

**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, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, genetic information, or political 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:

1. First contact should be made with the librarian, classroom teacher or principal in the building where the material is being used.
2. 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.
3. 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.

4. 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.
5. 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:
  - A. Each member will be asked to know the entire book, not just objectionable passages or parts.
  - B. Each member will be presented with a copy of the Selection Policy of the district which is incorporated herewith.
  - C. 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.
  - D. The committee will make a definite decision, either yes or no, with no tie vote, on the acceptability of the material.
  - E. The committee shall report its findings to the building Principal.
6. 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.
7. The District Level Review Committee will be made up of five (5) members, as follows:
  - A. Unit President of the building Parent-Teacher Association or his or her designee.
  - B. One member of the community who is not a school district employee and who is selected by the Superintendent of Schools.
  - C. Librarian from the Ponca City Library or his or her designee.
  - D. Two teachers selected by the Superintendent of Schools.

8. The meeting of the District Level Review Committee will be scheduled and these guidelines followed:
  - A. The complainant will appear and be heard.
  - B. A building level report will be presented.
  - C. A summary prepared by the Building Committee will be sent to the Administration Office.
  - D. The District Level Review Committee can recommend the removal of the material from other schools as well.
  - E. The District Level Review Committee will report to the appropriate building personnel.
9. 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.
10. The District Level Review Committee shall operate under the same guidelines and criteria as set out for the Building Committee.
11. 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;  
September 14, 2015

#### **4.2 - 5.0 POLICY FOR MOVIES SHOWN IN THE CLASSROOM**

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

REVISED: September 19, 2005

#### **4.2 - 6.0 ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) CURRICULUM**

An acquired immune deficiency syndrome (AIDS) prevention curriculum as required by 70 O.S. §11-103.3 will be implemented for grades 5 through 12. The District shall make

the curriculum and materials used to teach AIDS prevention available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. The curriculum shall be approved by the Board of Education and the State Department of Education and shall comply with state statutes.

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

ADOPTED: July 20, 1987

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

#### **4.2 – 7.0      READING SUFFICIENCY ACT TESTING AND PROCEDURES**

Every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning and end of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, for the grade level in which enrolled. Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level of reading skills.

##### Progress of Reading Instruction and Proficiency Team Committee

The program of reading instruction shall align with the State subject matter standards, shall be based on a three tiered Response to Intervention (“RtI”) model, and shall include provisions of the Reading Enhancement and Acceleration Development (READ) Initiative adopted by the school district. The plan may include, but is not limited to:

1. Sufficient additional in-school instructional time sufficient for the acquisition of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension,
2. If necessary, tutorial instruction after regular school hours, on Saturdays, and during the summer,
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills as identified in the student’s program of reading instruction.

A student enrolled in first or second grades who has been assessed and found not to be reading at the corresponding grade level, shall be entitled to individualized remediation in

reading until the student is determined by the results of a screening instrument to be reading on grade level. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include individualized remediation. Each team shall be composed of the:

1. The parent or guardian of the student,
2. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
4. A certified reading specialist, if one is available.

A Probationary Promotion Reading Proficiency Team may evaluate a student for probationary promotion if the student is enrolled in third grade, is not eligible for automatic promotion, and scores below the proficiency level on the reading portion of the third grade statewide criterion-referenced test. The Probationary Promotion Reading Proficiency Team shall be composed of:

1. The parent or guardian of the student,
2. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
4. A certified reading specialist.

The principal and superintendent must approve the probationary promotion. For a student who is approved for probationary promotion, the Probationary Promotion Reading Proficiency Team shall continue to review the student's reading performance and repeat the evaluation and recommendation process each academic year until the student demonstrates grade-level proficiency on an approved screening instrument.

Throughout the school year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success. The program of reading instruction shall continue until the student is determined by the results of approved reading assessments to be reading on grade level. If a reading instruction program is being provided for a student on an Individualized Education Program (IEP), a special education teacher must be consulted and the plan may be a separate document from the IEP, or an IEP team

meeting may be convened and the plan could then be included in the student's IEP.

#### Grade Promotion After Participation in Summer Academy Programs

If, by the end of the second quarter of the school year, a teacher determines that a third grade student is not reading at grade level, the parent or guardian shall be notified of the student's current reading level, the proposed program of reading instruction for the student, and the potential need for the student to participate in a summer academy (if offered by the district that school year) or other program designed to assist the student in attaining grade-level reading skills.

A teacher who determines that a third grade student is unable to meet the reading competencies required for completion of third grade may, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth grade be contingent upon the participation in, and successful completion of the required reading competencies, at a summer academy or other program. If the student does not participate in the summer academy or other program or does not successfully complete the reading competencies in the summer academy or other program, the student shall be retained in the third grade.

#### Program of Reading Instruction and Retention

For any third grade student not reading at grade level, as determined by the screening instruments for the acquisition of reading skills approved by the State Board of Education, a new program of reading instruction shall be developed and implemented. The new program of reading instruction shall include provisions of the READ Initiative adopted by the school district and may include specialized tutoring.

Each program of reading instruction shall be based upon a three-tiered Response to Intervention ("RtI") model and shall include:

1. For students identified for Tier I intervention. a minimum of ninety (90) minutes of uninterrupted daily scientific-research-based reading instruction;
2. For students identified for Tier II intervention. at least an amount of uninterrupted scientific-research-based reading instructional time that is:
  - A. Based on specific student needs;
  - B. Reflects the needed intensity and/or frequency as identified on a screening tool, diagnostic assessment and/or progress monitoring instrument; and
  - C. Is determined by the classroom teacher reading specialist (if available) and building principal.

3. For students identified for Tier III intervention, at least forty-five (45) to sixty (60) minutes of additional uninterrupted daily scientific-research-based reading instruction in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.

The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level, and has been provided a reading assessment plan, shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the current services being provided to the student pursuant to a conjoint measure model such that a reader and a text are placed on the same scale;
3. A description of the proposed supplemental instructional services designed to remediate the reading deficiency that will be provided to the student;
4. That the student will **not** be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted pursuant to the school district's Student Retention and Promotion Policy or is exempt for good cause;
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. The grade level performance scores of the student;
7. That, while the results of statewide assessments are the initial determinant, they are not the sole determiner of promotion and that portfolio reviews and assessments are also available in considering promotion or retention;
8. The specific criteria and policies of the school district for mid-year promotion.

Only the scores from the reading comprehension and vocabulary portions of the third grade criterion-referenced test shall be used to determine the promotion and retention of third grade students pursuant to the Reading Sufficiency Act. For students who do not meet the academic requirements for promotion, the school district may promote the student only as provided for in the school district's Student Retention and Promotion Policy. For details on the good-cause exceptions and other requests to exempt students from the academic requirements for promotion, see the school district's Student Promotion and Retention Policy.

Students who score below the proficiency level on the reading comprehension and vocabulary portions of the statewide third-grade assessment and who are not subject to a good cause exemption, and who do not qualify for promotion or “probationary promotion,” shall be retained in the third grade and provided intensive instructional services and supports.

#### Instruction and Interventions for Retained Students

The school district shall conduct a review of the reading instruction program for all students who score below the proficiency level on the reading comprehension and vocabulary portions of the assessment administered to the student. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. A student portfolio shall be completed for each retained student.

Students retained due to a reading deficiency will be provided intensive interventions in reading as well as intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

1. small group instruction,
2. reduced teacher-student ratios,
3. more frequent progress monitoring,
4. tutoring or mentoring,
5. transition classes containing third and fourth grade students,
6. extended school day, week, or year, and
7. summer reading academies, if available.

Additionally, students who are retained will be provided a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals. In addition to the required reading enhancement and acceleration strategies, students who are retained will be provided at least one of the following instructional options:

1. supplemental tutoring in scientific research based reading programs in addition to the regular reading block, including tutoring before or after school,

2. a parent-guided “Read at Home” assistance plan developed by the State Department of Education,
3. a mentor or tutor with specialized reading training.

The school district may, in accordance with rules of the State Board of Education, use subsequent assessments, alternative assessments, or portfolio reviews in order to reevaluate a retained third grade student for mid-year promotion to the fourth grade. See the school district’s Promotion and Retention Policy for details on mid-year promotion.

Copies of the results of all assessments administered shall be made a part of the student’s permanent record.

#### Reading Enhancement and Acceleration Development (READ) Initiative

The school district establishes the following READ Initiative. The focus of the school district’s READ Initiative is to prevent the retention of third grade students by offering intensive accelerated reading instruction to third grade students who have failed to meet the reading standards for promotion to fourth grade, and to kindergarten through third grade students who are exhibiting a reading deficiency.

The school district’s READ Initiative will be provided to all kindergarten through third grade students at risk of retention as identified by the reading assessments administered to the student. The school district’s READ Initiative program will be provided during regular school hours in addition to the regular reading instruction and will provide a state approved reading curriculum that at a minimum, meets the following specifications:

1. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
2. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
3. provides scientific–research-based and reliable assessment,
4. provides initial and ongoing analysis of the reading progress of each student,
5. is implemented during regular school hours,
6. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
7. establishes at each school an Intensive Acceleration Class for retained third-grade students who subsequently score below the proficiency level

on the reading comprehension and vocabulary portions of the statewide assessment. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one school year.

8. provide reports to the State Department of Education, upon request, on the specific intensive reading interventions and support implemented,
9. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. A transitional instructional setting shall specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while remediating the student's areas of reading deficiency.

The Intensive Acceleration Class shall:

1. be provided to any student in the third grade who scores below the proficiency level on the reading comprehension and vocabulary portions of the statewide assessment and who was retained in the third grade the prior year because of scoring below the proficiency level on the reading comprehension and vocabulary portions of the statewide assessment,
2. have a reduced student-teacher ratio,
3. provide an uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth grade state standards in other core subject areas,
4. use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
5. provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
6. include weekly progress monitoring measures to ensure progress is being made, and
7. provide reports outlining the progress of students in the class at the end of the first semester to the State Department of Education.

#### Board of Education Reporting Requirements

In addition to other reporting requirements under the Reading Sufficiency Act, the board of education shall annually report to the parent or guardian of each student in the district

the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. The board of education shall report to the parent or guardian of each student the results of each statewide assessment. The evaluation of the progress of each student shall be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. The progress of each student will be provided in writing or accessible on the parent portal to the student's parent or guardian. Test results will be distributed during enrollment or as soon as provided by the State Department of Education. Progress reports and report cards will be available on the Power School parent portal or a paper copy will be made available upon parent request. A paper copy of RSA forms, EXPLORE PLAN and Aspire assessment results will be provided to parents of students taking part in these assessments.

Additionally, the board of education will annually publish on the district's website, and report in writing in the format prescribed by the State Department of Education, to the State Board of Education by September 1 of each year the following information on the prior school year:

1. the progression of the district's students identified as having reading deficiencies and the policies and procedures of the school district on student retention and promotion,
2. by grade, the number and percentage of all students in grades three through ten performing below the proficiency level on the reading comprehension and vocabulary portions of the statewide assessment,
3. by grade, the number and percentage of all students retained in grades three through ten,
4. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified in the District's Promotion and Retention Policy, and
5. any revisions to the policies of the school district on student retention and promotion from the prior year.

ADOPTED: October 10, 2011

REVISED: December 10, 2012; September 9, 2013; November 10, 2014;  
September 14, 2015; September 12, 2016; September 11, 2017

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

#### Introduction

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

As used in this policy, "promote" or "promotion" means to place a student who has successfully completed the requirements of a particular grade level into the next higher grade level following the end of the school year, or before November 1 of the academic year if the student is being promoted at mid-year in accordance with the Reading Sufficiency Act, 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 semester grade in a course of study which failing grade will be recorded on the student's permanent cumulative record.

#### Promotion/Retention and Failing Courses

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

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

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

a decision to retain or promote a student.

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

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

#### Retention Based on the Reading Sufficiency Act

As provided for in the school district's Reading Sufficiency Act Testing and Procedures Policy, reading sufficiency testing will be conducted in the school district to ensure that each student has attained the necessary reading skills upon completion of the third grade. To determine the promotion and retention of a third-grade student pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension and vocabulary scores portion of the statewide third-grade assessment and shall not use the other language arts scores portions of the test. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Any first, second, or third grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument for the acquisition of reading skills approved by the State Board of Education shall not be subject to retention. Upon demonstrating the proficiency through the screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that the student has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.

If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument for the acquisition of reading skills approved by the State Board of Education, the school district shall immediately begin a student reading portfolio and shall provide notice to the parent of the student's reading deficiency as described in the school district's Reading Sufficiency Act Testing and Procedures Policy.

If a student has not yet demonstrated proficiency in reading at the third-grade level prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments for the acquisition of reading skills approved by the State Board of Education, has not accumulated evidence of third-grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade. The school district may also apply the principles of this paragraph, or the preceding paragraph, in grades kindergarten through second grade.

For the 2016-2017 and 2017-2018 school years, a student not eligible for automatic promotion and who scores below the proficiency level on the reading comprehension and

vocabulary portions of the third-grade statewide assessment may be evaluated for “probationary promotion” by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:

1. the parent(s) and/or guardian(s) of the student,
2. the teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. a teacher in reading who teaches in the subsequent grade level, and
4. a certified reading specialist.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the district superintendent and the principal and superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria approved by the State Board of Education, for the corresponding grade level in which the student is enrolled.

Students who score below the proficient level on the reading portion of the statewide third-grade assessment, who are not subject to a good cause exemption, and who do not qualify for promotion or “probationary promotion,” shall be retained in the third grade and provided intensive instructional services and supports.

The school district shall annually report the number of probationary promotions to the State Department of Education

For students who do not meet the academic requirements for promotion, and who are not otherwise promoted pursuant to this policy, the school district may promote the student for good cause only. Good-cause exemptions shall be limited to the following:

1. Limited English-proficient students who have had less than two (2) years of instruction in an English language learner program;
2. Students with disabilities whose individualized education plan (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the

state standards beyond the retention level;

5. Students with disabilities who participate in the statewide assessments and who have an IEP that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first, second, or third grade; and
6. Students who have received intensive remediation in reading through a program of reading instruction for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first, second, or third grade for a total of two (2) years.
7. Students who have experienced medical emergencies during the district's testing window and have been approved for this exemption through the Oklahoma State Department of Education.

A student who is otherwise promoted pursuant to this policy, or by meeting one of the good cause exemptions, shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for that student. The school district shall assist schools and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low-performing readers.

Requests to exempt students from retention based on a good-cause exemption (1-7 above) require that a teacher submit documentation consisting only of the alternative assessment results or student portfolio work and the IEP, as applicable, to the school principal indicating that the student meets one of the good-cause exemptions and promotion is appropriate. The principal will review and discuss the documentation with the teacher and, if applicable, the other members of the Student Reading Proficiency Team. If the principal determines the student meets one of the good cause exemptions and should be promoted based on the documentation provided, the principal shall make a written recommendation to the superintendent. The superintendent shall also review the documentation and either accept or reject the recommendation of the principal in writing.

The school district will provide written notice to the parent or guardian of any student who is to be retained due to not meeting the reading proficiency required for promotion and the reasons the student is not eligible for a good-cause exemption. The notice shall contain a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

#### Mid-Year Promotion of Retained Third Graders

The school district implements the following policy for mid-year promotion of a retained student due to a reading deficiency. The school district mid-year promotion deadline for students to demonstrate proficiency is the Friday before Labor Day. After Labor Day, third grade students will not be considered for promotion to the fourth grade. To be eligible for mid-year promotion, the student must demonstrate that he or she:

1. is a successful and independent reader, reading at or above grade level; and
2. is ready to be promoted to fourth grade; and
3. is demonstrating a level of reading proficiency required to score at the proficiency level on the statewide third-grade assessment, or upon demonstrating proficiency in reading at the third-grade level through an approved screening instrument, and
4. is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the school district.

Tools that the school district may use, in accordance with rules of the State Board of Education, in reevaluating any retained student may include subsequent assessments, alternative assessments or portfolio reviews.

A mid-year promotion shall only be made upon agreement of the parent or guardian of the student and the school principal.

#### Appeal Process

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

##### *First Level of Appeal*

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

##### *Second Level of Appeal*

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

##### *Final Level of Appeal*

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

at which the decision will be reviewed. The Board's decision will be final and 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. Prior to retaining a student at the parent's request, the student's parent will be required to sign an acknowledgment form accepting responsibility for any adverse consequences of retaining a student against district recommendations.

APPROVED: September 19, 2005

REVISED: March 10, 2008; November 10, 2008; January 9, 2012; December 10, 2012; September 9, 2013; April 14, 2014; October 13, 2014; September 14, 2015; September 12, 2016; September 11, 2017

#### **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**

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

Summer school may be required for any student:

1. In grade kindergarten through five who is reading below the grade in which the student is enrolled;
2. In grade kindergarten through eight who was not in attendance at least 90% of the school days during the school year;
3. In grade six or seven, who:

- a. in reading, is one full grade level or more below the grade in which the student is currently enrolled; or
  - b. has failed two or more courses during the current school year; and
4. In grade eight, when a student fails to demonstrate proficiency in language arts, math, or science. Proficiency can be achieved by:
- a. earning a grade of “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; January 10, 2011; May 14, 2012

#### **4.4 UNIFORM GRADING POLICY**

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

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

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

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

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

APPROVED: July 20, 1987

REVISED: October 21, 1993; November 11, 1996; February 13, 2017

#### **4.4 – 1.0 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: 2<sup>nd</sup> year of high school and completion of a minimum of 12 credits
- Junior: 3<sup>rd</sup> year of high school and completion of a minimum of 25 credits
- Senior: 4<sup>th</sup> 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 semester 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 semester.

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**
  - 1<sup>st</sup> offense
    - Mandatory rewrite with a 10% deduction from grade
  - 2<sup>nd</sup> Offense
    - Mandatory rewrite and 25% deduction
2. **Intentional**
  - 1<sup>st</sup> 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
  - 2<sup>nd</sup> 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 law, the Board of Education will comply with all provisions of the Oklahoma Schools Testing Program. The District will administer assessments as specified by the State Board of Education. The District will report the assessment results annually.

ADOPTED: October 21, 1993

REVISED: November 11, 1996; September 19, 2005; August 10, 2009;  
September 12, 2016

### **4.6 - 1.0 PROFICIENCY TESTS**

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

- G. Students will be allowed to take proficiency assessments in multiple subject areas.
  - H. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
  - I. Exceptions to standard assessment may be approved by the district for students with disabilities.
2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.
- A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social and mental growth should be considered.
  - B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. This statement shall be included in the permanent record of the student.
  - C. Failure to demonstrate proficiency will not be noted on the transcript.
  - D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.
  - E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.
  - F. Units earned through proficiency assessment will be transferable with students among school districts within the State of Oklahoma.
3. Proficiency assessment will measure mastery of the subject matter standards adopted by the State Board of Education.
4. Options for accommodating students' needs for advancement after they have demonstrated proficiency may include, but are not limited to, the following:
- A. Individualized instruction;
  - B. Correspondence courses;
  - C. Independent study;

- D. Concurrent enrollment;
  - E. Cross-grade grouping;
  - F. Cluster grouping;
  - G. Grade/course advancement; and
  - H. Individualized education programs.
5. The district will disseminate materials explaining the opportunities for proficiency based promotion to students and parents in the district each year. The subject matter standards adopted by the State Board of Education, and type of assessment or evaluation for each core curriculum area will be made available upon request.

ADOPTED: September 13, 1993

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

**4.6 – 2.0 INCLUDING STUDENTS WITH DISABILITIES IN 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 or Section 504 / Title II team for each student (collectively referred to as the “Team”) with a disability will make the decision regarding his or her participation in regular 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 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, educational 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 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.

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

The 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 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 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 or Section 504 / Title II Plan. The Team will select a mode of alternate assessment that measures the same content area(s) as the district-wide assessment.

ADOPTED: October 21, 2002

REVISED: September 12, 2016

<b>4.7 COMPUTER ASSISTED INSTRUCTION AND COMPUTER MATERIALS</b>
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**4.7 - 1.0 PHILOSOPHY**

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

- To participate in a computer literacy program;
- To gain an understanding of the applications of computers in today's society;
- To gain an understanding of the social implications of computer applications to society;
- To develop basic skills in the use of computers as instructional tools;
- To develop programs and materials to assist the district in providing excellence in education; and
- To develop vocational skills which can lead to further training or employment opportunities in the field.

**4.7 - 2.0 AN OUTLINE OF DESIRED GOALS:**

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

- III. A district-wide coordinated computer education program which provides skill development in the use of computers as instructional tools and prepares students for computer related training.
- IV. A staff which has the ability to provide the appropriate computer education at all instructional levels (K-12).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **4.7 – 4.0 SUPPLEMENTAL ONLINE COURSES**

Upon request, the district will provide supplemental learning opportunities using online technology in a nontraditional classroom setting to students enrolled in the district. Supplemental online courses are an optional avenue of instruction for district enrolled students. All existing requirements related to student progression including retention,

promotion, and grade assignment are the same for the district's online students as they are for students enrolled in traditional courses. The district shall ensure that students have the opportunity to advance through the supplemental online course at their own pace so long as the supplemental online course completion corresponds with the standard course completion schedule of the district or the student's Individualized Education Program (IEP) or 504 Plan.

#### Definition of Terms

A. "Supplemental online course"

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

B. "Educationally appropriate"

For the purposes of supplemental online courses, educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made by the district.

#### Access to Supplemental Online Courses

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

#### Funding

The district shall provide funding for an enrolled student's participation in online courses

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

### School Day and Attendance Standards

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

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

### Student Eligibility, Admissions and Enrollment

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

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

students who are enrolled in the district for the current school year are eligible to enroll in supplemental online courses.

- B. The admission process for students taking one or more supplemental online courses through the district shall be the same for students enrolled in traditional coursework.
- C. The district shall allow for ongoing and continuous enrollment for supplemental online courses that are compliant with state law and all applicable State Board of Education rules. Students may have input as to the selection of supplemental online course providers but the final determination and selection of the providers is left to the discretion of the district.
- D. Students enrolled in supplemental online courses shall have their progress monitored by the supplemental online course provider weekly. Progress reports shall be transmitted to the district's designated representative and the student's parent or guardian via electronic format. Such reports shall be reviewed by the district at least twice per month.
- E. All public school districts in Oklahoma shall recognize course credit issued for courses authorized through the Supplemental Online Course Procedures.
- F. Online course providers shall officially notify the district and parents in writing of the completion of each course the student takes within five (5) business days of completion. Course grades must be reported in the form of a percentage or in a manner consistent with district grading policies. The district shall use its established grading scale to convert the percentage to a letter grade or other notation consistent with district grading policies for transcript purposes.
- G. District policies regarding grading scales and credits earned shall be applied to supplemental online courses under the same criteria as courses offered by the district. A grade assigned for course credit from a supplement online course shall be treated the same as any other course offered by the district.
- H. Online course providers must report any change in a student's status (moving, dropping a course, etc.) immediately upon discovery or notification of the student's change in status.

### Appeal Process

If a student's enrollment in a supplemental online course is denied based on a determination by the district that the course is not educationally appropriate, the parents

or guardians of the student may appeal that determination to the district Superintendent. The district will notify the OSBE, Director of Instructional Technology, of any denial of a student's enrollment in online supplemental course(s), the reason for the denial, and any correspondence or information the district received in support of the student taking the online course.

### Grace Period

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

### Extracurricular and Co-curricular Activities

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

### Student Assessments

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

### Special Education Students

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

ADOPTED: December 10, 2012

REVISED: September 9, 2013

## **4.8 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

## **4.11 ACADEMIC CREDIT**

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

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

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

ADOPTED: September 12, 2016