ending dates for each component and a date, no less than annually, on which to review the plan. At least every three years, the multidisciplinary team will consider reevaluation for each student provided special education and related services under Section 504.

The School District will educate children with disabilities and provide them nonacademic and extracurricular services and activities with nondisabled children to the maximum extent appropriate to the needs of the child. "Nonacademic and extracurricular services and activities" may include counseling services, physical recreational athletics, transportation, health services, recreational activities, school-sponsored special interest groups or clubs, referrals to agencies that provide assistance to individuals with disabilities and employment of students, including both employment by the school and assistance in making available outside employment.

The multidisciplinary team may determine that the child's individual educational needs require placement in a special setting for some portion of the school day. However, the team will remove a child with a disability from the regular education environment only after written notice to the parent and only if it can demonstrate that the child cannot be educated satisfactorily in the regular education environment with the use of

supplementary aids and services. In such cases, the team will document the reason(s) for removal from the regular education environment. The School District will provide the child's parent or guardian with written notice of the child's proposed placement in a special setting (and other significant changes in his or her placement). The child's parent or guardian may request an administrative due process hearing to contest the proposed placement (or other significant change in placement).

Whenever the School District takes action to consider the identification, evaluation or educational placement of children who need or are believed to need special instruction or related services under Section 504, it will provide the child's parents with the Section 504 Information and Procedural Safeguards notice ("Procedural Safeguards"). The School District will provide the parents with the Procedural Safeguards each time it schedules a meeting to discuss the child's eligibility for services, evaluation or educational program and placement under Section 504, upon each parent request for such notice and when the parent or the District requests an administrative due process hearing regarding the identification, evaluation or educational placement of the child.

Upon the filing of an administrative due process hearing request, the School District will request that the Oklahoma State Department of Education ("SDE") appoint a hearing officer to consider the issues raised in the hearing request. The School District or its legal representative will provide the person who requested the hearing a copy of the Procedural Safeguards and this policy. If the School District requests such a hearing, the School District or its legal representative will provide the parent or guardian with a copy of the Procedural Safeguards and this policy. Any party aggrieved by the hearing decision may request an appeal by sending written notice of his or her intent to appeal to SDE within 30 calendar days after the appealing party receives the initial hearing decision. The School District will request that SDE appoint an appeal officer to review the issues raised by a timely notice of appeal.

If SDE will not appoint a hearing officer to hear the issues raised by the Section 504 hearing request, the School District will appoint an impartial third party to consider the issues. Any party aggrieved by the hearing decision rendered by the hearing officer may request an appeal by sending written notice of his or her intent to appeal to the School District. The notice must be received by the School District within 30 calendar days after the appealing party receives the initial hearing decision. If SDE will not appoint an appeal officer to review the issues raised by a timely notice of appeal, the School District will appoint an impartial third party to review the issues.

Any Section 504 hearing or appeal will be conducted in accordance with the requirements of Section 504, its implementing regulations and any applicable SDE guidelines.

ADOPTED: September 19, 2005

7.19 POLICY AND PROCEDURE RELATIVE TO PL 105-17 (FORMERLY PL 94-142), THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

1. General Policy Statement

It is the policy of the Board of Education of the Ponca City Public Schools to support the implementation of the Individuals with Disabilities Education Act (as reauthorized) (“IDEA”).

The responsibility for implementing and operating special education services of the district falls upon the Superintendent. The Superintendent may delegate those responsibilities to a Director of Special Education. With respect to each school site, the Principal of such site is responsible for the implementation and operation of special education on that site and shall coordinate with the Director of Special Education with respect to the dissemination of information and decision making. Individual teachers and staff members are directed to comply with this policy and with the directives of any individualized education program that is developed for any student who has a disability. No employee is authorized to ignore the directives of an individualized education program (“IEP”). The Administration is authorized to implement administrative procedures consistent with this policy and the law.

It is the policy of the Board of Education of the Ponca City Schools that every child shall be afforded a free appropriate public education as required by federal and state law under a system where each child is afforded an appropriate full educational opportunity. The district recognizes that current federal law and regulations require that special education services be provided in an atmosphere of least restrictive environment and that a continuum of alternative placements be provided.

Employees of the district are directed to maintain the confidentiality of personally identifiable information with respect to any student who is being provided special education services and to comply with all IEPs and policies with respect to such services. No employee is authorized to disclose information in breach of such confidentiality or in breach of these policies or any IEP.

The district hereby adopts a policy that there shall not be discrimination against disabled students in the provision of a free appropriate public education and furthermore that there shall be no discrimination with respect to non-academic services and extracurricular activities in connection with the district.

2. Identification of Children

It is the goal of the Ponca City School District to identify, locate, and evaluate any students within the district who have a disability that requires special education and related services under IDEA.

Any patron of the district who has a child believed to have a disability is requested to notify the district, through the office of the Director of Special Education of their concern. If any employee or teacher has a concern, based upon observation, behavior, or discipline that a child may have a disability, that employee is directed to comply with the appropriate pre-referral or referral procedure.

With respect to each site, the building Principal is responsible for identifying and seeking initial evaluation of students who may have disabilities that require special services under IDEA. The Principal is also responsible for assuring that all IDEA students have an IEP in place at the beginning of the school year and that identification procedures for identifying new students are being implemented. Building Principals are also responsible for the delivery and documentation of delivery of procedural safeguard notices to parents of disabled children, as such notices are required by law and regulation.

The Director of Special Education and building Principals are responsible for completing the evaluation process of all children who are believed to be in need of an evaluation for disabilities. As to children that are identified as having disabilities, the Principal of each building site is responsible for the implementation of IEPs.

3. Individualized Education Program Procedure

The Director of Special Education and building Principals shall implement and review IEPs in accordance with law and regulations. They shall develop procedures designed to inform teachers and providers of specific responsibilities under IEPs.

With respect to related services and assistive technology, the Director of Special Education will implement, consistent with federal regulations, a program to help determine district and individual needs in those areas.

In connection with the development of IEPs, parents shall be notified and encouraged to participate in accordance with law and regulations.

It is the intent of the Board of Education that students with disabilities be served in such a manner that minimizes the chance of disruptiveness or danger to staff and other students. Accordingly, the Board of Education expects that IEPs developed for special education students will provide for functional behavioral assessments and address the issue of appropriate behavioral intervention.

4. Students in Private Schools

The Director of Special Education shall arrange for annual meetings with representatives of private schools within the District's boundaries to coordinate and discuss implementation of IDEA for students in private school settings. Private schools should be given a genuine opportunity to express their views with respect to the provision of special education services. Procedures for identification and assessment of students with potential disabilities should also be discussed.

Parents of disabled children in private schools should be aware that federal and state regulations utilize a formula that involves a child count and fund allocation to determine how much IDEA funding should be spent on private school children and that it is the intent of the Ponca City School District to comply as closely as possible with such directives.

It shall be the responsibility of the Director of Special Education to assure that a service plan is implemented as appropriate for children with disabilities in private schools.

5. Student Assessment

The Director of Special Education shall coordinate with the Assistant Superintendent of Curriculum and Instruction to assure that students with disabilities are included in student assessments of performance, drop out rates, and graduation rates. Students shall be included in assessment programs and testing in accordance with law and regulation. The Director of Special Education shall develop appropriate guidelines for implementation of assessment and alternate assessments programs for students with disabilities, to be implemented by the Assistant Superintendent of Curriculum Instruction.

REVISED: July 23, 1984; July 25, 1988; July 23, 1990; July 11, 1996

AMENDED: July 20, 1987

READOPTED: September 17, 2001

AMENDED: September 19, 2005

7.19 – 1.0 EXTENDED SCHOOL YEAR SERVICES

The term extended school year (“ESY”) services means special education and related services that are provided to a child with a disability beyond the District’s normal school year in accordance with the child’s IEP, at no cost to the child’s parent and that meet state standards. The purpose of this policy is to set forth the District’s intent to make ESY services available as necessary to provide its children with disabilities a free appropriate public education as required by the Individuals with Disabilities Education Act.

Each child will have the opportunity to be considered for ESY by his or her IEP team. The question of a child’s need for ESY services may be raised at any time by an IEP team member (including during a regularly scheduled IEP meeting) or incorporated into the annual IEP review. For a child whose current IEP provides for ESY services, the question of his or her continuing need for such services should be included in any subsequent meeting held to review and revise the IEP. The IEP team will make its ESY determination sufficiently in advance so that the necessary services are provided in a timely manner.

The purpose of ESY services is not to enhance the present levels of educational performance exhibited by children and youth with disabilities at the end of the regular school year. The purpose, instead, is to ensure that each child benefits from his or her

education. To make its determination, the IEP team will consider the following factors:

1. The child's degree of impairment;
2. The child's actual/predicted degree of regression;
3. The child's actual/predicted recovery time from this regression (ESY services may be appropriate when the team determines that a child has regressed or is predicted to regress to such a severe degree in a critical skill area that recoupment of such skill loss following the break in programming is unlikely or would require an unusually long period of time);
4. The ability of the child's parents to provide educational structure at home (After affirming a parent's ability to provide educational structure at home, an IEP team may determine that appropriate ESY services would consist totally or partially of such parental support);
5. The child's rate of progress;
6. The child's behavioral problems;
7. The child's physical problems;
8. The availability of alternative resources;
9. The ability of the child to interact with children who are not disabled;
10. The area(s) of the child's curriculum that need continuous attention;
11. The child's vocational needs;
12. Whether the requested service is extraordinary for the child's condition as opposed to an integral part of a program for those with the child's condition; and
13. Other relevant factors as determined by the IEP team.

In making its determination, the IEP team will consider all pertinent data, which could include the following:

1. Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;
2. Functional assessments used in natural environments (home, community, work and school);

3. An analysis of data collected on a regular basis;
4. Evaluations and progress records for related services;
5. Parent, student and/or service provider information;
6. Attendance records;
7. Behavior and disciplinary records;
8. Health/medical information;
9. Interviews with teachers, parents and students; and
10. Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

The IEP team will document its ESY decisions on the IEP and through other appropriate records. If the IEP team determines that a child needs ESY services, it will specifically document the goals and benchmarks or short-term objectives to be addressed during ESY services, including the type, amount (including time and frequency), duration (including beginning and ending dates), and least restrictive environment considerations.

7.19 – 2.0 INCLUDING STUDENTS WITH DISABILITIES IN DISTRICT-WIDE ASSESSMENTS

School districts must assess students with disabilities as frequently and in the same manner as they do students without disabilities. Therefore, to the extent the Ponca City Public Schools requires student participation in districtwide assessment, students with disabilities will be included in the assessment or provided an alternative method of assessment.

The IEP team for each student with a disability will make the decision regarding his or her participation in regular districtwide assessment on an individual basis, considering his or her unique needs. To make appropriate decisions regarding the student's need for accommodation and/or alternate assessment, the IEP team will:

- (1) Begin with the assumption that all students with disabilities will participate in all regular districtwide assessments.
- (2) Assess the need for accommodation and/or alternate assessment based on the student's present level of educational performance, IEP goals and the content and format of the districtwide assessment(s) under consideration.

- (3) Allow for alternate assessment only if a student would not be able to demonstrate some of the knowledge and skills on the regular districtwide assessment with appropriate accommodations.

To make these determinations, the IEP team members must be knowledgeable about the child's present level of educational performance and measurable annual goals; the general curriculum; the format and content of the regular districtwide assessment; and the alignment between the curriculum and the academic content standards assessed by the districtwide assessment system.

The IEP team may decide that the student can participate in a regular districtwide assessment without accommodations. However, the IEP team may conclude that the student is unable to participate in districtwide assessments in the same manner as his or her peers, but could participate in the same assessment if accommodations were provided. Accommodations are changes in testing materials or procedures that enable students with disabilities to participate in an assessment in a way that allows the assessment of abilities, rather than disabilities. Accommodations are intended to allow students with disabilities to access districtwide assessments and provide an equal opportunity to demonstrate their achievement. The IEP team may consider five categories of accommodations: setting, timing, scheduling, presentation and response.

Setting accommodations involve changing the conditions of the setting (lighting, furniture, group size) or changing the location in which the test is administered (student carrel, separate room, home). Setting accommodations are typically selected for students who have difficulty focusing their attention or may exhibit behaviors that other students find disturbing during test taking.

Timing accommodations involve changes in the duration of testing. These changes can include changing the amount of time allowed when taking the test or the way in which the time required for administering the test is organized. Examples of timing accommodations include allowing extended time on a timed test, providing breaks during testing and administering the test across multiple testing sessions.

Scheduling accommodations involve adjusting the time of day or day of the week when the test is administered.

Presentation accommodations involve changing the manner in which an assessment is given to a student. Presentation accommodations typically fall into one of three categories: format alterations (providing a test in large print, highlighting key words or phrases, presenting fewer items per page), procedure changes (sign language directions, extra examples, explaining or simplifying directions) and assistive devices (audiotaped directions, magnification devices, markers or masks to maintain place).

Response accommodations involve changing the manner in which the student responds to an assessment. Response accommodations include format alterations (responding in the test booklet, rather than on a separate answer sheet), procedure changes (access to

reference materials, like a dictionary or a multiplication table, responding verbally, rather than in writing) and assistive devices (computer text reader or word processor, scribe, calculator, communication board).

The IEP team should consider the accommodations that the student receives in classroom assessments as possible accommodations for the districtwide assessment. The IEP team may also use the administration manual for each districtwide assessment to gather information regarding special testing situations, including the issue of accommodations. The team should attempt to select accommodations that do not invalidate the test, i.e., change the skills or content tested. If the modifications identified would invalidate the test, the student's knowledge and skills should be assessed through alternate assessment. For example, a modification that included reading passages and/or items aloud to students would not be an acceptable accommodation if the purpose of the assessment is to measure reading skills. The team should also consider the student's past performance on districtwide assessments and explore whether any assessment accommodations were used. For example, if the student took the previous assessment under standard conditions, did the results appropriately represent the student's skills? If assessment accommodations were used, did the student report that he or she found them helpful? Did the student's performance with accommodations reflect his or her abilities?

Based on a review of relevant information, the IEP team will determine how the student will participate in the regular districtwide assessment. For those students who are identified as needing accommodations, the IEP team will document in the IEP which accommodations are necessary for the child to participate in the regular assessment. The IEP team may determine that the student can participate in some portions of the assessment without accommodations and identify accommodations for other portions of the assessment. If modifications in testing administration are provided, the District will use caution in interpreting the test results. In such situations, the District will note that the assessment was given using nonstandard administration and that the results should be interpreted with that in mind.

The IEP team may determine that, even with accommodations, a student with a disability would be unable to demonstrate at least some of the knowledge and skills tested through the regular districtwide assessment, and as a result, that the student's performance must be assessed through alternate assessment. The IEP team will not determine that participation in an alternative assessment is necessary based primarily upon poor attendance; English language learner status; social, cultural or economic differences; disruptive behavior; student reading level; expectations of poor performance; amount of time receiving special education services; low achievement in general education; categorical disability label; performance tied solely to a level, label or cut score; or the location where the child receives services. If the IEP team determines that student participation in an alternate assessment is necessary, the team will specifically identify the alternate assessment to be utilized on the IEP. The IEP team will select a mode of alternate assessment that measures the same content area(s) as the districtwide assessment.

**7.19 – 3.0 COMPLAINT PROCEDURES UNDER PART B OF THE
INDIVIDUALS WITH DISABILITIES EDUCATION ACT**

To comply with the requirements of state and federal law, the School District has established the following procedures for filing and resolving formal written complaints regarding alleged violations of the requirements under art B of the Individuals with Disabilities Education Act (IDEA).

Formal written complaints filed with the School District should be addressed to the superintendent or a District administrator. The complaint must include a statement that the District has violated a requirement under Part B of the IDEA, the facts on which the statement is based and the signature of the person(s) filing the complaint. Complaints pertaining to a specific child with a disability should include the child's name, date of birth and current educational status. The complaint must allege that a violation occurred not more than one (1) year prior to the date the District received the complaint unless the violation is ongoing or there is a request for compensatory services for a violation that occurred not more than three (3) years prior to the date the District received the complaint.

Upon receipt of a formal written complaint alleging violation of Part B of the IDEA, the District will acknowledge receipt of the complaint in writing. District personnel will provide copies of the written acknowledgement to all involved parties. The District will provide the complainant with a copy of Parents Rights in Special Education.

The District will promptly investigate each formal written complaint. As part of the investigation, District personnel will give the complainant an opportunity to submit additional information, either orally or in writing, about the allegations in the complaint. District personnel will review all relevant information and make an independent determination whether it has violated a requirement of Part B of the IDEA.

Within 60 calendar days from receipt of the formal written complaint, the District will issue a written report to the complainant. The report will include findings of fact and conclusions and whether the complaint was substantiated as to each alleged IDEA Part B violation. The written report will also include procedures for correcting any substantiated violations. The District will extend the time limit for the written report only if exceptional circumstances exist regarding a specific complaint. In the written report, the District will advise the complainant that he or she has the right to request review by the Oklahoma State Department of Education of the District's decision regarding the complaint and how to request SDE review.

A complainant may choose to file his or her complaint directly with the Oklahoma State Department of Education rather than filing it with the District.

ADOPTED: September 19, 2005

7.19 – 4.0 DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES

1. Definitions

For purposes of this policy, the following definitions apply:

- (a) "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. § 812(c).
- (b) "Illegal drug" means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- (c) "Serious bodily injury" means bodily injury that involves –
 - (1) a substantial risk of death;
 - (2) extreme physical pain;
 - (3) protracted and obvious disfigurement; or
 - (4) protracted loss or impairment of the function of a bodily member, organ or mental faculty.
- (d) "Weapon" means a dangerous weapon as defined by 18 U.S.C. § 930(g)(2), specifically, a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.
- (e) "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes.

2. Case-By-Case Determination

District personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates the District's code of student conduct.

3. Short-Term Disciplinary Removal

District personnel may remove a child with a disability who violates the District's code of student conduct from the child's current placement to an appropriate interim alternative educational setting, another setting or suspension, for not more than ten (10) consecutive school days and for additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct, as long as those additional removals do not constitute a change of placement.

A change of placement occurs if –

- (a) the removal is for more than ten (10) consecutive school days; or
- (b) the child has been subjected to a series of removals that constitute a pattern.

Under the Individuals with Disabilities Education Act and its implementing regulations, school personnel determine whether a pattern exists by considering the following factors:

- (a) the series of removals total more than ten (10) school days in a school year;
- (b) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- (c) such additional factors as the length of each removal, the total amount of time the child has been removed and the proximity of the removals to one another.

However, in an effort to promote uniformity in the decision-making process, the Board of Education has determined that it is in the District's best interest that it not require school personnel to weigh these factors to determine the existence of a pattern in each instance. Instead, when the student's short-term removals exceed 10 school days over the course of the school year, the District will follow the process identified in this policy for implementing a long-term removal.

4. Educational Services During a Short-Term Disciplinary Removal

The District will provide a child with a disability the same level of services it provides children without disabilities during removals for ten (10) school days or less during the school year.

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if a subsequent removal is imposed for not more than ten (10) consecutive school days and is not a change of placement, District personnel, in consultation with at least one (1) of the child's teachers, will determine the extent to which services are needed, so as to enable

the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

5. Long-Term Disciplinary Removal

For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability, then District personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities.

6. Special Circumstances

District personnel may also remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child –

- (a) carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the District's jurisdiction;
- (b) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises or at a school function under the District's jurisdiction; or
- (c) has inflicted serious bodily injury upon another person while at school, on school premises or at a school function under the District's jurisdiction.

7. Making a Manifestation Determination

Except for removals that will be for not more than ten (10) consecutive school days and will not constitute a change of placement, within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of the District's code of student conduct, the District, the parent and relevant members of the child's IEP team (as determined by the parent and the District), will review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine –

- (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- (b) if the conduct in question was the direct result of the District's failure to implement the IEP.

The conduct will be determined to be a manifestation of the child's disability if the District, the parent and relevant members of the child's IEP team determine that a condition in either (a) or (b) of this paragraph was met.

If the District, the parent and relevant members of the child's IEP team determine that the conduct in question was the direct result of the District's failure to implement the IEP, the District will take immediate steps to remedy those deficiencies.

8. Determination that Behavior Is a Manifestation

If the District, the parent and relevant members of the IEP team determine that the conduct was a manifestation of the child's disability, the IEP team will either –

- (a) conduct a functional behavioral assessment, unless the District had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
- (b) if a behavioral intervention plan already has been developed, review the behavioral intervention plan and modify it, as necessary, to address the behavior.

Except as provided in section 6 of this policy, the IEP team will return the child to the placement from which the child was removed, unless the parent and the District agree to a change of placement as part of the modification of the behavioral intervention plan.

9. Educational Services During a Long-Term Disciplinary Removal

Except as provided in sections 3 and 4 of this policy, a child with a disability who is removed from the child's current placement will --

- (a) continue to receive educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting and to progress toward meeting the goals set out in the child's IEP; and
- (b) receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

If the removal is for more than ten (10) consecutive school days or is a change of placement, the child's IEP team will determine appropriate services and the location in which services will be provided. These services may be provided in an interim alternative educational setting determined by the IEP team.

10. Notification

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of the District's code of student conduct, District personnel will notify the child's parents of the decision and provide the parents a copy of the District's Parents Rights in Special Education: Notice of Procedural Safeguards form.

11. Appeal to Hearing Officer

The parent of a child with a disability who disagrees with any decision regarding placement or the manifestation determination under this policy, or the District, if District personnel believe that maintaining the current placement of the child is substantially likely to result in injury to the child or others, may appeal the decision by filing a due process hearing complaint seeking an expedited hearing.

In making the determination, the hearing officer may –

- (a) return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the applicable provisions of the IDEA or that the child's behavior was a manifestation of the child's disability; or
- (b) order a change of placement of the child to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These procedures may be repeated, if the District believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

When an appeal has been requested by either the parent or the District, the child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period set for the placement, whichever occurs first, unless the parent and the District agree otherwise.

The District may also seek a court order to remove a child with a disability from school or change the child's current educational placement if District personnel believe that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

ADOPTED: September 19, 2005

REVISED: August 21, 2006

7.20 STUDENT RECORDS (F.E.R.P.A.)

7.20 – 1.0 STUDENT RECORDS POLICY AND PROCEDURES

Introduction

1. This policy and the procedures included with it are intended to satisfy the provisions of the Family Educational Rights and Privacy Act (FERPA). The School District is committed to implementing this policy and following its procedures.
2. The Board of Education authorizes the Superintendent of Schools to inform parents, students and the public of the policy and to exercise his or her administrative resources to implement the policy as well as to deal with individuals who violate the policy.
3. If a parent of a student, an eligible student or a citizen of the School District believes that the School District is violating FERPA, that person has a right to file a complaint with the Department of Education. The address is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605
Telephone: (202) 260-3887

Definitions

For the purpose of this policy, the following definitions apply:

1. Student - Any person who attends or has attended a program of instruction sponsored by the Board of Education of the School District and for whom it maintains education records.
2. Eligible student - A student or former student who has reached age 18 or is attending a postsecondary school.
3. Parent - Either natural parent of a student, unless his or her rights under FERPA have been removed by a court order, a guardian or an individual acting as a parent or guardian in the absence of the student's parent or guardian.
4. Education records - Any record (in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche or other medium) maintained by the School District, an employee of the School District or an agent of the School District, which is directly related to a student and maintained by the School District or by a party acting for the School District, except:

- a. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - b. Records of a law enforcement unit of the School District, but only if education records maintained by the School District are not disclosed to the unit, and the law enforcement records are:
 - i. Maintained separately from education records;
 - ii. Maintained solely for law enforcement purposes; and
 - iii. Disclosed only to law enforcement officials of the same jurisdiction.
 - c. An employment record that is used only in relation to a student's employment by the School District. (Employment for this purpose does not include activities for which a student receives a grade or credit in a course.)
 - d. Records on an eligible student, that are:
 - i. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - ii. Made, maintained or used only in connection with treatment of the student (treatment does not include remedial educational activities or activities that are part of the program of school instruction); and
 - iii. Disclosed only to individuals providing the treatment.
 - e. Alumni records that relate to the student after he or she no longer attends classes provided by the School District, and the records do not relate to the person as a student.
5. Personally identifiable information - Any data or information that make the subject of a record known. This includes the student's name, the student's parents' or other family member's name, the student's or family's address, the student's social security number, a student number, a list of personal characteristics or any other information that would make the student's identity easily traceable.

6. Dates of attendance -
 - a. The period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a trimester or a first quarter.
 - b. The term does not include specific daily records of a student's attendance at an educational agency or institution.
7. Directory information - Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Annual Notification

1. Within the first three weeks of each school year, the School District will publish in a local newspaper of general circulation in the area a notice to parents and eligible students of their rights under FERPA and this policy. The School District will also send home with each student a bulletin listing these rights, and the bulletin will be included with a packet of material provided parents or an eligible student when the student enrolls during the school year.
2. The notice will include the following:
 - a. The right of a student's parents and eligible students to inspect and review the student's education records.
 - b. The intent of the School District to limit the disclosure of information contained in a student's education records except: (1) by the prior written consent of the student's parent or the eligible student, (2) as directory information, or (3) under certain limited circumstances, as permitted by FERPA and the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest, for purposes of disclosure.
 - c. The right of a student's parent or an eligible student to seek to correct parts of the student's education record that he or she believes to be inaccurate, misleading or in violation of student privacy rights and the procedure for requesting amendment of records.
 - d. The right of any person to file a complaint with the U.S. Department of Education, if the School District violated FERPA.
 - e. The procedure that a student's parent or an eligible student should follow to obtain copies of this policy and the locations where copies may be obtained.

3. The School District will arrange to provide translations of this notice to non-English speaking parents in their native language and to effectively notify parents or eligible students who are disabled.
4. All rights and protections given parents under FERPA and this policy transfer to the student when he or she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

Locations of Education Records

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Principal's Office	Principal
Cumulative School Records (Former Students)	Appropriate Schools Principal's Office	Principal
Health Records	Appropriate Schools Principal's Office	Principal
Speech Therapy Records Psychological Records Special Test Records	Administration Office 111 West Grand	Director of Special Services
School Transportation Records	Transportation Center 1700 N. 3rd	Director of Transportation
Occasional Records (Student Education Records not identified above, such as those in Superintendent's office, in the school attorney's office or in the personal possession of teachers.)	Principal will collect and make available	Appropriate Principal

Procedure to Inspect Education Records

1. Parents of students and eligible students may inspect and review the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. See the schedule of fees for copies below.

2. Since a student's records may be maintained in several locations, the school principals will offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if parents and eligible students wish to inspect records where they are maintained, school principals will make every effort to accommodate their wishes.
3. Parents or eligible students should submit to the student's school principal a written request that identifies as precisely as possible the record or records he or she wishes to inspect.
4. The principal (or other custodian) will contact the parent of the student or the eligible student to discuss how access will be best arranged (copies, at the exact location, or records brought to a single site).
5. The principal (or other custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected. This procedure must be completed in 45 days or less from the receipt of the request for access.
6. If for any valid reason, such as working hours, distance between record location sites, or health, a parent or eligible student cannot personally inspect and review a student's education record, the School District will arrange for the parent or eligible student to obtain copies of the record. See below for information regarding fees for copies of records.
7. When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.
8. The School District is not required to give an eligible student access to treatment records (as defined by the term "education records" in the Definitions section of this policy), but the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

Fees for Copies of Records

1. The School District will not deny parents or eligible students any rights to copies of records because of the following published fees. When the fee represents an unusual hardship, it may be waived in part or entirely by the record custodian. However, the School District reserves the right to make a charge for copies such as transcripts it forwards to potential employers or to colleges and universities for employment or admissions purposes. The School District may deny copies of records (except for those required by FERPA) in the following situations:
 - a. The student has an unpaid financial obligation to the school.

- b. There is an unresolved disciplinary action against the student that warrants the denial of copies.
2. FERPA requires the School District to provide copies of records:
 - a. When the refusal to provide copies effectively denies access to the records by a parent or eligible student.
 - b. At the request of the parent or eligible student when the School District has provided the records to third parties by the prior consent of the parent or eligible student.
 - c. At the request of the parent or eligible student when the School District has forwarded the records to another school where the student seeks or intends to enroll.
3. The fee for copies provided under FERPA may not include the costs for search and retrieval. This fee will be from no cost to twenty-five cents per page. (Actual copying cost less hardship factor.)
4. The fee for all other copies, such as copies of records forwarded to third parties with prior consent or those provided to parents as a convenience will be from ten cents to thirty-five cents per page (actual search, retrieval and copying cost), plus postage, if that is involved.

Directory Information

1. The School District proposes to designate the following information contained in a student's record as "directory information," and it will disclose that information without prior written consent:
 - a. The student's name;
 - b. The names of the student's parents;
 - c. The student's address;
 - d. The student's telephone listing;
 - e. The student's electronic mail address;
 - f. The student's date and place of birth;
 - g. The student's dates of attendance;

- h. The student's grade level (i.e., first grade, tenth grade, etc.);
 - i. The student's participation in officially recognized activities and sports;
 - j. The student's degrees, honors and awards received;
 - k. The student's weight and height, if a member of an athletic team;
 - l. The student's photograph; and
 - m. The most recent educational agency or institution attended.
2. Within the first three weeks of each school year, the School District will publish in a newspaper of general circulation in the area the above list or a revised list of the items of directory information it proposes to designate as directory information. For students enrolling after the notice is published, the list will be given to the student's parent or the eligible student at the time and place of enrollment.
 3. After the parents or eligible students have been notified, they will have two weeks to advise the School District in writing (a letter to the Superintendent of School's office) of any or all of the items they refuse to permit the School District to designate as directory information about that student.
 4. At the end of the two-week period, each student's records will be appropriately marked by the records custodian to indicate the items the School District will designate as directory information about that student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

Use and Disclosure of Student Education Records

1. To carry out their responsibilities, school officials will have access to student education records for legitimate educational purposes. The School District will use the following criteria to determine who school officials are. An official is:
 - a. A person duly elected to the School Board;
 - b. A person certified by the state and appointed by the School Board to an administrative or supervisory position;
 - c. A person certified by the state and under contract to the School Board as an instructor;

- d. A person employed by the School Board as a temporary substitute for administrative, supervisory or instructional personnel for the period of his or her performance as a substitute;
 - e. A person employed by or under contact to the School Board to perform a special task such as secretary, a clerk, the School Board attorney or auditor for the period of his or her performance as an employee or contractor; or
 - f. A person participating in a school service program or an official school committee.
2. School officials who meet the criteria listed above will have access to a student's records if they have a legitimate educational interest in doing so. A "legitimate educational interest" is the person's need to know in order to:
- a. Perform an administrative task required (a) by the school employee's position description, or (b) by participation in the school service program.
 - b. Perform a supervisory or instructional task directly related to the student's education; or
 - c. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement or student financial aid.
3. The School District will only release information from or permit access to a student's education record with a parent or eligible student's prior written consent, except that the Superintendent of Schools or a person designated in writing by the Superintendent may permit disclosure:
- a. When a student seeks or intends to enroll in another school district or a postsecondary school. Parents and students have a right to obtain copies of records transferred under this provision;
 - b. When certain federal, state and local officials need information in order to audit or enforce legal conditions related to federally supported education programs in the School District;
 - c. The parties who provide or may provide financial aid to a student to:
 - i. Establish the student's eligibility for the aid;
 - ii. Determine the amount of financial aid;
 - iii. Establish the conditions for the receipt of the financial aid; or

- iv. Enforce the agreement between the provider and the receiver of financial aid;
- d. If a state law adopted before November 19, 1974, allowed certain specific items of information to be disclosed in personally identifiable form from student records to state and local officials or authorities concerning the juvenile justice system and the system's ability to effectively serve the student whose records are released or if a state law adopted after November 19, 1974, allowed such information to be disclosed to state or local officials concerning the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released;
- e. When the School District has entered into a written agreement or contract for an organization to conduct studies on the School District's behalf to develop tests, administer student aid or improve instruction;
- f. To accrediting organizations to carry out their accrediting functions;
- g. To parents of a dependent student, as defined in section 152 of the Internal Revenue Code of 1986;
- h.
 - i. To comply with a judicial order or lawfully issued subpoena. The School District will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a Federal grand jury subpoena or other subpoena issued for a law enforcement purpose, and the court or issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
 - ii. If the School District initiates legal action against a parent or student, the School District may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the School District to proceed with the legal action as plaintiff;
 - iii. If a parent or eligible student initiates legal action against the School District, the School District may disclose to the court, without a court order or subpoenas, the student's education records that are relevant for the School District to defend itself; and

- i. If the disclosure is an item of directory information and the student's parent has not refused to allow the School District to designate that item as directory information for that student.
4. The School District will permit any of its officials to make the needed disclosure from student education records in a health or safety emergency if:
 - a. He or she deems it is warranted by the seriousness of the threat to the health or safety of the student or other persons;
 - b. The information is necessary and needed to meet the emergency;
 - c. The persons to whom the information is to be disclosed are qualified and in a position to deal with the emergency; and
 - d. Time is an important and limiting factor in dealing with the emergency.
5. School District officials may release information from a student's education record if the student's parent or the eligible student gives his or her prior written consent for the disclosure. The written consent must include at least:
 - a. A specification of the records to be released;
 - b. The reasons for the disclosure;
 - c. The person or the organization or the class of persons or organizations to whom the disclosure is to be made;
 - d. The parent or student's signature; and
 - e. The date of the consent and, if appropriate, a date when the consent is to be terminated.
6. The student's parent or the student may obtain a copy of any records disclosed under this provision.
7. The School District will not release information contained in a student's education records, except disclosures made to parents of dependent students under 34 C.F.R. 99.31(a)(8), to disclosures pursuant to court orders, lawfully issued subpoenas or litigation under 99.31(a)(9), to disclosures of directory information under 99.31(a)(11), to disclosures made to a parent or student under Sec. 99.31(a)(12), and as otherwise provided by state law concerning releases of information to state and local officials and authorities regarding the juvenile justice system, to any third parties, except its own officials, unless those parties agree that the information will not be redisclosed without the parent or eligible student's prior written consent.

Records or Requests for Access and Disclosures Made From Education Records

1. The School District will maintain an accurate record of all requests for it to disclose information from or to permit access to a student's education records and of information it discloses and access it permits with some exceptions listed below. This record will be kept with, but will not be a part of, each student's cumulative school records. It will be available only to the record custodian, the eligible student, the parent of the student or to federal, state or local officials for the purpose of auditing or enforcing federally supported educational programs.
2. The record will include at least:
 - a. The name of the person or agency that made the request;
 - b. The legitimate interest the person or agency had in the information;
 - c. The date the person or agency made the request; and
 - d. Whether the request was granted, and if it was, the date access was permitted or the disclosure was made.
3. The School District will maintain this record as long as it maintains the student's education record.
4. The record will not include requests for access or access granted to parents of the student or to an eligible student, requests for access or access granted to officials of the School District who have a legitimate educational interest in the student, requests for or disclosures of information contained in the student's education record if the request is accompanied by the prior written consent of a parent of the student or the eligible student or the disclosure is authorized by such prior consent, for requests for or disclosure of directory information designated for that student, or for access by a party seeking or receiving the records by a Federal grand jury or other law enforcement subpoena, when the issuing court or agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed.

Procedures to Seek to Correct Education Records

1. Parents of students and eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading or in violation of student rights. (NOTE: Under FERPA, the School District may decline to consider a request to change the grade a teacher assigns for a course.)
2. For the purpose of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is inaccurate,

misleading or in violation of student rights. The term "correct" will be used to describe a record that is accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the School District to correct a record.

3. To establish an orderly process to review and correct an education record for a requester, the School District may make a decision to comply with the request for a change at several levels in the procedure.
4. *First level decision* - When a parent of a student or an eligible student finds an item in the student's education record which he or she believes is inaccurate, misleading or in violation of student rights, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.
5. If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, he or she will:
 - a. Provide the requester a copy of the questioned record at no cost;
 - b. Ask the requester to initiate a written request for the change; and
 - c. Follow the procedure for a second level decision.
6. *Second level decision* - The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the School District to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item:
 - a. Is inaccurate and why;
 - b. Is misleading and why; or
 - c. Violates student rights and why.
7. The request will be dated and signed by the requester.
8. Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (the person who made the record or those who may have a professional concern about the School District's response to the request), make a decision to comply or decline to comply with the request and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

9. If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will effect the change and notify the requester in writing that he or she has made the change. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.
10. If the custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of his or her findings in the matter. He or she will transmit this summary and a copy of the written request to the Superintendent of Schools.
11. *Third level decision* - The Superintendent of Schools will review the material provided by the record custodian and, if necessary, discuss the matter with other officials, such as the school attorney or the Board of Education (in executive session). He or she will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it will take longer, the Superintendent will notify the requester in writing of the reasons for the delay and a date when the decision will be made.
12. If the Superintendent decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as he or she would if the change had been made at the second level.
13. If the Superintendent decides the record is correct, he or she will prepare a letter to the requester which will include:
 - a. The School District's decision that the record is correct and the basis for the decision;
 - b. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the School District will grant such a hearing;
 - c. Instructions for the requester to contact the Superintendent or an officer he or she designates, to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The School District will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes.); and
 - d. Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

14. *Fourth level decision* - After the requester has submitted (orally or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the Superintendent will, within a week, notify the requester when and where the School District will hold the hearing and who it has designated as the hearing officer.
15. At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect, as shown in the requester's written request for a change in the record (second level).
16. Within one week after the hearing, the hearing officer will submit to the Superintendent of Schools a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.
17. The Superintendent of Schools will prepare the School District's decision within two weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the School District's decision will be based solely on the evidence presented at the hearing. Therefore, the Superintendent may overrule the hearing officer if he or she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the School District's decision, the Superintendent will take one of the following actions:
 - a. If the decision is that the School District will change the record, the Superintendent will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
 - b. If the decision is that the School District will not change the record, the Superintendent will prepare a written notice to the requester, which will include:
 - i. The School District's decision that the record is correct and will not be changed;
 - ii. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the School District's decision; and
 - iii. Advise the requester that he or she may place in the student's education record an explanatory statement that states the reasons he or she disagrees with the School District's decision and/or the reasons he or she believes the record is incorrect.

18. *Final administrative step in the procedure* - When the School District receives an explanatory statement from a requester after a hearing, it will maintain that statement as part of the student's education record as long as it maintains the questioned part of the record. The statement will be attached to the questioned part of the record, and whenever the questioned part of the record is disclosed, the explanatory statement will also be disclosed.

Availability of Policy

Copies of this policy will be available for parent and eligible student review in the principal's office of each school building and at the Superintendent's office.

ADOPTED: September 19, 2005

7.20 - 2.0 DISPOSITION OF STUDENT RECORDS

The Individuals with Disabilities Education Act (IDEA), P.L. 101-476 and the Family Educational Rights and Privacy Act (FERPA) provide requirements concerning the destruction of personally identifiable information and education records. The local policy shall be in accordance with all relevant federal regulations and state statutes or standards including the IDEA, FERPA, General Education Provisions Act, Oklahoma Statutes, and applicable regulations.

- A. Records to be maintained permanently:
 - 1. attendance registers (Administration Building);
 - 2. 9-12 high school transcripts - should show ACT, SAT, etc., test results (high school);
 - 3. Immunization records of students who did not enroll in another school or were graduated (last school attended);

- B. Records to be maintained for a period of five years:
 - 1. Cumulative folders of students who did not enroll in another school district or were graduated (last school attended);
 - 2. Confidential data in pupil services (special education) must be held for five years after the student withdraws or was graduated. It must comply with IDEA and FERPA;
 - 3. Teachers grade books and nine weeks summary of grade earned in subject; (site);

- C. Records to be maintained three years:
 - Office summary of daily absences or attendance cards of teachers.

- D. Records to be maintained six years:
 - Records supporting provision of Medicaid-reimbursed services

REVISED: July 11, 1996; September 19, 2005

7.20 – 3.0 TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

The Ponca City Public Schools adopts this policy pursuant to Title 10, Section 620.5 of the Oklahoma Statutes.

For purposes of this policy, "confidential information" means any information regarding a child receiving services supported in whole or in part by state or federal funds, a family member of such child, or other persons residing in the home of such child, and which is required by state or federal law or regulation to be maintained in a confidential manner.

The School District will transfer and release confidential information in accordance with this policy to:

1. The Department of Human Services,
2. The Department of Mental Health and Substance Abuse Services,
3. The State Department of Health,
4. The State Department of Education,
5. The Oklahoma Department of Career and Technology Education,
6. The Oklahoma Commission on Children and Youth,
7. The J.D. McCarty Center for Handicapped Children,
8. The Department of Corrections,
9. Private agencies receiving public funds pursuant to a grant or contract with one of the agencies listed in (1) through (8) and providing institutional, community residential or community-based services as defined by Title 10, Section 1101 of the Oklahoma Statutes, to children and family,
10. Persons and agencies subject to the rules promulgated by the agencies listed in (1) through (8) and
11. Statutorily-constituted juvenile bureaus.

Unless otherwise permitted by state or federal law or regulation, confidential information will only be released to the above-described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by state or federal law to execute such consent, if the subject of the confidential information is a child or (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or

her behalf, if the subject of the confidential information is an adult. The School District will use the State of Oklahoma Standard Form Consent for the Release of Confidential Information.

The School District will follow the rules promulgated by the State Department of Education for authorizing access to confidential information for the purpose of gathering statistical information or conducting studies or researches otherwise authorized by law.

The School District shall charge \$.25 for all copies made pursuant to this policy plus the actual cost of mailing the copies.

ADOPTED: September 19, 2005

7.21 ACADEMIC LETTER REQUIREMENTS

1. The letter will be awarded only once in West Middle School, once in East Middle School, and only once in senior high. The student is eligible to earn the letter or bar in each of the years he or she is at a respective school.
2. Students maintaining the requirements for the academic letters in successive years will receive a bar to place on their letters.
3. The letters and bars will be awarded in the early Fall of the year following the year the student became eligible, with the exception of the 8th and 12th grade when the awards will be made after the second trimester of the 8th and 12th grade year.
4. Academic requirements for lettering:

West Middle School or East Middle School Letter

7th grade - must have a cumulative trimester grade point average of 3.6 in all subjects during the 7th grade.

8th grade - must have a cumulative trimester grade point average of 3.6 in all subjects during the 8th grade.

Senior High Letter

9th grade - must have a cumulative trimester grade point average of 3.5 in all subjects during the 9th grade with no trimester grade lower than a C in the current year.

10th grade - must have a cumulative trimester grade point average of 3.5 in all subjects during the 9th and 10th grades, with no trimester grade lower than a C in the current year.

11th grade - must have a cumulative trimester grade point average of 3.5 in all subjects during the 9th, 10th and 11th grades, with no trimester grade lower than a C in the current year.

12th grade - must have a cumulative trimester grade point average of 3.5 in all subjects during the 9th, 10th 11th and 12th grades (after the second trimester), with no trimester grade lower than a C in the current year.

5. Students transferring into the Ponca City Schools must be enrolled at either West Middle School, East Middle School, or the senior high for at least a part of the year preceding the awarding of the letter in order to become eligible. Grades

from their previous school will be used, however, to form the necessary cumulative averages.

Grade Points

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Subjects include all courses not listed below.

Non-solid subjects include:

Aides

Athletics (Drill Team, Cheerleading, etc.)

ADDENDUM:

Under the weighted grade procedure, approved Honors Courses will receive an Honors Course Adjustment (HCA) of .03 points for each Honors Course which is successfully completed with a passing grade. The HCA of .03 is added to the grade point of the above scale.

APPROVED: November 12, 1984

REVISED: July 20, 1987; July 23, 1990; February 21, 2000; April 17, 2000; April 21, 2003

7.22 DRESS CODES

7.22 - 1.0 CODE ON STUDENT ATTIRE AND GROOMING FOR SENIOR HIGH AND SECONDARY SCHOOL STUDENTS

An individual's grooming, the way he or she dresses and how he or she behaves, has a bearing on his or her school progress and how others react to him or her. Good standards of dress and appearance reflect good judgment, poise and increased maturity. Dress and grooming as exemplified by the student body and faculty help to create the personal, responsible and purposeful atmosphere of a good school. It is important for students to take pride in their personal appearance because, among other reasons, prospective employers request the school to provide information concerning the personal appearance and conduct of a student when he or she attended school. It is not the purpose to usurp the responsibility of the home but to set boundaries of acceptability for the entire student body. Dress and grooming should enhance the education process, not detract from it. The student's personal appearance should project a satisfactory self-image to his or her peer group and faculty. Parents and students are urged to use good judgment and accept responsibility for good grooming and the wearing of acceptable attire while attending school or school-related functions. The school Principals and counselors will evaluate all extreme or unusual deviations of dress and grooming and will counsel with students and parents when necessary.

7.22 - 2.0 SECONDARY DRESS CODE

The dress code at Ponca City Public Schools is a part of our total educational program. Our goal is multifaceted: to encourage a sense of modesty, to create a safe school environment conducive to learning, and most importantly, to help young people learn to make good decisions about the appropriateness of dress for different occasions.

1. Shorts, skirts, and dresses must be at least mid-thigh in length.
2. Excessively tight clothing is prohibited.
3. Clothing will not expose the midriff, any undergarment, cleavage, or full back. Strapless garments are prohibited. Shoulder straps of permitted garments must be a minimum width of three fingers, determined by using the fingers of the person wearing the garment.
4. Street shoes must be worn. Foot wear that can damage or mark carpet or flooring such as cleats or shoe skates may not be worn.
5. Apparel with offensive writing, suggestive slogans or logos that pertain to beer, liquor, drugs, tobacco, or sex is not to be worn. Items which carry connotations of immorality, vulgarity, obscenity, or nudity or promote violence and/or gang

activity are not allowed. Such items include but are not limited to articles of clothing, belts, jewelry, or school materials, including backpacks.

6. Caps, hats, visors or other head coverings are not permitted within the school building unless approved by the school administration.
7. In order to promote school spirit, school uniforms normally worn for extracurricular activities or performances may be worn to school on days designated by the activity sponsor and approved by the school administration.
8. Sunglasses shall not be worn in class unless prescribed by a physician.
9. Additional modifications or exceptions to the dress code may be enacted as deemed necessary by the administration.

DISCIPLINARY ACTION FOR DRESS CODE VIOLATIONS

Failure to follow the school dress code while at school will result in the following:
1st offense – Student will be given a verbal warning and provided with appropriate clothing.

2nd offense – Student will be given a verbal warning and provided with appropriate clothing. Parents will be contacted.

3rd offense – Student will be sent to ISD for the remainder of the day and will be provided with appropriate clothing. Parents will be contacted.

4th offense – Student will be suspended for one day. A parent conference may be held.

A student aggrieved as to any disciplinary action under this policy may avail himself or herself of the existing appeal procedures for disciplinary action.

APPROVED: September 12, 1983

REVISED: July 20, 1987; March 9, 1992; October 21, 1993; July 11, 1996;
September 14, 1998; April 19, 2004

7.22 - 3.0 ELEMENTARY DRESS CODE

The dress code for elementary students is designed with emphasis on good grooming, cleanliness, and proper dress. This code is an important part of our educational process and tends to enhance one's appearance and personal image in the school and community. Compliance with this dress code is a responsibility of every student and parent, and is to be enforced by every certified staff member in the elementary schools.

Any article of dress or any manner of hair style or makeup that is determined by school authorities to be a disturbing influence, undesirable from a health or safety standpoint, contrary to good taste, or likely to damage school property is subject to immediate

correction. Individual schools may specify specific dress code regulations in each school's handbook.

DISCIPLINARY ACTION FOR DRESS CODE VIOLATIONS

Failure to follow the school dress code while at school will result in the following:

1st offense – Student will be given a verbal warning and provided with appropriate clothing.

2nd offense – Student will be given a verbal warning and provided with appropriate clothing. Parents will be contacted.

3rd offense – Student will be given a verbal warning and provided with appropriate clothing. Parents will be contacted and a parent conference may be held.

APPROVED: March 9, 1992

REVISED: April 19, 2004

7.23 HEALTH

7.23 - 1.0 IMMUNIZATIONS

All students enrolling in any school in the district shall provide the building Principal or designated representative with proof of immunization of certain diseases or furnish documents to satisfy statutory requirements. A copy of this policy shall accompany applicable state law which shall be distributed to all students at the beginning of the school year. The superintendent shall annually issue a news release regarding this requirement of state law.

Students who fail to provide said documentation as required by law shall be excluded from school by the superintendent or his or her designated representative until statutory requirements are satisfied. Notice of exclusion shall be given to the parents or guardians as prescribed by law.

The appropriate Principal shall forward evidence of compliance with health tests and the immunization law to other schools when requested by such schools or the student's parents or guardians.

REVISED: July 11, 1996

7.23 - 2.0 INFECTIOUS AND COMMUNICABLE DISEASE POLICY

Employees and/or students with infectious diseases will be reviewed on an individualized basis in regard to specific health risks and the employment and instructional alternatives available. At that time a determination will be made upon the recommendation of the superintendent whether the employee is qualified to work. In regard to instructional programs, a recommendation will be made as to whether a reasonable accommodation can be made for the disabling condition. In all instances the actual risks associated with each case will be reviewed. The staff will follow state statutes on procedure and student confidentiality.

Any student noted by a physician or the school nurse as having a communicable disease may be required to withdraw from school for the duration of the illness in order to give maximum health protection to other students. The student will be readmitted to regular classes upon termination of the illness, as authorized by the student's physician or as authorized by a health assessment team.

The Board reserves the right to require a written statement from the student's physician indicating that the student is free from all symptoms of the disease.

In the event that a student is absent from regular classes for more than three consecutive days or the Principal has been notified that a student has a communicable disease, the Principal shall determine whether a release shall be obtained from the student's physician before the student reenters school.

Decisions regarding the type of education and the setting for provision of educational services for a student with a severe communicable disease of long duration shall be based on the behavior, neurological development, and physical condition of the student and the expected type of interaction with others in that setting. These decisions are best made using the team approach including the student's physician, public health personnel, the student's parent or guardian, and personnel associated with the proposed care or educational setting.

APPROVED: July 20, 1987

REVISED: July 17, 1989; October 21, 1993

7.23 - 3.0 ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

The Board of Education believes that its primary responsibility is to provide the opportunity for an education to each school-age child who resides within this district and who is qualified under Oklahoma law to attend school.

It is the policy of this Board of Education that students who have contracted Acquired Immune Deficiency Syndrome (AIDS) or students who are infected with the Human Immunodeficiency Virus (HIV) will not be denied educational opportunities. The placement of students with AIDS or with HIV within the school system will depend upon the students' needs and the school's capabilities.

Students who have been verified by the Oklahoma Department of Public Health, or a physician as having acquired AIDS may receive special education services provided that the students otherwise meet eligibility requirements.

The knowledge that a student of this district is infected with HIV may arise from different sources. If a student or the student's parents or guardian advises a member of the staff that the student is infected with HIV or is suspected of being infected, the staff member will report that information immediately to the superintendent.

If the student or any person other than a student's parents or guardian reports that a student is infected with HIV or has AIDS, the superintendent will meet with the student's parents or guardian as soon as possible. The superintendent will determine if the parents or guardian have knowledge of the student's infection and, if not, whether further medical examination is desired. If the superintendent confirms that the student is infected with HIV or that the student has AIDS, the superintendent will report the student's illness to the Oklahoma Department of Public Health.

The State Department of Health may convene a confidential meeting of a multidisciplinary team for recommendation on school placement of an HIV-infected student. The multidisciplinary team shall include, but not be limited to the following:

- A. the parent or legal guardian of the student;
- B. the physician of the student;
- C. a representative from the superintendent's office;
- D. a representative from the State Department of Education; and
- E. a representative from the State Department of Health.

When a student is confirmed as being infected with HIV, the superintendent will discuss the educational options of the student with the multidisciplinary team convened by the State Department of Health. If the State Department of Health does not convene a multidisciplinary team, the superintendent will convene a Health Review Committee composed of the parents, the student's physician, public health personnel, and school personnel. School personnel may include the superintendent or the superintendent's designee, the counselor, and for elementary students, the home room or grade teacher.

The Health Review Committee shall make recommendations for educational placement after weighing the risks and benefits to both the infected child and to others in the educational setting. If the Health Review Committee determines that the condition of the student warrants referral for special education services, the District will take action to determine eligibility.

The Health Review Committee will determine if the student's health poses an immediate and present danger to the student, the school staff, or other students if the infected student is placed in a regular classroom environment. If the Health Review Committee determines that such a danger is present, the committee will offer instruction in another setting to the student. A student with AIDS may be temporarily removed from the classroom by the school committee if and when communicable diseases are occurring in the school population in order to protect the infected student from extraordinary risk.

If the Health Review Committee determines that the student's health does not pose an immediate danger to the student, school staff, or other students, the Health Review Committee will conduct a periodic evaluation of the infected student's progress as circumstances warrant.

7.23 - 4.0 PEDICULOSIS POLICY

Preventive screening will be done early in the year and repeated as necessary. The pediculosis policy has been adapted from the State Department of Health's guidelines for the "Prevention and Control of Head Lice Infestation on Schools and Child Care Settings" (www.health.state.ok.us), March 2000).

Pediculosis (infestation with head lice) is not a reportable disease under the Board of Health Rules. In fact, Oklahoma law does not require that children be excluded from attending school for pediculosis.

- A. Any child afflicted with a contagious disease or head lice **may be prohibited** from attending a public, private or parochial school until such time as he or she is free from the contagious disease or head lice.
- B. Any child prohibited from attending school due to head lice shall present to the appropriate school authorities, before said child may reenter school, certification from a health professional* as defined by section 2601 of Title 63 of the Oklahoma Statutes or an authorized representative of the State Department of Health that said child is no longer afflicted with head lice.

*A "health professional" is defined in the statutes as: any licensed physician, psychologist, dentist, osteopathic physician, podiatrist, chiropractor, registered or licensed practical nurse or physician's assistant.

Certification from a health professional must be in writing expressing the date and type of treatment prescribed, and that the student is free from head lice and/or nits.

Basic Policy Template

- 1.) Each school should have at least two persons on staff who are trained to screen children for head lice. Annual training will be held by the school nurses at the beginning of the school year to train personnel in screening for head lice and nits, and in talking with parents about treatment and nit removal.
- 2.) General Screenings, at the end of the day, of students may take place at the beginning of the school year and as needed throughout the year.

The parents/guardians of infested children should be notified and these children should be sent home with information on treatment and nit removal. If a child is found to have lice or nits, the parents/guardians should be contacted at work or home and asked to meet with a representative of the school when he/she picks up the child. The timing of this meeting should depend on the circumstances: such as severity of infestation, ability of parents to leave work, and the emotional state of the child. The child may remain in the facility until the end of the day (again depending on the individual circumstances of the case). School staff should notify the school nurse or one of the trained staff members so that parent education or questions may be addressed when the parent/guardian comes to pick up the child. Educational materials detailing proper treatment and methods of nit removal should be sent to the parent and child. The parent should understand that the child is expected to return to school the following day after shampoo treatment and/or nit removal have been accomplished.

- 2.) The following day, the parent/guardian must present the child at the school for recheck and must remain present until the child has been cleared by trained school personnel to reenter. If significant improvement has occurred with no live lice and a reduction of nits, then the child may return to school.

- A note from a medical provider is not necessary to allow reentry under these circumstances because the child has not been excluded.

In the case of significant improvement, the parent must continue daily nit combing and removal of remaining nits. A second retreatment and recheck will be performed in 10 days to ensure that the child has remained free of nits and lice.

If infestation remains a problem, an appointment should be made with the school nurse assigned to that school site, to work with the parent on the next day.

- Demonstrating nit removal and emphasizing the importance of combing;
- Reviewing treatment methods for removing nits;
- Describing terminal cleaning of bedding, clothing and the home;
- Providing written instruction and/or pictorial information.

The parent and child should then return home with the instructions and the understanding that the child is expected to return to school the following day with nit removal accomplished.

- 3.) Depending on the circumstances unique to each situation, screening of close friends, teammates, or the entire classroom may be warranted. A notice should be sent home to the parents of all the classmates stating that a case has been identified in the classroom and recommending that parents/guardians screen their children. A letter will be sent home at the start of school encouraging parents to give their children weekly checks for head lice.
- 5.) In cases of severe infestation (inability of the family to rid the child of infestation, chronic infestation, repeated infestation (reinfestation of the same child more than two times within six months), or possible impetigo (secondary bacterial infection with sores and scratches on the child's head), the parent should be referred to the county public health nurse or to the family's physician/medical care provider for treatment. In such cases, the child should be excluded from attending school until the child is no longer infested. Referral services such as Youth and Family Services and Department of Human Services may be contacted to assist the family.
- 6.) School employees should keep the environment conducive to prevention of spread of head lice by eliminating the use of:
 - Cozy corners
 - Classroom pillows
 - Upholstered furniture
 - Shared mats

APPROVED: July 23, 1984

REVISED: June 17, 2002; March 24, 2003

7.23 - 5.0 ADMINISTRATION OF MEDICATION IN SCHOOL

The Board of Education authorizes the administration, acting through the Superintendent or his or his designees, to develop and amend, from time to time, appropriate administrative guidelines for the administration of medication in school to students of the district. The administration is authorized to adopt and implement guidelines that are otherwise in compliance with Oklahoma law (and any applicable federal law).

APPROVED: July 23, 1984

REVISED: July 11, 1996; May 21, 2001

7.23 – 5.1 SELF ADMINISTRATION OF INHALED ASTHMA MEDICATION AND ANAPHYLAXIS MEDICATION BY STUDENTS

It is the policy of the Ponca City Schools that parents or guardians may provide authorization for a student to self-administer asthma medication or anaphylaxis medication at school. Such self-administration medication must be compliant with this policy.

A parent or guardian wishing to initiate the self-administration of asthma medication by a student for the treatment of asthma or anaphylaxis medication for the treatment of anaphylaxis must provide the district with a written authorization on a form containing a disclaimer of liability from the district. The form is to be prepared by the Superintendent's office for use in the district. Prior to such self-administration of inhaled asthma medication or anaphylaxis medication by students, the authorization must be accompanied by a written physician's statement that the student is capable and trained to self-administer the prescribed medication. All medication must be provided to the district by the parent or guardian.

For the purposes of this policy, the terms medication and self-administration are as defined by law.

The authorization contemplated by this policy must be renewed annually by the parent or guardian.

APPROVED: October 20, 2003

REVISED: October 13, 2008

7.23 - 6.0 ATHLETIC PHYSICAL CONDITION POLICY

The Ponca City Board of Education is dedicated to the proposition that good physical conditioning and proper treatment of all athletes is a vital responsibility of all charged with coaching and administering all aspects of the competitive sports program. Upon the conscientious fulfillment of this obligation rests the future happiness, well-being and serviceability of the athlete.

The coaches and trainers must always bear in mind they are not physicians and shall not try to diagnose a condition that appears serious in nature or a condition that does not

respond to early treatment. If a coach suspects that a condition is serious, the athlete should be referred to a physician at once. No risks should be taken.

All physical problems will be given immediate attention and at no time will an athlete be placed back into practice or competition until the condition will no longer prevent that student athlete from performing up to his or her usual capabilities or until the coach has received a release from the physician.

7.23 - 6.1 REGULATIONS

1. In all cases an ambulance should be at all Senior High football games.
2. In as many cases as possible a physician will attend High School football games.
3. No athlete whose physical condition, in the opinion of the coach, is questionable shall reenter an athletic contest. He or she will be seen by a physician or sent to the emergency room at the hospital if the situation dictates.
4. If a student is involved in an accident in an athletic contest and the nature and the extent of the condition cannot be determined that student should not be moved except by the ambulance crew or after a physician has seen the student.

7.23 - 6.2 SPECIFIC PROCEDURES

In case of accident at practice or in an athletic contest, the following procedure will be followed:

1. Be alert to recognize the condition as quickly as possible.
2. Do not move the athlete if there is a continued chance of harm.
3. Call for a doctor at once to help determine the nature of the condition.
4. If necessary, call the ambulance for transportation to the hospital.
5. The parents will be contacted and made aware of the condition, and the action that has been taken.
6. A coach or a school representative will travel to the hospital with the athlete and will remain until the physician and/or parents arrive.
7. Take a few minutes that evening to check on the condition of the athlete.

7.23 - 6.3 INSURANCE PROCEDURE

All students out for secondary school football must be insured by the Student Accident Insurance Policy and be listed on the football coverage list or present a signed waiver to

the coach indicating other insurance coverage is in effect. This insurance is provided by private insurers and is purchased by parents. The district does not provide or pay for insurance. All parents should carefully review any insurance for coverage.

Claim forms for athletes should be picked up at the respective schools, completed by the coach in charge, and taken by the student directly to the physician and/or hospital who will see they are completed and mailed.

SUMMARY

Athletic competition demands good equipment, excellent physical conditioning and coaching that will insure an aggressive and fundamentally sound athlete who takes pride in his or her efforts and accomplishments. Be positive, be concerned and never overlook the responsibility of good physical and mental conditioning of all athletes.

APPROVED: August 11, 1975

REVISED: July 18, 1983

ADDENDUM:

Every student who participates in competitive sports must have a properly completed physical examination each year before the student participates in any of the competitive sports. In addition, the student and parent(s) must comply with all other requirements of the Oklahoma Secondary School Activities Association.

AMENDED: July 25, 1988

7.23 - 7.0 BLOODBORNE PATHOGENS FOR STUDENT TRAINERS

All student trainers will be required to receive training in bloodborne pathogen protection prior to participation as an athletic trainer in any sport in accordance with the districts Bloodborne Pathogen Exposure Control Plan.

ADOPTED: July 11, 1996

7.24 FOREIGN EXCHANGE STUDENT ENROLLMENT

1. Sponsoring organizations and individuals must be able to provide a student visa with a J-1 designation for each foreign exchange student under consideration.
2. Enrollment of foreign exchange students in Independent School District No. I-71 will be limited to two students per organization not to exceed a total of ten students for the entire year at Ponca City High School and not to exceed two students per year at Ponca City Mid-High.
3. Students must show proficiency in the English language by having completed the Secondary Level of English Proficiency Test (SLEP) with a minimum score of 70. A student and organization who is making application to the district must submit a copy of the student's SLEP test with its evaluation sheet as part of the application information.
4. Students at Ponca City High School must be at least 16 years old, but must not have reached their 18th birthday as of September 1 of the academic year. Students at Ponca City Mid High School must be at least 14 years old.
5. Students will be expected to maintain a 2.0 grade average in order to extend their stay into the next trimester. Exceptions to this standard must be approved by the school Principal.
6. It is recommended that each student have an enhancement such as athletics, music, drama, etc.
7. Students may enroll for only one academic year.
8. Students will be subject to the same school policies, rules of conduct and attendance requirements expected of all regular students in the Ponca City School District.
9. Sponsoring organizations must meet the standards of the Council on Standards and Ethics for Foreign Exchange Students.
10. Sponsoring organization agrees to immediately remove a student from the Ponca City School District at the school's request.
11. All insurance liabilities are the responsibility of the sponsoring organization.
12. Sponsoring organization agrees to provide a tutor for the student at no cost to the Ponca City School District, if one is needed.

13. Foreign exchange students can earn credit by following district testing policy and satisfactory completion of course work. In order to request competency testing, a foreign exchange student must do the following:
 - A. provide the school district an official transcript in English; and
 - B. request competencies testing for courses that are equivalent to requirements for graduation from Ponca City Senior High School.
14. The host family must have legal residence in the Ponca City School District.
15. All applications must be submitted and approved by August 1 of the school year.
16. International students who do not have J-1 visas must be living with their parents within the Ponca City School District to be eligible for enrollment unless prior approval from the superintendent is obtained.

APPROVED: 1993

REVISED: July 11, 1996; February 18, 2002

7.25 SEXUAL HARASSMENT

State and federal law specifically prohibit sexual harassment of employees and students in connection with their employment by or enrollment in the Ponca City Public Schools. This policy will set forth the rules and regulations to be followed by all students, employees and Board members of the District with regard to the issue of sexual harassment:

1. "Employee" means any person who is authorized to act on behalf of the District, whether that person is acting on a temporary or permanent basis, with or without being compensated, or on a full-time or part-time basis and including board members and school volunteers.
2. "Student" means any person who is enrolled in any school or program of the District.
3. In the case of an employee of the District, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature by one employee towards another employee which (a) is made an explicit or implicit term or condition of an employee's employment, or (b) is used as a basis for employment decisions affecting that employee or (c) has the purpose or effect of unreasonably interfering with an employee's work performance, or creating an intimidating, hostile or offensive working environment.
4. In the case of a student of the District, "sexual harassment" is defined as unwelcome sexual advances, requests for sexual favors and other unwelcome verbal, nonverbal or physical conduct of a sexual nature by any person towards a student or conduct that denies or limits, on the basis of sex, a student's ability to participate in or to receive benefits, services or opportunities in the District's programs. Age appropriate examples of the kinds of things that can constitute prohibited sexual harassment shall be communicated to the students.
5. All students, employees and Board members are strictly prohibited from engaging in any form of sexual harassment of any student, employee, applicant for employment, vendor representative or patron of the District. Any employee engaging in sexual harassment is subject to disciplinary action, including but not limited to suspension, demotion, forfeiture of pay or benefits and termination. Such penalties shall be imposed based on the facts taken as a whole and the totality of the circumstances such as the nature, extent, context and gravity of such activities or incidents.
6. Any student engaging in sexual harassment is subject to any and all disciplinary action which may be imposed under the District's Student Discipline Code.

7. Any employee or student who is or has been subjected to sexual harassment or knows of any student or employee who is or has been subjected to sexual harassment shall immediately report all such incidents to either the superintendent, assistant superintendent, principal, assistant principal, or any Board member of the District. In the case of administration, transportation, maintenance and child nutrition employees, the report may be made instead to the administrator who supervises the department. If the report of an incident needs to be made after normal school hours, the above listed individuals may be contacted at home. It is preferred that all such reports be made in person or in writing signed by the reporting party, including but not limited to a Title IX grievance form. However, in order to encourage full, complete and immediate reporting of such prohibited activities any person may report such incidents in writing and anonymously by mailing such reports to the personal attention of any of the above-designated persons. All such reports should state the name of the alleged harassing student, employee or board member, the person(s) being harassed, the nature, context and extent of the prohibited activity, the dates of the prohibited activity and any other information necessary to a full report and investigation of the matter.
8. Any employee who is subjected to job related sexual harassment is entitled to protection under Title VII of the Civil Rights Act of 1964 and the Oklahoma Anti-Discrimination Act and may report such incidents to the United States Equal Employment Opportunity Commission or the Oklahoma Human Rights Commission.
9. The superintendent, assistant superintendent, principal, assistant principal, Board member or other administrator, upon receiving a report (formal or informal) of sexual harassment shall do the following as quickly as reasonably possible:
 - a. obtain a statement, oral or written, from the individual who is alleged to have been sexually harassed that contains information necessary to conduct a full investigation of the matter. This information should include, but is not limited to, the name of the alleged harasser, the person(s) being harassed, the nature, context and extent of the prohibited activity, the dates of the prohibited activity and the names of any witnesses;
 - b. take reasonable and age appropriate, effective steps to separate and protect the individual who is allegedly being sexually harassed from the alleged harasser, until the matter can be fully investigated and the appropriate remedial steps taken;
 - c. keep the individual who is allegedly being sexually harassed reasonably apprised, to the extent allowed under federal and state privacy laws and regulations, of the investigation and the actions taken as a result of the investigation;

- d. conduct a full and complete investigation, to the extent reasonably possible and appropriate to the age of those involved, regarding the alleged sexual harassment, that would include, but not be limited to, interviewing the individual allegedly harassed, any witnesses, review of any supporting documents, and interviewing the alleged harasser;
 - e. based on good judgment, common sense and the facts, as revealed by the investigation, taken as a whole and the totality of the circumstances, such as the nature, extent, age of those involved, context and gravity of such activities or incidents, take or recommend the taking of appropriate and effective measures reasonably calculated to end the harassment and prevent a reoccurrence, including but not limited to, as to employees, suspension, demotion, forfeiture of pay or benefits, termination or reassignment.
10. During and after the investigation, confidentiality shall be maintained, as far as reasonably possible; provided however, nothing in this policy shall preclude public disclosure of any information of a personal or confidential nature during the course of any suspension, dismissal or nonrenewal hearing or in any litigation.
11. Any person filing or complaining of sexual harassment or participating in any way in any investigation of a sexual harassment claim under this policy shall not be subjected to any form of reprisal, retaliation, intimidation or harassment. The District will discipline or take appropriate action against any student, employee, agent or representative of the District who is determined to have engaged in such retaliatory behavior.

ADOPTED: September 19, 2005

7.26 WIRELESS TELECOMMUNICATIONS DEVICES

This shall be the policy of the Board that students shall not be permitted to possess or use wireless communications devices except in compliance with this policy.

Students on school premises or while in transit under the authority of the school or while attending any functions sponsored or authorized by the school shall not possess wireless communications devices unless they have been granted a permit to do so. In order for a permit to be granted to a student to utilize a wireless telecommunication device, they must have obtained the written consent of their parent or their legal guardian and have obtained the written consent of the Superintendent or his/her designee, such as the building principal. The superintendent is authorized to establish such administrative regulations as may be necessary in order to set forth the guidelines for administrative approval of a wireless communication device permit.

Unless specifically authorized by the administration for emergency purposes or accommodation of a disability, no wireless communications device shall be utilized in a manner that is disruptive of the educational process. Wireless communication devices shall not be utilized so as to engage an audible signal during class time or other instructional time of extra curricular activities, unless specifically authorized by the administration. No wireless communication device may be utilized to otherwise violate the policies of the Board of Education including, but not limited to, violating or breaching a building security, the possession, sell, or transfer of any illegal substance or the use of any substance prohibited by school policy.

Violation of this policy may be punishable by disciplinary action otherwise consistent with school policy concerning discipline, including in-school detention, out-of-school suspension, or suspension of any privileges to utilize wire communication devices.

ADOPTED: July 16, 2001

7.27 STUDENT ORGANIZATIONS: POLICY ON SPONSORSHIP AND EQUAL ACCESS FOR LIMITED STUDENT FORUMS

The Board of Education of the Ponca City School District is committed to the proposition that student participation in student activities and organizations can advance educational goals and otherwise be of benefit to students and that the policies of this School District should further students' opportunities for participation. In allowing and furthering student activities and organizations, the Board is mindful of the dictates of the United States Constitution and the federal Equal Access Act. This policy is adopted to implement these goals.

School-Sponsored Student Organizations

1. The School District may sponsor student organizations that the Board determines are in furtherance of and consistent with the educational objectives of the School District and directly related to the School District's curriculum ("school-sponsored student organizations").
2. An organization shall be considered to be directly related to the School District's curriculum if it is: (1) an extension, expansion, or application of material taught in a class; or (2) part of or an adjunct to student government, carrying out special projects or responsibilities.
3. School-sponsored student organizations shall have a faculty sponsor, whose teaching field, education, background or other expertise is reasonably related to the purpose and goals of the group, and who shall receive extra-duty compensation.
4. Application for School District sponsorship shall be made by the proposed faculty sponsor and at least three (3) students who intend to participate in the organization. Each proposed student organization will submit its membership requirements, organizational structure, and provisions of a constitution or other document setting out organizational purpose and structure, subject to approval by the superintendent of schools.
5. After the proposed organization and its constitution have received preliminary approval from the superintendent, the Board of Education shall review and approve or disapprove the organization for sponsorship based on the standards set out in this policy and based on an opinion rendered by the School District's legal counsel stating that the proposed organization meets the standards of this policy.

Independent Student-organized Groups

6. The senior high schools of this School District shall make facilities available for meetings of independent student-organized groups (that is, student

groups which are not officially sponsored by the School District as stated in Sections 1-5 above) subject to the following provisions. It is the intent of the School District to create a limited open forum under the federal Equal Access Act for independent student organized groups pursuant to this policy.

7. Meetings of independent student-organized groups may be held only during any non-instructional time, including before or after school, during lunch hour (if there are no classes being conducted during the lunch hour) or other non-instructional time. No student may attend a meeting when he or she has a scheduled class or is required by school rules or schedules to be elsewhere.
8. All meetings shall be student-initiated and open to all students in the school. All student attendance at independent student-organized group meetings shall be voluntary.
9. No meeting may include any activity that is unlawful or that materially and substantially interferes with the orderly conduct of educational activities within the school.
10. An adult monitor, who may or may not be a school employee, shall be present at all meetings. The school employee shall be present only in the capacity of monitor, and may not participate in any form or fashion in the meeting.
11. Independent student-organized groups may invite outside speakers to their meetings, but no non-school persons may direct, control, conduct, or regularly attend meetings.
12. If students wish to meet in independent student-organized groups under this policy, they must file a request to meet with the building principal which lists: 1) the room in which they wish to meet and the time during which they will meet; 2) the name of one student who will serve as the contact between the group and the school authorities; and 3) the monitor who will be present. The principal shall approve a meeting if it meets the requirements of this policy and shall notify the student contact person of his approval or, if it does not meet the requirements of this policy, his reasons for disapproval, within 2 days of the submission of the request to meet. Once permitted to do so, an independent student-organized group may continue meeting for the remainder of the school year, unless it subsequently violates this or any other school policy.
13. In assigning meeting rooms to student organizations, the school shall not arbitrarily discriminate between or among school-sponsored and independent organizations. However, in assigning meeting rooms the school may consider the number of persons expected to attend and the needs of the organization.

14. Meetings of independent student-organized groups may be announced by notices posted on bulletin boards in the school. Such notices may contain only the name of the organization, the date, time, and place of the meeting, and a brief identification of the subject of the meeting or a list of agenda items.
15. It is understood that participation in and the content and purposes of independent student-organized group meetings are neither approved nor disapproved by the School District. The School District is neutral as to the content of these meetings.

ADOPTED: September 19, 2005

7.28 USE OF INTERNET-BASED INSTRUCTION

Statement of Purpose

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

Definitions

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

Approval of Curriculum

The Board of Education shall review and approve all Internet-based instructional courses to be offered for instructional purposes and/or high school credit. Credit may not be granted for such courses except upon approval of the Board of Education of the School District. The State Board of Education reserves the right to request information and materials sufficient to evaluate the proposed course. Additionally, credit may not be granted to students participating in Internet-based courses from a remote site except upon

approval of the State Board of Education and the Board of Education of the School District. Courses offered for credit by means of Internet-based instruction shall be aligned with the Priority Academic Student Skills (PASS) and any additional criteria established by the School District for course selection.

Requests to the Board of Education for approval of specific courses to be offered by means of Internet-based instruction shall include, without limitation, the following information: (i) a narrative description of the course, including learning objectives, course materials and requirements for satisfactory completion of course work, (ii) the nature and frequency of graded and ungraded assignments, (iii) the manner in which instructors will evaluate course work and communicate such evaluations to students, and (iv) the number of credits to be awarded and whether credits will be awarded on a pass/fail or graded basis.

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

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

Instructors and Staffing

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

Instructors of Internet-based courses (i) must be certified in Oklahoma, or (ii) if the course originates out of state, must be certified in the state of origin to teach in the content area of the course offered, or (iii) must be a faculty member at an accredited institution of higher education possessing the specific content expertise necessary to teach the course. Instructors of two-way interactive video and web-based courses shall

be provided in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

General Policies and Procedures

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

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

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

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

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

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

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

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

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

Privacy Statement

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

The School District will not use identifiable information or individual student data obtained through participation in Internet-based instructional courses for any purposes other than those that support the instruction of the individual student. The School District

may collect information concerning its Internet-based instruction on an aggregate and disaggregate basis for use in evaluation of the instructional program or for other purposes not directly related to any individual student. Test results for students enrolled in Internet-based courses, including regularly enrolled and alternative education students, shall be disaggregated and reported. Such information will not be traceable to any particular student, nor will such information be used to identify or contact any particular student by the School District or any third party.

Cooperative Agreements

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

ADOPTED: September 19, 2005

7.29 EXTRACURRICULAR ACTIVITIES

The ability of a student to participate in athletic events or extracurricular activities is a privilege that is conferred and is not a matter of right. Coaches and activity sponsors have the right to establish written rules of conduct and training rules that are reasonably related to the activity. Examples of such rules of conduct and training rules may include, but are not limited to, prohibitions on the consumption of or participating in the consumption of alcohol, tobacco, illegal or illicit drugs, or other such consumables. Such rules may require the maintenance of good citizenship and prohibit illegal acts, including but not limited to stealing, rape, or the commission of other crimes.

There are no due process rights conferred in connection with the promulgation of rules by coaches and activity sponsors and the disciplining of students in violation of such rules in connection with extracurricular activities and athletic events. The athletic department in general and coaches and activity sponsors specifically may adopt written standards for eligibility for participation in extracurricular activities that have a reasonable relationship to the activity.

For purposes of this policy, graduation ceremonies, prom, and similar events are considered an extracurricular activity. The Superintendent or his/her designee may, in addition to coaches and activity sponsors, implement any of the provisions of this policy.

In addition to the foregoing, coaches and sponsors of extracurricular activities may, as part of their rule making process, establish minimum academic requirements for participation in such activities, including the maintenance of minimum grade levels and the maintenance of attendance standards.