

SECTION VII

STUDENTS

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7.1 STUDENT INVOLVEMENT IN ESTABLISHING GOALS AND OBJECTIVES

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

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.2 STUDENT HANDBOOKS

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

ADOPTED: July 11, 1996

7.3 EQUAL EDUCATIONAL OPPORTUNITIES

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

The following people have been designated to handle inquiries regarding the School District's non-discrimination policies:

Section 504/Title II of the Americans with Disabilities Act Coordinator
(for questions or complaints based on disability)
Amy Swartz, Director of Special Services
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000

Title VI of the Civil Rights Act Coordinator (for questions or complaints
based on race, color and national origin)
Curtis Layton, Executive Director of Human Resources/TLE
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000

Title IX Coordinator (for questions or complaints based on sex,
pregnancy, gender, gender expression or identity)
Bret Smith, Executive Director of Operation
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000

Age Act Coordinator (for questions or complaints based on age)
Curtis Layton, Executive Director of Human Resources/TLE
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000

Any individual, who has experienced some other form of discrimination, including discrimination not listed above, may contact:

Curtis Layton, Executive Director of Human Resources/TLE
613 E. Grand Ave.
Ponca City, OK 74601
(580) 767-8000

Outside Assistance may be obtained from:

U.S. Department of Education
Office for Civil Rights
One Petticoat Lane
1010 Walnut Street, Suite 320
Kansas City, MO 64106
(816) 268-0550
(816) 268-0599 (Fax)
(877) 521-2172 (TTY)
E-mail: OCR.KansasCity@ed.gov

ADOPTED: October 21, 1993

REVISED: July 11, 1996; August 10, 2009; December 10, 2012; September 14, 2015
September 11, 2017

7.4 ATTENDANCE

7.4 – 1.0 SCHOOL ATTENDANCE POLICY

It shall be unlawful for a parent, guardian, custodian or other person having control of a child who is over the age of five (5) and under the age of eighteen (18) years, and who has not completed four (4) years of high school work, to neglect or refuse to cause or compel such child to attend and comply with the attendance rules of Ponca City Public Schools. It shall be unlawful for any child who is over the age of sixteen (16) years and under the age of eighteen (18) years, and who has not finished four (4) years of high school work, to neglect or refuse to attend and comply with the attendance rules of Ponca City Public Schools or receive an education for the full term that school is in session except under the following conditions:

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

Student absences may be excused for the following reasons:

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

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

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

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

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

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

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

BOARD OF EDUCATION AUTHORIZATION: March 10, 1980

REVISED: July 20, 1987; October 21, 1993; August 12, 1996; June 8, 2009;
December 14, 2015

7.4 – 2.0 ATTENDANCE/ACTIVITIES POLICY

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

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

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

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

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

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

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

REVISED: August 12, 1985; July 17, 1989; July 23, 1990; October 21, 1993;
July 11, 1996; June 8, 2009

7.4 – 3.0 TRUANCY

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

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

It is the parent's or guardian's responsibility to notify the school by phone or written message when a student is to miss one or more classes. Without this notification, the absence will be considered unexcused. For an extended absence (more than one day), the parent or guardian should continue informing the school of the reasons for the student's absence each day. It is the school official's responsibility to determine whether the absence is excused or unexcused.

ADOPTED: September, 1991

REVISED: October 21, 1993; July 11, 1996; June 8, 2009; October 8, 2018

7.5 SCHOOL ADMISSIONS

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

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

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.5 – 1.0 STUDENT ENROLLMENT

Children who are at least four (4) years of age but not more than five (5) years of age on or before September 1 and have not attended a public school kindergarten may be enrolled in either a half-day or full-day (if offered) non-compulsory, early childhood program free of charge.

Children who are more than five (5) years of age on or before September 1 may be permitted to attend the early childhood program, free of charge, if the Associate Director of Curriculum determines that the placement is in the child's best interest. Best interest determinations will be made based on objective, non-discriminatory factors and such placement decisions will not be made to circumvent serving students under the Individuals with Disabilities Education Act.

No child shall be enrolled in Kindergarten unless the child has reached five years of age on or before the first day of September of the year the child intends to enroll. No child shall be enrolled in the first grade unless the child will have reached the age of six (6) on or before September 1 of the school year. Age may be verified by a birth certificate, parent's statement, a physician's statement, or previous educational records.

The superintendent or designee will be responsible for the receipt of all applications for admission, the conduct of registration procedures and for certification that all admission requirements and prerequisites have been properly met by the student.

Termination of attendance before graduation from high school or before reaching the age of 18 may be permitted by mutual consent of the superintendent and the parent, legal custodian, or legal guardian of the student.

Regardless of the student's grade, the district will make reasonable efforts to enroll

students at the school site nearest their residence. In the event the superintendent determines that it is in the district's best interest, the superintendent may assign/transfer a student to an alternate site. These discretionary assignments/transfers may only be used to serve a district interest and may not be used for parent-requested changes.

ADOPTED: September 11, 2017

7.5 – 2.0 STUDENT RESIDENCY

The district is established for the purpose of serving the educational interests of resident students. This includes homeless students, students who are not documented citizens, and students whose parents/guardians are not documented citizens. The district will not inquire into a student or parent/guardian's citizenship status as a part of enrollment, and will only use information regarding a student's living situation to better serve the student. The district will periodically review its practices and the documents it seeks as a part of establishing residency within the district to ensure that its processes are not overly burdensome and do not discourage the enrollment of homeless students and/or undocumented students.

Definitions

For purposes of this policy, the terms listed below have the following meanings:

"Residence," "residency" and "legal residence" mean the student's present place of abode, provided that it is a place where important family activities (such as sleeping, eating, working, relaxing, and playing) take place during a significant part of each day. Mere presence alone is not sufficient to establish residency. Documentary evidence that may be submitted to establish residency is identified below.

"Person having legal custody" means a person who is legally responsible for the care of the child pursuant to the order of a court or placement by a governmental agency responsible for making custody determinations and/or placements.

Basic Residency Requirements

State law provides that a child's residence for school purposes is the school district in which the (1) parents, (2) guardian or (3) person having legal custody of the child holds legal residence.

Procedure for Resolving Residency Disputes

The district recognizes that there may be occasions when there is a dispute regarding residency. Upon enrollment in the school system the district will verify that the student is a resident of the district or is otherwise entitled to attend school in the district for any reason authorized by law. As a part of this verification process the district will obtain an

address from each student or the student's parent, guardian, or person having legal custody of the child. In providing an address to the district that is within the district's boundaries the student and student's parent, guardian, or person having legal custody of the child represent that this address is the student's residence. The district may also require, in order to verify residency, certified copies of court orders, guardianship documents, written agreements and any other information the district deems relevant.

If at any time a district administrator has a reasonable belief that the reported residence may not be the residence of the child for purposes of school attendance, the administrator shall notify the student's parent, guardian, or person having legal custody of the child that there is a question regarding the student's legal residency. The student's parent, guardian, or person having legal custody of the child shall be given an opportunity to submit information regarding the student's residency to the district's residency officer. All notices required by this policy shall be in writing. Additionally, reasonable alternative arrangements for documenting communications will be made for those persons who are visually impaired or otherwise unable to communicate in writing.

Information or documentation to prove student residency in the district shall include but not be limited to proof of provision of utilities, payments of ad valorem taxes, local agreements or contracts for purchasing/leasing housing, driver's licenses, income tax returns, notes, mortgages, contracts and any other source of proof that is not in conflict with statutory provisions relating to the residence of students.

Any question or dispute as to the residence of a student not deemed to be a "homeless student" shall be determined by the residency officer and the board of education pursuant to the following procedures:

1. The student's parent, guardian, or person having legal custody of the child must notify the residency officer in writing of the review request within three (3) school days from the date of written denial of admittance or from the date of written notification that the student is considered not to be a resident of the district. Upon receipt of a request for review, the residency officer shall allow the parent, guardian, or person having legal custody to provide additional pertinent information in accordance with the district's criteria and the statutory provisions regarding residency. This information must be submitted with the request for review.
2. The residency officer must render a decision and notify the student's parent, guardian, or person having legal custody of the child of the decision and reasoning therefore in writing within three (3) school days of receipt of the request for review.
3. If the student's parent, guardian, or person having legal custody of the child disagrees with the residency officer's decision, such person shall notify the residency officer in writing within three (3) school days of his or her receipt of the residency officer's decision. The residency officer

will submit his or her findings and all documents reviewed to the board of education. The board of education will review the decision and the documents submitted on behalf of the district and the student and will render a decision at the next board meeting. The decision of the board of education shall be the final administrative decision.

4. In an effort to place students in school as quickly as possible, timelines shall be followed unless due to emergency circumstances both parties agree to an extension of timelines.

Miscellaneous Policy Provisions

Hearings involving more than one student where students are related or residing in the same household may be consolidated at the discretion of the residency officer and the board of education.

If the residency dispute involves an 18-year-old student, all notices will be delivered to the student.

If already enrolled and attending school in the district, a student or students involved in a dispute related to the student's residency may remain in school until available appeals are exhausted when the student or the student's parent, guardian, or person having legal custody of the child has filed an appeal in the manner and within the time permitted by this policy.

The residency officer shall be in charge of maintaining the files related to a residency dispute, ensuring that the principals or others directly involved in such a dispute forward their records of the dispute following their involvement, and otherwise keeping all communications involving the dispute intact.

The district's residency officer is the associate director of curriculum.

The board of education understands that there may be some instances where residency may be established on a date other than the date the student was enrolled in the district. For any period during which a student is enrolled in the district, but is not a resident of the district, the district may charge tuition if it is established that the student's parent, guardian, or person having legal custody of the child knew or should have known that the child or children who are the subject of the residency dispute were not residents of the district. The tuition shall be based on a per capita cost of educating a student in the district during the preceding year. This issue may be raised along with other issues related to the residency dispute and shall be heard in the same manner.

The district shall provide for educational services for homeless children as required by law.

The district reserves the right to require reverification of student residency at the beginning of each school term.

A copy of this policy shall be provided to the student's parent, guardian, or person having legal custody of the child as soon as possible following the inception of any residency dispute.

Special Definitions and Procedures Applicable to Homeless Children and Youth

Definitions

“Homeless children and youth” means students who lack fixed, regular and adequate nighttime residence, and includes:

1. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or abandoned in hospitals;
2. children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. children and youths who are living in cars, parks, public spaces, buildings, substandard housing, bus or train stations, or similar settings; and
4. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless.

Enrollment, Records and Immunizations

Federal law provides that homeless children and youth, individually or through a parent or guardian, may choose to attend the school in the area in which they are currently living. The district’s residency officer will determine whether a student is a homeless child or youth for purposes of establishing residency and promptly advise the parent, guardian or person having legal custody of the child of the decision, both orally and in writing, if possible. If there is no such person, the residency officer will advise the student. The district will enroll each homeless student and permit his or her full participation in all school programs, whether or not the student is accompanied by a parent, guardian or person having custody of the child, and without proof of residence, current immunizations and traditional enrollment documentation, such as school records and medical/immunization records. The district’s homeless liaison may assist the student and school in obtaining those items. A parent, guardian or person having legal custody of

the child who disagrees with the residency officer's determination may appeal the decision to the board of education under the procedure identified in this policy. If there is no parent, guardian or person having legal custody of the child available, the student may appeal the decision.

Appeals Procedures

The district will make every effort to resolve disputes regarding homeless children at the lowest level possible by utilizing the following process:

1. At the time a homeless student seeks enrollment, the district will notify the student or his/her family of these procedures and provide the student/family with a copy of this policy.
2. The district will promptly notify the district's homeless coordinator that a homeless student seeks enrollment, and will seek to involve the coordinator in decisions regarding the student's education.
3. Students/families who disagree with a decision regarding the student's education may meet with the coordinator for an informal resolution. The coordinator will notify the student/family that a written complaint may be submitted within five (5) days (or longer if agreed upon by the parties).
4. If the coordinator receives a written complaint, the coordinator will prepare a decision (plan of action) and provide it to the student/family within five (5) days of receipt of the written complaint. The coordinator will also notify the student/family of the right to appeal to the superintendent.
5. Students/families who are still dissatisfied with a decision regarding the student's education may file a written appeal with the superintendent within five (5) days of receipt of the coordinator's plan. The superintendent will meet with the student/family within five (5) days of receipt of the appeal. The superintendent will issue a decision within five (5) days of the meeting with the student/family. The superintendent will also notify the student/family of the right to appeal to the board of education.
7. Students/families who are still dissatisfied with a decision regarding the student's education may file a written appeal with the board of education by submitting a written notice to the superintendent within five (5) days of the superintendent's decision. The appeal will be placed on the next agenda (or the following agenda, if the appeal is received after the agenda posting deadline) and the board's decision is final at the district level. Students/families who are still dissatisfied with a decision regarding the student's education may file an appeal with the Oklahoma State Department of Education utilizing the procedures established by the OSDE.

Special Definitions and Procedures Applicable to Transitioning Military Children

“Children of military families” means a school-aged child(ren), enrolled in kindergarten through twelfth grade, in the household of an active duty member.

“Active duty” means full-time duty status in the active uniformed service of the United States, including members of the National Guard and Military Reserve on active duty orders pursuant to Title 10, Sections 1209 and 1211 of the United States Code.

“Military student” means the child of a military family for whom the local education agency receives public funding and who is formally enrolled in kindergarten through twelfth grade.

“Transition” means (a) the formal and physical process of transferring from school to school or (b) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

“Sending state” means the state from which a child of a military family is sent, brought, or caused to be sent or brought.

“Receiving state” means the state to which a child of a military family is sent, brought, or caused to be sent or brought.

“Uniformed service(s)” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Services.

Establishing Residency

State law provides that transitioning military children placed in the care of a noncustodial parent or other person standing in loco parentis, may attend school in the school district in which the noncustodial parent or person standing in loco parentis to the transitioning military child holds legal residence. Similarly, transitioning military children placed in the care of a noncustodial parent or other person standing in loco parentis may continue to attend the school in which the student was enrolled while residing with the custodial parent. A special power of attorney relating to the guardianship of a military child and executed under applicable law shall be sufficient for purposes of enrollment and all other actions requiring parental participation and consent.

Enrollment

The district will promptly accept unofficial or “hand-carried” educational records and transcripts in lieu of official education records and transcripts for transitioning military children. Upon receipt of such records, the district will promptly enroll the transitioning military child. However, upon enrollment, the district will request official educational

records and transcripts from the school in the sending state. The district's residency officer will determine whether a student is a transitioning military student for purposes of establishing residency and promptly advise the parent or other person standing in loco parentis of the decision, both orally and in writing, if possible. A parent or other person standing in loco parentis who disagrees with the residency officer's determination may appeal the decision to the board of education under the procedure identified above.

Grade Level Placement

Transitioning military children, including children entering kindergarten, shall be able to enroll in the same grade level in which they were enrolled in the sending state, regardless of age, time of transfer or age requirements of the receiving state.

Course Level and Educational Program Placement

To the extent that this district is in a receiving state, the district may subsequently perform course placement and educational program evaluations of a transitioning military student. However, the district will initially place the transitioning military student in courses and programs comparable to those in which the student was a participant while in the sending state, including, but not limited to, Honors, International Baccalaureate, Advanced Placement, Gifted and Talented, English as a Second Language, Special Education and vocational, technical and career pathway courses. The district will make these accommodations whether or not the student has fulfilled the necessary prerequisites in the district or receiving state.

Extracurricular Activities

When appropriate, the district will provide transitioning military children the opportunity to participate in extracurricular participation, regardless of application deadlines.

Immunizations

Transitioning military children shall have thirty (30) days from the date of enrollment to obtain any immunizations required by Oklahoma law. For a series of immunizations, such children must obtain initial vaccinations within thirty (30) days.

Tuition

The district may not charge tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a school district other than that of the custodial parent if the parent or other person standing in loco parentis lives within the boundaries of this district.

ADOPTED: September 19, 2005

REVISED: October 13, 2008; October 13, 2014; September 14, 2015
September 11, 2017

7.5 - 3.0 NEW RESIDENT STUDENTS

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

7.5 – 4.0 OPEN TRANSFER POLICY

A request for a transfer into this district initiated by or on behalf of a nonresident student will be approved or refused in accordance with this policy. The transfer of a student whose resident district does not offer the grade the student is entitled to pursue will be approved IF the student resides within the transportation area of this district.

Criteria For Approval Or Denial Of Regular Transfers

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

A transfer application will **NOT** be approved if this district does not:

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

- C. Exceeding a percentage of such class size limitations as set by the superintendent or designee. The administration may determine that a percentage of class size mandates should be reserved for later resident enrollment to prevent the exceeding of class size limits later in the school year due to additional enrollment of reasonably anticipated new resident students.
4. Have current personnel needed to provide the grade/courses/programs in which the applicant desires to enroll.

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

- 1. Has a disciplinary record which provides a reasonable basis to determine the applicant would present a discipline problem if enrolled. Such a reasonable basis will exist if school discipline or court records of the student, from any public or private school within or without the State of Oklahoma or any court within or without the State of Oklahoma, show the student at any time:
 - A. Has violated school regulations;
 - B. Has committed an act commonly regarded as being immoral;
 - C. Has been adjudicated as a delinquent for either a violent or nonviolent offense under relevant Oklahoma law;
 - D. Has been convicted as an adult for either a violent or nonviolent offense under relevant Oklahoma law;
 - E. Has committed on school property, in school transportation, or at a school event a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or others;
 - F. Has possessed on school property, in school transportation, or at a school event an alcoholic beverage, low-point beer as defined by relevant Oklahoma law, , or missing or stolen property found to have been taken from a student, school employee, or the school during school activities; or,
 - G. Has possessed on school property, while in school transportation, or at a school event a dangerous weapon or a controlled dangerous substance as defined by relevant Oklahoma law, or a prescription or non-prescription mood altering substance.

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

1. Fails to complete the Application Form (**ATTACHMENT A**), provide the district with sufficient educational records, or inform the district in detail of the grades/courses/programs in which the student desires to enroll or participate if the application is accepted so that the criteria above can be applied within the time deadlines set by law for the approval or rejection of a transfer. All such records must be supplied to the district in time for district personnel to make a reasonable review of such records in applying the approval/denial criteria set by this policy. This is particularly important for students with disabilities because all documentation of the resident district will need to be reviewed to make a preliminary determination as to whether the district has the appropriate programs, staff, and services to provide the applicant with the education and services set forth in the student’s IEP or Section 504 Accommodation Plan, and, if a preliminary approval determination is made, to prepare for and conduct a joint IEP or Section 504 conference with the resident district prior to any final approval or rejection of the transfer application. All applicants must consent in writing to the release of educational records from previous schools attended, and applicants for students with disabilities must consent in writing to forward to this district whatever confidential records this district deems is necessary to review in applying the approval/denial criteria of this policy. The superintendent or superintendent’s designee has authority to amend **ATTACHMENT A** by regulation to include additional information needed to review an application request.
2. Fails to timely submit a completed application; or,
3. Provides incorrect information on the application request.

Delegation Of Approval Authority To Superintendent Or Superintendent’s Designee

The board of education delegates to the superintendent or the superintendent’s designee authority to approve or deny a transfer application pursuant to the criteria listed in this policy.

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

Subject to the foregoing criteria for approval or denial of regular transfers, priority for transfers first will be given to applications for the enrollment of nonresident students who are children of district employees. Transfer requests for such children will be numbered as received, and the district shall consider requests on a “first-come, first-serve” basis. Any currently-enrolled district student who is a child of a district employee for whom a regular transfer has been approved in the past and any sibling of such student will be given priority if an application is filed before May 31st , and the “first-come, first-serve” list will be compiled only after such current students and their siblings have been placed on the list.

Time Of Receipt Of Applications Determines Order Of Review

Transfer requests will be numbered as received, and the district shall consider requests on a “first-come, first-serve” basis. All transfer applications received by this district shall be dated and time-stamped. Any currently enrolled district student for whom a regular transfer has been approved in the past and any sibling of such student will be given priority if an application is filed before May 31st, and the “first-come, first-serve” list will be compiled only after such current students and their siblings have been placed on the list.

Nondiscrimination

The district shall not accept or deny a regular transfer application based upon the student’s race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, genetic information, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability. Failure to meet the criteria in this policy for approval will not be deemed to be rejection for a discriminatory reason.

Students With Disabilities

If a student with a disability applies for a transfer, the student must supply all documentation of the resident district relating to the student’s previous and current IEPs and Section 504 Accommodation Plans so that this district may:

1. Determine whether the district currently has appropriate programs, staff, services and placement needed to fulfill the current or anticipated IEP or Section 504 Accommodation Plan of the student; and
2. If a preliminary determination is made that the district has the appropriate programs, staff, services and placement needed to fulfill the current IEP or Section 504 Accommodation Plan of the student if the transfer application is approved, conduct the statutorily-required joint IEP or Section 504 conference with the district of residence before a final determination of approval or denial is made.

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

Time Deadlines For Regular Transfers

An application for a regular transfer must be submitted on a form approved by the State Board of Education, completed by the parent or person having custody of the student, and

filed with the district's superintendent not later than May 31st of the school year preceding the school year in which the transfer is requested. On or before May 31st of the school year preceding the school year in which the transfer is requested, the district will notify all resident school districts that an application for the transfer has been filed by a student enrolled in the resident school district. This district shall approve or deny the application by July 15th and shall notify the parents of the students, in writing, of the decision. If the transfer is approved, the student/parent have until August 1 to notify this district, in writing, that the student will be enrolling in this district. **Failure of the parents to notify this district as required, in writing, may result in loss of the student's right to enroll in this district for the ensuing school year.** By September 1, this district will inform the State Board of Education and the resident district, in writing, of the students who have been granted transfers and their grade levels.

Athletic And Other Competition

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

Emergency Transfers

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

1. The inability of the resident district to provide an education to the transfer applicant due to the destruction or partial destruction of a school building attended by the student; or
2. The inability of the resident district to offer the subject the student desires to pursue, PROVIDED the student became a legal resident of this receiving district after February 1 of the school year immediately prior to the school year for which the pupil is seeking the transfer; or
3. A catastrophic medical problem of the student, which means an acute or chronic serious illness, disease, disorder or injury which has a permanent detrimental effect on the body's system or makes the risk of harm unusually hazardous, such that removal from the resident district is medically needed; or

4. The total failure of the resident district to provide transportation to and from school; or
5. The concurrence of both the resident school district and this receiving district; or
6. The unavailability of remote or on-site Internet based instruction by course title in the resident district for a student identified in need of drop-out recovery or alternative education services as a result of the resident district's intake and screening procedures, PROVIDED the student was enrolled at any time in a public school of this state during the previous three (3) school years; or
7. The unavailability of a specialized deaf education program for a student who is deaf or hearing impaired. In coordination with the parent of a transferring student, a transfer on this ground may be processed and treated as an IEP Service Agreement; or
8. The student having been a victim of bullying which was reported to the sending school district. Prior to granting a transfer pursuant to this ground the district will verify that the student was the victim of bullying as defined by the statute and that the sending school district received a report of bullying.

Applications for approval of an emergency transfer will not be deemed complete and submitted to the district for consideration until the parent has submitted to the district both (a) the State Board of Education approved emergency transfer application, and (b) the parent signed **ATTACHMENT B**, which will cancel the transfer if the conditions stated in the Attachment occur. This district shall have complete discretion as to whether to approve or not to approve an emergency transfer which is based upon prior approval of the resident district.

Prior to cancelling an emergency transfer, this district will notify the parent, in writing, of the date and time when the superintendent or superintendent's designee will be considering the transfer's cancellation.

Approval Of A Transfer Requires Agreement For Cancellation Of Transfer

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

form is attached as **ATTACHMENT B**, which may be amended by administrative regulation.

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

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

Acceptance Of Assignment Required; Subsequent Change Needs Administrative Approval

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

ADOPTED: September 19, 2005

REVISED: August 21, 2006; December 10, 2012; September 9, 2013;
October 13, 2014; September 14, 2015

7.5 – 4.1 IN-DISTRICT ELEMENTARY TRANSFERS

Parents or legal guardians of elementary students requesting an in-district transfer from the student's home attendance site to another elementary site within the district must complete and submit the in-district transfer application to the receiving site between January 1st and May 1st of the school year proceeding the school year in which the in-

district transfer is requested. In-district transfer requests will not be granted until after the district fall enrollment of the same year that the transfer is requested. Requests will be granted based upon availability of space and appropriate programs. Site grade levels reaching 93% capacity will not be allowed to accept transfers during the district fall transfer meeting. Transportation of in-district students is the sole responsibility of the parent or guardian. If attendance issues occur due to transportation, the transfer may be withdrawn immediately and the student will return to their home school site. Site principals may deny a transfer request or withdraw a current transfer based upon the best interest of a student's academic or social well-being. All in-district transfers are approved for one school year only.

ADOPTED: September 14, 2009
REVISED: March 9, 2016

**7.5 – 4.2 TRANSFERS PURSUANT TO THE
DEPLOYED PARENTS SCHOOL ACT OF 2013**

The district will grant a transfer to a student of a military family if the following criteria are met:

1. Oklahoma is the home state of record for the student; and
2. The student's parent is a member of the active U.S. uniformed military service on full-time active duty; *or* the parent is a member of the military reserves on active duty; and
3. At least 1 parent has a Department of Defense issued ID card; and
4. At least 1 parent provides evidence that he/she will be on active duty status or orders for at least 30 consecutive days; and
5. The student will be living with a relative residing in the district or moving into the district within 6 months of the application.

In order to be granted a transfer pursuant to the Deployed Parents School Act of 2013 ("Act"), a student/parent must submit a completed application form with supporting documentation. The superintendent is authorized to approve such transfers on behalf of the board of education and to notify the board at the next regularly scheduled meeting that a transfer pursuant to the Act was accepted.

In lieu of applying for a transfer under the Act, students of military families may also establish residency in the district and enroll in the district as outlined in the district's residency policy.

APPROVED: September 9, 2013

7.5 - 5.0 TUITION FOR PART-TIME STUDENTS

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

APPROVED: August 26, 1996

REVISED: September 18, 2000; June 8, 2009; December 10, 2012

7.6 READMISSIONS

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

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

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.7 STUDENT WELFARE

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

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

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

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

ADOPTED: October 21, 1993

REVISED: July 11, 1996

7.7 - 1.0 ABUSE, NEGLECT, EXPLOITATION AND TRAFFICKING

Introduction

Under Oklahoma Law district employees have varying legal obligations to report abuse, neglect and exploitation. In addition, district employees have an obligation to report suspected abuse, neglect, exploitation or trafficking affecting students to principals or other school officials to ensure the student's safety and welfare while at school or participating in school activities. The purpose of this policy is to provide directives and guidelines to assist district employees in fulfilling their legal responsibility.

Definitions

Certain terms used in this policy have the following definitions:

1. "Abuse, neglect or exploitation" shall include, but is not limited to all of the following:
 - a. "Abuse" is defined as:
 - i. harm or threatened harm through action or inaction to a child's health, welfare (including non-accidental physical pain or injury), or mental injury or safety, sexual abuse, sexual exploitation, or negligent treatment or maltreatment, including but not limited to the failure or omission to provide adequate food, clothing, shelter or medical care or protection

- from harm or threatened harm, by a person responsible for the child's health or welfare. (10A OKLA. STAT. § 1-1-105);
- ii. willful or malicious harm or threatened harm or failure to protect from harm or threatened harm to the health, safety, or welfare of a child under eighteen (18) years of age by another, or the act of willfully or maliciously injuring, torturing or maiming a child under eighteen (18) years of age by another. (21 OKLA. STAT. § 843.5); or
 - iii. the intentional infliction of physical pain, injury, or mental anguish or the deprivation of food, clothing, shelter, or medical care to an incapacitated person, partially incapacitated person, or a minor by a guardian or other person responsible for providing these services. (30 OKLA. STAT. § 1-111).
- b. "Neglect" is defined as any of the following:
- i. the failure or omission to provide any of the following:
 - 1. adequate nurturance and affection, food, clothing, shelter, sanitation, hygiene, or appropriate education,
 - 2. medical, dental, or behavioral health care,
 - 3. supervision or appropriate caretakers, or
 - 4. special care made necessary by the physical or mental condition of the child,
 - ii. the failure or omission to protect a child from exposure to any of the following:
 - 1. the use, possession, sale, or manufacture of illegal drugs,
 - 2. illegal activities, or
 - 3. sexual acts or materials that are not age-appropriate;
 - iii. abandonment. (10A OKLA. STAT. § 1-1-105); or
 - iv. the failure to provide protection, adequate shelter or clothing; or the harming or threatening with harm through action or inaction by either another individual or through the person's own action or inaction because of a lack of awareness, incompetence, or incapacity, which has resulted or may result in physical or mental injury. (30 OKLA. STAT. § 1-111).
- c. "Sexual abuse" is defined as behavior that includes but is not limited to rape, incest and lewd or indecent acts or proposals, made to a child, as defined by law, by a person responsible for the health, safety, or welfare of the child. (10A OKLA. STAT. § 1-1-105).
- d. "Sexual exploitation" is defined as behavior that includes but is not limited to allowing, permitting, encouraging, or forcing a child to engage in prostitution, as defined by law, by any person eighteen (18) years of age or older or by a person responsible for the health, safety, or welfare of a child, or allowing, permitting, encouraging or engaging in the lewd, obscene or pornographic photographing, filming or depicting of a child in those acts by a person

responsible for the health, safety, and welfare of the child (10A OKLA. STAT. § 1-1-105).

- e. “Contributing to the delinquency of a minor” is defined as behavior that knowingly or willfully causes, aids, abets or encourages a minor to be, to remain, or to become a delinquent child or a runaway child. (21 OKLA. STAT. § 856).
- f. “Incest” is defined as marrying, committing adultery or fornicating with a person within the degrees of consanguinity within which marriages are by the laws of the state declared incestuous and void. (21 OKLA. STAT. § 885).
- g. “Forcible Sodomy” is defined as sodomy committed:
 - i. By a person over eighteen (18) years of age upon a person under sixteen (16) years of age;
 - ii. Upon a person incapable through mental illness or any unsoundness of mind of giving legal consent regardless of the age of the person committing the crime;
 - iii. With any person by means of force, violence, or threats of force or violence accompanied by apparent power of execution regardless of the age of the victim or the person committing the crime;
 - iv. By a state, county, municipal or political subdivision employee or a contractor or an employee of a contractor of the state, a county, a municipality or political subdivision of this state upon a person who is under the legal custody, supervision or authority of a state agency, a county, a municipality or a political subdivision of this state, or the subcontractor or employee of a subcontractor of the contractor of the state or federal government, a county, a municipality or a political subdivision of this state;
 - v. Upon a person who is at least sixteen (16) years of age but less than twenty (20) years of age and is a student of any public or private secondary school, junior high or high school, or public vocational school, with a person who is eighteen (18) years of age or older and is employed by the same school system;
 - vi. Upon a person who is at the time unconscious of the nature of the act, and this fact should be known to the accused;
 - vii. Upon a person where the person is intoxicated by a narcotic or anesthetic agent administered by or with the privity of the accused as a means of forcing the person to submit; or
 - viii. Upon a person who is at least sixteen (16) years of age but less than eighteen (18) years of age by a person responsible for the child's health, safety or welfare. (21 OKLA. STAT. § 888).
- h. “Maliciously, forcibly or fraudulently taking or enticing a child away” is defined as maliciously, forcibly or fraudulently taking or enticing away any child under the age of sixteen (16) years, with intent to detain or conceal such

child from its parent, guardian or other person having the lawful charge of such child or to transport such child from the jurisdiction of this state or the United States without the consent of the person having lawful charge of such child. (21 OKLA. STAT. § 891).

i. “Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography” is defined as:

i. Willfully solicits or aids a minor child to perform any of the following actions:

1. Lewdly exposing his or her person or genitals in any public place, or in any place where there are present other persons to be offended or annoyed thereby;
2. Procuring, counseling, or assisting any person to expose such person, or to make any other exhibition of such person to public view or to the view of any number of persons, for the purpose of sexual stimulation of the viewer;
3. Writing, composing, stereotyping, printing, photographing, designing, copying, drawing, engraving, painting, molding, cutting, or otherwise preparing, publishing, selling, distributing, keeping for sale, knowingly downloading on a computer, or exhibiting any obscene material or child pornography; or
4. Making, preparing, cutting, selling, giving, loaning, distributing, keeping for sale, or exhibiting any disc record, metal, plastic, or wax, wire or tape recording, or any type of obscene material or child pornography; or

ii. Shows, exhibits, loans, or distributes to a minor child any obscene material or child pornography for the purpose of inducing said minor to participate in:

1. Lewdly exposing his or her person or genitals in any public place, or in any place where there are present other persons to be offended or annoyed thereby;
2. Procuring, counseling, or assisting any person to expose such person, or to make any other exhibition of such person to public view or to the view of any number of persons, for the purpose of sexual stimulation of the viewer;
3. Writing, composing, stereotyping, printing, photographing, designing, copying, drawing, engraving, painting, molding, cutting, or otherwise preparing, publishing, selling, distributing, keeping for sale, knowingly downloading on a computer, or exhibiting any obscene material or child pornography; or
4. Making, preparing, cutting, selling, giving, loaning, distributing, keeping for sale, or exhibiting any disc record, metal, plastic, or wax, wire or tape recording, or any type of obscene material or child pornography. (21 OKLA. STAT. § 1021).

- j. “Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography” is defined as procuring or causing the participation of any minor under the age of eighteen (18) years in any child pornography or who knowingly possesses, procures, or manufactures, or causes to be sold or distributed any child pornography. (21 OKLA. STAT. § 1021.2).
- k. “Permitting or consenting the participation of a minor child in any child pornography” is defined as a parent, guardian or individual having custody of a minor under the age of eighteen (18) years who knowingly permits or consents to the participation of a minor in any child pornography. (21 OKLA. STAT. § 1021.3).
- l. “Facilitating, encouraging, offering or soliciting sexual conduct with a minor” is defined as facilitating, encouraging, offering or soliciting sexual conduct with a minor, or other individual the person believes to be a minor, by use of any technology, or engaging in any communication for sexual or prurient interest with any minor, or other individual the person believes to be a minor, by use of any technology. (21 OKLA. STAT. § 1040.13a).
- m. “Offering or offering to secure a minor child for the purposes of prostitution or any other lewd or indecent act” is defined as:
 - i. Offering, or offering to secure, a child under eighteen (18) years of age for the purpose of prostitution, or for any other lewd or indecent act, or procure or offer to procure a child for, or a place for a child as an inmate in, a house of prostitution or other place where prostitution is practiced;
 - ii. Receiving or offering or agreeing to receive any child under eighteen (18) years of age into any house, place, building, other structure, vehicle, trailer, or other conveyance for the purpose of prostitution, lewdness, or assignation, or to permit any person to remain there for such purpose; or
 - iii. Directing, taking, or transporting, or offering or agreeing to take or transport, or aid or assist in transporting, any child under eighteen (18) years of age to any house, place, building, other structure, vehicle, trailer, or other conveyance, or to any other person with knowledge or having reasonable cause to believe that the purpose of such directing, taking, or transporting is prostitution, lewdness, or assignation. (21 OKLA. STAT. § 1087).
- n. “Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution” is defined as:
 - i. By promise, threats, violence, or by any device or scheme, including but not limited to the use of any prohibited controlled dangerous substance causing, inducing, persuading, or encouraging a child under eighteen (18) years of age to engage or continue to engage in

- prostitution or to become or remain an inmate of a house of prostitution or other place where prostitution is practiced;
- ii. Keeping, holding, detaining, restraining, or compelling against his or her will, any child under eighteen (18) years of age to engage in the practice of prostitution or in a house of prostitution or other place where prostitution is practiced or allowed; or
 - iii. Directly or indirectly keeping, holding, detaining, restraining, or compelling or attempting to keep, hold, detain, restrain, or compel a child under eighteen (18) years of age to engage in the practice of prostitution or in a house of prostitution or any place where prostitution is practiced or allowed for the purpose of compelling such child to directly or indirectly pay, liquidate, or cancel any debt, dues, or obligations incurred, or said to have been incurred by such child. (21 OKLA. STAT. § 1088).
- o. “Rape” is defined as sexual intercourse involving vaginal or anal penetration accomplished with a male or female who is not the spouse of the perpetrator and who may be of the same or the opposite sex as the perpetrator under any of the following circumstances:
- i. Where the victim is under sixteen (16) years of age;
 - ii. Where the victim is incapable through mental illness or any other unsoundness of mind, whether temporary or permanent, of giving legal consent;
 - iii. Where force or violence is used or threatened, accompanied by apparent power of execution to the victim or to another person;
 - iv. Where the victim is intoxicated by a narcotic or anesthetic agent, administered by or with the privity of the accused as a means of forcing the victim to submit;
 - v. Where the victim is at the time unconscious of the nature of the act and this fact is known to the accused;
 - vi. Where the victim submits to sexual intercourse under the belief that the person committing the act is a spouse, and this belief is induced by artifice, pretense, or concealment practiced by the accused or by the accused in collusion with the spouse with intent to induce that belief. In all cases of collusion between the accused and the spouse to accomplish such act, both the spouse and the accused, upon conviction, shall be deemed guilty of rape;
 - vii. Where the victim is under the legal custody or supervision of a state agency, a federal agency, a county, a municipality or a political subdivision and engages in sexual intercourse with a state, federal, county, municipal or political subdivision employee or an employee of a contractor of the state, the federal government, a county, a municipality or a political subdivision that exercises authority over the victim, or the subcontractor or employee of a subcontractor of the contractor of the state or federal government, a county, a municipality or a political subdivision that exercises authority over the victim;

- viii. Where the victim is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or under the legal custody or supervision of any public or private elementary or secondary school, junior high or high school, or public vocational school, and engages in sexual intercourse with a person who is eighteen (18) years of age or older and is an employee of the same school system; or
 - ix. Where the victim is nineteen (19) years of age or younger and is in the legal custody of a state agency, federal agency or tribal court and engages in sexual intercourse with a foster parent or foster parent applicant. (21 OKLA. STAT. § 1111).
- p. “Rape” is defined as an act of sexual intercourse accomplished with a male or female who is the spouse of the perpetrator if force or violence is used or threatened, accompanied by apparent power of execution to the victim or to another person. (21 OKLA. STAT. § 1111).
- q. “Rape by instrumentation” is defined as an act within or without the bonds of matrimony in which any inanimate object or any part of the human body, not amounting to sexual intercourse is used in the carnal knowledge of another person without his or her consent and penetration of the anus or vagina occurs to that person. Provided further that (1) where the victim is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or under the legal custody or supervision of any public or private elementary or secondary school, junior high or high school, or public vocational school, and engages in conduct prohibited by this section of law with a person who is eighteen (18) years of age or older and is an employee of the same school system, or where the victim is under the legal custody or supervision of a state or federal agency, county, municipal or a political subdivision and engages in conduct prohibited by this section of law with a federal, state, county, municipal or political subdivision employee or an employee of a contractor of the state, the federal government, a county, a municipality or a political subdivision that exercises authority over the victim, or (2) where the victim is nineteen (19) years of age or younger and in the legal custody of a state agency, federal agency or tribal court and engages in conduct prohibited by this section of law with a foster parent or foster parent applicant, consent is not an element. (21 OKLA. STAT. § 1111.1).
- r. “Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16)” is defined as making any oral, written or electronically or computer-generated lewd or indecent proposal to any child under sixteen (16) years of age, or other individual the person believes to be a child under sixteen (16) years of age, for the child to have unlawful sexual relations or sexual intercourse with any person. (21 OKLA. STAT. § 1123).
- s. “Exploitation” is defined as an unjust or improper use of the resources of an

incapacitated person, a partially incapacitated person, or a minor for the profit or advantage, pecuniary or otherwise, of a person other than an incapacitated person, a partially incapacitated person, or a minor through the use of undue influence, coercion, harassment, duress, deception, false representation or false pretenses (30 OKLA. STAT. § 1-111).

- t. “Child Trafficking” as defined below.
2. “Child Trafficking” includes, but is not limited to behavior that consists of the acceptance, solicitation, offer, payment or transfer of any compensation, in money, property or other thing of value, at any time, by any person in connection with the acquisition or transfer of the legal or physical custody or adoption of a minor child, except as ordered by the court or except as otherwise provided by Section 7505-3.2 of Title 10 of the Oklahoma Statutes. (21 Okla. Stat. § 866).
 3. A “person responsible for a child's health, safety or welfare” includes a parent, a legal guardian, a custodian, a foster parent, a person 18 years of age or older with whom the child's parent cohabitates or any other adult residing in the home of the child, an agent or employee of a public or private residential home, institution or facility, or an owner, operator or employee of a child care facility as defined by OKLA. STAT. tit. 10 § 402.
 4. “Parent” refers to parents, guardians or others who have legal responsibilities for specific children.

Reporting Suspected Abuse, Neglect Exploitation or Trafficking

Any district employee having reasonable cause to believe that any student is **a victim of abuse, neglect or exploitation** shall immediately report this matter to:

- (1) Oklahoma Department of Human Services (“DHS”) through the hotline designated for this purpose (1-800-522-3511), AND
- (2) local law enforcement.

Additionally, and district employee must report **suspected child trafficking** to

- (1) Oklahoma Bureau of Narcotics and Dangerous Drug Control (“OBNDCC”) at 1-800-522-8031,
- (2) DHS through the hotline designated for this purpose (1-800-522-3511), AND
- (3) local law enforcement.

After a report is made to DHS or OBNDCC via the hotline or local law enforcement, the reporting party will prepare a written report which contains the confirmation number of

the report (if applicable), the date and time of the telephone contact, the name of the person to whom the district employee made the oral report, the names and addresses of the student, the parents, and any other responsible persons, the student's age, the nature and extent of injuries, any previous incidents, and any other helpful information. A copy of this report will be furnished to the principal or, if the reporter believes the principal is not an appropriate individual, to the superintendent.

Investigating Abuse, Neglect Or Exploitation

At the request of appropriately identified investigators of DHS, OBNDDC or the district attorney's office or local law enforcement, the superintendent, principal or other school official shall permit the investigators access to the student about whom the agency received a report. The interview will be arranged in a manner that minimizes embarrassment to the student. The superintendent will not contact the parent, guardian or other person responsible for the student's health or welfare prior to or following the interview, unless permission for parent contact is provided DHS, OBNDDC or the district attorney's office¹ by law enforcement authorities. No district employee will be present during the interview. However, a district employee may be present prior to the interview if the employee believes that his or her temporary presence will make the student more comfortable or if the representatives request the presence of a district employee during the interview.

Reports to Principal or Other School Officials

Suspected instances of abuse, neglect, exploitation or trafficking, whether the result of circumstances at home, school or at other locations, affects the student while he or she is at school or participating in school activities. Consequently, employees are required to report any suspicion of abuse, neglect, exploitation or trafficking by any individual, whether the identity is known or unknown, to the principal or other school official. This reporting obligation exists in all instances, including circumstances suggestive of this conduct at school or connected with school activities. Accordingly, this policy includes an obligation to notify the principal or other school official, if for any reason the employee has a reasonable belief that the principal should not be notified, in any instance involving suspected abuse, neglect, exploitation or trafficking of a student.

Immunity for Good Faith Reports

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

Neither the board of education nor any district employee will discharge or in any manner discriminate or retaliate against the person who in good faith provides such reports or

¹ 10A OKLA. STAT. § 1-6-103(B)(3)(b)

information, testifies, or is about to testify in any proceeding involving abuse, neglect, exploitation, or trafficking, provided that the person did not perpetrate or inflict the abuse, neglect, exploitation or trafficking.

Information Concerning Child Abuse, Neglect Or Exploitation

In any instance in which the district receives a report from DHS regarding any confirmed report of sexual abuse or severe physical abuse concerning the student, the superintendent will forward to a subsequent school in which the student enrolls all confirmed reports of sexual abuse and severe physical abuse received from DHS, and the superintendent will notify DHS of the student's new school and address, if known.

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

Reference: 10A OKLA. STAT. §1-2-101 et seq., 30 OKLA. STAT. § 4-903, 70 OKLA. STAT. § 1210.163

ADOPTED: September 19, 2005

REVISED: October 14, 2014; September 12, 2016; October 8, 2018

7.7 – 2.0 PHYSICAL RESTRAINT OF STUDENTS WITH DISABILITIES

The purpose of this policy is to define the circumstances under which district personnel may use physical restraint for students with disabilities in compliance with those guidelines set forth in the SDE's Special Education Handbook ("Physical Restraint Guidelines").

For purposes of this policy, the term "physical restraint" is defined as a person restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does **not** include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.

Physical restraint should never be used for the purposes of discipline or as a punishment, to force compliance, as a convenience for staff or to prevent property damage. The use of chemical and/or mechanical restraint, as defined in the Physical Restraint Guidelines, is prohibited.

School personnel may use physical restraint for students with disabilities only under the emergency circumstances identified in the Physical Restraint Guidelines and only if the elements identified by the Physical Restraint Guidelines exist.

The use of physical restraint for students with disabilities shall also be subject to any written Procedures utilized by the district to further explain the responsibilities of district staff members.

ADOPTED: October 10, 2011

REVISED: September 12, 2016

7.7 - 3.0 SECLUSION OF STUDENTS –WITH DISABILITIES

The purpose of this policy is to define the circumstances under which district personnel may use seclusion for students with disabilities in compliance with those guidelines set forth in the SDE’s Special Education Handbook (“Seclusion Guidelines”).

For purposes of this policy, the term “seclusion” means the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This includes situations where a door is locked as well as where the door is blocked by other objects or held by staff. Any time a student is involuntarily alone in a room and prevented from leaving should be considered seclusion regardless of the intended purpose of the name applied to this procedure or the name of the place where the student is secluded. Seclusion does not include timeout, which is a behavior management technique implemented for the purpose of calming and redirecting.

Seclusion should never be used for the purposes of discipline or as a punishment, to force compliance, as a convenience for staff or to prevent property damage. Seclusion should not be used to manage behavior.

School personnel may use seclusion for students with disabilities only under the emergency circumstances identified in the Seclusion Guidelines and only if the elements identified by the Seclusion Guidelines exist.

School personnel may use seclusion for students with disabilities only under the emergency circumstances identified in the Seclusion Guidelines and only if the elements identified by the Seclusion Guidelines exist.

School personnel may only utilize seclusion procedures if they have training in:

1. Conflict de-escalation;
2. The crisis cycle and interventions at each stage;
3. Possible effects of seclusion;
4. Appropriate use of seclusion rooms (including escorting and placing a student in a seclusion room);

5. Hold current CPR and First Aid certification; and
6. Monitoring the wellbeing of students.

Seclusion training should be recurrent and with annual updates and result in some form of certification or credential.

Any student placed in seclusion based on the criteria in the Seclusion Guidelines must be continuously monitored visually and aurally by a school employee. Additionally, (a) the student must be allowed to go to the bathroom upon request, (b) the student must be permitted water to drink upon request, and (c) immediate action must be taken if the student displays any signs of medical distress.

A “seclusion room” is defined as a room or other confined area in which a student with a disability is placed in isolation from other persons from which the student is prevented from leaving. A seclusion room must meet the following criteria:

1. It must be of adequate size permitting the student to sit or lie down;
2. It must have adequate lighting;
3. It must be equipped with heating, cooling, ventilation, and lighting systems that are comparable to those in other rooms throughout the building where the seclusion room is located;
4. It must be free of any objects that pose a potential risk of harm to the student with a disability;
5. If equipped with a door that locks, the lock must automatically disengage in case of an emergency, such as fire or severe weather; and
6. It must allow continuous visual and auditory monitoring of the student with a disability.

The use of seclusion for students with disabilities shall also be subject to any written procedures utilized by the district to further explain the responsibilities of district staff members.

ADOPTED: October 10, 2011
REVISED: September 12, 2016

7.7 - 4.0 DIRECT THREAT

Definition

“Direct threat” means an individualized determination that a student with a disability poses a direct threat to the health or safety of others, based upon reasonable judgment that relies on current medical knowledge or on the best available evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services will mitigate the risk.

Policy

When the district intends to impose adverse action on a student based on a direct threat, notification in writing of the district direct threat inquiry will be provided to the parent of the student and/or the adult student who is the subject of the direct threat inquiry. This notification, subject to exceptional circumstances (as defined below), will include:

1. An invitation to provide documents and other information related to the inquiry and notice that if a response is not received within 24 hours, the direct threat inquiry will proceed with the documents and other information the district has available;
2. The name and contact information of the district employee conducting the inquiry;
3. Notice that the student will not be subject to disciplinary action on the basis of unfounded fear, prejudice, and stereotypes;
4. The district’s determination that a student poses a direct threat to the health or safety of others will be an individualized assessment based upon reasonable judgment that relies on current educational, psychological, medical knowledge, threat assessment inquiry, and any other available evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices or procedures or the provision of auxiliary aids or services will mitigate the risk
5. Notice that in exceptional circumstances, such as situations where safety is of immediate concern, the district may take interim steps pending a final decision regarding adverse action against the student so long as minimal due process (i.e., notice of the proposed action, the opportunity to present information on the student’s behalf, and a right to appeal) is provided in the interim and due process is offered later;
6. Notice of the student’s applicable appeal rights in the event of discipline

or other adverse action; and

7 A copy of this policy.

The building principal shall be responsible for determining whether the student poses a direct threat. The principal may consult with the student's medical, psychological, or therapeutic professional providers, if the parent or adult student consents to such consultation.

If the principal determines that a student poses a direct threat to others, the district will communicate the nature of the adverse action to the parent of the student and / or the adult student. Additionally, the district may condition the student's future receipt of a benefit or service upon the student's provision of documentation showing the student is no longer a threat. Such evidence may include, but is not limited to, a treatment plan or periodic reports from a physician.

In cases resulting in the interim suspension or other adverse action, an appeal may be filed with the district's Superintendent. The adversely affected adult student or the student's parent shall have ten (10) calendar days from the notice of the interim suspension or other adverse action to appeal to the Superintendent. The Superintendent shall schedule a meeting to consider the interim suspension or other adverse action and the objections of the affected student. Following this meeting the Superintendent may adopt the decision of the principal, enter the Superintendent's own decision, adopt the relief requested by the affected student, or take other action deemed necessary to achieve a reasonable resolution of the appeal. The decision of the Superintendent shall be final. The Superintendent's decision shall be rendered within fifteen (15) calendar days from the appeal meeting scheduled to discuss and consider the appeal.

Regardless of threat assessment activities, disciplinary action and referral to law enforcement are to occur when required by school board policy or Oklahoma laws.

This policy shall not restrict the right of the adversely affected adult student or the student's parent from appealing an interim suspension or an adverse action under another District policy, provided that interim suspension or other the adverse action would qualify for an appeal under that policy.

Special Education Direct Threat Policy

When the district intends to impose adverse action on a student with a disability or perceived disability based on a direct threat, notification in writing of the district direct threat inquiry will be provided to the parent of the student and / or the adult student who is the subject of the direct threat inquiry, as well as, IDEA Parents Rights in Special Education: Notice of Procedural Safeguards or Section 504/Title II: Information and Procedural Safeguards, whichever is applicable. This notification, subject to exceptional circumstances (as defined below), will include:

1. An invitation to provide documents and other information related to the inquiry and notice that if a response is not received within 24 hours, the direct threat inquiry will proceed with the documents and other information the district has available;
2. The name and contact information of the district employee coordinating the inquiry;
3. Notice that the student will not be subject to disciplinary action on the basis of unfounded fear, prejudice, and stereotypes;
4. The district's determination that a student poses a direct threat to the health or safety of others will be an individualized assessment based upon reasonable judgment that relies on current educational, psychological, medical knowledge, threat assessment inquiry, and any other available evidence to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will occur; and whether reasonable modifications of policies, practices or procedures, or the provision of auxiliary aids or services will mitigate the risk;
5. Notice that in exceptional circumstances, such as situations where safety is of immediate concern, the district may take interim steps pending a final decision regarding adverse action against the student so long as minimal due process (i.e., notice of the proposed action, the opportunity to present information on the student's behalf, and a right to appeal) is provided in the interim and more extensive due process is offered later;
6. Notice of the student's applicable appeal rights in the event of discipline or other adverse action; and
7. A copy of this policy.

The building principal, in consultation with the Director of Special Services shall be responsible for determining whether the student poses a direct threat. The principal will consult with individuals with in depth knowledge and experience in the area of the student's disability as part of the direct threat determination.

The principal may consult with the student's medical, psychological, or therapeutic professional providers, if the parent or adult student consents to such consultation.

If the district determines that a student poses a direct threat to others, the district will communicate the nature of the adverse action to the parent of the student. The process for appealing the imposition of the adverse action shall be the same as those outlined in the district's Board of Education policies for *Disciplinary Removal of Children with Disabilities* and *Student Behavior*. If the conduct giving rise to the adverse action (a) significantly contributed to the direct threat, and (b) is a manifestation of the student's

disability, the district may condition the future receipt of a benefit of service until a showing has been made that the student has eliminated the conduct. This showing can be made through evidence that includes, but is not limited to, a treatment plan or periodic report from a physician. If the conduct giving rise to the adverse action (a) significantly contributed to the direct threat, and (b) is determined not to be a manifestation of the student's disability, the student's IEP or Section 504/Title II team will meet prior to the end of the change of placement to reconsider the student's educational setting. In determining educational setting, the IEP or Section 504/Title II team will consider whether the student continues to pose a direct threat.

ADOPTED: September 12, 2016

REVISED: October 8, 2018

7.8 NOTIFICATION OF UNSATISFACTORY STUDENT PERFORMANCE

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

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

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

APPROVED: July 23, 1990

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

7.9 SEARCH OF STUDENTS AND PROPERTY

7.9 – 1.0 STUDENT SEARCH AND SEIZURE

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

1. Reasonableness.

- a. The decision to search must be based upon a reasonable suspicion that
 - (1) a violation of the law or school rules has occurred or is occurring;
 - (2) the student to be searched has committed the violation; and
 - (3) particular evidence of the violation will be discovered in the search.
- b. In deciding whether a suspicion is reasonable, all the circumstances surrounding the case should be considered, include:
 - (1) the student's age, history, and record 'n school;
 - (2) the prevalence and seriousness of the suspected violation;
 - (3) the school officials' prior experience in detecting the problem or recognizing suspicious behavior;
 - (4) the need to make a search without delay and further investigation;
 - (5) the specificity and source of the information used as justification for the search; and
 - (6) the particular teacher or school official's experience with the student.

2. Scope.

- a. The scope or extent of the search shall be reasonably related to the kind of objects being searched for, and not excessively intrusive in light of the student's age and sex and the nature of the suspected violation.
- b. A search commenced to discover a particular kind of item may be expanded or continued for additional items if circumstances warrant.

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

ADOPTED: September 19, 2005

7.9 – 2.0 LOCKER SEARCH AND SEIZURE

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

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

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

ADOPTED: September 19, 2005

7.10 RESERVED FOR FUTURE USE

7.11 ELIGIBILITY REQUIREMENTS FOR MIDDLE SCHOOL AND SENIOR HIGH STUDENTS

SECTION I

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

All organizational competitive events

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

SECTION II

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

SECTION III

Activities not requiring academic eligibility include:

Assemblies and performances within the school District

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

ADOPTED: August, 1989

REVISED: October 21, 1993; July 11, 1996; June 8, 2009

7.12 CONCURRENT ENROLLMENT OF HIGH SCHOOL STUDENTS IN COLLEGE

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

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

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

ADOPTED: August, 1982

REVISED: October 21, 1993; July 11, 1996; May 17, 2004; June 8, 2009

7.13 ACCEPTING ONLINE COMPUTER COURSES FROM ACCREDITED SCHOOLS ON TRANSCRIPT

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

ADOPTED: January 14, 2002

7.14 TRANSPORTATION POLICY

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

Students who live more than 1 ½ miles from the school to which they are assigned, will be provided transportation as soon as vehicles become available.

REVISED: July 11, 1996

7.14 – 1.0 BUS TRANSPORTATION SAFETY RULES

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

REVISED: October 21, 1993; July 11, 1996

7.15 STUDENT'S MOTOR VEHICLE CODE FOR SENIOR HIGH SCHOOL

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

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

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

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

REVISED: July 11, 1996

7.16 STUDENT DISCIPLINE AND DUE PROCESS

7.16 – 1.0 STUDENT BEHAVIOR

Discipline Code

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

1. Arson
2. Altering or attempting to alter another individual's food or beverage
3. Assault (whether physical or verbal) and/or battery
4. Attempting to incite or produce imminent violence directed against another person because of his or her race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information by making or transmitting or causing or allowing to be transmitted, any telephonic, computerized or electronic message
5. Attempting to incite or produce imminent violence directed against another person because of his or her race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information by broadcasting, publishing or distributing or causing or allowing to be broadcast, published or distributed, any message or material
6. Cheating
7. Conduct that threatens or jeopardizes the safety of others
8. Cutting class or sleeping, eating or refusing to work in class
9. Disruption of the educational process or operation of the school
10. Extortion
11. Failure to attend assigned detention, alternative school or other disciplinary assignment without approval
12. Failure to comply with state immunization records
13. False reports or false calls

14. Fighting
15. Forgery, fraud, or embezzlement
16. Gambling
17. Gang related activity or action
18. Harassment, intimidation, and bullying, including gestures, written or verbal expression, electronic communication or physical acts
19. Hazing (whether involving initiations or not) in connection with any school activity, regardless of location
20. Immorality
21. Inappropriate attire, including violation of dress code
22. Inappropriate behavior or gestures
23. Indecent exposure
24. Intimidation or harassment because of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information, including but not limited to: (a) assault and battery; (b) damage, destruction, vandalism or defacing any real or personal property; or threatening, by word or act, the acts identified in (a) or (b)
25. Obscene language
26. Physical or verbal abuse
27. Plagiarism
28. Possession or distribution of a caustic substance
29. Possessing, distributing or viewing obscene materials, including electronic possession, distribution or viewing (sexting)
30. Possession, without prior authorization, of a wireless telecommunication device

31. Possession, threat or use of a dangerous weapon² and related instrumentalities (i.e., bullets, shells, gun powder, pellets, etc.)
32. Possession, claimed possession, use, manufacture, distribution, sale, purchase, conspiracy to sell, distribute or possess or being in the chain of sale or distribution, or being under the influence of (a) alcoholic beverages, low-point beer (as defined by Oklahoma law, i.e., 3.2 beer), (b) any mind altering substance, except for medications taken for legitimate medical purposes pursuant to district policy, including but not limited to prescription medications for which the individual does not have a prescription, or medications used outside their intended therapeutic purpose, (c) paint, glue, aerosol sprays, salts, incense and other substances which may be used as an intoxicating substance, or (d) any substance believed or represented to be a prohibited substance, regardless of its actual content.
33. Possession or claimed possession of illegal and/or drug related paraphernalia
34. Possession or claimed possession of prescription and/or non-prescription medicine while at school and school related functions without prior district approval
35. Profanity
36. Purchasing, selling and/or attempting to purchase or sell prescription and non-prescription medicine while at school and school related functions
37. Sexual or other harassment of individuals including, but not limited to, students, school employees, volunteers
38. Theft
39. Threatening behavior, including but not limited to gestures, written, verbal, or physical acts, or electronic communications
40. Truancy
41. Use, possession, claimed possession, distribution or selling tobacco or tobacco related products in any form, including but not limited to cigarettes, cigars, loose tobacco, rolling papers, chewing tobacco, snuff, matches, lighters, e-cigarettes, personal vaporizers, electronic nicotine

² Students who are members of JROTC and are participating in an authorized school program may, with prior approval from the principal, bring an inoperable weapon to school for the sole and exclusive purpose of participating in the program. Students may only possess the inoperable weapon in a manner consistent with the authorization to participate in the program.

delivery systems, and any cartridge, container or product designed to be used in conjunction with these delivery systems, regardless of the nicotine content of the product.

42. Use or possession of missing or stolen property if property is reasonably suspected to have been taken from a student, a school employee, or the school
43. Using racial, religious, ethnic, sexual, gender or disability-related epithets
44. Vandalism
45. Violation of board of education policies, rules or regulations or violation of school rules and regulations including, but not limited to, disrespect, lingering in restrooms, running in halls, bringing unauthorized items to school, inappropriate or unauthorized use of cellular phones or other electronic media, name calling, destroying or defacing school property
46. Vulgarity
47. Willful damage to school property
48. Willful disobedience of a directive of any school official

In addition, conduct occurring outside of the normal school day or off school property that has a direct and immediate negative effect on the discipline or educational process or effectiveness of the school, will also result in disciplinary action, which may include in-school placement options or out-of-school suspension. This includes but is not limited to electronic communication, whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation or bullying at school.

School Safety and Bullying Prevention Act (OKLA. STAT. tit. 70, § 24-100.2)

The Oklahoma Legislature established the *School Safety and Bullying Prevention Act* with the express intent of prohibiting bullying in all schools. In addition to the prohibition listed in the student discipline code, above, the board has adopted a separate policy prohibiting bullying and outlining the district's plan to address it.

Sample Disciplinary Options

- *Instructor or Administrator Intervention*

May include, but is not limited to: warning conference with student, parent conference, referral to counselor, behavioral contract, restriction of privileges, requirement of corrective action by student, changing student's seat or class

assignment, involvement of local authorities or agencies, or other appropriate action as required or indicated by the circumstances.

- *Detention or In-School Intervention*

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

- *Alternative In-School Placement*

Alternative in-school placement is an optional correctional measure that may be used by the school when deemed appropriate. It involves assignment to a school site, designated by the school, for a prescribed course of education as determined by school representatives. Any such placement will be made in accordance with applicable special education procedural safeguards.

- *Alternative Out-of-School Placement*

Alternative out-of-school placement is an optional correctional measure specifically authorized in cases when a student has made electronic communications intended to terrify, intimidate, harass, or threaten injury or harm to faculty or students. Any such placement will be made in accordance with applicable special education procedural safeguards.

- *School Service*

School service may be required of students when an administrator believes that it would allow the student to understand the logical consequences of his/her conduct. Examples include, but are not limited to, cleaning after vandalism or littering, helping a teacher after disrupting a class, etc. School service will not be utilized to augment the district's workforce, in ways which are likely to endanger a student, or in a manner which is designed to unduly embarrass a student.

- *Out of School Student Suspension*

Students may be suspended out of school pursuant to the district's policy regarding student suspension.

Corporal punishment will not be utilized at any school site.

Student Privileges While Under Suspension

Participation in the extracurricular activities of the school is a privilege and not a right. Accordingly, when a student's behavior results in a determination by the principal to

impose disciplinary or other correctional measures against a student, the student will not be permitted to participate in any extracurricular activities offered by the school during the term of the discipline unless, in the sole judgment of the principal, such participation is appropriate given the nature of the offense committed by the student.

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

ADOPTED: September 19, 2005

REVISED: October 13, 2008; June 8, 2009; August 10, 2009; October 10, 2011;
December 10, 2012; September 9, 2013; October 13, 2014;
September 14, 2015; September 12, 2016; September 11, 2017

7.16 – 1.1 STUDENT SUSPENSION (OUT-OF-SCHOOL)

This policy applies only to out-of-school suspensions and, unless otherwise noted, all references to “suspension” in this policy mean out-of-school suspension. References to "parent" in this policy means a student's parent(s) or legal guardian(s). References to "principal" means the school principal or staff member to whom the principal has delegated the responsibility for student discipline.

Behavior or Conduct that May Result in Suspension:

Students may be suspended for:

1. violation of a school regulation (which includes but is not limited to any policy, rule, regulation, directive, etc.);
2. possession of an intoxicating beverage, low-point beer, as defined by OKLA. STAT. tit. 37, § 163.2, , or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities;
3. possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act. Possession of a firearm shall result in suspension as provided in the district's policy related to firearms;

Students who are suspended under categories 1 or 2 will be provided with an education plan as outlined below. No education plan will be required for students who are suspended under category 3.

Violent Acts Toward School Personnel

Any student in grades 6 through 12 found to have assaulted, attempted to cause physical bodily injury, or acted in a manner that could reasonably cause bodily injury to a school employee or person volunteering for the school shall be suspended for the remainder of the current semester and the next consecutive semester. For good cause and considering the totality of the circumstances, the district's superintendent or designee may modify the term of the suspension. Final action as to any such suspension, including its term, remains with the board of education or designated hearing officer, pursuant to a timely appeal.

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

District's Obligations Prior to Suspension

Before the district recommends suspension, other disciplinary options will be considered, including but not limited to: placement in an alternative school setting, reassignment to another classroom, and detention. The district will provide additional procedural safeguards as required by law for students identified as having disabilities under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act/Title II of the Americans with Disabilities Act.

Pre-Suspension Conference

When a student engages in behavior or conduct that may result in suspension the principal shall conduct an informal conference with the student.

At the conference the principal shall read the regulation that the student is charged with having violated and shall discuss the student's conduct. The student shall be asked whether he/she understands the regulation and be given a full opportunity to explain and discuss his/her conduct.

If the principal concludes that suspension is appropriate, the student shall be advised that he/she is being suspended and the length of the suspension. The principal shall immediately notify the parent by phone and in writing that the student is being suspended and that other disciplinary options were considered and rejected. The written notice will state which alternative disciplinary options were considered and why they were rejected. Elementary and middle school students shall not be dismissed before the end of the school day without advance notice to the parent.

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

Conferences with Parents

The principal will seek to hold a conference with the parent as soon as possible after the suspension has been imposed. The parent should be advised of his/her right to a conference with the principal at the time he/she is verbally notified that a suspension has been imposed. The conference will be held during the regular school hours, Monday through Friday, with consideration given whenever possible to the hours of working parents.

At the conference, the principal will read the regulation the student is charged with having violated and will briefly outline the student's conduct. The principal will also explain the reason for rejecting other disciplinary options. The parent should be asked by the principal if he/she understands the regulation and the charges against the student.

At the conclusion of the conference the principal shall state whether he/she will terminate or modify the suspension. In all cases the parent will be advised of the right to have the suspension reviewed by the superintendent, board of education, a hearing officer appointed by the board, or the suspension committee as provided by this policy. If the parent is in agreement with the principal's decision, he/she will be requested to sign a waiver of review.

Individualized Plans

Suspensions in excess of five (5) days shall include an Individualized Plan ("Plan") that shall describe either a home-based school work assignment setting or other appropriate work assignment setting. The Plan shall be prepared by the principal with the assistance of other school employees.

The Plan shall provide for the core units in which the student is enrolled. Core units shall consist of the minimum English, Mathematics, Science, Social Studies and Art units required by the Oklahoma State Department of Education for grade completion in grades kindergarten through eight and for high school graduation in grades nine through twelve.

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

Records

The principal will keep written records of each suspension conference. The records will contain the date of the conference, names of participants, time and duration of the conference, and the basis for rejecting alternative disciplinary options. The principal shall also maintain records related to the Plan and the student and/or parent's compliance with the Plan.

Suspension Terms

All suspensions will have a definite start and end date. The term of a suspension may be reduced if a student performs a specified remedial act if those conditions are agreed to at the time of the suspension. Suspension lengths will be as consistent as possible between students considering the nature of the conduct and the previous disciplinary history of the student.

Long-term suspensions are those suspensions in excess of ten (10) school days. Suspensions will not extend beyond the current school semester and succeeding semester, except in the case of possession of a firearm, in which case a suspension shall be for a period of not less than one (1) calendar year. Suspensions involving firearms are governed by the school district's Gun-Free Schools Student Suspension policy.

Short-term suspensions are those suspensions of ten (10) or fewer school days.

Long-Term Suspension Appeals

A parent/student may appeal the suspension to the superintendent and board of education or a hearing officer appointed by the board. The principal shall inform the parent/student of the right to appeal the suspension and the method for appealing. At the parent/student's option the appeal may be directly to the board or the board's appointed hearing officer.

A written appeal must be received by the superintendent within five (5) calendar days after the parent/student receives the principal's decision. If the superintendent does not receive a written appeal within five (5) calendar days of the principal's decision, the principal's suspension decision is final.

Appeals to the Superintendent or Designee ("Superintendent")

If the superintendent receives a timely written appeal request, the superintendent will hold a conference with the parent or guardian as soon as possible. The conference will be held during regular school hours, Monday through Friday, with consideration given to the hours of working parents whenever possible.

At the conference, the superintendent will read the regulation the student is charged with having violated and will briefly outline the student's conduct. The

parent will be asked if he/she understands the regulation and the charges against the student. The student/parent will be given an opportunity to provide his/her version of events.

At the conclusion of the conference the superintendent will state whether he/she shall terminate or modify the suspension. In all cases the parent shall be advised of the right to have the suspension reviewed by the board of education or a board-appointed hearing officer. If the parent is in agreement with the superintendent's decision, he/she shall be requested to sign a waiver of review by the board.

Appeals to the Board of Education or Designated Hearing Officer

An appeal must be presented by letter to the superintendent within five (5) calendar days after the parent/student receives the superintendent's decision. If the superintendent does not receive a written appeal within five (5) calendar days of the superintendent's decision, the superintendent's suspension decision is final.

If the board receives a timely written appeal request, the board or an appointed hearing officer will hear the appeal as soon as possible. This decision is final and nonappealable.

The parent/student will be notified in writing of the date, time and place of the hearing and will have the right to choose an "open" or "closed" hearing. Reasonable efforts will be made to accommodate the work schedule of parents. The following procedures will be followed:

1. The board president or the appointed hearing officer should:
 - a. Announce that the next agenda item is a suspension review hearing.
 - b. Ask whether the parent/student wants the hearing to be open to the public or in executive session. The offer of an open hearing and the response is to be made a part of the minutes of the meeting. If the parent/student requests a closed hearing, a motion to go into executive session per their request should be made and voted on.
2. The board president or hearing officer should advise the parent/student:
 - a. That they are entitled to legal counsel, if they desire it.
 - b. That the administration will present its witnesses first and that after each witness the parent or their legal counsel will be given an opportunity to cross-examine.

- c. That the parent/student will be given an opportunity to call any relevant witnesses and present any relevant evidence, subject to cross-examination by the administration's legal counsel.
 - d. That the board or its hearing officer will consider the evidence and documents and reach a decision that will be recorded by vote in open session.
 - e. That the parent/student may ask any questions about the procedure.
3. Administration may call witnesses and present documents subject to cross-examination.
4. Parent/student may call any witnesses and present documents subject to cross-examination.
5. After each witness is presented board members or the hearing officer may ask the witness questions.
6. Parent/student's closing statement.
7. Administration's closing statement.
8. Deliberate in private. (If the hearing is not in executive session, the board or its hearing officer may deliberate in executive session only with permission of the parent/student.)
9. Return to open session and vote. After adopting a motion making certain findings of fact the board must make a motion to: (1) affirm the suspension; (2) modify the suspension (increase or decrease severity of the suspension); or (3) revoke the suspension. If the hearing is before a hearing officer, no motions will be required as a part of the hearing process; otherwise, the hearing officer will have the same obligations as the board when rendering a decision.

Attendance at School Pending Appeal Hearing

Pending an appeal of the student suspension, the student will have the right to attend school under such "in-house" restrictions as the principal deems proper, except that at the discretion of the principal, the student may be prohibited from attending school pending any appeal hearing if in the judgment of the principal the student's continued presence in the building will constitute an immediate danger to the health or safety of students, school employees, school property, or

would be a substantial disruption of the educational process.

Short-Term Suspension Appeals

A parent or student may appeal the suspension decision to a suspension review committee established by the superintendent. The principal shall inform the parent/student of the right to appeal the suspension and the method for appealing.

An appeal must be presented by letter to the principal within five (5) calendar days after the parent/student receives the principal's decision. If the principal does not receive a written appeal within five (5) calendar days of the decision, the principal's suspension decision is final.

Upon receipt of the request, the principal shall confirm that the student's suspension falls within the category of suspensions to which an appeal to the committee is authorized. If the principal determines that the suspension is a long-term suspension, or the original short-term suspension is extended beyond ten (10) school days prior to the hearing, the procedures applicable to long-term suspensions must be followed and the student must be given the opportunity to appeal any adverse decision to the board of education.

Hearing the Appeal

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

briefly explain the student's conduct, and present any evidence and witnesses that support the student's position.

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

Student Privileges While Under Suspension

Participation in school extracurricular activities is a privilege and not a right. Accordingly, students who are suspended are immediately ineligible to participate in extracurricular activities, notwithstanding the filing of an appeal. "Extracurricular activities" include, but are not limited to, all school sponsored teams, clubs, organizations, ceremonies, student government, band, athletics and all other school sponsored activities and organizations.

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December 10, 2012; September 9, 2013; October 14, 2013;
September 14, 2015

7.16 – 1.2 POLICY PROHIBITING STUDENT BULLYING

Statement of Legislative Mandate and Purpose

This policy is a result of the legislative mandate and public policy embodied in the *School Safety and Bullying Prevention Act*, 70 OKLA. STAT. § 24-100.2 et seq. ("Act"). The district intends to comply with the mandates of the Act and expects students to refrain from bullying. Bullying is expressly forbidden and students who bully are subject to disciplinary consequences as outlined in the district's policy on student behavior. Bullies may also be provided with assistance to end their unacceptable behavior, and targets of bullies may be provided with assistance to overcome the negative effects of bullying.

Definition of Terms

- A. Statutory definition of terms:

"Bully" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or

group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

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

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

Note: Bullying by electronic communication is prohibited whether or not such communication originated at school, or with school equipment, if the communication is specifically directed at students or school personnel and concerns bullying at school.

“At school” means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

B. The “Reasonable Person” Standard

In determining what a “reasonable person” should recognize as bullying, staff will consider the point of view of the intended target, including any characteristics unique to the intended target. Staff may also consider the discipline history and physical characteristics of the alleged bully.

C. Types of Bullying

“Physical Bullying” includes harm or threatened harm to another’s body or property, including but not limited to threats, tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.

“Emotional Bullying” includes the intentional infliction of harm to another’s self-esteem, including but not limited to insulting or profane remarks or gestures, or harassing and frightening statements.

“Social Bullying” includes harm to another’s group acceptance, including but not limited to gossiping; spreading negative rumors to cause a targeted person to be socially excluded, ridiculed, or otherwise lose status; acts designed to publicly embarrass a targeted person, damage the target’s current relationships, or deprive

the target of self-confidence or the respect of peers.

“Sexual Bullying” includes harm of a sexual nature, including but not limited to making unwelcome sexual comments or gestures to or about the targeted person; creating or distributing vulgar, profane or lewd words or images about the target; committing a sexual act at school, including touching private parts of the target’s body; engaging in off-campus dating violence that adversely affects the target’s education opportunities; making threatening sexual statements directed at or about the target; or gossiping about the target’s sexuality or sex life. Such conduct may also constitute sexual harassment which is prohibited by the district.

Understanding and Preventing Bullying

A. Student and Staff Education and Training

A full copy of this policy will be posted on the district’s website and included in all district handbooks. Parents, guardians, community members, and volunteers will be notified of the availability of this policy through the district’s annual written notice of the availability of the district’s anti-bullying policy. Written notice of the policy will also be posted at various places in all district school sites.

Students and staff will be periodically reminded throughout the year of the availability of this policy, the district’s commitment to preventing bullying, and help available for those affected by bullying. Anti-bullying programs will be incorporated into the district’s other violence prevention efforts.

All staff will receive annual training regarding preventing, identifying, reporting, and managing bullying. The district’s bullying coordinator and individuals designated as school site investigators will receive additional training regarding appropriate consequences and remedial action for bullies, helping targets of bullies, and the district’s strategy for counseling and referral for those affected by bullying.

Students will receive annual education regarding behavioral expectations, understanding bullying and its negative effects, disciplinary consequences for infractions, reporting methods, and consequences for those who knowingly make false reports. Parents and guardians may participate in a parent education component.

B. Safe School Committees

Each Safe School Committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues which interfere with and adversely affect school safety.

With respect to student bullying, each Committee shall assist the board in promoting a positive school climate. The Committee will study the district's policy and currently accepted bullying prevention programs (available on the state department website) to make recommendations regarding bullying. These recommendations must be submitted to the principal and cover: (i) needed staff development, including how to recognize and avoid bullying; (ii) increasing student and community involvement in addressing bullying, (iii) improving individual student-staff communication, (iv) implementing problem solving teams which include counselors and/or school psychologists, and (v) utilizing behavioral health resources.

Student Reporting

Students are encouraged to inform school personnel if they are the target of or a witness to bullying. To make a report, students should notify a teacher, counselor, or principal. The employee will give the student an official report form, and will help the student complete the form, if needed.

Students may make an anonymous report of bullying, and such report will be investigated as thoroughly as possible. However, it is often difficult to fully investigate claims which are made anonymously and disciplinary action cannot be taken against a bully solely on the basis of an anonymous report.

Staff Reporting

Staff members will encourage students to report bullying. All employees are required to report acts of bullying to the school principal on an official report form. Any staff member who witnesses, hears about, or suspects bullying is required to submit a report.

Bullying Investigators

Each school site will have a designated individual and an alternate to investigate bullying reports. These individuals will be identified in the site's student and staff handbooks, on the district's website, and in the bullying prevention education provided annually to students and staff. The district's anti-bullying program is coordinated at the district level by its bullying coordinator, Bret Smith, Executive Director of Operations.

Investigating Bullying Reports

For any alleged incidents of bullying reported to school officials, the designated school official will investigate the alleged incident(s) and determine (i) whether bullying occurred, (ii) the severity of the incident(s), (iii) the potential for future violence, and (iv) the reason for the actual or perceived bullying.

In conducting an investigation, the designated official shall interview relevant students and staff and review any documentation of the alleged incident(s). School officials may

also work with outside professionals, such as local law enforcement, as deemed appropriate by the investigating official. In the event the investigator believes a criminal act may have been committed or there is a likelihood of violence, the investigator will immediately call local law enforcement and the superintendent.

At the conclusion of the investigation, the designated employee will document the steps taken to review the matter, the conclusions reached and any additional action taken, if applicable. Further, the investigator will notify the district's bullying coordinator that an investigation has occurred and the results of the investigation. In the event the investigation reveals that bullying occurred, the district's bullying coordinator will refer the student who committed the act of bullying to a delinquency prevention and diversion program through the Office of Juvenile Affairs.

Upon completion of an investigation, the school may recommend that available community mental health care or substance abuse options be provided to a student, if appropriate. The school may provide a student with information about the types of support services available to the student bully, target, and any other students affected by the prohibited behavior. These resources will be provided to any individual who requests such assistance or will be provided if a school official believes the resource might be of assistance to the student/family. The district is not responsible for paying for these services. No school employee is expected to evaluate the appropriateness or the quality of the resource provided, nor is any employee required to provide an exhaustive list of resources available. All school employees will act in good faith.

The school may request the disclosure of information concerning students who have received substance abuse or mental health care (pursuant to the previous paragraph) if that information indicates an explicit threat to the safety of students or school personnel, provided the disclosure of the information does not violate the requirements and provisions of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, OKLA. STAT. tit. 12 § 1376, OKLA. STAT. tit. 59 §1376 of the Oklahoma Statutes, or any other state or federal laws regarding the disclosure of confidential information. The school may request the disclosure of information when it is believed that the student may have posed a danger to him/herself and having such information will allow school officials to determine if it is safe for the student to return to the regular classroom or if alternative education arrangements are needed.

Parental Notification

The assigned investigator will notify the parents of a target within one (1) school day that a bullying report has been received. Within one (1) school day of the conclusion of the investigation, the investigator will provide the parents of a target with the results of the investigation and any community resources deemed appropriate to the situation.

If the report of bullying is substantiated, within one (1) school day of the conclusion of the investigation, the investigator will contact the parents of the bully to discuss

disciplinary action and any community resources deemed appropriate to the situation.

The timelines in this parental notification section may be reasonably extended if individual circumstances warrant such an extension.

Parental Responsibilities

All parents/guardians will be informed in writing of the district's program to stop bullying and will be given a copy of this policy upon request. An administrative response to a reported act of bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

- Report bullying when it occurs;
- Take advantage of opportunities to talk to their children about bullying;
- Inform the school immediately if they think their child is being bullied or is bullying other students;
- Watch for symptoms that their child may be a target of bullying and report those symptoms; and
- Cooperate fully with school personnel in identifying and resolving incidents.

Student Transfers

Students who are victims of bullying, and who report the incident(s) to school administrators, may choose to transfer to another school district. Any application for transfer must be made in accordance with the receiving school district's transfer policy.

Monitoring and Compliance

In order to assist the State Department of Education with compliance efforts pursuant to the *School Safety and Bullying Prevention Act*, 70 OKLA. STAT. § 24-100.2 et seq., the district will identify a Bullying Coordinator who will serve as the district contact responsible for providing information to the State Board of Education. The Bullying Coordinator shall maintain updated contact information on file with the State Department of Education and the school district will notify the State Department of Education within fifteen (15) days of the appointment of a new Bullying Coordinator.

A copy of this policy will be submitted to the State Department of Education by December 10th of each school year as part of the school district's Annual Performance Report.

ADOPTED: October 13, 2008

REVISED: December 10, 2012; September 9, 2013; October 13, 2014;
September 14, 2015

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

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

Students Suspended By Another School

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

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

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

If the student was suspended from another school for other than a violent act or an act showing deliberate or reckless disregard for the health or safety of faculty or other students, then the Superintendent or designee and the Board of Education will also

consider (3) whether the length of the suspension and any conditions imposed pursuant to the suspension are consistent with the School District's suspension policy for the same or similar offenses. If the answer to (3) is in the affirmative, the Prohibition Term will be upheld. The student will be eligible to enroll following the expiration of the Prohibition Term. If the suspension imposed upon the student is found to be inconsistent with the School District's student suspension policy or practices for similar offenses, then the Superintendent or designee and the Board may consider modifications to the Prohibition Term and/or the conditions associated with that Prohibition Term to make the Prohibition Term consistent with the School District's suspension policy or practices. The student will be eligible to enroll following expiration of the Prohibition Term, as modified.

Students Seeking A Transfer

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

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

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

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

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

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

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

ADOPTED: September 19, 2005

REVISED: August 21, 2006

7.16 – 3.0 HAZING

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

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

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

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

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

ADOPTED: September 19, 2005

7.16 – 4.0 GUN-FREE SCHOOLS STUDENT SUSPENSION

Any student who is determined to have:

- brought a weapon to a school under the jurisdiction of the district; or
- possessed a weapon within two thousand (2,000) feet of public school property; or
- possessed a weapon at a school event

shall be suspended out of school for a period of not less than one calendar year. This policy does not apply to students who are members of the JROTC and who possess or bring an inoperable weapon to school for participation in a school program, provided the student obtained prior permission from the principal, the weapon remains inoperable while at school and the weapon is used consistent with the permission granted.

Any out-of-school suspension imposed under this policy may be modified for any student on a case-by-case basis by the chief administrative officer of the district.

For the purposes of this policy, the following definitions shall control:

- The term "weapon" means a firearm as such term is defined in Section 921 of Title 18 of the United States Code.
- The term "chief administrative officer" means the superintendent or the board of education.
- The term "determined to have brought a weapon to a school under the jurisdiction of the district" means any student being in possession or control of a weapon on property owned, leased or rented by the district, including, but not limited to, school buildings, parking lots and motor vehicles and any student who is in possession or control of a weapon at any district sponsored function regardless of whether such function is conducted on district property.

Enforcement of this policy shall be consistent with state and federal laws dealing with discipline of students with disabilities.

Students who violate this policy will be referred to the appropriate criminal justice or

juvenile delinquency system. Any firearm seized from a student by any school employee shall immediately be delivered to a law enforcement authority for disposition pursuant to applicable law.

Any out-of-school suspension initiated pursuant to this policy shall be subject to the procedural safeguards set forth in the district's policy for the out-of-school suspension of students.

Consistent with Oklahoma law, for an out-of-school suspension under this policy, no education plan shall be implemented during the term of the suspension. This policy does not apply to student suspensions for non-weapon violations.

ADOPTED: September 12, 1994

REVISED: September 19, 2005; October 13, 2014

7.16 – 5.0 STUDENT POSSESSION OF DANGEROUS WEAPONS

In order to provide a safe environment for the students and staff of the district, the board of education adopts this policy prohibiting the possession and/or use of dangerous weapons, replicas or facsimiles of dangerous weapons and items or instrumentalities which are used to threaten harm or are used to harm any person.

Dangerous weapons, including but not limited to firearms, are a threat to the safety of the students and staff of the district. In addition, possession of dangerous weapons, or replicas or facsimiles of dangerous weapons, disrupts the educational process and interferes with the normal operation of the district.

For the foregoing reasons and except as specifically provided in paragraph 10 below, possession by any student of a dangerous weapon, as that term is defined in this policy, or a replica or facsimile of a dangerous weapon, while on school property, at a school-sponsored activity, or on a school bus or vehicle, is prohibited. Further, use of any item or instrumentality by a student to threaten harm to any person or which is used to harm any person, while on school property, at a school-sponsored activity, or on a school bus or vehicle, is prohibited.

For purposes of this policy, "possession of a dangerous weapon" includes, **BUT IS NOT LIMITED TO**, any person having a dangerous weapon: (1) on his or her person; (2) in his or her locker; (3) in his or her vehicle; (4) held by another person for his or her benefit; or (5) at any place on school property, a school bus or vehicle, or at a school activity.

A dangerous weapon includes, **BUT IS NOT LIMITED TO**, a pistol, revolver, rifle, shotgun, air gun or spring gun, B-B gun, stun gun, hand grenades, fireworks, slingshot, bludgeon, blackjack, brass knuckles or artificial knuckles of any kind, nun-chucks, dagger, bowie knife, dirk knife, butterfly knife, any knife, regardless of the length or sharpness of the blade, any knife the blade of which can be opened by a flick of a button

or pressure on the handle, any pocketknife, regardless of the length or sharpness of the blade, any pen knife, "credit card" knife, razor, dart, ice pick, explosive smoke bomb, incendiary device, sword cane, hand chains, firearm shells or bullets, garrottes, choking devices, mace, pepper spray, and any item whose principal purpose is for use as a weapon, whether offensive or defensive, and any replica or facsimiles of any of the foregoing items, or any item or instrumentality which is used to threaten harm or is used to harm any person or any chemical, material or substance which can cause an irritation to or reacts with human tissue, or any chemical, material or substance used, given, applied to or administered to another person without that person's consent. The foregoing list of "dangerous weapons" is descriptive and by way of example only and is not to be considered an exclusive or limiting list of dangerous weapons. It will not be a defense to any disciplinary action under this policy that the student possessing the dangerous weapon did not know that it is dangerous weapon, but such claim of a lack of knowledge may be considered in mitigation of any disciplinary penalty.

Any student in possession of a dangerous weapon, or replica or facsimile of a dangerous weapon, in violation of this policy or who uses any item or instrumentality to threaten harm to any person or is used to harm any person may be placed under emergency suspension from school, pending an investigation of the incident by the appropriate school or legal authorities. Students who violate this policy may be suspended from school, barred from school property and all school activities for any period of time up to the maximum period authorized by law. Additionally, appropriate school staff members may seek to file criminal charges against the student.

If a teacher or other school employee has a reasonable suspicion to believe that a student is in possession of a dangerous weapon, or a replica or facsimile of a dangerous weapon, the teacher or employee shall immediately investigate the matter and shall confiscate any such weapon found if this can be accomplished without placing any students or staff in jeopardy, and shall immediately notify the superintendent or the superintendent's designee. If the teacher or employee does not believe that the weapon can be confiscated safely, the teacher or employee shall immediately notify the superintendent or the superintendent's designee of the situation.

If the superintendent or his/her designee learns that a student is believed to be in possession of a dangerous weapon or replica or facsimile thereof, the superintendent or designee shall observe the following procedure:

1. Immediately investigate the matter and contact the police or campus security, if appropriate.
2. If not already confiscated by an employee of the district and if it can be accomplished without risk of injury, the superintendent or designee should take possession of the dangerous weapon or replica or facsimile.
3. Notify the superintendent or designee.

4. Notify the student's parents.
5. Cooperate fully with the police.
6. Transfer confiscated weapon to the police department, if feasible.

A student who has been suspended from another school district because of the possession of a dangerous weapon, or replica or facsimile of a dangerous weapon, shall not be accepted as a transfer student into the district.

An exception to this policy may be granted for students participating in an authorized curricular or extracurricular activity or team involving the use or demonstration of a dangerous weapon, or replica or facsimile of a dangerous weapon. For this exception, prior written approval by the superintendent is required. Students who participate in JROTC may also be granted an exception to bring an inoperable weapon onto campus for the limited purpose of participating in a school program. The principal must approve this exception in advance, the weapon must remain inoperable at all times while on campus, and the weapon must not be used in a manner which is inconsistent with the permission granted.

A student's inadvertent or unintentional possession of a dangerous weapon or replica or facsimile thereof on school property, a school bus or vehicle, or at a school activity is no defense or excuse to compliance to this policy, but may be considered in determining the length or severity of any punishment for violation of this policy.

Notwithstanding any of the foregoing provisions, rights of due process for all students and rights of disabled students must be observed in accordance with applicable law and school board policies.

ADOPTED: October 13, 2014

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

7.17 – 1.0 ALCOHOL, DRUGS, TOBACCO AND ILLICIT DRUGS

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

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

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

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

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

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

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

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

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

REVISED: June 9, 1997

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

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

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

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

REVISED: July 11, 1996; November 11, 1996; June 8, 2009

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

A student who is found to have distributed, sold, conspired to sell or was in the chain of sale or distribution of alcoholic beverages or beer of any type, or is found to have been in

possession, distributed, sold, conspired to sell or possess or are in the chain of sale or distribution or are under the influence of a controlled dangerous substance or illicit drugs, as defined by the statutes of the State of Oklahoma or as defined by federal statutes, while attending school, on school premises, or at a school-sponsored function, shall be issued a long-term out-of-school suspension.

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

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

APPROVED: July 21, 1986

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

7.17 – 4.0 POSSESSION AND USE OF TOBACCO POLICY FOR STUDENTS

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

The disciplinary actions to be taken are:

First offense – five days in In-School Detention.

Second offense – may result in an out-of-school suspension for the remainder of the semester and the following semester.

APPROVED: September 9, 1985

REVISED: November 17, 1986; July 25, 1988; July 23, 1990; July 11, 1996; September 19, 2005; June 8, 2009; October 11, 2010

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

7.18 – 1.0 EDUCATIONAL SERVICES UNDER SECTION 504

The District recognizes its responsibilities to children who are or may be qualified persons with disabilities under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) and Title II of the Americans with Disabilities Act (“Title II”). In an effort to ensure that District employees understand and implement the requirements of Section 504 and Title II, the Board of Education adopts the following policy.

Qualified Individual with a Disability

All qualified persons with disabilities within the jurisdiction of the Ponca City Public Schools are entitled to a free appropriate public education (“FAPE”), regardless of the nature or severity of the person’s disability. Section 504 and Title II define a person with a disability as any person who (a) has a physical or mental impairment that substantially limits one or more major life activities, (b) has a record of such an impairment or (c) is regarded as having such an impairment. The definition of disability shall be construed in favor of broad coverage of individuals, to the maximum extent permitted by Section 504 and Title II.

The term “physical or mental impairment” means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genitor-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The phrase “physical or mental impairment” includes, but is not limited to, such contagious and noncontagious diseases and conditions as orthopedic, visual, speech and hearing impairments, cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, mental retardation, emotional illness, specific learning disabilities, HIV disease (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism. The following are excluded from the term “physical or mental impairment:” (a) an individual who currently engages in the illegal use of drugs; (b) homosexuality and bisexuality; (c) transvestism, transsexualism, pedophilia, exhibitionism, voyeurism, gender identity disorders not resulting from physical impairments, or other sexual behavior disorders; (d) compulsive gambling, kleptomania, or pyromania; and (e) psychoactive substance use disorders resulting from current illegal use of drugs.

The term “major life activities” includes, but is not limited to, functions such as caring for one’s self, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating and working. A “major life activity” also includes the operation of a

major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions.

An impairment that substantially limits one major life activity need not limit other major life activities in order to be considered a disability. Also, an impairment that is episodic or in remission is a disability if it would substantially limit a major life activity when active.

Mitigating Measures

The determination of whether an impairment substantially limits a major life activity shall be made without regard to the ameliorative effects of mitigating measures such as:

- (a) medication, medical supplies, equipment, or appliances, low-vision devices (which do not include ordinary eyeglasses or contact lenses), prosthetics including limbs and devices, hearing aids and cochlear implants or other implantable hearing devices, mobility devices, or oxygen therapy equipment and supplies;
- (b) use of assistive technology;
- (c) reasonable accommodations or auxiliary aids or services; or
- (d) learned behavioral or adaptive neurological modifications.

The ameliorative effects of the mitigating measures of ordinary eyeglasses or contact lenses shall be considered in determining whether an impairment substantially limits a major life activity.

For purposes of this policy, a “qualified person with a disability” is a person with a disability who is (a) of an age during which it is mandatory under Oklahoma law to provide such services to persons with disabilities; (b) of an age during which persons without disabilities are provided such services; or (c) a person for whom a state is required to provide a FAPE under the Individuals with Disabilities Education Act.

Appropriate Education

An appropriate education may comprise education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day. Special education may include specially designed instruction in classrooms, at home, or in private or public institutions and may be accompanied by related services such as speech therapy, occupational and physical therapy, psychological counseling and medical diagnostic services necessary to the child’s education.

An appropriate education in the District will include:

- Regular or special education and related aids and services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- The education of each student with a disability with nondisabled students, to the maximum extent appropriate to the needs of the student with a disability;
- Evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and
- Establishment of due process procedures that enable parents and guardians to receive required notices, review their child's records and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

The District will design education programs for student with disabilities to meet their individual needs to the same extent that the needs of nondisabled students are met. The District will provide the quality of education services to students with disabilities that equals the quality of services provided to nondisabled students. The District will provide teachers for students with disabilities who are trained in the instruction of individuals with disabilities. The District will provide comparable facilities for students with disabilities and make appropriate materials and equipment available. The District will not exclude students with disabilities from participating in nonacademic services and extracurricular activities on the basis of disability. The District will provide persons with disabilities an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the District, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Educational Setting

The District will place students with and without disabilities in the same setting, to the maximum extent appropriate to the educational needs of the students with disabilities. The District shall place students in the regular education environment unless the District demonstrates that the education of the student in the regular education environment with the use of supplementary aids and services cannot be achieved satisfactorily. Students with disabilities will participate with nondisabled students in both academic and nonacademic services, including meals, recess and physical education, to the maximum extent appropriate to their individual needs.

As necessary, the District will provide specific supplementary aids and services for students with disabilities to ensure an appropriate education setting. Supplementary aids may include, but are not limited to, interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments.

If the District places an individual with disabilities in another school, the District will take into account the proximity of the other school to the student's home.

Evaluation and Placement

The district shall annually undertake to identify and locate every qualified child with a disability residing in the district's jurisdiction who is not receiving a public education and take appropriate steps to notify children with disabilities and their parents or guardians of the district's duties under Section 504 and Title II.

Examples of situations in which school personnel may reasonably conclude that a student needs or is believed to need special education or related aids and services includes (a) when a teacher, based on observation of or work with the student, expresses a view that an evaluation is needed, or (2) when the parent of a student has requested an evaluation.

The District will make evaluation and placement decisions in accordance with appropriate procedures required by law. The District will conduct an individual evaluation before any action is taken with respect to the initial placement of a child who has a disability or before any significant subsequent change in that placement. The District will use tests and other evaluation materials that have been validated for the specific purpose for which they are used. The tests and other evaluation materials will include those tailored to assess the student's specific areas of educational need, not merely those designed to provide a single general intelligence quotient (IQ) score. Trained personnel will administer the tests and other evaluation materials in conformance with the instructions provided by their producer. The District will select and administer tests so as best to ensure that, when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills, unless those skills are the factors the test purports to measure.

In interpreting evaluation data and making placement decisions, the District will draw upon information from a variety of sources, including but not limited to aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background and adaptive behavior. Grades alone are an insufficient basis upon which to determine whether a student has a disability and may not be the determinative factor in deciding whether a student with a disability needs special education or related aids and services. Grades are just one consideration and do not provide information on how much effort or how many outside resources are required for the student to achieve those grades.

A multidisciplinary group, including persons knowledgeable about the child, the meaning of the evaluation data and the placement options, will document and consider carefully information obtained from all such sources in making eligibility and placement decisions. A parent is a required participant if he or she is a person knowledgeable about the student.

The multidisciplinary group will consider reevaluation at least every three years for each student for whom the District is providing a FAPE or more frequently if conditions warrant or if the child's parent or teacher requests a reevaluation. While reevaluation does not require prior parental consent, parental notification prior to reevaluation is required. Reevaluation shall occur using the same evaluation criteria for an initial evaluation. The district shall reevaluate a student with a disability in the following circumstances, including, but not limited to, a reevaluation (1) in any area where a disability is suspected, (2) if the student's behaviors or needs have changed warranting a reevaluation, and (3) before any significant change in placement (including, for example, termination or significant reduction of educational or related services). Reevaluations will be completed within a reasonable period of time.

Section 504/Title II Plan

When the multidisciplinary group determines that a student is eligible for educational services under Section 504 and Title II, it will prepare a plan documenting how the District will provide FAPE for that student. The plan will identify the educational services, related services and supplementary aids and services needed to meet the student's individual educational needs in the least restrictive environment, the person(s) responsible for implementing each component of the plan, the starting and ending dates for each component and a date, no less than annually, on which to review the plan.

The District will provide appropriate education and related aids and services free of charge to students with disabilities and their parents or guardians, except for fees equally imposed on nondisabled persons or their parents or guardians.

If the District is unable to provide a FAPE itself, it may place a person with a disability in, or refer the person to, a program other than the one it operates. However, the District will remain responsible for ensuring that the education offered to the student is appropriate, as defined by law, and for coverage of financial obligations associated with the placement. The District will ensure that adequate transportation is provided to and from any program in which it places the student that is not operated by the District, at no greater personal or family cost that would be incurred if the student were placed in the District's program.

Procedural Safeguards

The District will employ procedural safeguards regarding the identification, evaluation or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. District personnel will notify parents or guardians

of any evaluation or placement actions and parents or guardians will be allowed to examine the student's records. The District will provide parents or guardians with a copy of its *Section 504 of the Rehabilitation Act of 1973/Title II of the Americans with Disabilities Act Information and Procedural Safeguards form* annually at the student's Section 504 plan meeting and when the District (a) seeks parent or guardian consent for Section 504 evaluation or reevaluation, (b) receives a complaint from the parent or guardian alleging failure to comply with Section 504 or Title II requirements, (c) receives a request from the parent or guardian for a copy of the *Procedural Safeguards form*, and (d) takes any action with respect to the identification, evaluation, or educational placement of the student.

The District will provide an impartial hearing by an objective, neutral hearing officer that will allow parents or guardians to challenge identification, evaluation and placement procedures and decisions. If parents or guardians disagree with the District's decisions, they will be afforded an impartial hearing, with an opportunity for their participation and for representation by counsel. The District will make available an impartial administrative review procedure by an objective, neutral review officer to parents or guardians who want to challenge the hearing decision. If the parent or guardian wants to challenge the administrative review decision, he or she may file an action in state or federal court.

Retaliation

The District also prohibits retaliation, intimidation, threats, or coercion of any person for opposing discrimination or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, appealing, or participating in any other discrimination complaint proceeding or hearing. The District will take steps to prevent the alleged perpetrator or anyone else at the District from retaliating against the alleged victim or any person who acts to oppose discrimination or participates in the complaint process. These steps include notifying students and employees that they are protected from retaliation, making sure that victims know how to report future problems and making follow-up inquiries to see if there have been any new incidents. If retaliation occurs, the District will take strong responsive action.

Persons with complaints or concerns about the application of this policy should contact:

Section 504/Title II of the Americans with Disabilities Act Coordinator (for questions or complaints based on disability)

Director of Special Services

613 E. Grand Ave.

Ponca City, OK 74601

(580) 767-8000

ADOPTED: September 19, 2005; August 10, 2009

REVISED: September 12, 2016

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

1. General Policy Statement

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

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

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

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

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

2. Identification of Children

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

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

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

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

3. Individualized Education Program Procedure

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

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

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

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

4. Students in Private Schools

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

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

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

5. Student Assessment

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

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

AMENDED: July 20, 1987

READOPTED: September 17, 2001

AMENDED: September 19, 2005

7.19 – 1.0 EXTENDED SCHOOL YEAR SERVICES

Extended school year (“ESY”) services are special education and related services provided to a child with a disability (ages 3 through 21) beyond the District’s normal school year in accordance with the child’s IEP that are necessary for the child to receive a free appropriate public education in accordance with state standards and the Individuals with Disabilities Education Act, as amended (“IDEA”). It is the District’s intent to make ESY services available at no cost to each child with a disability who is determined to need the services in accordance with this policy.

The IEP team for each child with a disability will determine his or her need for ESY services, regardless of the child’s categorical disability. The IEP team will consider each child’s ESY need at the child’s annual review meeting, and any IEP team member may also raise the issue at any other time. The IEP team will determine ESY need in a timely manner to ensure that each child consistently receives a free appropriate public education.

The purpose of ESY services is to ensure that each child receives meaningful educational benefit. To determine whether a child needs ESY services, the IEP team will consider the following factors as relevant to the child:

- The child’s degree of impairment;

- The child's actual/predicted degree of regression;
- The child's actual/predicted time necessary for recoupment of skills;

ESY services may be appropriate when the team determines that a child has regressed or is predicted to regress to such a severe degree in a critical skill area that recovery of such skill loss following the break in programming is unlikely or would require an unusually long period of time to recoup skills obtained.

- The ability of the child's parents to provide educational structure at home;

After affirming a parent's capacity to maintain a child's skills during the summer, an IEP team may determine that an appropriate ESY program consists totally or partially of such intervention. Even where a serious regression/recoupment problem has previously been documented, if the IEP team determines that parents are capable of maintaining a child's skills over the summer months or beyond the normal school year, the District may not be required to provide additional services.

- The child's rate of progress;
- The child's behavioral problems;
- The child's physical problems;
- The availability of alternative resources;
- The ability of the child to interact with nondisabled children;
- The area(s) of the child's curriculum that require continuous attention;
- The child's vocational needs;
- The least restrictive environment for services; and
- Other relevant factors as determined by the IEP team.

In making the determination, the IEP team will collect, review and analyze existing information and pertinent data, including, but not limited to, the child's impairment, educational history and present levels of academic achievement and functional educational performance, which could include the following:

- Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;

- Functional assessments used in natural environments (home, community, work and school);
- An analysis of data collected on a regular basis;
- Evaluations of those areas involving related services;
- Parent, student and/or service provider information;
- Interviews with teachers and parents on the success or potential success of ESY services; and
- An applied behavior analysis to directly assess students' performance of IEP objectives across time.

To document the decision concerning a child's need for ESY, the IEP team will use OSDE Form 16, Consideration for Extended School Year Services.

If the IEP team determines that the child needs ESY services, it will complete appropriate documentation, such as the IEP/Review, to reflect the child's ESY program and placement. The IEP team will identify which goal(s) and objectives/benchmarks, if any, will be addressed by the child's ESY services. The IEP team will not unilaterally limit the type, amount or duration of ESY services, but will instead determine those services on an individual basis in accordance with state and federal law and regulations and this policy.

Parents or guardians may request a hearing under the IDEA to challenge the provision of a free appropriate public education for a child with a disability, or the child's identification, evaluation or educational placement.

ADOPTED: October 13, 2008

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

See, also, policy 4.6 – 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 districtwide 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 districtwide assessment on an individual basis, considering his or her unique

needs. To make appropriate decisions regarding the student's need for accommodation and/or alternate assessment, the Team will:

- (1) Begin with the assumption that all students with disabilities will participate in all regular districtwide assessments.
- (2) Assess the need for accommodation and/or alternate assessment based on the student's present level of educational performance, educational goals and the content and format of the districtwide assessment(s) under consideration.
- (3) Allow for alternate assessment only if a student would not be able to demonstrate some of the knowledge and skills on the regular districtwide assessment with appropriate accommodations.

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

Based on a review of relevant information, the Team will determine how the student will participate in the regular districtwide 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 districtwide 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 alternate assessment to be utilized on the IEP or Section 504 / Title II Plan. The Team will select a mode of alternate assessment that measures the same content area(s) as the districtwide assessment.

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

7.19 – 4.0 DISCIPLINARY REMOVAL OF CHILDREN WITH DISABILITIES

Definitions

For purposes of this policy, the following definitions apply:

“Child with a disability” includes students who have been identified as having a disability or for whom an initial evaluation has been sought under the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, or Title II of the Americans with Disabilities Act.

“Controlled substance” means a drug or other substance identified under schedules I, II, III, IV or V in section 202I of the Controlled Substances Act, 21 U.S.C. § 812I.

“Illegal drug” means a controlled substance, but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.

“School day” means any day, including a partial day, that children are in attendance at school for instructional purposes.

“Serious bodily injury” means bodily injury that involves –

1. a substantial risk of death;
2. extreme physical pain;
3. protracted and obvious disfigurement; or
4. protracted loss or impairment of the function of a bodily member, organ or mental faculty.

“Weapon” means a dangerous weapon as defined by 18 U.S.C. § 930(g)(2), specifically, a weapon, device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2½ inches in length.

Case-By-Case Determination

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

Short-Term Disciplinary Removal

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

A change of placement occurs if –

1. the removal is for more than ten (10) consecutive school days; or
2. the child has been subjected to a series of removals that are ten (10) days or less during the same school year that constitute a pattern.

School personnel determine whether a pattern exists by considering the following factors:

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

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

In school alternative placements for more than ten (10) consecutive school days or that may constitute a pattern of exclusion may be a change of placement if the student does not receive education services required under the student's IEP or Section 504/Title II Plan.

Educational Services During a Short-Term Disciplinary Removal

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

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if a subsequent removal is imposed for not more than ten (10) consecutive school days and is not a change of placement, district personnel, in consultation with the child's special education teacher, will determine the extent to which services are needed, so as to enable the child to continue to appropriately progress in the general curriculum, although in another setting, and to appropriately advance toward meeting the goals set out in the child's IEP or Section 504/Title II Plan.

Notification

On the date on which the decision is made to make a disciplinary removal that constitutes a change of placement of a child with a disability because of a violation of the district's code of student conduct, district personnel will notify the child's parents of the decision and provide the parents of children who are eligible for special education and related services under the IDEA with a copy of the district's *Parents Rights in Special Education: Notice of Procedural Safeguards* form. District personnel will provide the parents of children who are eligible for special education and related services only under Section 504/Title II with a copy of the district's *Section 504 Information and Procedural Safeguards* form.

Special Circumstances

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

1. carries or possesses a weapon at school, on school premises, or to or at a school function;
2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at school, on school premises or at a school function;
or
3. has inflicted serious bodily injury upon another person while at school, on school premises or at a school function.

Making a Manifestation Determination

Except for removals that will be for not more than ten (10) consecutive school days and will not constitute a change of placement, within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of the district's code of student conduct, the child's IEP or Section 504/Title II team will meet to review all relevant information in the student's file, including the child's IEP or Section 504/Title II Plan, any teacher observations psychological evaluation date related to the student's current behavior, and any relevant information provided by the parents to determine –

1. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
2. if the conduct in question was the direct result of an inappropriate placement or the district's failure to implement the IEP or Section 504/Title II Plan.

The conduct will be determined to be a manifestation of the child's disability if the child's IEP or Section 504/Title II team determines that a condition in either (a) or (b) of this paragraph was met.

If the child's IEP or Section 504/Title II team determines that the conduct in question was the direct result of the district's failure to implement the IEP or Section 504/Title II Plan, the district will take immediate steps to remedy those deficiencies.

Determination that Behavior Is a Manifestation of the Child's Disability

If the IEP team determines that the conduct was a manifestation of the child's disability, the team will either –

1. conduct a functional behavior assessment, unless the district had conducted a functional behavior assessment before the behavior that resulted in the change of placement occurred and further functional behavior assessment is deemed unnecessary, and implement a behavior intervention plan for the child; or
2. if a behavior intervention plan already has been developed, review the behavior intervention plan and modify it, as necessary, to address the behavior.

If the Section 504/Title II team determines that the conduct was a manifestation of the child's disability, the team will determine what, if any, modifications to the student's educational placement are necessary, including conducting a functional behavior assessment and developing or revising a behavior intervention plan (if appropriate).

Except as provided in section 6 of this policy, the IEP or Section 504/Title II team will return the child to the placement from which the child was removed, unless the parent and the district agree to a change of placement as part of the modification of the behavior intervention plan.

Determination that Behavior Is Not a Manifestation of the Child's Disability

If the behavior that gave rise to the violation of the district's code of student conduct is determined not to be a manifestation of the child's disability, then district personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without

disabilities.

A parent or guardian who disagrees with the manifestation determination may file a complaint requesting an impartial due process hearing.

Educational Services During a Long-Term Disciplinary Removal

During a long-term disciplinary removal, a child eligible for special education and related services under the IDEA will –

1. continue to receive educational services so as to enable the child to continue to appropriately progress in the general education curriculum, although in another setting, and to appropriately advance toward achieving the goals set out in the child's IEP; and
2. receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications that are designed to address the behavior violation so that it does not recur.

The child's IEP team will determine appropriate services and the location in which services will be provided. These services may be provided in an interim alternative educational setting determined by the IEP team.

During a long-term disciplinary removal, a child eligible for special education and related services only under Section 504/Title II will receive educational services to the same extent that a child without disabilities would receive educational services during a disciplinary removal for the same offense.

Appeal to Hearing Officer Under the IDEA

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

In making the determination, the hearing officer may –

1. return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the applicable provisions of the IDEA or that the child's behavior was a manifestation of the child's disability; or
2. order a change of placement of the child to an appropriate interim alternative educational setting for not more than 45 school days if the

hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

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

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

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

Providing Records to Disciplinary Decisionmaker

If the district initiates disciplinary procedures that would constitute a change of placement for a child with a disability, district personnel will ensure that the child's special education and disciplinary records are provided for consideration to the school personnel making the final determination regarding the disciplinary action.

ADOPTED: September 19, 2005

REVISED: August 21, 2006; August 10, 2009; October 10, 2011; September 12, 2016

7.19 – 5.0 DISPROPORTIONALITY

The district acknowledges that a student's social, cultural, environment and economic circumstances can be relevant factors when considering and determining the identification, disability category, educational placement and discipline of a student suspected of or having a disability covered by the Individuals with Disabilities Education Act. By way of this policy, the district reaffirms that on the grounds of race, color, or national origin, it does not discriminate in favor of or against (a) the identification of children as children with disabilities, including identification by disability category, (b) the placement of children with disabilities in particular educational settings, or (c) the incident, duration, and type of disciplinary action taken with respect to children with disabilities, including suspensions.

To ensure implementation of this policy, district employees, district multidisciplinary evaluation teams, and district individualized education program teams at all school sites must consider a student's social, cultural, environment and economic circumstances when:

- Referring a student for evaluation as a student with a disability and in addition to the student's current performance, area of disability, medical

information, parental/teacher input and disability category;

- Evaluating the student as a student with a disability;
- Determining the disability category of a student with a disability;
- Determining the educational placement of student with a disability; and
- Considering and imposing discipline on student with a disability.

The purpose of considering a student's social, cultural, environment and economic circumstances is to ensure that students, because of their race, color, or national origin, are not being (a) over referred for evaluation as students with a disability, (b) over identified as students with a disability, (c) over/under identified as having particular disability categories, (d) limited to receiving educational services in a particular educational placement, and (e) subject to a particular discipline, including suspensions.

In implementing this policy, the superintendent is to ensure that school staff receives annual training, preferably in the fall of each school year, on all eligibility considerations regarding the identification of students with disabilities, including race and ethnicity. Additionally, the superintendent shall ensure that, annually, this policy is reviewed with input from representatives across the district and that any proposed revisions are timely brought to the board of education for consideration.

ADOPTED: September 14, 2015

7.19 – 6.0 CHILD FIND

In accordance with the requirements of the Individuals with Disabilities Education Act, the State Department of Education, Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act, this policy addresses the district's Child Find system responsibility to identify, locate, and evaluate students suspected of having a disability, ages 3 through 21, who may need special education and related services, regardless of the severity of the disability or whether the student is advancing from grade to grade. As part of its child find duties, the district will be responsible for coordinating with the SoonerStart Early Intervention Program regarding the Child Find system for children ages birth to 3 years of age. The district's Child Find system includes the district coordinating with other agencies and promoting public awareness.

The district's Child Find system includes all children within the district's geographical boundaries including students who are:

- Enrolled in public school;
- Enrolled in charter schools, virtual charter schools, and alternative schools;

- Enrolled in home school;
- Enrolled in private elementary and secondary schools (including religious schools) located in the LEA; including out-of-state parentally-placed private school students with disabilities even if the students are not legal residents of the LEA;
- Enrolled in educational programs in correctional facilities located in the LEA;
- Enrolled in Head Start;
- Enrolled in state institutions;
- Enrolled in other child care or treatment facilities;
- Not enrolled in elementary or secondary school, including children ages 3 through 5;
- Highly mobile students, such as migrant and homeless as defined by the McKinney Vento Homeless Assistance Act; and
- Wards of the state.

The district will take appropriate and necessary steps to ensure that its staff and the general public are informed of:

- The availability of special education services;
- A student's rights to a free and appropriate public education;
- Confidentiality protections; and
- The special education referral process.

The district may accomplish this by a variety of methods, including but not limited to distributing brochures or flyers throughout the community, including information in school or district publications, disseminating articles and announcements to newspapers, arranging for radio and television messages and appearances, speaking at faculty meetings or district professional developments, and making presentations, as well as electronic forms of communication.

In the identification process, the district may use screening or coordinated early intervention services. The district's general education interventions will not delay the initial evaluation for special education services of a student suspected of having a disability. The procedural rights under the Individuals with Disabilities Education Act and Section 504/Title II are afforded when the student is referred for a special education evaluation by the parent or the district.

If, through Child Find activities, a child is identified as possibly having a disability and needing special education services, the district may seek parent consent to evaluate the child. Special education referrals may be made for a variety of reasons, including but not limited to academic and/or behavioral concerns. All necessary evaluations will be conducted in compliance with federal and state laws and regulations.

ADOPTED: September 12, 2016

7.19 – 7.0 RECORDING IEP MEETINGS

Purpose

The purpose of this policy is to identify the District’s rules regarding the audio- and videotaping of Individualized Education Program (IEP) meetings under the Individuals with Disabilities Education Act (IDEA).

Policy

IEP team meetings will not be videotaped.

A parent who wishes to audiotape an IEP meeting will advise the District’s Director of Special Services or the building principal in advance of the meeting. District personnel will audiotape IEP meetings when the parent audiotapes. District-made audiotapes will be treated as “education records” within the meaning of the Family Educational Rights and Privacy Act (FERPA) and subject to the confidentiality requirements of FERPA and the IDEA.

Exceptions will be made to this policy as necessary to ensure that the parent understands the IEP and the IEP process and to implement other parental rights guaranteed under the IDEA. Requests for exception should be made to the Director of Special Services.

ADOPTED: September 11, 2017

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

7.20 – 1.0 STUDENT RECORDS POLICY AND PROCEDURES

Purpose

This policy and the procedures included within it are intended to satisfy the requirements of the Family Educational Rights and Privacy Act (FERPA) and Oklahoma law. The board of education authorizes the superintendent to inform parents, students and the public of the policy and to take appropriate action to implement the policy and procedures.

Definitions

For purposes of this policy, the following definitions apply:

1. Student – Any individual who attends or has attended a program of instruction sponsored by the board of education of the district and for whom it maintains education records.
2. Eligible student – A student who has reached age 18 or is attending a postsecondary school.
3. Parent – A parent of a student, including a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian. The district will assume that either parent has a right of access to records regardless of custody orders unless the district has been provided with evidence that the right of access has been revoked. Documents such as a court order or other legally binding document relating to such matters as divorce, separation or custody that specifically revoke the right to inspect and review records must be provided to the district to prevent parent access to student records.
4. Education records – Any record (in handwriting, print, computer media, video or audio tape, film, microfilm, microfiche or other method of recording information) directly related to a student and maintained by the district or a party acting for the district, except:
 - A. Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - B. Records of a law enforcement unit of the district, but only if education records maintained by the district are not disclosed to the unit, and the law enforcement records are maintained separately

from education records; maintained solely for law enforcement purposes; and disclosed only to law enforcement officials of the same jurisdiction.

- C. An employment record made and maintained in the normal course of business that is not available for use for any other purpose and that relates exclusively to a student in his or her capacity as a district employee. (This provision does not include employment activities for which a student receives a grade or credit in a course.)
 - D. Records on an eligible student that is:
 - i. Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in a professional capacity or assisting in a paraprofessional capacity;
 - ii. Made, maintained or used only in connection with treatment of the student (treatment does not include remedial educational activities or activities that are part of the program of school instruction); and
 - iii. Disclosed only to individuals providing the treatment.
 - E. Alumni records that relate to the student after he or she no longer attends classes provided by the district that are not directly related to the individual as a student.
 - F. Grades on peer-graded papers before they are collected and recorded by a teacher.
5. Personally identifiable information – The term includes, but is not limited to any information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community who does not have personal knowledge of the relevant circumstances to identify the student with reasonable certainty. The term also includes information requested by a person who the district reasonably believes knows the identity of the student to whom the education records relates. Personally identifiable information includes the student’s name; the student’s parents’ or other family member’s name; the student’s or family’s address; a personal identifier such as the student’s social security number, student number or biometric record; and other indirect identifiers such as the student’s date of birth, place of birth and mother’s maiden name.

6. Dates of attendance –
 - A. The period of time during which a student attends or attended an educational agency or institution. Examples of dates of attendance include an academic year, a spring semester or a first quarter.
 - B. The term does not include specific daily records of a student's attendance at an educational agency or institution.
7. Directory information – Information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Student identification numbers, if displayed on school ID badges, are also considered directory information *unless* the use of a password or PIN is required to authenticate the use of the ID number.
8. Authorized representative – An individual directly employed by a local or state educational agency, an entity designated by the local or state educational agency, or an individual employed by such entity engaging in audits, evaluations or any other compliance or enforcement activity.
9. Early childhood education program – Head Start or Early Head Start programs, state licensed or regulated childcare programs, and other similarly situated programs.
10. Education program – Elementary, secondary, postsecondary, career and technical institutes and schools or any program that is principally engaged in the provision of education.

Annual Notice

The district will notify parents and eligible students annually of their rights under FERPA by means of a district newsletter, newspaper notice, school handbook or individual notice. The notice will inform parents and eligible students that they have the right to:

1. Inspect and review the student's education records. The notice will also identify the procedure for exercising this right.
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The notice will also identify the procedure for requesting amendment.
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA and its implementing regulations authorize disclosure without consent. The district will also include in the notice its policy for disclosing education

records to schools in which the student subsequently seeks or intends to enroll, its criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

4. File a complaint with the U.S. Department of Education concerning the district's alleged failure to comply with FERPA.

The district will arrange to provide translations of its annual notice to non-English speaking parents in their native language and to effectively notify parents or eligible students who are disabled.

All rights and protections given parents under FERPA and this policy transfer to the student when he or she reaches age 18 or enrolls in a postsecondary school. The student then becomes an "eligible student."

The Right to Inspect and Review the Student's Education Records

Parents of students and eligible students may inspect and review the student's education records upon request. In some circumstances, it may be mutually more convenient for the record custodian to provide copies of records. The parent or eligible student may also provide consent to have a representative inspect and review the records. Access will be provided during school hours and within no more than 45 days of the request.

Access to a child's confidential records will be provided upon request before any IEP meeting or hearing relating to the identification, evaluation or educational placement of a child or the provision of a free and appropriate education to the child and in all cases within no more than 45 days of a request.

The district will not withhold a parent's or eligible student's right to inspect and review student records because of debts owed the district.

The right to inspect education records also includes the right to an explanation and interpretation of the records by school officials.

Parents or eligible students should submit to the student's school principal a written request that identifies as precisely as possible the records he or she wishes to inspect. Since a student's records may be maintained in several locations, the school principals should offer to collect copies of records or the records themselves from locations other than a student's school, so they may be inspected at one site. However, if parents and eligible students wish to inspect records where they are maintained, school principals will make every effort to accommodate their wishes. The principal (or other custodian) will make the needed arrangements as promptly as possible and notify the parent or eligible student of the time and place where the records may be inspected.

When a record contains information about students other than a parent's child or the eligible student, the parent or eligible student may not inspect and review the records of the other students.

The district is not required to give an eligible student access to treatment records (as defined by the term "education records" in the Definitions section of this policy), but the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

Copies of Records

The district will provide the parent with a copy of the student's education records under the following circumstances:

1. If mutually agreed by both the parent or eligible student and the district.
2. If failure to provide copies would effectively prevent the parent or eligible student from exercising the right to inspect and review the records. This may arise when a valid reason, such as working hours, the distance between record location sites or health, prevents a parent or eligible student from personally inspecting and reviewing a student's education record.
3. At the request of the parent or eligible student when the district has provided the records to third parties by the prior consent of the parent or eligible student.
4. At the request of the parent or eligible student when the district has forwarded the records to another school where the student seeks or intends to enroll.

The district will charge a fee for copies of education records. When a fee represents an unusual hardship, the record custodian may waive it in part or entirely. However, the district reserves the right to make a charge for copies such as transcripts it forwards to potential employers or to colleges and universities for employment or admissions purposes.

The district's fee for copies provided under FERPA will range from no cost to .25 per page (actual copying cost less hardship factor). The district will not charge for the costs of search and retrieval.

Types and Locations of Education Records in the District

TYPES	LOCATION	CUSTODIAN
Cumulative School Records	Principal's Office	Principal
Cumulative School Records (Former Students)	Appropriate Schools Principal's Office	Principal
Health Records	Appropriate Schools Principal's Office	Principal
Speech Therapy Records Psychological Records Special Test Records	Administration Office 613 East Grand	Director of Special Services
School Transportation Records	Transportation Center 1700 N. 3 rd	Director of Transportation
Occasional Records (Student Education Records not identified above, such as those in Superintendent's office, in the school attorney's office or in the personal possession of teachers.)	Principal will collect and make available	Appropriate Principal

Directory Information

The district designates the following information contained in a student's record as "directory information," and it will disclose that information without the prior written consent of the parent or eligible student:

1. The student's name;
2. The student's address;
3. The student's telephone listing;
4. The student's date and place of birth;
5. The student's dates of attendance;

6. The student's grade level (i.e., first grade, tenth grade, etc.);
7. The student's participation in officially recognized activities and sports;
8. The student's degrees, honors and awards received;
9. The student's weight and height, if a member of an athletic team;
10. The most recent educational agency or institution attended;
11. The student's photograph; and
12. The student's electronic mail address.

The district will notify parents and eligible students annually of the designated items of directory information by means of a district newsletter, newspaper notice, school handbook or individual notice. Parents and eligible students have the right to exclude directory information from public access by notifying the superintendent's office in writing of any or all of the items they refuse to permit the district to designate as directory information about that student. The student's records will be marked to indicate the items the district will designate as directory information about that student. This designation will remain in effect until it is modified by the written direction of the student's parent or the eligible student.

Use and Disclosure of Student Education Records

District officials may release information from a student's education record if the student's parent or the eligible student gives his or her signed and dated prior written consent for the disclosure. The written consent must:

1. Specify the records that may be disclosed;
2. State the purpose of the disclosure; and
3. Identify the party or class of parties to whom the disclosure may be made.

The district will only release information from or permit access to a student's education record with a parent or eligible student's prior written consent, except in the following instances permitted by FERPA:

1. The disclosure is to other school officials, including teachers, within the district whom the district has determined to have legitimate educational interests.

A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member, including health or

medical staff and law enforcement unit personnel; a person serving on the board; a person or company with whom the district has contracted to perform a special task, such as an attorney, auditor, medical consultant or therapist; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. The district will use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests. The district will ensure that its policy for controlling access to education records is effective and remains in compliance with the legitimate educational interest requirement of the FERPA regulations.

A contractor, consultant, volunteer or other party to whom the district has outsourced institutional services or functions may be considered a school official provided that the outside party performs an institutional service or function for which the district would otherwise use employees; is under the district's direct control concerning the use and maintenance of education records; and is subject to the requirements of FERPA regulations governing the use and redisclosure of personally identifiable information from education records.

2. The disclosure is to officials of another school, school system or institution of post-secondary education where the student seeks or intends to enroll or where the student is already enrolled so long as the disclosure is related to the student's enrollment or transfer. (Parents and students have a right to obtain copies of the records disclosed under this provision).
3. The disclosure is to authorized representatives of the Comptroller General of the United States, the U.S. Secretary of Education, or state and local educational authorities. Military services representatives shall have access to student directory information unless the parent, legal guardian or the student age 18 or older specifically denies such access in writing. Military services representatives have the same access to secondary school students as is generally provided to post-secondary institutions or prospective employers unless denied in writing by the parent, legal guardian or student age 18 or older.
4. The disclosure is in connection with financial aid for which the student has applied or that the student has received, if necessary to determine eligibility for the aid, the amount of the aid, the conditions for the aid, or to enforce the terms and conditions of the aid.

5. The disclosure is to organizations conducting studies for or on behalf of the district to develop, validate or administer predictive tests, administer student aid programs or improve instruction in compliance with Section 99.31(a)(6) of the FERPA regulations.
6. The disclosure is to accrediting institutions to carry out their accrediting functions.
7. The disclosure is to parents of eligible students if the parents claim the student as a dependent as defined in Section 152 of the Internal Revenue Code of 1986.
8. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district will make a reasonable effort to notify the student's parents or the eligible student before making a disclosure under this provision unless:
 - A. the disclosure is in compliance with a federal grand jury subpoena and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
 - B. the disclosure is in compliance with any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;
 - C. the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning the investigation or prosecution of an offense listed in the Patriot Act or an act of domestic or international terrorism as defined by law;
 - D. the district initiates legal action against a parent or student, the district may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the district to proceed with the legal action as plaintiff; or
 - E. the parent or eligible student initiates legal action against the district, the district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the district to defend itself.
9. The disclosure is to appropriate parties in connection with a health or safety emergency if knowledge of the information is necessary to protect

the health or safety of the student or other individuals. In making this determination the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the district determines that there is an articulable and significant threat, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

10. The disclosure contains only “directory information” as defined in this policy, and the parent or eligible student has not refused to allow the district to designate that item as directory information for the student.
11. The disclosure is made directly to the parent or eligible student.
12. If a state law adopted before November 19, 1974, allows certain specific items of information to be disclosed in personally identifiable form from student records to state and local officials or authorities concerning the juvenile justice system and the system’s ability to effectively serve the student whose records are released or if a state law adopted after November 19, 1974, allows such information to be disclosed to state or local officials concerning the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released.

Prior to the release of education records without a parent or eligible student’s advance written consent, the district will require an authorized representative of the entity receiving the records to complete a written agreement. The agreement will state, at a minimum:

- the identity of the authorized representative
- the specific personally identifiable information that is to be disclosed
- a clear description of the activity and purpose for the disclosure
- the authorized representative will not re-disclose the personally identifiable information
- the authorized representative will destroy the personally identifiable information within the time set forth in the agreement

The district will use reasonable methods to identify and authenticate the identity of parents, students, school officials and any other parties to whom the district discloses personally identifiable information from education records.

Upon request, the student’s parent or eligible student may obtain a copy of any records disclosed under this provision.

Record of Requests for Access and Disclosures Made From Education Records

The district will maintain an accurate record of each request for access to and each disclosure of personally identifiable information from the education records of each student. The district will maintain this record with the student's education records as long as the records are maintained.

For each request or disclosure the record will include:

1. The name of the party who requested or received personally identifiable information from the education records; and
2. The party's legitimate interests in requesting or obtaining the information.

The district will record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception in FERPA:

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
2. The parties to whom the district disclosed the information.

As permitted by FERPA, the district may disclose personally identifiable information from an education record only on the condition that the party to whom the information is disclosed will not disclose the information to any other party without the prior consent of the parent or eligible student. The district will inform a party to whom such disclosure is made of this nondisclosure requirement.

In the alternative, the district may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosure of the information on the district's behalf if:

1. The disclosures meet the requirements of the Use and Disclosure of Student Education Records section of this policy (§99.31);
2. The district makes a record of the disclosure that includes the names of the additional parties to whom the receiving party may disclose the information on the district's behalf and the legitimate interests each additional party has in requesting or obtaining the information (§99.32(b)); and
3. The district maintains a record of the names of state and local educational authorities and federal officials and agencies that may make further disclosures of personally identifiable information from the student's education records without prior written consent and maintains this record

with the student's education records as long as the records are maintained (§99.32(b)(2)).

Procedures to Seek to Correct Education Records

Parents and eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading or in violation of student rights. The district will not use this procedure to consider a request to change the grade a teacher assigns for a course.

For purposes of outlining the procedure to seek to correct education records, the term "incorrect" will be used to describe a record that is alleged to be inaccurate, misleading or in violation of student rights. The term "correct" will be used to describe a record that is alleged to be accurate, not misleading and not in violation of student rights. Also, in this section, the term "requester" will be used to describe the parent of a student or the eligible student who is asking the district to correct a record.

To establish an orderly process to review and correct an education record for a requester, the district may make a decision to comply with the request for a change at several levels in the procedure.

First level decision – When a parent of a student or eligible student finds an item in the student's education record that he or she believes is incorrect, he or she should immediately ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change at this level, the record custodian will make the correction. However, if the record is changed at this level, the method and result must satisfy the requester.

If the custodian cannot change the record to the requester's satisfaction or the record does not appear to be obviously incorrect, the custodian will provide the requester a copy of the questioned record at no cost; ask the requester to initiate a written request for the change; and follow the procedure for a second level decision.

Second level decision – The written request to correct a student's education record through the procedure at this level should specify the correction the requester wishes the district to make. It should at least identify the item the requester believes is incorrect and state whether he or she believes the item: is inaccurate and why; is misleading and why; or violates student rights and why. The requester must sign and date the request.

Within two weeks after the record custodian receives a written request, he or she will: study the request, discuss it with other school officials (such as the person who made the record or those who may have a professional concern about the district's response to the request), make a decision to comply or decline to comply with the request and complete the appropriate steps to notify the requester or move the request to the next level for a decision.

If, as a result of this review and discussion, the record custodian decides the record should be corrected, he or she will affect the change and notify the requester in writing that he or she has made the change. Each such notice will include an invitation for the requester to inspect and review the student's education record to make certain the record is in order and the correction is satisfactory.

If the custodian decides the record is correct, he or she will make a written summary of any discussions with other officials and of his or her findings in the matter. He or she will transmit this summary and a copy of the written request to the superintendent.

Third level decision – The superintendent or designee will review the material provided by the record custodian and, if necessary, discuss the matter with other officials (such as the school attorney or the board of education (in executive session)). He or she will then make a decision concerning the request and complete the steps at this decision level. Ordinarily, this level of the procedure should be completed within two weeks. If it will take longer, the superintendent or designee will notify the requester in writing of the reasons for the delay and a date when the decision will be made.

If the superintendent or designee decides the record is incorrect and should be changed, he or she will advise the record custodian to make the changes. The record custodian will advise the requester of the change as he or she would if the change had been made at the second level.

If the superintendent or designee decides the record is correct, he or she will prepare a letter to the requester which will include:

1. The district's decision that the record is correct and the basis for the decision;
2. A notice to the requester that he or she has a right to ask for a hearing to present evidence that the record is incorrect and that the district will grant such a hearing;
3. Instructions for the requester to contact the superintendent or designee to discuss acceptable hearing officers, convenient times and a satisfactory site for the hearing. (The district will not be bound by the requester's positions on these items, but will, so far as possible, arrange the hearing as the requester wishes.); and
4. Advise that the requester may be represented or assisted in the hearing by other parties, including an attorney at the requester's expense.

Fourth level decision – After the requester has submitted (orally or in writing) his or her wishes concerning the hearing officer and the time and place for the hearing, the superintendent or designee will, within a week, notify the requester when and where the district will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the requester a full and reasonable opportunity to present material evidence and testimony to demonstrate that the questioned part of the student's education record is incorrect, as shown in the requester's written request for a change in the record (second level).

Within one week after the hearing, the hearing officer will submit to the superintendent or designee a written summary of the evidence submitted at the hearing. Along with the summary, the hearing officer will submit his or her recommendation, based solely on the evidence presented at the hearing, that the record should be changed or remain unchanged.

The superintendent or designee will prepare the district's decision within two weeks of the hearing. That decision will be based on the summary of the evidence presented at the hearing and the hearing officer's recommendation. However, the district's decision will be based solely on the evidence presented at the hearing. Therefore, the superintendent or designee may overrule the hearing officer if he or she believes the hearing officer's recommendation is not consistent with the evidence presented. As a result of the district's decision, the superintendent or designee will take one of the following actions:

1. If the decision is that the district will change the record, the superintendent or designee will instruct the record custodian to correct the record. The record custodian will correct the record and notify the requester as at the second level decision.
2. If the decision is that the district will not change the record, the superintendent or designee will prepare a written notice to the requester, which will include:
 - A. The district's decision that the record is correct and will not be changed;
 - B. A copy of a summary of the evidence presented at the hearing and a written statement of the reasons for the district's decision; and
 - C. A notice that the requester may place in the student's education record an explanatory statement that states the reasons he or she disagrees with the district's decision and/or the reasons he or she believes the record is incorrect.

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

Complaints

If a parent of a student, an eligible student or a citizen of the district believes that the district is violating FERPA, that person has a right to file a complaint with the Department of Education. The contact information is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5091
Telephone: (202) 260-3887

Availability of Policy

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

ADOPTED: September 19, 2005

REVISED: June 8, 2009; August 10, 2009; December 10, 2012

7.20 – 1.1 NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that affords parents and “eligible students” over 18 years of age certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days from the day the district receives a request for access.

Parents or eligible students must submit a written request to the school principal or appropriate school official that identifies the record(s) they wish to inspect. This school administrator will make arrangements for access to the education records and will notify the parent or eligible student of the time and place where these records may be inspected.

2. The right to request correction of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights.

Parents or eligible students may ask the district to amend a record they believe is inaccurate, misleading or otherwise in violation of the student's privacy rights. They must submit a written request to the school principal or appropriate school official, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading or otherwise in violation of the student's privacy rights.

If the district decides not make changes in the record as requested, the district must notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for correction. Additional information about hearing procedures will be provided to the parent or eligible student at the time of this notification.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent (34 CFR § 99.31).

School officials with legitimate educational interests are permitted disclosure without consent. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel; a person serving on the board; a person or company with whom the district has contracted to perform a special task, such as an attorney, auditor, medical consultant or therapist; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district will disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

School districts may disclose, without consent, "directory" information; however, the district must inform parents and eligible students about directory information, allowing them a reasonable amount of time to request that the district not disclose directory information about that student.

School districts must notify parents and eligible students annually of their rights under FERPA by means of a special letter, inclusion in a Parent/Teacher Association (PTA) bulletin, student handbook and/or other means left to the discretion of each school district.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901

7.20 – 1.2 DIRECTORY INFORMATION NOTICE

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the district, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. Directory information will not be released to outside organizations for commercial or non-commercial purposes.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the superintendent in writing. The district has designated the following information as "directory information," and it will disclose that information without prior written consent:

1. The student's name;
2. The student's address;
3. The student's telephone listing;
4. The student's date and place of birth;
5. The student's dates of attendance;
6. The student's grade level (i.e., first grade, tenth grade, etc.);
7. The student's participation in officially recognized activities and sports;
8. The student's degrees, honors and awards received;
9. The student's weight and height, if a member of an athletic team;
10. The most recent educational agency or institution attended;
11. The student's photograph; and
12. The student's electronic mail address.

No parent or eligible student can opt out of the requirement that a student wear his or her ID badge which shows the student's school ID number.

**7.20 – 1.3 AGREEMENT FOR RECEIPT OF RECORDS CONTAINING
PERSONALLY IDENTIFIABLE INFORMATION**

Name of Entity Receiving Records: _____

Authorized Representative: _____

Activity or research being conducted which necessitates the disclosure of records:

Records to be disclosed:

Personally identifiable information contained in disclosed records:

Initials

_____ I acknowledge that the records being released to me contain personally identifiable information regarding a student of the school district.

_____ I agree, as a representative of _____ that this information will not be re-disclosed.

_____ I further agree, as a representative of _____ that this information will be destroyed on or before _____ . The method of destruction will be: _____ .

I certify that I am an authorized representative of: _____
On behalf of the entity, I agree to abide by the terms and conditions set forth in this agreement.

Signature

Date

7.20 – 1.4 VIRTUAL ONLINE SCHOOL
FAMILY EDUCATION RIGHTS AND PRIVACY ACT (“FERPA”)

The Family Educational Rights and Privacy Act (FERPA) provides parents and students over 18 years of age (“eligible students”) certain rights regarding the student’s education records. References to parent(s) also encompass a student’s guardian(s). These rights are:

1. The right to inspect and review the student’s education records within 45 days of the day Ponca City Public Schools Virtual Online School (“VOS”) receives a request for access.

To request an inspection and review, the parent or eligible student should submit a written request to the program director that identifies the record(s) they wish to inspect. The program director makes arrangements for access and notifies the parent or eligible student of the time and place where the records may be inspected.

2. The right to request an amendment of the student’s education records that the parent or eligible student believes are inaccurate.

Parents or eligible students may ask VOS to amend a record that they believe is inaccurate. They should write the program director, clearly identify the part of the record they want changed, and specify why it is inaccurate. If VOS decides not to amend the record as requested, VOS notifies the parent or eligible student of the decision and advises him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA allows disclosure without consent.

One exception that permits VOS to disclose information without consent is when VOS discloses information to VOS officials with legitimate educational interests. A VOS official is a person employed by or contracted to provide services to or designated by Ponca City Public Schools to provide services to VOS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Education; a person or company with whom Ponca City Public Schools has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another VOS official in performing his or her tasks.

A VOS official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, VOS discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by VOS to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

5. FERPA requires that Ponca City Public Schools, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, VOS may disclose "directory information" without written consent unless the parent or eligible student has advised VOS in writing that he/she does not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow Ponca City Public Schools to include the following information from education records in certain Ponca City Public Schools or VOS publications or disclose it to certain parties. Examples include:

- Shipment of VOS materials to and from student's home
- Entry of student enrollment information into a computer database for use by VOS officials
- Honor roll or other recognition lists

Federal law requires VOS to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised VOS in writing that they do not want their student's information disclosed without prior written consent. Directory information will not be released to outside organizations for commercial or non-commercial purposes.

Ponca City Public Schools has designated the following information as directory information:

- name
- address
- telephone number
- e-mail address
- photo
- athletic information

- honor roll status
- grade level
- activities and clubs
- awards

If there are certain items Ponca City Public Schools has chosen to designate as directory information that parents/learning coaches do not want disclosed from their student's education records, without their prior written consent, parents/learning coaches are encouraged to send an e-mail identifying the information they do not want disclosed, the student's name, and the name of the affiliate VOS in which the student is enrolled to: Virtual High School Administrative Coordinator. This e-mail must be sent within 30 days of the first day the student attends VOS.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English.

Availability of Policy

A copy of this policy is available for review in the superintendent's office or, upon request, via electronic mail, regular mail, or facsimile. To the extent this policy is in conflict with the Ponca City Public Schools policy for non-VOS students the conflict shall be resolved by reference to FERPA or, if not resolved by FERPA, the policy that provides the greater protection of the student's education records.

ADOPTED: December 10, 2012

7.20 - 2.0 DISPOSITION OF STUDENT RECORDS

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

A. Records to be maintained permanently:

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

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

REVISED: July 11, 1996; September 19, 2005

7.20 – 3.0 TRANSFER AND RELEASE OF CONFIDENTIAL INFORMATION

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

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

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

1. The Department of Human Services,
2. The Department of Mental Health and Substance Abuse Services,
3. The State Department of Health,
4. The State Department of Education,

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

Unless otherwise permitted by state or federal law or regulation, confidential information will only be released to the above-described entities pursuant to (1) a court order or (2) an informed consent that has been executed by (a) the parent or guardian of the child or other person authorized by state or federal law to execute such consent, if the subject of the confidential information is a child or (b) the individual who was the subject of the confidential information or other person authorized by law to execute such consent on his or her behalf, if the subject of the confidential information is an adult. The School District will use the State of Oklahoma Standard Form Consent for the Release of Confidential Information.

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

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

ADOPTED: September 19, 2005

7.21 ACADEMIC LETTER REQUIREMENTS

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

West Middle School or East Middle School Letter

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

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

Senior High Letter

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

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

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

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

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

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

Grade Points

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

Subjects include all courses not listed below.

Non-solid subjects include:

Aides

Athletics (Drill Team, Cheerleading, etc.)

ADDENDUM:

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

APPROVED: November 12, 1984

REVISED: July 20, 1987; July 23, 1990; February 21, 2000; April 17, 2000; April 21, 2003; June 8, 2009

7.22 DRESS CODES

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

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

7.22 - 2.0 SECONDARY DRESS CODE

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

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

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

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

DISCIPLINARY ACTION FOR DRESS CODE VIOLATIONS

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

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

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

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

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

APPROVED: September 12, 1983

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

7.22 - 3.0 ELEMENTARY DRESS CODE

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

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

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

DISCIPLINARY ACTION FOR DRESS CODE VIOLATIONS

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

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

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

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

APPROVED: March 9, 1992

REVISED: April 19, 2004

7.23 HEALTH

7.23 - 1.0 IMMUNIZATIONS

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

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

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

REVISED: July 11, 1996

7.23 - 2.0 INFECTIOUS AND COMMUNICABLE DISEASE POLICY

Many communicable diseases, including Human Immunodeficiency Virus (HIV) and/or Acquired Immune Deficiency Syndrome (AIDS), require special consideration in the school environment. The board of education seeks to provide an environment which is safe for all students and employees, while maintaining the dignity and privacy of individuals infected with communicable diseases.

Current research indicates that the risk of transmitting HIV/AIDS and other communicable diseases is low in the school setting when appropriate procedures are followed. All school employees are required to follow the district's Bloodborne Pathogen Exposure Control Plan at all times when there is a potential for exposure to any bodily fluid. Parents/guardians will be notified in the event a minor student has been exposed to a potentially infectious agent.

Information regarding an individual's communicable disease status will be maintained in a separate confidential file and will only be disclosed:

- in compliance with Oklahoma law; or
- with the express approval of the superintendent.

Information about an individual's communicable disease status will not be included in the individual's regular school or health records. Any individual who discloses another

person's communicable disease status without the superintendent's express authorization will face disciplinary action.

Student Admission

No student will be denied an education or participation in the activities of the district based solely on his/her status as a student infected with a communicable disease. In the event the school administration learns that a student may have a communicable disease, the superintendent or designee will consult with the Oklahoma State Department of Health regarding an appropriate educational environment for the student. All decisions regarding an appropriate educational setting for the student will be made on a case-by-case basis following established policies and procedures for students with chronic health problems or other disabilities. The placement decision will be periodically reviewed, and will also be reviewed at any time a staff member observes behavior which might pose a reasonable risk of transmitting the communicable disease.

Employment

No individual will be denied employment or have his/her contract nonrenewed based solely on his/her status as an individual infected with a communicable disease.

APPROVED: July 20, 1987

REVISED: July 17, 1989; October 21, 1993; May 13, 2013

7.23 - 3.0 STUDENT DIABETES CARE AND MANAGEMENT

Purpose

The purpose of this policy is to implement the requirements of the Diabetes Management in Schools Act ("Act"), OKLA. STAT. tit. 70 § 1210.196.

Definitions

For purposes of this policy, these terms have the following definitions:

"Diabetes medical management plan" means the document a student's personal health care team develops that identifies the health services the student may need at school

"Personal health care team" means the team responsible for managing a student's diabetes and includes the principal or designee, the school nurse (if assigned to the school), the assistant, if any, the parent or guardian of the student, and to the extent practicable, the physician responsible for the student's diabetes treatment.

"School nurse" means a certified school nurse, a registered nurse contracting with the district or a public health nurse.

“Volunteer diabetes care assistant” means a district employee who has volunteered to be a diabetes care assistant and successfully completed the training required by this policy and state law.

Policy

Any district employee aware of a student who has diabetes-related needs while at school or while participating in school activities will promptly advise the principal or designee. The parent of any student who will have diabetes-related needs at school or in school activities should promptly advise the school principal or designee.

A personal health care team will develop a written Diabetes Medical Management Plan (“Plan”) for each student who will seek care for diabetes while at school or while participating in a school activity. The Plan will identify the health services the student may need at school. Each member of the student’s personal health care team, including the parent, will sign the Plan. The personal health care team will review the Plan at least annually. The school nurse at the school in which the student is enrolled, if any, will assist the student with the management of his or her diabetes care as provided in the Plan. If the school does not have an assigned school nurse, the principal will make a reasonable effort to find one or more district employees willing to serve as a volunteer diabetes care assistant (“Assistant”) to assist the student with diabetes care as provided in the student’s Plan. The principal will make a reasonable effort to ensure that a school nurse or Assistant is available at the school to assist the student when needed. The district will not restrict the assignment of a student with diabetes to a particular school based on the presence of a school nurse or assistant.

District personnel will request that the parent provide written authorization for the school nurse or assistant to have access to the student’s physician at all times. The district will maintain the Plan and related documentation as student health records.

Before undertaking responsibilities as an assistant, a volunteer must first complete training provided by the school nurse or the State Department of Health in accordance with the Act. The training will include instruction in the following:

- Recognizing the symptoms of hypoglycemia and hyperglycemia;
- Understanding the proper action to take if the student’s blood glucose is outside the range indicated in the Plan;
- Understanding the details of the Plan;
- Performing finger sticks to check blood glucose levels, check urine ketone levels and record the results of those checks;

- Properly administering insulin and glucagon and recording the results of the administration;
- Recognizing complications that require the assistant to seek emergency assistance; and
- Understanding the recommended schedules and food intake for the student's meals and snacks, the effect of physical activity on blood glucose and the proper action to be taken if the student's schedule is disrupted.

To continue as an Assistant, the volunteer must annually demonstrate competency in the above training. The school nurse, principal or designee will maintain a copy of the training guidelines and the records associated with the training.

With parent permission, the district will provide each district employee responsible for supervising or transporting a student with diabetes a form with the following information:

- Student's name;
- Telephone number of a contact person in case of an emergency involving the student; and
- Potential emergencies that may occur due to the diabetes and appropriate responses to such emergencies.

Any district employee provided the above information will be informed of applicable health privacy policies.

In accordance with his or her individual Plan and this policy, a student may attend to the management of his or her diabetes, which may include:

- Performing blood glucose level checks;
- Administering insulin through the student's insulin delivery system;
- Treating hypoglycemia and hyperglycemia;
- Unless changed in accordance with this policy, possessing on his or her person at any time, any supplies or specialized equipment necessary to monitor and care for his or her diabetes; and
- Otherwise attending to the management of his or her diabetes in the classroom, any area of the school or grounds, or at any school related activity.

The school administration will provide a private area where the student can attend to his

or her diabetes-related needs.

Students who manage their diabetes and personally possess the necessary specialized equipment and supplies under this policy are prohibited from sharing or playing with their equipment or supplies. If a student engages in these activities, the parent will be contacted and a meeting of the personal health care team will be scheduled. The district is not responsible for safeguarding the specialized equipment or supplies of a student who personally possesses those items.

Students with diabetes are encouraged to wear Medic Alert bracelets or necklaces.

No district employee will be subject to any penalty or disciplinary action for refusing to serve as an assistant. No district employee will be subject to any disciplinary proceeding resulting from any action taken in compliance with this policy. Any employee acting in accordance with this policy and law will be immune from civil liability unless the employee's actions rise to the level of reckless or intentional conduct. A school nurse will not be held responsible or subject to disciplinary action for the actions of an assistant.

APPROVED: May 13, 2013

7.23 - 4.0 PEDICULOSIS POLICY

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

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

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

*A "health professional" is defined in the statutes as: any licensed physician, psychologist, dentist, osteopathic physician, podiatrist, chiropractor, registered or

licensed practical nurse or physician's assistant.

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

Basic Policy Template

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

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

- The following day, the parent/guardian must present the child at the school for recheck and must remain present until the child has been cleared by trained school personnel to reenter. If significant improvement has occurred with no live lice and a reduction of nits, then the child may return to school.
- A note from a medical provider is not necessary to allow reentry under these circumstances because the child has not been excluded.

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

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

- Demonstrating nit removal and emphasizing the importance of combing;
- Reviewing treatment methods for removing nits;
- Describing terminal cleaning of bedding, clothing and the home;

- Providing written instruction and/or pictorial information.

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

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

APPROVED: July 23, 1984

REVISED: June 17, 2002; March 24, 2003

7.23 - 5.0 ADMINISTRATION OF MEDICATION IN SCHOOL

Purpose

The purpose of this policy is to identify when Ponca City Public School personnel are authorized to administer medication to students, when students are authorized to self-medicate and how district personnel will maintain, administer, monitor and dispose of student medication.

Definitions

For purposes of this policy, these terms have the following definitions:

"Medicine" or "medications" includes prescription medications and over-the-counter medicines such as but not limited to aspirin, cough syrup, medicated ointments and any other item used to treat an illness, disease or malady. This term shall not include "Sunscreen" as defined below.

"Parent" means a parent, a court appointed guardian or a person having legal custody.

"Sunscreen" means a compound topically applied to prevent sunburn.

Policy

Under Oklahoma law, a school nurse, an administrator or a designated school employee may administer prescription and nonprescription medications and assist in applying sunscreen to students. Only designated employees who have successfully completed specific training in the administration of nonprescription and prescription medications may administer medication to students with legitimate health needs. Individual school employees will be appointed annually by the building principal for this task, and the school nurse will maintain records of such assignments.

Except as provided in this policy and in the district's Student Diabetes Care and Management policy, students may not retain possession of or self-administer any medicine. Violation of this rule will be reported to the student's parent and may result in discipline, including out-of-school suspension.

As further set out below, the district retains the discretion to reject requests for the administration of medication or application of sunscreen and to discontinue the administration of medication or application of sunscreen.

The parent must deliver the student's medicine and/or sunscreen to the school nurse, school administrator or designated employee in its original container with a completed and signed Medication Administration Authorization Form. The parent's authorization for either administration of medicine or application of sunscreen must identify the student, the medicine or sunscreen and include or refer to the label for instructions on administration of the medicine. The school nurse, an administrator or a designated employee will administer the medicine to the student or assist the student in applying sunscreen pursuant to the parent's instructions and the directions for use on the label or in the physician's prescription. The parent must complete a new authorization form for each change of medication or sunscreen, change of dosage or change in time of administration. No authorization will be valid past the school year in which it was given. The district will maintain the authorization form as a part of the student's health record. Authorization forms will be available at the school site. A parent who chooses to do so may come to the school and personally dispense medication or sunscreen to the student.

The administration of each school will keep a record of the students to whom medicine is administered or sunscreen is applied, the type and dose of medication administered or

sunscreen applied, the date of administration or application, the time of administration and the person who administered the medicine or applied the sunscreen.

Medications and sunscreen will be stored in a separate locked drawer or cabinet that is readily accessible only to the persons authorized to administer the medication or apply the sunscreen. Medications requiring refrigeration will be refrigerated in a refrigerator designated for medication storage only and in a secure area.

Any person administering medicine or applying sunscreen to a student will participate in training by October 1 of each year conducted by a school nurse or other health care professional. The training will include:

- Review of state statutes and school rules and regulations (including this policy) regarding administration of medication and application of sunscreen by school personnel;
- Procedures for administration, documentation, handling and storage of medication; and
- Medication needs of specific students, desired effects, potential side effects, adverse reactions and other observations.

Only those persons who successfully complete the training and have been designated as outlined above are authorized to administer medication or apply sunscreen. Each school site will maintain a current list of those authorized to administer medication and apply sunscreen at that site.

Students who are able to self-administer specific medications, such as inhaled asthma medication or anaphylaxis medication, or use specialized equipment, such as an inhaler or Epinephrine injector, may do so provided such medication and specialized equipment are transported and maintained under the students' control in compliance with the following rules:

- A licensed physician or dentist must provide a written order that the student has a particular medical condition (asthma, anaphylaxis, etc.), is capable of and has been instructed in the proper method of self-administration of medication. It is the parent's responsibility to contact the physician and have the physician complete and return the required order.
- The parent must provide a written authorization for self-administration of medication.
- Parents who elect self-medication understand and agree that the district, its agents and employees shall incur no liability for any adverse reaction or

injury the student suffers as a result of self-administration of medication and/or use of specialized equipment.

- The written authorization will terminate at the end of the school year and must be renewed annually.
- If the parent and physician authorize self-medication, the district is not responsible for safeguarding the students' medications or specialized equipment.
- Students who self-medicate are prohibited from sharing or using their medication or special equipment in a manner inconsistent with its proper use. If a student engages in these activities the parent will be contacted and a conference will be scheduled with the parent, student, school administrator, nurse and other appropriate persons.
- Students will not be allowed to self-administer:
 - Narcotics;
 - Prescription pain killers;
 - Medication used to treat ADD/ADHD or other psychological or behavior disorders; and
 - Other medication hereafter designated in writing by the district.
- Except as otherwise provided by an individual student's school health plan, students may self-administer non-diabetes and non-anaphylaxis-related injectables only in the school office in the presence of authorized school personnel. Diabetes-related injectables will be administered in accordance with the district's Management of Students with Diabetes policy.
- Students who self-medicate are encouraged to wear Medic Alert bracelets or necklaces.
- The parent will provide an emergency supply of a student's inhaled asthma medication or anaphylaxis medication to be administered by school personnel, as required by state law.

Students who are able to self-apply sunscreen may do so provided such sunscreen is regulated by the Food and Drug Administration. Students may self-apply sunscreen without the written authorization of a parent, legal guardian or physician. All students are permitted to possess sunscreen that is regulated by the Food and Drug Administration.

Sunscreen

School staff will only assist the student in applying sunscreen with the parent's written authorization and according to label directions or, if applicable, written instructions from the student's physician. The sunscreen must be in the original container indicating:

- Ingredients; and
- Directions for Application.

Nonprescription medication.

School personnel who are authorized to administer medicine will only administer nonprescription medication with the parent's written authorization and according to label directions or written instructions from the student's physician. The medication must be in the original container that indicates:

- Medication name;
- Student name (affixed to the container);
- Ingredients;
- Expiration date;
- Dosage and frequency;
- Administration route, i.e., oral, drops, etc.; and
- Other directions as appropriate.

School personnel who are authorized to administer medicine will only administer aspirin (acetylsalicylic acid) and products containing salicylic acid with written instructions from the student's physician. The parent must provide and maintain a supply of nonprescription medication for the student.

Prescription medication.

School personnel who are authorized to administer medicine will only administer prescription medication with written authorization and instructions. Prescription medication must be in the original container that indicates:

- Student name;
- Name and strength of medication and expiration date;

- Dosage and directions for administration;
- Name of the licensed physician, dentist or other Oklahoma licensed practitioner;
- Date, name, address and phone number of the pharmacy.

The parent must provide and maintain the supply of prescription medication for the student.

The parent must reclaim any remaining medication by the last official day of school closing or within seven days after the prescribing physician discontinues the medication. The school nurse or designated employee will destroy in a nonrecoverable fashion in the presence of a witness any medication not timely reclaimed. The person who destroys the medication will record the following information:

- Date of destruction;
- Time of destruction;
- Name and quantity of medication destroyed; and
- Manner of destruction of medication

Any and all controlled substances will be destroyed according to state law.

The school nurse or designated employee will advise the principal or designee if discontinuance of medication to a student is appropriate and assist in informing the parent. Legitimate reasons for discontinuing administration of medication include, but are not limited to the following:

- A legitimate lack of space or facility to adequately store specific medication;
- Lack of cooperation by the student, parent and/or prescribing doctor and the district;
- An unexpected and/or adverse medical reaction to the medication at school, i.e., mood change, allergic reaction, etc., considered to be deleterious to the health and well-being of the student;
- Any apparent change in the medication's appearance, odor, or other characteristics that raise reasonable doubts about the quality of the medication; and
- The medication expiration date has passed.

APPROVED: July 23, 1984

REVISED: July 11, 1996; May 21, 2001; May 13, 2013; October 8, 2018

7.23 - 6.0 ATHLETIC PHYSICAL CONDITION POLICY

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

The coaches and trainers must always bear in mind they are not physicians and shall not try to diagnose a condition that appears serious in nature or a condition that does not respond to early treatment. If a coach suspects that a condition is serious, the athlete should be referred to a physician at once. No risks should be taken.

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

7.23 - 6.1 REGULATIONS

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

7.23 - 6.2 SPECIFIC PROCEDURES

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

1. Be alert to recognize the condition as quickly as possible.

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

7.23 - 6.3 INSURANCE PROCEDURE

All students out for secondary school football must be insured by the Student Accident Insurance Policy and be listed on the football coverage list or present a signed waiver to the coach indicating other insurance coverage is in effect. This insurance is provided by private insurers and is purchased by parents. The district does not provide or pay for insurance. All parents should carefully review any insurance for coverage.

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

SUMMARY

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

APPROVED: August 11, 1975

REVISED: July 18, 1983

ADDENDUM:

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

AMENDED: July 25, 1988

7.23 - 7.0 BLOODBORNE PATHOGENS FOR STUDENT TRAINERS

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

ADOPTED: July 11, 1996

7.23 – 8.0 HEALTH FOR STUDENT ATHLETES

Although there are numerous benefits to participating in school sponsored sports, student athletes may also experience adverse health consequences of such participation. The Board of Education of Ponca City Public Schools recognizes that these injuries can have serious consequences if not properly evaluated and treated. Therefore, consistent with state law, the District will inform and educate student athletes and their parents/guardians of the nature and risk of sudden cardiac arrest and concussions or head injuries, including information on the dangers associated with continuing to play after collapsing without a head injury or after receiving a head injury.

Specifically, on an annual basis, and prior to a student athlete's participation in any athletic practices or competitions, information sheets shall be distributed to the student and his or her parent/guardian. Attached to the information sheet shall be an acknowledgement form which the student and his or her parent/guardian must sign to verify that they have read the information sheets and understand the content and warnings. The completed acknowledgement forms shall be returned to the principal's office prior to the student athlete's participation in practice or competition during that school year. The student-athlete may not practice or compete until the form has been received.

If the District's coaching personnel suspect that a student athlete has sustained a concussion or head injury during a practice or game, or if the student collapses or faints without a head injury, the coach shall immediately remove that student from participation and direct the student to obtain a physical and mental status examination by a licensed health care provider selected by the student's parent or legal guardian. The Board of Education has defined a licensed health care provider as follows: M.D.-Medical Doctor; D.O.-Doctor of Osteopathy. If the student has sustained a head injury, this licensed health care provider must be trained in the evaluation and management of concussions. The District shall not be financially responsible for any health care bills associated with the examination.

After suffering a concussion, a student's physical and cognitive activities should be carefully managed and monitored by the licensed health care professional. Pursuant to Okla. Stat. tit. 70, § 24-155 and 156, any student athlete removed from participation shall not be allowed to participate in practices or games until he or she is evaluated by a

licensed health care provider and receives the provider's written clearance to return to participation, a copy of which shall be provided to the District.

ADOPTED: October 11, 2010

REVISED: September 14, 2015

7.24 FOREIGN EXCHANGE STUDENT ENROLLMENT

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

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

APPROVED: 1993

REVISED: July 11, 1996; February 18, 2002; June 8, 2009

7.25 DISCRIMINATION, HARASSMENT AND RETALIATION

See Section III – Administration, 3.2 – 2.5 for complete policy. This policy is also referenced in Section VI – Personnel, I. General Policies, 6.7 – 2.0.

7.26 WIRELESS TELECOMMUNICATIONS DEVICES

It is Ponca City School District's policy that students may possess a cellular telephone while on school premises and while in transit under the authority of the school. The term "cell phone" includes but is not limited to cellular phones, mobile phones, VoIP, iPhones, smart phones, internet phones or similar devices. Students will keep cellular telephones turned off and out of sight during class time and during all school or school related activities. During these times students shall be restricted from text or picture messaging, calling, electronic mailing, instant messaging, uploading, downloading, gaming, web-surfing, accessing social networking sites, or using any features or applications installed on communication devices. Students may only use cellular telephones before and after school and at lunch or during break periods. Likewise, students may have pagers and cellular telephones while attending a function sponsored or authorized by the school, subject to the same restrictions applicable to instructional periods.

Google Glass and similar technology is prohibited on campus by all individuals at all times. Other telecommunication devices shall be turned off and out-of-sight in locations deemed "private areas." "Private areas" include but are not limited to restrooms, changing rooms, and locker rooms or similar areas. The use of audio/video recording and camera features is strictly prohibited in these areas. A student who witnesses a cell phone or other telecommunication device out in a "private area" shall immediately report this behavior to a teacher or administrator. Regardless of the type of technology used, no individual may make any type of surreptitious recording of others on district property. Additionally, no person may use any type of technology to remotely monitor, listen to, or view actions occurring at school or school activities.

The district has adopted policies regarding appropriate contact between staff and students via telecommunication devices and social networking sites. These policies are found at *Wireless Telecommunication Devices (Employees)*. Students shall only engage in approved and authorized contact with school employees and shall report any inappropriate contact immediately.

Students found to be using any electronic communications device for any illegal purpose, in a manner violative of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations, or to harass or intimidate students or staff members shall be subject to discipline and the device shall be confiscated and not returned until a parent conference has been held. Using a phone for harassment purposes includes using a phone's features such as text or picture messaging, internet uploading and downloading, camera, and/or audio/visual recording features. Acts such as "up skirting" or "down blousing" are prohibited and are considered harassment of an individual. Students violating this policy will not be allowed to carry any personal communication device following the incident unless a genuine health emergency exists, and may also be subject to other disciplinary action.

WARNING: The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, and other modes of electronic communication) may constitute a CRIME under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies, which may result in arrest, criminal prosecution, and inclusion on sexual offender registries.

ADOPTED: July 16, 2001, September 15, 2005

REVISED: October 10, 2011; September 14, 2015; September 12, 2016

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

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

School-Sponsored Student Organizations

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

Independent Student-Organized Groups

6. The senior high schools of this District shall make facilities available for meetings of independent student-organized groups (that is, student groups that are not officially sponsored by the District as stated in Sections 1-5 above) subject to the following provisions. It is the District's intent to create a limited open forum under the federal Equal Access Act for independent student-organized groups pursuant to this policy.

7. Meetings of independent student-organized groups may be held only during non-instructional time, including before or after school, during lunch hour (if there are no classes being conducted during the lunch hour) or other non-instructional time. No student may attend a meeting when he or she has a scheduled class or is required by school rules or schedules to be elsewhere.
8. All meetings shall be student-initiated and open to all students in the school. All student attendance at independent student-organized group meetings shall be voluntary.
9. No meeting may include any activity that is unlawful or that materially and substantially interferes with the orderly conduct of educational activities within the school.
10. An adult monitor, who may or may not be a school employee, shall be present at all meetings. The school employee shall be present only in the capacity of monitor and may not participate in any form or fashion in the meeting.
11. Independent student-organized groups may invite outside speakers to their meetings, but no non-school persons may direct, control, conduct, or regularly attend meetings.
12. If students wish to meet in independent student-organized groups under this policy, they must file a request to meet with the building principal that lists: 1) the room in which they wish to meet and the time during which they will meet; 2) the name of one student who will serve as the contact between the group and school authorities; and 3) the monitor who will be present. The principal shall approve a meeting if it meets the requirements of this policy and shall notify the student contact person of his or her approval or, if it does not meet the requirements of this policy, the reasons for disapproval, within two days of receipt of the request to meet. Once permitted to do so, an independent student-organized group may continue meeting for the remainder of the school year, unless it subsequently violates this or any other school policy.
13. In assigning meeting rooms to student organizations, the school shall not arbitrarily discriminate between or among school-sponsored and independent organizations. However, in assigning meeting rooms the school may consider the number of persons expected to attend and the needs of the organization.
14. Meetings of independent student-organized groups may be announced by notices posted on bulletin boards in the school. Such notices may contain only the name of the organization, the date, time and place of the meeting, and a brief identification of the subject of the meeting or a list of agenda items.
15. It is understood that participation in and the content and purposes of independent student-organized group meetings are neither approved nor disapproved by the District. The District is neutral as to the content of these meetings in that the District

does not direct or control the student-organized group.

Notice Regarding Student Organizations and Parental Right to Withhold Permission to Participate

16. The District shall provide annual notice to parents and guardians about school-sponsored student organizations in the student handbook and on the District's website. The notice shall include at least a list of the names of the clubs or organizations; their individual missions or purposes; and the names of the faculty advisors.
17. If school-sponsored student organizations are created or formed after the annual notice is distributed, the District shall send supplemental notice through the District's website or by any other means it deems appropriate. Like the annual notice, the supplemental notice shall specify at least the name of the organization, its mission or purpose and the name of its faculty advisor.
18. Parents and guardians may notify the District that they are withholding permission for their student to join or participate in one or more extracurricular school-sponsored student organizations. However, parents and guardians may not withhold permission for student participation in clubs and organizations that are necessary for a required course of instruction.
19. Parents and guardians are solely responsible for preventing their student from participating in a club or organization for which they have withheld their permission. Parents and guardians are also solely responsible for retrieving their student from attendance at a club or organization for which permission has been withheld.
20. Nothing in this policy prevents a club or organization from meeting when a student who is not authorized to participate is present.
21. The District may, but is not required to provide annual (or supplemental) notice to parents and guardians about independent student-organized groups, as they are not groups directed or controlled by the District. If notice of such groups is provided, the notice shall indicate that the group is an independent student-organized group.

ADOPTED: September 19, 2005

REVISED: August 10, 2009; January 12, 2015

7.28 USE OF INTERNET-BASED INSTRUCTION

Statement of Purpose

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

Definitions

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

Approval of Curriculum

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

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

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

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

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

Instructors and Staffing

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

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

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

General Policies and Procedures

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

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

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

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

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

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

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

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

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

Privacy Statement

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

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

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

Cooperative Agreements

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

ADOPTED: September 19, 2005

7.28 – 1.0 HYBRID AND VIRTUAL SCHOOL POLICY

Definitions:

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

Policies:

1. Enrollment

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

2. Attendance

Attendance is a critical issue in an Internet-based environment, but is monitored in different ways. Because of the non-traditional learning environment, attendance will be determined by progress monitoring rather than seat time. Policy will depend on program placement.

- Hybrid

Students placed at Ponca City High School and Alternative Programs will follow all daytime policies.

- Ponca City Cyber Academy - local students enrolled in after school programs will be monitored weekly. Each student must be on track to complete coursework according to the schedule agreed to by the student, teacher, and parent or guardian not to exceed the dates set by the District's Calendar and semester schedule. All weekly appointments and assignments set by the Cyber Academy Coordinator must be completed. If a student does not meet weekly Academy requirements, he/she will be placed on probation and should get back on track within one week. If more time is required, additional daily activities will be scheduled and the student will sign an agreement to catch up. If goals are still not met, the student will be transferred to a different program and will be placed on a waiting list for re-entry into the Cyber Academy. Details:

1. Students will be monitored weekly.
2. At any point, students will be on probation if any of the following occurs:
 - a. The student is not on track to complete the course. Ponca City Internet courses monitor progress and provide ample information to inform students and parents about course completion status.
 - b. The student is not completing daily obligations. Cyber Academy students have customized weekly schedules with appointments and commitments. If the student fails to make scheduled appointments, he/she will be placed on probation.
 - c. The student exhibits repeated patterns of behavior contradictory to Cyber Academy guidelines. When placed on probation, the following actions will be taken:
 - i. The student will have one week to get back on track.
 - ii. If the student continues to be off track, misses weekly obligations, or violates program behavioral guidelines, the student and parent will sign an agreement to meet guidelines within a prescribed period of time not to exceed the 50th day of the grading period.
 - iii. If the student does not meet the agreement, he/she will be placed in a different program and may be placed on the Academy waiting list.

- Virtual
 - Ponca City Cyber School: students enrolled in the virtual school program will be monitored weekly. Each student must be on track to complete coursework according to the schedule agreed to by the student, teacher, and parent or guardian not to exceed the dates set by the District's Calendar and semester schedule. Depended upon grades and course requirements, the student may also be required to attend online office appointments and tutoring sessions. If a student does not meet weekly progress goals and activities, he/she may be placed on probation. Details:
 1. Students will be monitored weekly.
 2. At any point, students will be on probation if any of the following occurs:
 - a. The student is not on track to complete the course. Ponca City Internet courses monitor progress and provide ample information to tell students and parents course completion status.
 - b. The student is not completing weekly obligations. If the student fails to make scheduled appointments, he/she will be placed on probation.
 - c. The student exhibits repeated patterns of behavior contradictory to Virtual School guidelines. When placed on probation, the following actions will be taken:
 - i. The student will have one week to get back on track.
 - ii. If the student continues to be off track, misses weekly obligations or violates program behavioral guidelines, the student and parent will send electronic verification of an agreement between the student and online teacher to meet guidelines within a prescribed period of time not to exceed the 50th day of the grading period.
 - iii. If the student does not meet the agreement, consequence will depend on whether the student is local or transfer. Local students will be placed in a different program and may be placed on the Virtual School waiting list. Transfer students will have the option of continuing their education with Ponca City Public Schools, withdrawing to re-enroll at their home district, or to attend home school.
 3. Change of Placement-Students will be reassigned to other programs if they fail to meet local policy. If students determine that they are not suited to online learning, they will be placed in traditional day school.
 4. Truancy - If a student is not meeting attendance requirements or does not log in to class at all within a one week period without teacher permission, he/she will be considered truant. After 10 days, student will be dropped.
 5. Withdrawal- students will be required to complete all withdrawal paperwork.
 6. Discipline - Hybrid and virtual discipline aligns with District Policy.
 7. Suspension - Hybrid and virtual suspension aligns with District Policy.

8. Grades - Hybrid and virtual grading aligns with District Policy.
9. Technology - Home Internet access is the responsibility of the student.
10. Credits and Testing - All hybrid and virtual students will be required to meet state graduation and testing requirements. Prior to State and local testing windows, the District Test Coordinator will make arrangements with transfer.
11. Parent Involvement - Internet courses provide parent access to grades and progress. Online and hybrid teachers will use traditional and electronic tools to keep parents informed about their student's performance.

ADOPTED: September 14, 2009

7.29 EXTRACURRICULAR ACTIVITIES

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

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

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

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

7.29 – 1.0 ACTIVITY STUDENT DRUG TESTING

The Ponca City Board of Education, in an effort to protect the health and safety of its extracurricular activities students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the Ponca City Public School District, has adopted the following policy for drug testing of activity students.

Purpose and Intent

Although the Board of Education, administration, and staff desire that every student in the Ponca City Public School District refrain from using or possessing illegal and performance-enhancing drugs, district officials realize that their power to restrict the possession or use of these is limited. Therefore, this policy governs only alcohol, performance-enhancing and illegal drug use by students participating in extracurricular activities. This policy supplements and complements all other policies, rules, and regulations of the Ponca City Public School district regarding possession or use of illegal and performance-enhancing drugs.

The sanctions imposed for violations of this policy will be limitations solely upon the opportunity of any student determined to be in violation of this policy to participate in extracurricular activities. No suspensions from school or academic sanctions will be imposed for violations of this policy. Students will not be subject to grade reductions or a change in academic standing. **Notwithstanding the foregoing, a student may be disciplined, including suspended out of school, if a violation of this policy also results in a violation of the School District's Student Behavior Policy.**

Participation in school-sponsored extracurricular activities at the Ponca City Public School District is a privilege — not a right. Students who participate in these activities are respected by the student body and are representing the school district and the community. Accordingly, students in extracurricular activities carry a responsibility to themselves, their fellow students, their parents, and their school to set the highest possible examples of conduct, sportsmanship, and training, which includes avoiding the use or possession of illegal drugs/alcohol.

The purposes of this policy are:

1. To educate students of the serious physical, mental and emotional harm caused by illegal and performance-enhancing drug use.
2. To alert students with possible substance abuse problems to the potential harms that drug use poses for their physical, mental, and emotional well-being and offer them the privilege of competition as an incentive to stop using such substances.
3. Ensure that students adhere to a training program that bars the intake of illegal and performance-enhancing drugs.
4. To prevent injury, illness, and harm for students that may arise as a result of illegal and performance-enhancing drug use.
5. To offer students practices, competition, and school activities free of the effects of illegal and performance-enhancing drug use.

Illegal and performance-enhancing drug use of any kind is incompatible with the physical, mental, and emotional demands placed upon participants in extracurricular activities and upon the positive image these students project to other students and to the community on behalf of the Ponca City Public School District. For the safety, health, and well-being of students in extracurricular activities, the Ponca City Public School District has adopted this policy for use by all participants in extracurricular activities in grades 9-12.

Definitions

1. “Extracurricular Activity Student” means a member of any Ponca City

Public School District High School sponsored extracurricular team or program which participates in competition and for which student participation is not required as a part of the School District curriculum.

2. “Drug or alcohol use test” means a chemical test administered for the purpose of determining the presence or absence of alcohol or illegal or performance enhancing chemical substances or their metabolites in a student’s blood, bodily tissue, fluids, products, urine, breath or hair.
3. “Random selection basis” means a mechanism for selecting activity students for drug testing that:
 - A. Results in an equal probability that any activity student from a group of activity students subject to the selection mechanism will be selected, and
 - B. Does not give the school district discretion to waive the selection of any activity student selected under the mechanism.
4. “Illegal drugs” means any substance which an individual may not sell, possess, use, distribute or purchase under either Federal or Oklahoma law. "Illegal drugs" include, but is not limited to, all scheduled drugs as defined by the Oklahoma Uniform Controlled Dangerous Substance Act, all prescription drugs obtained without authorization, and all prescribed and over-the-counter drugs being used for an abusive purpose. "Illegal drugs" shall also include alcohol. “Alcohol” means ethyl alcohol or ethanol and any alcoholic beverage and includes “low-point beer” as defined by Oklahoma law.
5. “Performance-enhancing drugs” include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed, or other athletic ability. The term "performance-enhancing drugs" does not include dietary or nutritional supplements such as vitamins, minerals and proteins that can be lawfully purchased in over-the-counter transactions.
6. “Positive”, when referring to a drug use test administered under this policy, means a toxicological test result which is considered to demonstrate the presence of an illegal or a performance-enhancing drug or the metabolites thereof using the standards customarily established by the testing laboratory administering the drug use test.
7. “Reasonable suspicion” means a suspicion of illegal or performance-enhancing drug use based on specific observations made by coaches/administrators/sponsors of the appearance, speech, or behavior of an activity student; the reasonable inferences that are drawn from those

observations; and/or information of illegal or performance-enhancing drug use by an activity student supplied to school officials by other students, staff members, or patrons.

Procedures

Each extra-curricular activity student shall be provided with a copy of the “Activity Student Drug Testing Consent Form” which shall be read, signed, and dated by the student, parent or custodial guardian and coach/sponsor before such student shall be eligible to practice or participate in any extracurricular activities. The consent requires the activity student to provide a urine sample: (a) when the activity student is selected by the random selection basis to provide a urine sample; or (b) at any time when there is reasonable suspicion to test for illegal or performance-enhancing drugs. No student shall be allowed to practice or participate in extracurricular activities involving competition unless the student has returned the properly signed “Activity Student Drug Testing Consent Form.”

Prior to the commencement of drug testing each year, an orientation session will be held with each activity student to educate them of the sample collection process, privacy arrangements, drug testing procedures, and other areas which may help to reassure the activity student and help avoid embarrassment or uncomfortable feelings about the drug testing process.

Each extra-curricular activity student shall receive a copy of the “Activity Student Drug Testing Policy”. The head coach shall be responsible for explaining the policy to all prospective students, and for preparing an educational presentation to acquaint the student with the harmful consequences of drug and alcohol use and abuse.

Drug use testing for activity students will also be conducted monthly on a random selection basis any time activity students are involved in off-season activities. The Ponca City Public School District will determine a monthly number of student names to be drawn at random to provide a urine sample for drug use testing for illegal drugs or performance-enhancing drugs. [15-30 students, but no more than 20% of the eligible students]

In addition to the drug tests required above, any activity student may be required at any time to submit to a test for illegal or performance-enhancing drugs, or the metabolites thereof when an administrator, coach or relevant sponsor has reasonable suspicion of illegal or performance-enhancing drug use by that particular student.

Any drug use test will be administered by or at the direction of a professional laboratory chosen by the Ponca City Public School District. The professional laboratory shall be required to use scientifically validated toxicological testing methods, have detailed written specifications to assure chain of custody of the specimens, and proper laboratory control and scientific testing.

All aspects of the drug use testing program, including the taking of specimens, will be conducted so as to safeguard the personal and privacy rights of the student to the maximum degree possible. The test specimen shall be obtained in a manner designed to minimize intrusiveness of the procedure. In particular, any urine specimen must be collected in a restroom or other private facility behind a closed stall. The monitor shall not observe the student while the specimen is being produced, but the monitor shall be present outside the stall to listen for the normal sounds of urination in order to guard against tampered specimens and to insure an accurate chain of custody. The monitor shall verify the normal warmth and appearance of the specimen. If at any time during the testing procedure the monitor has reason to believe or suspect that a student is tampering with the specimen, the monitor may stop the procedure and inform the athletic director, head coach, or relevant sponsor who will then determine if a new sample should be obtained. If a student is determined to have tampered with any specimen or otherwise engaged in any conduct which disrupts the testing process of any student, then the student will be deemed to have committed a second offense under this Policy and the sanctions for a second offense will be imposed.

The monitor shall give each student a form on which the student may list any medications legally prescribed for the student he or she has taken in the preceding thirty (30) days. The parent or legal guardian shall be able to confirm the medication list submitted by their child during the twenty-four (24) hours following any drug test. The medication list shall be submitted to the lab in a sealed and confidential envelope and shall not be viewed by district employees.

An initial positive test result will be subject to confirmation by a second and different test of the same specimen. A specimen shall not be reported positive unless the second test is positive for the presence of an illegal drug or the metabolites thereof. The unused portion of a specimen that tested positive shall be preserved by the laboratory for a period of six (6) months or the end of the school year, whichever is shorter. Student records will be retained until the end of the school year.

Costs: The district will provide the financial mechanism to centrally fund the costs of random drug testing for activity students. Students who test positive will be responsible for paying the costs for required follow-up drug testing.

Confidentiality

The laboratory will notify the relevant principal of any positive test. To keep the positive test results confidential, the relevant principal will only notify the student, district athletic director, head coach, relevant sponsor, and the parent or custodial guardian of the student of the results. The relevant principal, district athletic director or assistant athletic director will schedule a conference with the student and parent or guardian and explain the student's opportunity to submit additional information to the relevant principal, district athletic director or assistant athletic director or to the lab. The Ponca City Public School District will rely on the opinion of the laboratory which performed the test in determining whether the positive test result was produced by something other than consumption of an

illegal or performance-enhancing drug.

Test results will be kept in files separate from the student's other educational records, shall be disclosed only to those school personnel who have a need to know, and will not be turned over to any law enforcement authorities.

Appeal

An activity student who has been determined to be in violation of this policy shall have the right to appeal the decision to the superintendent or his/her designee(s). Such request for a review must be submitted to the superintendent in writing within five (5) calendar days of notice of the positive tests. A student requesting a review will remain eligible to participate in any extracurricular activities until the review is completed. The superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the superintendent's decision will be provided and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the superintendent which shall be final and nonappealable.

Consequences

Any activity student who tests positive in a drug/alcohol test under this policy shall be subject to the following restrictions:

Self-Reporting: The parent/guardian will be contacted immediately and a private conference will be scheduled to present the test results or report to the parent/guardian. A meeting will then be set up with the student parent/guardian, assistant athletic director, district athletic director or relevant principal concerning the positive test or report. In order to continue participation in the activity the student and parent/guardian must, within five (5) business days of the joint meeting, show proof that the student has received drug/alcohol counseling from a qualified treatment program or counseling entity. Additionally, the student must voluntarily submit to a second drug/alcohol test to be administered within 45 days and continue in counseling one time per week for eight (8) weeks. Self-reporting to eliminate penalty is limited to one incident.

If a parent/guardian and student agree to these provisions, the student will continue to participate in the activity. Should the parent/guardian and student not agree to these provisions, the consequences listed in this policy for the second offense will be imposed.

First Offense: Suspension from participation in all activities covered under this policy for 25% of season to be calculated as 25% of original season regardless of percentage remaining, and successful completion of eight (8) weeks of one-time per week substance abuse education/counseling to include substance assessment (SASSI). The student will be randomly tested monthly for the remainder of the school year. The time and date will be unknown to the student and determined by the relevant principal / district athletic director or assistant athletic director.

Second Offense: Same as First Offense but 50% of season and twelve (12) weeks one-time per week of drug alcohol counseling plus SASSI.

Third Offense: Complete suspension from participation in all extracurricular activities including all meetings, practices, and competitions for twelve (12) calendar months.

Refusal to Submit to Drug/Alcohol Use Test or Retest

A participating student who refuses to submit to a drug/alcohol test or retest authorized under this policy shall not be eligible to participate in any activities covered under this policy including all meetings, practices, and competitions for the remainder of the school year. Additionally, such student shall not be considered for any activity honors or awards.

Positive Retest

Will be treated a subsequent offense and penalty will be applied on top of original offense.

***All offenses are cumulative during students' enrollment at Ponca City Public Schools grades nine through twelve (9-12).

ADOPTED: June 20, 2012