

SECTION IV
INSTRUCTION

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SECTION IV – INSTRUCTION

4.1 SCHOOL IMPROVEMENT

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

ADOPTED: October 21, 1993

REVISED: November 11, 1996

4.2 - 1.0 PROTECTION OF PUPIL RIGHTS AMENDMENT POLICY

For purposes of this policy, the following definitions apply:

1. Instructional material means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments.
2. Invasive physical examination means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
3. Parent includes a legal guardian or other person standing in loco parentis (such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child). All rights provided to parents under this policy transfer to the student when the student turns 18 years old or is an emancipated minor at any age.
4. Personal information means individually identifiable information including (i) a student or parent's first and last name; (ii) a home or other physical address including street name and the name of the city or town; (iii) a telephone number; or (iv) a Social Security identification number.
5. Survey includes an evaluation.

Inspection of Instructional Materials

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

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

Surveys

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

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

without the parent's prior consent.

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

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

Psychiatric or Psychological Examinations

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

Notification and Opt-Out

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

1. Activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information or providing that information to others for that purpose. These activities do not include information for the exclusive purpose of developing, evaluating or providing educational products or services for or to students or educational institutions, such as:
 - a. College or other postsecondary education recruitment, military recruitment;
 - b. Book clubs, magazines, and programs providing access to low-cost literary products;
 - c. Curriculum and instructional materials used by elementary and secondary schools;
 - d. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic clinical, aptitude, or achievement information about students and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - e. The sale by students of products or services to raise funds for school-related or education-related activities; and
 - f. Student recognition programs.
2. The administration of any survey containing one or more items described above in the Surveys section of this policy; and
3. Any non-emergency, invasive physical examination or screening that is (i) required as a condition of attendance; (ii) administered by and scheduled by the school in advance; and (iii) not necessary to protect the immediate health and safety of the student or other students. This provision does not apply to any physical examination or screening that is permitted or required by state law, including physical examinations or screening that is permitted without parental notification.

Inspection of Data Collection Instruments

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

APPROVED: September 19, 2005

4.2 - 2.0 CURRICULUM ADOPTION

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

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

APPROVED: August 16, 1982; October 21, 1993

4.2 - 3.0 TEACHING ABOUT DRUGS, ALCOHOL AND TOBACCO

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

APPROVED: August 26, 1982

REVISED: October 21, 1993; November 11, 1996

4.2 - 4.0 SELECTION OF INSTRUCTIONAL MEDIA CENTER MATERIALS

An instructional media center promotes the intellectual, cultural, social, and ethical development of students; provides materials which extend and deepen the experiences encompassed in the curriculum; and encourages students to become productive citizens in an ever-changing democracy. These principles are fulfilled through the selection, provision, and utilization of expertly selected books and other media of learning which contribute to the growth of the individual student.

Responsibility of the School Library Media Center

1. To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.
2. To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
3. To provide materials for teachers and students that will encourage growth in knowledge and that will develop literary, cultural, and aesthetic appreciation, and ethical standards.
4. To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

Responsibility for Selection

1. The Board of Education is responsible for materials selected.
2. The Board of Education delegates to the Superintendent of Schools the responsibility for the selection of all instructional media center materials. Through each building Principal, authority for selection is given to each building media specialist (librarian).
3. Faculty is encouraged to cooperate in selection of materials.
4. It is the responsibility of the media specialist to make the selection based on budget, balance of subject areas, and need for duplication.

Criteria for Selection

1. Reading, examination, and previewing of materials will be done whenever practical. Preview or examination of material may be waived when recognized authorities have recommended the specific item.
2. Unbiased professional aides, such as Children's Catalog, Junior High School Catalog, Senior High School Catalog, School Library Journal, Horn Book, Booklist, Bulletin of the Center for Children's Books, Broadart Elementary School Library Collection, recommended bibliographies in subject areas, and periodicals which review books and audiovisual materials will be used in the process of selection.
3. Basic criteria--format, scope, subject matter, reliability, and price--shall always be considered.
4. All forms of instructional media shall be chosen for values of interest and enlightenment. Needs of the individual school based on a knowledge of the curriculum and needs of the individual student shall be considered, but nothing shall be excluded because of race, nationality, or political or religious views.
5. A wide range of materials for all levels of ability, with a diversity of appeal and the presentation of different points of view, shall be provided.
6. Gifts of books and other media may be accepted only if they meet the above established criteria.

Citizens' Request for Review of Library and/or Instructional Material Procedures

The Board of Education in an effort to protect the rights of parents to deny their children access to any books they do not personally condone, has evolved a system which should support this right. Therefore, the Board of Education will require the following procedures:

- A. First contact should be made with the librarian, classroom teacher or principal in the building where the material is being used.
- B. A critic of any book or material will fill out a "Citizen's Request for Reconsideration of a Book" form. This request must be signed by the complainant.
- C. A conference will be held with the patron and the building principal. If it involves library material, the librarian should review the questioned material, obtain outside reviews of the material (if available) and contact the teacher or subject area specialist who requested the material or who is using it, and involve them in the conference with the patron.

- D. Written reports of building conferences with complainants are to be sent to the administration office, giving all pertinent information (area of complaint, summary of discussion, recommendations and action taken). This should be done for every meeting whether or not the problem is resolved. A file of these reports will be maintained.
- E. Thereafter, a Building Committee of five (5) teachers (or the executive committee representing the school faculty) will be appointed to review the request for reconsideration of the material. This Building Committee will follow these guidelines in making their evaluation and decision:
1. Each member will be asked to know the entire book, not just objectionable passages or parts.
 2. Each member will be presented with a copy of the Selection Policy of the district which is incorporated herewith.
 3. The librarian and subject area specialist will be present at the committee hearing to answer questions, present reviews or evaluation of the material and offer recommendations. The librarian or subject area specialist shall not be a voting member of this committee.
 4. The committee will make a definite decision, either yes or no, with no tie vote, on the acceptability of the material.
 5. The committee shall report its findings to the building Principal.
- F. If the complainant is not satisfied with the decision made by the Building Committee, the matter will be taken to the District Level Review Committee.
- G. The District Level Review Committee will be made up of five (5) members, as follows:
1. Unit President of the building Parent-Teacher Association or his or her designee.
 2. One member of the community who is not a school district employee and who is selected by the Superintendent of Schools.
 3. Librarian from the Ponca City Library or his or her designee.
 4. Two teachers selected by the Superintendent of Schools.
- H. The meeting of the District Level Review Committee will be scheduled and these guidelines followed:

1. The complainant will appear and be heard.
 2. A building level report will be presented.
 3. A summary prepared by the Building Committee will be sent to the Administration Office.
 4. The District Level Review Committee can recommend the removal of the material from other schools as well.
 5. The District Level Review Committee will report to the appropriate building personnel.
- I. The function of the District Level Review Committee is to hear appeals if a problem is not resolved at the building level. Therefore, complaints concerning materials at any building are to be initiated and discussed at that building.
- J. The District Level Review Committee shall operate under the same guidelines and criteria as set out for the Building Committee.
- K. If the complainant is not satisfied with the decision made by the District Level Committee, the matter will be taken to the Board of Education, which will have the final responsibility for making a decision on the suitability of any material.

APPROVED: February 4, 1980

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

4.2 - 5.0 POLICY FOR MOVIES SHOWN IN THE CLASSROOM

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

REVISED: September 19, 2005

4.2 - 6.0 ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) CURRICULUM

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

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

ADOPTED: July 20, 1987

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

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

The Board of Education of the Ponca City School District, having determined that a need exists for a uniform policy governing the circumstances and considerations to be weighed in determining whether to promote a student to the next grade or retain the student in the same grade for an additional year, has established the following policy to govern this situation. The purpose of this policy is to provide guidelines for teachers and administrators to follow in determining whether to promote or retain students in the School District and to establish a uniform procedure to be followed for cases in which retention is appropriate.

This policy also establishes an appeal procedure as required by Oklahoma law by which parents may challenge the decision to retain a student at his or her present grade level or to not pass a student in a course.

As used in this policy, “promote” or “promotion” means to place a student who has successfully completed the requirements of a particular grade level into the next higher grade level following the end of the school year and to record on the student’s permanent cumulative record that he or she has successfully completed his or her current grade level.

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

As used in this policy, “not passed in a course” or similar wording, means the student is assigned a failing trimester grade in a course of study such failing grade will be recorded on the student’s permanent cumulative record.

Promotion/Retention and Failing Courses

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

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

- 1) Testing which actually covers the subject matter presented to the student.
- 2) Attendance.

- 3) Consideration will also be given to the student's level of maturity (physical, mental, emotional and social), although these matters will not bear the same weight as items 1 and 2.

The student and the parent must be made aware of the possibility of the student's impending retention or failing grade in a course. Any student in danger of being retained or failing a course shall be notified prior to the end of the school year that the student's performance is insufficient, and the student's parents will be contacted. The school staff will make every effort to help the student improve the student's academic standing.

At the 8th grade level, students who do not promote will attend the Ponca City Alternative School and will be recommended, based on academic and individual needs, in the Eighth (8th) Grade or the Ninth (9th) Grade Transition Program.

At the high school level, promotion will be determined by successfully completed units of instruction to be established by the Board of Education, the Superintendent and the relevant principal.

Appeal Process

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

First Level of Appeal:

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

Second Level of Appeal

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

Third Level of Appeal:

The parent may request review of the Superintendent's decision by letter to the Superintendent or the Clerk of the Board of Education. If no request is received within five (5) days of the parent's receipt of the

Superintendent's written notification of his or her decision, the Superintendent's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable.

If a parent disagrees with the Board's decision, he or she may prepare a written statement stating the reason(s) for disagreement, which will be placed in and become a part of the student's permanent cumulative record.

APPROVED: September 19, 2005

REVISED: March 10, 2008; November 10, 2008

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

In an effort to promote excellence in the high school and to meet state targets for adequate yearly progress, beginning with the first day of the third trimester of the 2003-04 school year, any high school student must have 90% attendance to receive credit for a class. There is an appeal process where parents may submit in writing, for medical or extenuating circumstances only, to a committee chaired by the Assistant Principal at the appropriate grade level. The committee's decision is final.

APPROVED: February 16, 2004

4.3 – 2.0 SUMMER SCHOOL REQUIREMENTS FOR GRADES THREE THROUGH EIGHT

The Board of Education of the Ponca City School District believes that students who attend the School District should meet certain academic and attendance standards. Students in grades kindergarten through eight who do not meet these academic or attendance standards are expected to attend the School District's summer school program to continue their exposure to grade-appropriate curriculum and instruction to obtain promotion to the next grade level and increase the likelihood of their successful experience at the next level. A student may be retained once in grades kindergarten through five. However, summer school is required for any student in grade three through eight who does not meet the District's academic or attendance standards even when the student has already been retained once in grade kindergarten through five.

Summer school is required for any student:

1. In grade three through five whose reading level is one full grade level or more below the grade in which the student is enrolled;
2. In grade three through eight who was not in attendance at least 90% of the

school days during the school year;

3. In grade six or seven, who:
 - a. in reading, is one full grade level or more below the grade in which the student is currently enrolled; or
 - b. has failed two or more courses during the current school year; and
4. In grade eight, when a student fails to demonstrate proficiency in language arts, math, or science. Proficiency can be achieved by:
 - a. earning a grade of “C” or better in the course;
 - b. obtaining a satisfactory or above on the state Criterion Reference Test (CRT);
 - c. obtaining a satisfactory score on the district’s Eighth Grade Proficiency Test.
5. At the high school level, starting with the class of 2012, when a student does not receive a proficient score on an End of Instruction (EOI) test. At the completion of summer school, students will retake EOI tests.

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

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

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

Waiver Process:

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

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

APPROVED: September 19, 2005

REVISED: March 10, 2008; November 10, 2008

4.4 UNIFORM GRADING POLICY

The Board of Education adopts the following uniform grading scale for grades 3-12. Other markings may be used for elementary art, elementary music, elementary physical education, elementary foreign language, and secondary athletics.

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

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

APPROVED: July 20, 1987

REVISED: October 21, 1993; November 11, 1996

4.4 – 1.0 GRADE CLASSIFICATION AND RECLASSIFICATION

Ponca City High school has adopted a schedule to allow students to enroll in rigorous academic courses and participate in service, activity, and athletic programs. Although a minimum of 46 credits is required for graduation, students are expected to complete a combination of 60 credits in academic subjects and activities. Classification is based on the year in high school and accumulation of a sufficient number of credits each year to enable a student to graduate at the end of four years of high school.

To enter Ponca City High School as freshmen, students must have successfully completed the core classes of math, science, English, and social studies at the eighth grade level. The increased graduation requirements beginning with the class of 2009 for classification are as follows:

Sophomore: 2nd year of high school and completion of a minimum of 12 credits
Junior: 3rd year of high school and completion of a minimum of 25 credits
Senior: 4th year of high school and completion of a minimum of 37 credits

Prior to the beginning of each school year, students are classified by grade level, based on the number of credits earned by August 1. Except for the special circumstances explained below affecting retained juniors and graduating juniors, no students will be reclassified after the start of the school year unless there is a miscalculation of credits due to a clerical error.

Freshman and sophomore students desiring to accelerate their graduation sequence and be reclassified accordingly must notify the grade-level counselor prior to the beginning of the school year. If the parent, student, grade-level counselor, and grade-level assistant

principal agree it is in the best interest of the student, reclassification will be made prior to the beginning of the school year. Freshman and sophomore students will not be reclassified during the school year.

Retained juniors may be reclassified as seniors at the end of the first trimester if they are on track to graduate that year. Retained juniors must request reclassification no later than October 1.

Juniors desiring to graduate by the end of their junior year must have declared an intent to graduate no later than October 1. When declaring an intent to graduate, a junior may request reclassification as a senior. If the parent, the students, the senior counselor, and the senior assistant principal agree it is in the best interest of the student, the student will be reclassified at the end of the first trimester.

Students and parents need to be aware that a decision to accelerate their graduation sequence may affect whether a student receives some recognition/awards or participates in some activities which are available to students at certain grade levels. These issues will be discussed with the parents and student when developing a plan of acceleration.

If a student and his or her parents believe extenuating circumstances require the student be reclassified during the school year, they should present their request in writing to the principal, who will respond in writing after consultation with the academic council.

ADOPTED: October 21, 2002

REVISED: June 20, 2005; January 14, 2008

4.4 – 2.0 EARLY GRADUATION

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

ADOPTED: October 21, 2002

4.4 – 3.0 PLAGIARISM POLICY FOR PONCA CITY HIGH SCHOOL

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

Definitions:

1. Unintentional plagiarism

- A. paraphrasing researched work without proper citation
- B. using direct quotations from researched work without proper citation
- C. substituting only a few of the words or phrase from the original source while maintaining the basic sentence structure

2. Intentional plagiarism

- A. copying text from other sources without proper citation
- B. copying an entire work from another source
- C. restating an idea or concept to retain the author's original intent or meaning by just rewording

Consequences:

1. Unintentional

1st offense

- Mandatory rewrite with a 10% deduction from grade

2nd Offense

- Mandatory rewrite and 25% deduction

2. Intentional

1st Offense

- 0% for assignment
- notification of parents and grade level principal
- removal from any leadership positions and honors organizations for the current school year
- ineligibility for any awards voted on by the faculty or student body for the remainder of the school year

2nd Offense

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

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

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

ADOPTED: April 19, 2004

**4.5 POLICY REQUIRING HIGH SCHOOL STUDENTS TO EARN A “C”
OR BETTER FOR CREDIT IN A CORE CLASS**

THIS POLICY WAS RESCINDED BY THE PONCA CITY BOARD OF EDUCATION
ON JANUARY 14, 2008.

4.6 TESTING PROGRAM

In compliance with Oklahoma state law, the Board of Education will comply with all provisions of the Oklahoma School Testing Program.

ADOPTED: October 21, 1993

REVISED: November 11, 1996; September 19, 2005

4.6 - 1.0 PROFICIENCY TESTS

Upon request of a student, parent, or guardian, a student will be given the opportunity to demonstrate proficiency in the Priority Academic Student Skills (PASS). Proficiency will be demonstrated by some means of assessment appropriate to the curriculum area. Assessments will only be administered two times annually. Students and/or parents wishing to be tested for proficiency must notify the Division of Curriculum and Instruction in writing at least one week prior to the testing date for an appointment. Students will be given one opportunity to demonstrate proficiency during the designated period. The tests will be administered, scored, and stored at the administration office under the supervision of the Assistant Superintendent of Curriculum and Instruction. Students will be notified within three days of the results of the test.

Students demonstrating proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curriculum area. This decision will take into consideration such factors as social, emotional, physical, and mental growth. The school will confer with parents in making such promotion/acceleration decisions.

Elementary, middle level, or high school students may demonstrate proficiency in the Priority Academic Student Skills (PASS) for 9-12 high school curriculum areas. Appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.

Assessments for grades 1-8 will consist of one test per grade with five separate subtests. Each subtest will have approximately 50 items for a total of approximately 250 items per grade. The subject areas are reading, mathematics, language arts, science, and social studies.

Assessments for grades 9-12 will measure 22 subjects. Each test will have approximately 75 items per test. Subject areas are as follows:

Math

General Math
Pre-Algebra
Algebra I
Algebra II
Geometry

Science

Physical Science
Earth Science
Biology I
Chemistry I
Physics

Social Studies

Oklahoma History
U.S. History
World History
Government
World Geography

Language Arts

Foreign Language

English I
English II
English III
English IV

Spanish I
French I

ADOPTED: September 13, 1993

REVISED: October 21, 1993; November 11, 1996

4.6 – 2.0 INCLUDING STUDENTS WITH DISABILITIES IN DISTRICT-WIDE ASSESSMENTS

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

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 district-wide 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 district-wide 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 district-wide assessments.
- (2) Assess the need for accommodation and/or alternate assessment based on the student's present level of education performance, IEP goals and the content and format of the district-wide 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 district-wide 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 district-wide assessment; and the alignment between the curriculum and the academic content standards assessed by the district-wide assessment system.

The IEP team may decide that the student can participate in a regular district-wide assessment without accommodations. However, the IEP team may conclude that the

student is unable to participate in district-wide 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 district-wide 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 (audio-taped 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 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 the classroom assessment as possible accommodations for the district-wide assessment. The IEP team may also use the administration manual for each district-wide 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 testing. 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 district-wide 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 district-wide 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 accommodations 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 district-wide 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 alternative 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 district-wide assessment.

ADOPTED: October 21, 2002

4.7 COMPUTER ASSISTED INSTRUCTION AND COMPUTER MATERIALS

4.7 - 1.0 PHILOSOPHY

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

To participate in a computer literacy program;

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

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

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

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

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

4.7 - 2.0 AN OUTLINE OF DESIRED GOALS:

- I. Computer literacy for all students
 - A. Understanding of what computers are and how they evolved.
 - B. Appreciation of the capabilities and limitations of computers.
 - C. Knowledge regarding careers that are either directly or indirectly computer-related.
 - D. Awareness of the implications of the computer to society.
 - E. Competence in basic skills for personal use of computers.
- II. For all certified staff members a computer literacy appropriate to their assignment.
- III. A district-wide coordinated computer education program which provides skill development in the use of computers as instructional tools and prepares students for computer related training.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ADOPTED: October 21, 1993

REVISED: September 19, 2005

4.8 INTERRELATIONSHIP BETWEEN CURRICULUM AND RELIGION

Recognition of Religious Beliefs and Customs

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

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

The following rules will be followed by district employees:

Observance of Religious Holidays

The practice of the district shall be as follows:

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

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

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

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

Religion in the Curriculum

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

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

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

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

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

ADOPTED: October 21, 1993

REVISED: November 11, 1996, September 19, 2005

4.9 SENIOR MATH REQUIREMENT

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

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

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

ADOPTED: February 18, 2002

4.10 CONSTITUTION DAY AND CITIZENSHIP DAY

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

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

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

ADOPTED: September 19, 2005