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LENGTH OF THE SCHOOL YEAR

Minimum Length of School Year: School shall actually be in session and classroom instruction offered for not less than 1080 hours with a minimum of 165 days of instruction each school year. Only where conditions beyond the control of school authorities make the maintenance of the term impossible, and the State Board of Education has been apprised and has expressed concurrence in writing, may school be maintained for less than a full year.

Notification of School-Hours Policy: Prior to October 15th of the applicable school year, the superintendent or their designee, shall notify the State Board of Education, in writing, that the district has adopted a school-hours policy and provide the State Board of Education with a copy of the school calendar as approved by the district's board of education.

Professional Development: No more than five days or 30 hours of classroom instruction time per school year may be used for professional development meetings.

Parent-Teacher Conferences: If parent-teacher conferences are held during a regular school day, as authorized by the district, parent-teacher conferences shall be counted as classroom instruction time for no more than 6 hours per semester, for a total of 12 hours per school year.

ADMISSIONS AND RESIDENCE

SEE POLICY F-1A

ATTENDANCE/ACTIVITIES POLICY

The Guthrie Board of Education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the co-curricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in co-curricular activities.

The superintendent is directed to develop, for board approval, regulations which support this policy.

ATTENDANCE/ACTIVITIES POLICY (REGULATIONS)

In accordance with the policy of the board of education the following regulations shall govern student attendance and activities within this public school system:

Students will be allowed a maximum of ten absences from each class period during the school year to participate in approved activities. Absences for activities that are of a state and national nature, as defined by the criteria of earned right to compete, shall not be considered an absence for the purpose of this regulation.

The following activities are not included in the above category. Therefore, absences caused by participation shall be counted toward the maximum:

1. Athletic contests other than OSSAA play-offs. (Includes initial qualification for play-offs for athletes and cheerleaders.)
2. Shows and contests that are not defined as state contests.
3. Annual staff workshops.
4. Conferences such as FHA, Student Council, etc.
5. District contests for concert band and marching band.
6. FHA leadership.
7. Field trips sponsored by clubs or organizations that are not classified as academic field trips.
8. Band trips, chorus trips, speech and drama trips.
9. State vocational conventions for which no earned right to attend is required (FHA state conventions).
10. School related community activities.

The following activities will not be counted against the permissible ten (10) day absence regulation:

1. Academic classroom field trips (History Day, NSU; Math day, Connors; High School Bowl, OSU; science fairs, Business Day Competition NSU).
2. OSSAA sponsored state play-offs that require earned qualification to participate (athletes and cheerleaders).
3. Assemblies that are school sponsored and required.
4. School pictures.
5. Class meetings.
6. Participation in school approved testing programs.
7. State band, chorus, and speech contests.
8. Scholastic contests.
9. FHA state shows and state fairs. To be eligible, however, students must have placed in one of the top seven (7) places at the county show/fair.
10. Legislative page.
11. There is no activities absence if a student is enrolled in an activity class and is away from school during the time the class is scheduled.

SCHOOL DAY

The normal school day for the instruction of students in the Guthrie School District shall be in accordance with the Oklahoma Statutes and the regulations of the Oklahoma State Department of Education.

The regular school session may be temporarily altered by the board upon recommendation by the superintendent when the best interests of the district and the students would be served.

The superintendent may close schools, delay the opening of schools, or dismiss school early for emergency reasons to protect the health and safety of students and staff. However, any deviation that decreases the school day to less than six hours will be reported to the Department of Education, Accreditation Section within 72 hours.

The superintendent is directed to prepare a regulation which defines the school day for the various classes.

CLASS SIZE

In the interest of the educational welfare of our children, The Guthrie Board of Education shall meet the state standards for class size.

SCHOOL VOLUNTEERS

The board encourages community members to volunteer at the district's schools to augment its programs. The board has adopted this policy to clarify requirements, expectations and responsibilities related to volunteering for the school district.

The district does not discriminate against volunteers on the basis of race, color, sex, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information. All individuals who volunteer for the district should be committed to the district's non-discrimination requirements and its goal of providing quality education and related programs to the children of the community.

The district has a myriad of needs which can be filled by volunteers, and any individual interested in being a school volunteer should contact a building principal to begin the volunteer approval process. Prior to volunteering, all volunteers are required to:

- submit an information form
- authorize a criminal records check
- pay the records check fee (fee may be waived in cases of demonstrated financial hardship)
- review relevant school policies
- sign the volunteer compliance agreement

No individual will be permitted to volunteer until all of the required paperwork has been submitted and the criminal records check has been reviewed and approved by the building principal. In the event the criminal records check reveals adverse information regarding the potential volunteer, the administration will review the facts and circumstances to determine whether an exception can be granted and in what capacity, if any, the individual may be permitted to volunteer. All potential volunteers will be given the opportunity to explain any adverse information which is discovered during the criminal records check prior to an application being denied.

In addition to the foregoing, there are also special considerations for volunteers who are driving on school field trips or who are volunteering in connection with athletic events. Individuals who transport students in personal vehicles are required to provide additional documentation and declarations related to their driving history and insurance. Individuals who volunteer in connection with athletic events are required to participate in sport-specific education programs.

TEXTBOOK SELECTION POLICY

It is policy of the Guthrie Board of Education to appoint a committee for the purpose of selecting textbooks to be used in this school district. The committee will be composed as per the State Department of Education requirements.

SCHOOL LIBRARY

It is the policy of the Guthrie Board of Education that efforts are made to staff and maintain a school library adequate for the needs of the students and teachers.

FIELD TRIPS AND EXCURSIONS

It is the policy of the Guthrie Board of Education that local field trips shall have the prior approval of the building principal. Advance consent of the student's parent or guardian is required for any excursion or field trip. Out of state trips may only be scheduled after board of education approval. Out of state trips will only be approved under special circumstances and only for high school age students.

CURRICULUM DESIGN

The Guthrie Board of Education believes that all of the learning experiences which the school affords for the purpose of attaining its educational objectives constitute the curriculum.

The curriculum shall be developed within the framework provided by the regulations of the Oklahoma State Department of Education, and by the Oklahoma Statutes.

This school district shall be in a continuous process of curriculum development. However, the board of education is the final approving authority for all curriculum changes.

Emphasis shall be given to the teaching of citizenship in the United States, the state of Oklahoma, and the local community. The ideals, culture, history, and government of the United States, the state of Oklahoma, and of other countries shall be taught along with the principles of democracy as they apply to the lives of our citizens.

Personal health and physical fitness shall be emphasized through the study of proper diet; the effects of alcoholic beverages, narcotics, tobacco, and other substances on the human body and mind; and, the study of other subjects which promote healthy living. Safety shall be emphasized through training in the operation of motor vehicles and the general understanding and use of safety practices.

The board of education believes that the teaching of the basic skills of learning and communication, including reading, writing, speaking, and the use of mathematics is of paramount importance.

The importance of the conservation of natural resources to the students shall be taught. Resources such as soil, water, forests, mineral, oil, gas, and wildlife shall be taught.

Respect for the American flag shall be taught the flag salute, the singing of patriotic songs, and the learning and reciting of patriotic poems and other literature.

CURRICULUM GUIDES AND COURSE OUTLINES

The Guthrie Board of Education believes that the choice of subjects is an important decision for high school students to consider. Class advisors shall assist students in making wise and desirable choices.

The superintendent shall prepare a regulation reflecting the courses available to high school students.

BASIC INSTRUCTIONAL PROGRAM

The Guthrie Board of Education shall provide reasonable educational opportunities to children of this district.

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

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

The curriculum shall meet the educational requirements established by state law.

REVIEW OF INSTRUCTIONAL MATERIAL

In order to promote transparency in the education process, the district's instructional materials will be available for parent review. Instructional materials include items such as teacher manuals, films, tapes and other supplementary materials regardless of format.

In order to review these materials, a parent should submit a written request to the building principal. The request must specify the class/subject, teacher, student's name, and the types of items being requested for review. Within ten (10) days the principal will arrange for a mutually convenient time for the review or will notify the parent that a review cannot be permitted. If the principal declines to allow a parent to review the materials, the principal will provide the parent with an explanation of why the material is not available. All reviews will be conducted during school hours by scheduling an appointment with the building principal. Instructional materials may not be removed from the individual school sites.

In the event the requested review is denied or after fifteen (15) days with no response from the principal, the parent may request this information through the board of education in accordance with the district's policy regarding parent rights.

OKLA. STAT. tit. 70 § 11-106.1

***DISTRICT WIDE PARENTAL INVOLVEMENT
(Parent Bill of Rights)***

The board supports parents' efforts to be involved in the district's education programs. This policy outlines the district's efforts to educate parents and support parent involvement in response to the 2014 Parents' Bill of Rights.

Parents have the right be involved in their minor child's education, including directing that education. Parents are encouraged to exercise their rights in conjunction with district guidance so as not to inadvertently impede their minor child's compliance with federal and state mandated requirements – including requirements related to graduation. Parents also have the right to review school records related to their minor child.

Parents generally have the right to consent prior to an audio or video recording being made of their minor child. This right does not preempt the district's right to make recordings (without specific parental approval) related to:

- safety, general order and discipline
- academic or extracurricular activities
- classroom instruction
- security/surveillance of the buildings or grounds
- photo ID cards

Parents have the right to receive prompt notice if their minor child is believed to be the victim of a crime perpetrated by someone other than the parent, unless law enforcement or DHS officials have determined that parental notification would impede the related investigation. These notice provisions do not apply to matters which involve routine misconduct typically addressed through student discipline procedures. School personnel will not attempt to encourage or coerce a child to withhold information from parents.

1. The district will promote parent participation at the site level with the goal of improving parent and teacher cooperation in areas such as homework, attendance and discipline. This will be accomplished through activities such as:
 - Parent teacher conferences
 - Back to school / meet the teacher nights
 - District sponsored webpages with class information available to parents
 - School newsletters
 - Remind 101 Text Messaging
 - Site Parent Nights / Activities / Programs
 - Homework Hotline

The district will inform parents about their children's course of study by disseminating this information:

- During annual enrollment
 - In student handbooks
 - On the district's webpage
2. Parents may review learning materials affecting their minor children's course of study, including supplemental materials, by making a request through the building principal.
 3. Parents who object to a learning material or activity may withdraw their minor child from the class or program in which the material is used. In order to withdraw a student, the parent must submit a written request, signed and dated by a parent, to the building principal. Parents who choose to withdraw their minor child from a required class are responsible for making alternate arrangements for the child to earn credit for the class.
 4. The district offers sex education in grades 5, 7 and 8. Parents who object to their minor child participating in the district's sex education program must submit a written notice, signed and dated by a parent, to the principal in order for

their child to be excused from participation. Students who are not participating in the district's sex education program will be permitted to study in the school library or office during sex education instruction.

5. If a teacher is going to provide instruction or presentations regarding sexuality in a course apart from formal sex education, the teacher will send written notice home to parents 10 days in advance of the presentation. Parents who object to their minor child's participation in such instruction may send a written request to the building principal to have the student excused from the presentation. Any such student will be permitted to study in the school library or office during the presentation.
6. Parents may learn about the nature and purpose of clubs and activities which are part of the school curriculum by reviewing student handbooks and the district's website. The district's extracurricular clubs and activities are also published in student handbooks, the district's policy manual, and are available on the district's website.
7. Parents have numerous rights and decision making responsibilities concerning their minor children. To assist parents in meeting these responsibilities and to fulfill its obligations under the 2014 Parent Bill of Rights, the district has compiled the following information for parents:
 - A. The district provides sex education to students in grades 5, 7 and 8. Parents may opt their student out of the district's sponsored sex education program by following the procedures established in item 4 above.
 - B. Parents who are not residents of the district may enroll their minor children in the district's schools in accordance with the district's open transfer policy. A copy of that policy is available in the superintendent's office.
 - C. The district utilizes a number of resources to educate students. Parents who object to an assignment based on sex, morality or religion may opt their minor child out of the assignment by following the procedures established in item 3 above.
 - D. Students are generally required to receive a predetermined set of immunizations prior to enrolling in school and to receive additional boosters throughout enrollment in the district. This requirement may be waived if the parent submits a note from the minor child's physician stating that the child should be excused from the immunization for health reasons or if the parent submits a note objecting to the immunization of the child.
 - E. Students are required to meet certain obligations in order to be promoted to a subsequent grade, particularly with regard to learning to read. Parents can learn about these requirements – including efforts the district will take in order to help students become successful readers – by reviewing the district's policies on Reading Sufficiency Act testing, and student promotion. Copies of these policies are available in the superintendent's office and on the district website.
 - F. Students are required to meet certain obligations in order to graduate from high school. Parents can learn about these requirements each year during course enrollment. This information is also available in student handbooks and on the Oklahoma State Department of Education's website (www.ok.gov/sde/).
 - G. The district provides AIDS education for students in grade 7. Parents may opt their minor student out of this education by submitting a written request, signed and dated by a parent, to the building principal. Students who are not participating in the district's AIDS education program will be permitted to study in the school library or office during the scheduled instruction.
 - H. Parents have the right to review student test results related to their minor student. Parents may review the results of classroom exams by contacting their child's teacher. Parents may review the results of state-wide testing by contacting their child's building principal.
 - I. Qualifying students have the right to participate in the district's gifted and talented program in accordance with the district's policy regarding the program. A copy of the policy is available through the superintendent's office.
 - J. Parents have the right to review teachers' manuals, films, tapes or other supplementary instructional material if the materials are being used in connection with a research or experimentation program or project. In order to review these materials, the parent should contact the building principal.

- K. Parents have the right to receive a school report card. Information regarding these report cards will be provided through school publications, but a copy of the actual report card is available in the superintendent's office.
- L. Students are required to attend school regularly, and the district is required to notify parents of any student absence unless the parent has already contacted the school to report the absence. The district will send a written notice to parents if their minor student appears to be in danger of exceeding the maximum allowable number of absences and will notify the district attorney and the parent if a child may be considered truant. Parents may contact the child's principal for additional information regarding student absences.
- M. Parents have the right to review the district's courses of study and textbooks. Arrangements for this review can be made through the building principal.
- N. Students may be excused from school for religious purposes provided the parent contacts the building principal to request such an absence.
- O. Parents have the right to review all district policies, including parental involvement policies. Copies of these policies are available through the superintendent's office or on the district website.
- P. Parents have the right to participate in parent-teacher organizations. Information regarding these groups will be made available during activities such as enrollment, schedule pickups and back to school night. Parents who wish to have additional information regarding these groups can obtain more detail through the principal's office.
- Q. Parents may opt out of selected district level data collection related to state longitudinal student data system reporting. Parents may not opt out of necessary and essential record collecting. Parents may file an opt out request through the superintendent's office.
- R. The district will not procure, solicit to perform, arrange for the performance of, perform surgical procedures or perform a physical examination upon a minor student or prescribe any prescription drugs to a minor student without first obtaining a written consent for the proposed assessment or treatment. The written consent will be effective for the school year for which it was granted, and must be renewed each subsequent school year. If the assessment or treatment for which the written consent is provided is performed through telemedicine at a school site, and if the written consent is provided by the Parent and is currently effective, the health professional shall not be required to verify that the parent is at the school site.
- S. The district will not procure, solicit to perform, arrange for the performance of or perform an assessment for mental health therapy on a minor student without first obtaining consent of a parent or legal guardian of the minor. The written consent will be effective for the school year for which it was granted, and must be renewed each subsequent school year. If the assessment or treatment for which the written consent is provided is performed through telemedicine at a school site, and if the written consent is provided by the Parent and is currently effective, the health professional shall not be required to verify that the parent is at the school site. However, a student shall not be seen without consent.
- T. A student shall not be vaccinated at school or on school grounds or receive a vaccine as part of the mobile vaccination effort without prior written authorization, including the signature of the parent or legal guardian of the student for the vaccine or group of vaccines to be administered during a single visit.

Parents requesting information outlined in this policy should submit written requests for information through the building principal or superintendent's office, as noted in the respective section. Appropriate school personnel will either make the information available or provide a written explanation of why the information is being withheld within ten (10) days of the request. Any parent whose request is denied or who does not receive a response within fifteen (15) days may submit a written request for the information to the board of education. The board will include an item on its next public meeting agenda (or the following meeting, if time does not permit inclusion of the item on the agenda) to allow the board to formally consider the parent's request.

OKLA. STAT. tit. 25 § 2001

EQUAL EDUCATION OPPORTUNITIES

It is the policy of the Guthrie Board of Education that the right of a student to participate fully in classroom instruction shall not be abridged or impaired because of age, sex, race, religion, national origin, disability, pregnancy, parenthood, marriage, or for any other reason not related to individual capability.

The right of a student to participate in extracurricular activities shall be dependent only upon the maintenance of minimum academic standards established by the board and the student's individual ability in the extracurricular activity.

GIFTED STUDENT PROGRAM

The Guthrie Board of Education recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.301 of Title 70.

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

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

CHILDREN AND YOUTH WITH DISABILITIES SPECIAL EDUCATION

It is the policy of the Guthrie Board of Education to provide a free appropriate public education pursuant to federal and state law and regulations to all children and youth with disabilities who reside in the school district. This duty will be satisfied directly providing special education for such children.

BILINGUAL INSTRUCTION

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

HOMEBOUND INSTRUCTION

The Guthrie Board of Education is aware of the need to provide instruction for students who, for medical reasons, are not able to attend school. Therefore, the district will provide homebound instruction for students who are unable to attend school. The handicapping disability must be certified by a medical doctor and approved by the school site's Homebound Instruction Committee on an individual basis.

Grades awarded by homebound teachers will be of the same value as the grades awarded by other teachers.

If the request is approved, a teacher will visit the student at home or in the hospital in accordance with the district plan for Homebound and Special Services.

SUMMER SCHOOL

It is the policy of the Guthrie Board of Education that summer school sessions may be held in the high school and in the junior high school as deemed necessary.

Recommendations from teachers, principals, and the superintendent will determine what areas of the curriculum will be included in the summer session. Costs per session, dates and times sessions are to be held, and courses offered will be approved by the board of education on an annual basis.

Teacher compensation for a summer session will be established by the board prior to the commencement of the session.

Any course with fewer than 10 students may be canceled.

COLLEGE COURSEWORK STUDENT

The Guthrie Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible.

Therefore, all junior and senior students who wish to attend college courses may request a concurrent enrollment schedule from the high school principal.

The superintendent will designate a staff member who will make personal contact with every sophomore and their parents or guardians, individually or in groups, during the spring semester to present materials and to explain the concurrent enrollment program.

The superintendent will post notices in at least two places conspicuous to students calling attention to the concurrent enrollment program and naming the contact person.

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

Introduction

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

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

As used in this policy, "promote" or "promotion" means to place a student who has successfully completed the requirements of a particular grade level into the next higher grade level following the end of the school year, or before November 1 of the academic year if the student is being promoted at mid-year in accordance with the Reading Sufficiency Act, and to record on the student's permanent cumulative record that he or she has successfully completed his or her current grade level.

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

As used in this policy, "not passed in a course" or similar wording, means the student is assigned a failing semester grade in a course of study which failing grade will be recorded on the student's permanent cumulative record.

Promotion/Retention and Failing Courses

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

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

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

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

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

Retention based on the Reading Sufficiency Act

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

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

If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting grade level targets on a screening instrument for the acquisition of reading skills approved by the State Board of Education, the school district shall immediately begin a student reading portfolio and shall provide notice to the parent of the student's reading deficiency as described in the school district's Reading Sufficiency Act Testing and Procedures Policy.

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

A student not eligible for automatic promotion and who does not meet the criteria established by the Commission for Educational Quality and Accountability on the reading portion of the third-grade statewide assessment may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:

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

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and the school district superintendent and the principal and superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria approved by the State Board of Education, for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after the fifth grade which shall have the goal of ensuring that the student is on track to be college and career ready.

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

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

Beginning with the 2015-2016 school year, students who score unsatisfactory on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption shall be retained in the third grade and provided intensive instructional services and supports.

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

1. English language learners who have had less than two (2) years of instruction in an English language learner program;
2. Students with disabilities whose individualized education plan (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
5. Students with disabilities who participate in the statewide assessment and who have an IEP that reflects that the student has received intensive remediation in reading and has made adequate progress in reading pursuant to the student's individualized education program for;
6. Students who have received intensive remediation in reading for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten, kindergarten, first, second, or third grade; and
7. Students who have experienced medical emergencies during the district's testing window and have been approved for this exemption through the Oklahoma State Department of Education.

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

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

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

Mid-Year Promotion of Retained Third Graders

The School District implements the following policy for mid-year promotion of a third grade student retained due to a reading deficiency. Retained third grade students may only be promoted mid-year to fourth grade prior to November 1 of the academic year. To be eligible for mid-year promotion, the student must demonstrate by reasonable expectation that he or she:

1. is a successful and independent reader, reading at or above grade level;
2. has progressed sufficiently to master appropriate fourth grade reading skills; and
3. has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district.

Standards that provide a reasonable expectation that a student has met the above requirements include demonstration of a level of proficiency required to meet grade-level criteria as established by the Office of Educational Quality and Accountability (OEQA) on the third-grade assessment and mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the district's core reading program. Evidence of demonstrated mastery shall be shown by the following:

1. Successful completion of portfolio elements that meet state criteria, as outlined in O.A.C. 210: 15-27-3(d); or
2. Satisfactory performance on a subsequent alternative standardized assessment, pursuant to O.A.C. 210: 15-27-3(e).

To promote a student mid-year using a student portfolio there must be evidence of the student demonstrating a level of proficiency required to meet criteria on the Oklahoma state standards as assessed by the reading comprehension and vocabulary portions of the third-grade assessment, and mastery of the Oklahoma Academic Standards as assessed by the reading foundations/processes and vocabulary portions of the fourth-grade assessment, as specified in O.A.C. 210: 15-27-3(b). In addition, the portfolio must also meet the requirements listed in O.A.C. 210: 15-27-3(d).

To promote a student mid-year using an alternative standardized assessment there must be evidence that the student scored at or above grade level on the reading portion of an alternative standardized reading assessment listed in O.A.C. 210: 15-27-2(b)(3)(A), as demonstrated by standard scores or percentiles consistent with the month of promotion to the fourth grade. Alternative assessments administered for the purpose of determining a student's eligibility for mid-year promotion must also comply with any additional requirements such as those mandated by O.A.C. 210: 15-27-2(b)(3) and the district's policy for mid-year promotion, provided that alternative assessments administered for this purpose may be administered until November 1 of the school year.

A mid-year promotion shall only occur upon agreement of the parent or legal guardian of the student, and the school principal. Such decision should be made in consultation with the student's third and fourth grade teachers.

The Individualized Program of Reading Instruction for any retained third grade student who has been promoted mid-year to fourth grade shall be re-evaluated and modified as appropriate to support success in fourth grade, and shall be implemented for the entire academic year.

Appeal Process

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

Parents who disagree with the district's decision to promote a student to the next grade may also appeal the decision upon receipt of the student's report card by taking the steps outlined below.

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

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

Final Level of Appeal: The parent may request review of the superintendent's or his/her designee's decision by letter to the superintendent or the Clerk of the Board of Education. If no request is received within five (5) days of the parent's receipt of the superintendent's or his/her designee's written notification of their decision, the superintendent's or designee's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable.

If a parent disagrees with the Board's decision, he or she may prepare a written statement stating the reason(s) for disagreement, which will be placed in and become a part of the student's permanent cumulative record. Prior to retaining a student at the parent's request, the student's parent will be required to sign an acknowledgment form accepting responsibility for any adverse consequences of retaining a student against district recommendations. Reference: 70 OKLA. STAT. §1210.508C, OAC 210:15-27-3

**NOTIFICATION FORM FOR POSSIBLE STUDENT RETENTION
OR POSSIBLE STUDENT FAILURE OF A COURSE**

TO: _____
[Name of Parent]

FROM: _____
[Name of Administrator or Teacher]

RE: _____
[Name of Student]

DATE: _____

[Check the following items, as appropriate]:

_____ This is to advise you that the above-named student is in danger of being retained in his/her current grade because his/her performance is insufficient.

PLEASE CONTACT ME AS SOON AS POSSIBLE TO DISCUSS THIS ISSUE.

_____ This is to advise you that the above-named student is in danger of being retained in his/her current grade because his/her performance on reading sufficiency tests has demonstrated a reading deficiency.

PLEASE CONTACT ME AS SOON AS POSSIBLE TO DISCUSS THIS ISSUE.

_____ This is to advise you that the above-named student is in danger of failing the following course: _____
[Name of course]

PLEASE CONTACT ME AS SOON AS POSSIBLE TO DISCUSS THIS ISSUE

PROFICIENCY BASED PROMOTION

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.
 - A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: Portfolio, criterion-referenced test, thesis, project, product or performance. Proficiency in all laboratory sciences will require that students are able to perform relevant laboratory techniques.
 - B. Students shall have the opportunity to demonstrate proficiency in the core areas as identified in 70 OKLA. STAT. § 11-103.6:
 - Social Studies
 - Language Arts
 - The Arts
 - Languages
 - Mathematics
 - Science
 - C. Proficiency for advancing to the next level of study will be demonstrated by a score of 90% or comparable performance on an assessment or demonstration.
 - D. The opportunity for proficiency assessment will be provided at least twice each school year.
 - E. Qualifying students are those who are legally enrolled in the district.
 - F. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.
 - G. Students will be allowed to take proficiency assessments in multiple subject areas.
 - H. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
 - I. Exceptions to standard assessment may be approved by the district for students with disabilities.
2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.
 - A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social and mental growth should be considered.
 - B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. This statement shall be included in the permanent record of the student.
 - C. Failure to demonstrate proficiency will not be noted on the transcript.
 - D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.
 - E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.
 - F. Units earned through proficiency assessment will be transferable with students among school districts within the State of Oklahoma.

3. Proficiency assessment will measure mastery of the subject matter standards adopted by the State Board of Education.
4. Options for accommodating students' needs for advancement after they have demonstrated proficiency may include, but are not limited to, the following:
 - A. Individualized instruction;
 - B. Correspondence courses;
 - C. Independent study;
 - D. Concurrent enrollment;
 - E. Cross-grade grouping;
 - F. Cluster grouping;
 - G. Grade/course advancement; and
 - H. Individualized education programs.
5. The district will disseminate materials explaining the opportunities for proficiency based promotion to students and parents in the district each year. The subject matter standards adopted by the State Board of Education, and type of assessment or evaluation for each core curriculum area will be made available upon request.

OAC 210: 35-27-2

GRADING

In accordance with the policy of the board of education, the following grading system will be used for all subjects, including special education, and will be printed on all grade cards and transcripts:

Grade K

Satisfactory
Needs Improvement, Unsatisfactory

Grade 1

1 - Always
2 - Most of the time
3 - Some of the time
4 - Seldom
5 - Not evaluated

Grades 2-12

A	Excellent	90-100
B	Above Average	80-89
C	Average	70-79
D	Below Average	60-69
F	Failing	59-Below

In permanent records:

1-2 = S (Satisfactory)

3 = N (Needs Improvement)

4 = U (Unsatisfactory)

GRADING GUIDELINES FOR K-6

1. All homeroom teachers' names are to be written on the permanent folders beside the school year.
2. The semester average will be recorded in the permanent record folder as required by state regulations.
3. In grades 2-6, the percent score and letter grade will be reported for each nine-weeks period. The semester average will be computed and reported at the end of each semester.
4. In grades K-3, primary importance will be placed upon the teaching of reading, writing, language arts, and the development of math skills. All other subject areas will be graded with a score of
S - Satisfactory N - Needs Improvement U - Unsatisfactory.
5. In grades 4-6, grades in physical education, music, art and handwriting will be reported accordingly:
S - Satisfactory N - Needs Improvement U - Unsatisfactory

EXAMINATIONS

It is the policy of the Guthrie Board of Education that semester examinations shall be set by the principal and the superintendent. The teacher shall be required to hold all students taking the semester finals in class for the entire period of the examination.

No exemption from semester examinations shall be authorized except as set forth in the school district's exemption policy for secondary students.

REPORT CARDS

The Guthrie Board of Education believes that students and parents should be informed periodically of the student's progress in school work. Therefore, report cards shall be sent to parents or guardians at the end of each nine-week period.

Progress reports may be distributed at mid nine-weeks and additional reports, telephone calls, or personal visits may be scheduled if in the best interest of the student.

REPORT CARDS (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the reporting of student progress.

1. Report cards or progress reports will be issued to students during the week following the end of each nine-week period.
2. Students are expected to share the reports with their parents or guardian.
3. The semester grade is recorded on each student's permanent school record.
4. The school staff and teachers will work with any student receiving a failing grade and will assist the student in determining and solving problems with the particular subject area.
5. In addition to report cards, progress reports will be sent to parents or guardians of students who are failing or at near failure during each grading period. Reports may also be mailed (at teacher's discretion) reflecting satisfactory progress. Parents and guardians should feel free to discuss their child's progress with teachers and staff by appointment at any time.

SEMESTER EXAMINATION EXEMPTION

The Guthrie Board of Education believes that extraordinary efforts on the behalf of students should be rewarded. Therefore, students in grades 9-12 who have a “C” or better grade average at the time of the semester examinations may be allowed to be exempt from the semester examinations in each class where the student has three or fewer absences and no tardies from that class. No student will be allowed to take final examinations prior to the regularly scheduled time without extenuating circumstances and prior approval by the principal.

PARENT-TEACHER CONFERENCES

It is the policy of the Guthrie Board of Education that parent-teacher conferences will be scheduled as required by the teacher, or when requested by the parent. However, parent-teacher conference days will normally be limited to one for each semester.

HONORS PROGRAM VALEDICTORIAN, SALUTATORIAN, HONOR STUDENT

It is the policy of the Guthrie Board of Education to recognize students of outstanding achievement. The superintendent is directed to establish, subject to approval of the board, criteria for the selection of a valedictorian, salutatorian, and honor student from the graduating senior class.

HONORS PROGRAM (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the selection of students for honors recognition.

Students will be selected from each graduating class for the award of valedictorian and salutatorian.

The student with the highest grade point average will be selected as class valedictorian. The next highest will be selected as class salutatorian.

Grade point average of grades earned in the 9th, 10th, 11th, and 12th grades will constitute the year.

To be eligible for consideration, students must be enrolled in a minimum of six units during their senior year.

VALEDICTORIAN AND SALUTATORIAN (REGULATION)

A valedictorian is defined as a student who has achieved the highest degree of academic excellence in school. To be considered for valedictorian or salutatorian, students must be enrolled at Guthrie High School at the beginning of their senior year.

Further criteria for this honor is listed in the Guthrie High School Parent-Student Handbook and reviewed annually.

SCHOOL HONORS AND OFFICES (REGULATION)

A student who has all "A's" may be included on the Superintendent's Honor Roll. A student who has no grade below a "B" may be included on the Principal's Honor Roll.

A student residing in the school district for a minimum of one preceding semester and the current semester, and who has a "C" average (2.00) or higher on the previous semester grades will be eligible for school honors and offices.

STUDENT RETENTION

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

GRADUATION REQUIREMENTS

The Guthrie Board of Education recognizes that a 12 year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study. Therefore, it is policy of the Board of Education that a minimum of twenty-five (25) units of credit be earned in the subject areas listed below to be eligible for graduation. Twenty-one (21) of the twenty-five (25) units must be earned in the 10th, 11th, and 12th grades. Specific course requirements for graduation are listed in the Guthrie High School Parent-Student Handbook and reviewed annually.

GUIDANCE AND COUNSELING

The Guthrie Public Schools shall meet state standards of accreditation relating to the provision of school counselors to the students of the district. The district shall provide information regarding the number of counselors serving each school site, the duties of all such counselors including all administrative duties, the number of students served by each counselor, and information regarding the number of counselors employed per elementary school, junior high school, and high school.

The high school and junior high schools shall provide one counselor to each 450 students, and the elementary schools shall provide for guidance services with a counselor or other personnel specially trained in the area of guidance. School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate for the grade levels to which they are assigned.

The counseling staff, parents, administrators and others shall provide guidance and counseling program direction through involvement in assessment and identification of student needs.

The school shall develop a written description of a guidance and counseling program with special provisions for at-risk students. The program shall address needs of all students, including those who are identified at-risk, and shall establish program goals, objectives, and an evaluation.

Each school shall provide an organized program of guidance and counseling services.

Counseling services shall be available to students to increase the probability of student success.

The counseling services shall provide a planned sequential program of guidance activities that enhance students' development.

The provider of counseling services shall consult with staff members and parents, and make appropriate referrals to other specialized persons, clinics, or agencies in the community.

Counseling and guidance services shall be coordinated, and shall work cooperatively with other school staff and educational entities.

Each counselor shall follow a planned calendar of activities based on established program goals and provide direct and indirect services to students, teachers, and/or parents.

TESTING PROGRAM

It is the policy of the Guthrie Board of Education to take part in testing programs with the aim of providing information designed to help all students recognize their abilities and to help in planning their school work. A well-rounded testing program has been developed that can be very valuable to each student. The board recognizes that certain information is privileged and confidential. Such information shall not be tested for and if revealed shall be discarded.

Annually, on a date to be determined by the superintendent, the district will provide information to the district's Students, parents of students, and the public at large about the proper meaning and use of tests administered pursuant to the Oklahoma School Testing Program Act.

The superintendent is directed to establish a regulation governing the use of testing programs. Such regulation, when approved by the board, shall be incorporated into this policy and shall be made a part thereof.

INCLUDING STUDENTS WITH DISABILITIES IN DISTRICT-WIDE ASSESSMENTS

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

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

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

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

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

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

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

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

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

Response accommodations involve changing the manner in which the student responds to an assessment. Response accommodations include format alterations (responding in the test booklet, rather than on a separate answer sheet), procedure changes (access to reference materials, like a dictionary or a multiplication table, responding verbally, rather than in writing) and assistive devices (computer text reader or word processor, scribe, calculator, communication board).

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

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

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

TESTING PROGRAM (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of tests and examinations in this school district.

No student shall be required to submit, without prior consent, to psychiatric or psychological examination, testing or treatment, in which the primary purpose is to reveal information concerning:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or the student's family;
3. sex behavior and attitudes;
4. illegal, antisocial, self-incriminating and demeaning behavior;
5. critical appraisals of other individuals with whom students have close family relationships;
6. legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or
7. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Prior consent to any such psychiatric or psychological examination, testing, or treatment means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

As used herein, the terms psychiatric or psychological examination, testing, or treatment are intended to have their ordinary and customary meaning which refers to a recognized medical or therapeutic discipline practiced by licensed professionals. These terms do not include ordinary classroom activities or teaching techniques.

GRADUATION POLICY

The Guthrie Board of Education recognizes that graduation ceremonies are important events for our students, patrons, guests and community. To ensure that graduation ceremonies are enjoyable for all participants and spectators, the board enacts the following policies:

1. A student shall be a graduate of this school district and entitled to a High School Diploma whenever that student has:
 - A. successfully completed the minimum number of credits established by the district for graduation. and.
 - B. If the student elects to participate in graduation ceremonies, completed such exercises in accordance with this policy.
2. Any student who elects to participate in graduation exercises will still be considered a student of this district until such ceremonies have been completed.
3. All students participating in graduation ceremonies will be required to abide by the school's discipline code as outlined in the Student Handbook. In addition, students shall not engage in the following conduct during graduation exercises:
 - A. Engaging in any disruptive activity which substantially interferes with the graduation process or the rights of other individuals.
4. The administration may impose discipline on any student who commits any act referred to in (3) above. It is recommended the administration take necessary steps to impose discipline as soon as is convenient after completion of graduation exercises. Such discipline may include, but shall not be limited to permanent denial of a diploma and suspension from school for the balance of the school year if the con-commencement ceremony is held prior to the end of school.

ANIMALS IN SCHOOL

It is the policy of the Guthrie Board of Education that students will not bring animals onto school premises except in connection with an organized and approved school activity.

Permission must be obtained from the appropriate building principal before animals are brought to school or to any school activity.

During appropriate school activities animals must be adequately housed and cared for in screened cages. Only the teacher, or students designated by the teacher, are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

If a staff member or student has been bitten by an animal and the skin has been pierced, the incident must be reported immediately to the school office by the supervising adult. Principals will notify public health authorities and cause the animal to be impounded for observation. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Seeing Eye dogs are an exception to this policy when they are being used as guide dogs by students, parents, or visitors to the school.

ACCEPTABLE USE OF INTERNET AND ELECTRONIC AND DIGITAL COMMUNICATIONS DEVICES

The forms of electronic and digital communications change rapidly. This policy addresses common existing forms of electronic and digital communication (email, texting, blogging, tweeting, posting, etc.) but is intended to cover any new form of electronic or digital communication which utilizes a computer, phone or other digital or electronic device.

As a part of the resources available to students and employees, the district provides Internet access at each school site and at its administrative offices. The district intends for this resource to be used for educational purposes and not to be used for conduct which is harmful. This policy outlines the district's expectations regarding Internet access. The ability to access the Internet while on school property is a privilege and not a right. Access cannot be granted until an individual has completed an "Internet Access Agreement" and access may be revoked at any time.

Any individual using district resources to engage in electronic or digital communications has no expectation of privacy. Further, employees and students must be cognizant of the fact that electronic or digital communications which occur on private equipment are often permanently available and may be available to school administrators.

Employees and students are expected to use good judgment in all their electronic or digital communications - whether such activities occur on or off campus or whether the activity uses personal or district technology. Any electronic or digital communication which can be considered inappropriate, harassing, intimidating, threatening or bullying to an employee or student of the district - regardless of whether the activity uses district equipment or occurs during school/work hours - is strictly forbidden. Employees and students face the possibility of penalties, including student suspension and employee termination, for failing to abide by district policies when accessing and using electronic or digital communications.

The Internet provides users the ability to quickly access information on any topic - even topics which are considered harmful to minors. The district's IT department has attempted to filter this access in order to protect students from harmful content. In the event inappropriate material is inadvertently accessed, students should promptly report the site to their teacher so that other students can be protected. No individual is permitted to circumvent the district's privacy settings by accessing blocked content through alternate methods. In the event an employee needs access to blocked content, he/she should make arrangements through the building principal or IT director.

Although the district's IT department has taken appropriate steps to block offensive material, users may unwittingly encounter offensive material. All users of the district's electronic resources are required to exercise personal responsibility for the material they access, send or display, and must not engage in electronic conduct which is prohibited by law or policy. If a student inadvertently accesses or receives offensive material, he/she should report the communication to the assigned teacher. If an employee accesses or receives offensive material, he/she should report the communication to the building principal or IT director. No individual is permitted to access, view or distribute materials which are inappropriate or create a hostile environment.

Internet Access - Terms and Conditions.

Acceptable Use - Students. Students agree to access material in furtherance of educational goals or for personal leisure and recreational use which does not otherwise violate this policy. No student may make an electronic or digital communication which disrupts the education environment - even if that communication is made outside of

school or on personal equipment. Types of electronic or digital communications which can disrupt the education environment include, but are not limited to:

- Sexting
- Harassing, intimidating, threatening or bullying posts, tweets, blogs, images, texts, etc.
- Distributing pictures, recordings or information which is harmful or embarrassing

Students who engage in electronic or digital communications which disrupt the education environment are subject to disciplinary action, including suspension from school. Depending on the nature of the electronic or digital communication, students may also be subject to civil and criminal penalties.

Acceptable Use - Employees. Employees agree to access material in furtherance of educational goals, including research and professional development. Employees are also permitted to judiciously use the district's electronic resources for limited personal use, provided that the use is of no cost to the district, does not preempt business activity, impede productivity, or otherwise interfere with work responsibilities. Electronic or digital communications made using district owned equipment must be professional in nature and cannot be used for the exercise of the employee's free speech rights.

Any electronic or digital communication in which the employee can be identified as an employee of the district – regardless of whether the communication is made with district owned equipment or during work hours - must be a professional communication. Accordingly, if the individual is identifiable as a district employee, electronic or digital communications must not contain sexual, harassing, discriminatory or immoral content. Further, the communication cannot promote the use of tobacco, drugs, alcohol or be otherwise inconsistent with the district's objectives.

Employees are required to maintain appropriate electronic boundaries with students. Such boundaries require that employees refrain from engaging in electronic or digital communications which show an undue interest in select student(s), are of a personal nature, model inappropriate conduct or are otherwise inconsistent with the district's mission and goals. In order to maintain appropriate boundaries, the district encourages employees to:

- Send group texts or emails
- Use separate personal and school electronic accounts
- Obtain written parental permission prior to posting pictures of minors
- Respect individual privacy, including privacy rights granted by FERPA

Employees are expressly forbidden from using electronic or digital communication in a manner inconsistent with their position as a role model for students. Any employee who engages in inappropriate electronic or digital communication with students is acting outside the scope of his/her employment with the district.

Prohibited Use. Users specifically agree that they will not use the Internet to access material which is: threatening, indecent, lewd, obscene, or protected by trade secret. Users further agree that they will not use the district's electronic resources for commercial activity, charitable endeavors (without prior administrative approval), product advertisement or political lobbying.

Parental Consent. Parents must review this policy with their student and sign the consent form prior to a student being granted Internet access.

Privilege of Use. The district's electronic resources, including Internet access, is a privilege which can be revoked at any time for misuse. Prior to receiving Internet access, all users will be required to successfully complete an Internet training program administered by the district.

Internet Etiquette. All users are required to comply with generally accepted standards for electronic or digital communications, including:

- a. **Appropriate Language.** Users must refrain from the use of abusive, discriminatory, vulgar, lewd or profane language in their electronic or digital communications.
- b. **Content.** Users must refrain from the use of hostile, threatening, discriminatory, intimidating, or bullying content in their electronic or digital communications.
- c. **Safety.** Students must not include personal contact information (name, address, phone number, address, banking numbers, etc.) in their electronic or digital communications. Students must never agree to meet with someone they met online and must report any electronic or digital communication which makes them uncomfortable to their teacher or principal.
- d. **Privacy.** Users understand that the district has access to and can read all electronic or digital communications created and received with district resources. Users agree that they will not use district resources to create or receive any electronic or digital communications which they want to be private.
- e. **System Resources.** Users agree to use the district's electronic resources carefully so as not to damage them or impede others' use of the district's resources. Users will not:
 - install any hardware, software, program or app without approval from the IT department
 - download large files during peak use hours
 - disable security features
 - create or run a program known or intended to be malicious
 - stream music or video for personal entertainment
- f. **Intellectual Property and Copyrights.** Users will respect others' works by giving proper credit and not plagiarizing, even if using websites designed for educational and classroom purposes (See www.copyright.gov/fls/fl102.html) Users agree to ask the media center director for assistance in citing sources as needed.

Limitation of Liability. The district makes no warranties of any kind, whether express or implied, for the services provided and is not responsible for any damages arising from use of the district's technology resources. The district is not responsible for the information obtained from the use of its electronic resources and is not responsible for any charges a user may incur while using its electronic resources.

Security. If a user notices a potential security problem, he/she should notify the IT director immediately but should not demonstrate the problem to others or attempt to identify potential security problems. Users are responsible for their individual account and should not allow others to use their account. Users should not share their access code or password with others.

If a user believes his/her account has been compromised, he/she must notify the IT director immediately. Any attempt to log on to the district's electronic resources as another user or administrator, or to access restricted material, may result in the loss of access for the remainder of the school year or other disciplinary measures.

Vandalism. No user may harm or attempt to harm any of the district's electronic resources. This includes, but is not limited to, uploading or creating a virus or taking any action to disrupt, crash, disable, damage, or destroy any part of

the district's electronic resources. Further, no user may use the district's electronic resources to hack vandalize another computer or system.

Inappropriate Material. Access to information shall not be restricted or denied solely because of the political, religious or philosophical content of the material. Access will be denied for material which is:

- a. Obscene to minors, meaning (i) material which, taken as a whole, lacks serious literary, artistic, political or scientific value for minors and, (ii) when an average person, applying contemporary community standards, would find that the written material, taken as a whole, appeals to an obsessive interest in sex by minors.
- b. Libelous, meaning a false and unprivileged statement about a specific individual which tends to harm the individual's reputation.
- c. Vulgar, lewd or indecent, meaning material which, taken as a whole, an average person would deem improper for access by or distribution to minors because of sexual connotations or profane language.
- d. Display or promotion of unlawful products or services, meaning material which advertises or advocates the use of products or services prohibited by law from being sold or provided to minors.
- e. Group defamation or hate literature, meaning material which disparages a group or a member of a group on the basis of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information or advocates illegal conduct or violence or discrimination toward any particular group of people. This includes racial and religious epithets, "slurs", insults and abuse.
- f. Disruptive school operations, meaning material which, on the basis of past experience or based upon specific instances of actual or threatened disruptions relating to the information or material in question, is likely to cause a material and substantial disruption of the proper and orderly operation of school activities or school discipline.

Application and Enforceability. The terms and conditions set forth in this policy shall be deemed to be incorporated in their entirety in the Internet Access Agreement executed by each user. By executing the Internet Access Agreement, the user agrees to abide by the terms and conditions contained in this policy. The user acknowledges that any violation of this policy may result in access privileges being revoked and disciplinary action being taken. For students, this means any action permitted by the district's policy on student behavior. For employees, this means any action permitted by law, including termination of employment.

Education of Students Regarding Appropriate On-Line Behavior. In compliance with the Protecting Children in the 21st Century Act, Section 254(h)(5), the district provides education to minors about the appropriate use of the district's electronic resources, including interacting with others on social networking and chat sites, and cyber bullying. As a part of that education, guidelines on cyber bullying and internet safety for students are attached to this policy.

Cyber Bullying and Internet Safety Fact Sheet

People can be bullied in lots of ways, including through cyber bullying. Cyber bullying is when someone sends or posts things (words, pictures, recordings) that are mean, embarrassing or make people feel scared, embarrassed or uncomfortable. Even if they don't do this at school sometimes cyber bullying makes things at school hard. No student is allowed to disrupt school through cyber bullying.

Cyber bullies work in lots of ways, but here's some of their most common:

- Send or post mean messages
- Make up websites or accounts with stories, cartoons, pictures or "jokes" that are mean to others
- Take embarrassing pictures or recordings (without asking first)
- Send or post stuff to embarrass others
- Hack into other people's accounts or read their stuff
- Hack into other people's accounts and send or post their private stuff
- Pretend to be somebody else to get someone to give them private info
- Send threats

If you're a cyber bully knock it off! Ask your principal/counselor how you can make things right.

If someone is cyber bullying you, there's something you can do about it:

- Don't respond to and don't ignore a cyber bully. Instead, tell an adult you trust. If cyber bullying follows you to school, tell your teacher, counselor or principal.
- Even if what the bully does is embarrassing, don't delete it. Instead, get a copy so you can prove what happened.
- Have an adult help you contact a company representative (cell phone company, Yahoo, Facebook, Twitter, etc.) about blocking or removing the bad stuff.

You can't always stop people from being mean, but there are ways to help yourself:

- Don't give out your personal info in electronic or digital communications
- Don't tell anyone but your parents what your login name, password or PIN number is
- Don't post or send embarrassing pics or recordings (even on your own sites) - bullies love to copy your stuff

Suggestions for Parents:

- Help your child understand the permanent nature of electronic or digital communications
- Talk to your child about understanding, preventing and responding to cyber bullying
- Contact your student's school for help if you suspect your child is being cyber bullied – or if you suspect your child is engaging in cyber bullying

GUTHRIE SCHOOL DISTRICT**STUDENT INTERNET ACCESS AGREEMENT*****STUDENT SECTION:***Student Name _____ Grade _____
(Last) (First) (Middle)

School _____

Home Address _____ Home Phone No. _____

I have received a copy of the Internet Acceptable Use Policy and Student Handbook. I have read and agree to abide by their provisions. I understand that any violation of the use provisions may result in disciplinary action including, but not limited to, suspension and/or revocation of network privileges and suspension from school.

Student's Signature _____ Date _____

SPONSORING PARENT OR GUARDIAN SECTION (Required):

I have read the Internet Acceptable Use Policy and Student Handbook for Guthrie Public Schools. I understand that the School District has taken reasonable precautions to ensure that access to controversial material is limited to the extent possible. I realize, however, that it is not possible to completely prevent access to inappropriate material. I will monitor my child's use of the network and his/her access to the Internet, and will accept full responsibility for supervision in that regard if and when my child's use is not in a school setting. I hereby release the School District from liability in the event that my child acquires inappropriate material through use of the District's computing resources or the Internet. I hereby request that the District issue an account for my child and certify that the information contained on this form is correct.

Parent's Signature _____ Date _____

Home Address _____ Home Phone No. _____

Student Access Agreement must be renewed each academic year.

GUTHRIE SCHOOL DISTRICT**EMPLOYEE INTERNET ACCESS AGREEMENT**

Employee Name: _____
(Last) (First) (Middle)

Position: _____

School or Site: _____

Home Address: _____

Home Phone No.: _____

I have received a copy of the Internet Acceptable Use Policy. I have read and agree to abide by its provisions. I understand that any violation of the use provisions may result in disciplinary action including suspension and/or revocation of network privileges as well as any discipline allowed by law including termination of employment.

Employee's Signature: _____

Date: _____

SOCIAL MEDIA AND SOCIAL NETWORKING

The Guthrie School District recognizes the appropriate use of social media as a method for communicating ideas and information. The forms of electronic and digital communications change rapidly. Social media includes all means of communicating or posting information or content of any nature on the Internet, including but not limited to one's own or another's web log or blog, journal or diary, personal web site, social networking or affinity web site, web bulletin board or a chat-room, whether or not associated or affiliated with the district, as well as any other form of electronic communication. This policy addresses common existing forms of electronic and digital communication (email, texting, blogging, tweeting, posting, etc.) but is intended to cover any new form of electronic or digital communication which utilizes a computer, phone or other digital or electronic device.

Definitions

"Blog" means an online journal that contains entries or posts that consist of text, links, images, video or other media and is usually between 300-500 words.

"Social networking" or "social media" means interaction with external websites or services based upon participant contributions to the content. Types of social media include social and professional networks, blogs, micro blogs, video or photo sharing and social book marking; and

"Comment" means a response to an article or social media content submitted by a commenter.

"Copyrights" protect the right of an author to control the reproduction and use of any creative expression that has been fixed in tangible form, such as literary works, graphic works, photographic works, audiovisual works, electronic works and musical works. It is illegal to reproduce and use copyrighted content publicly on the Internet without first obtaining the permission of the copyright owner.

"Hosted content" means text, pictures, audio, video or other information in digital form that is uploaded and resides in the social media account of the author of a social media disclosure. If an employee downloads content off of the Internet, and then uploads it to their own social media account, they are hosting that content. This distinction is important because it is generally illegal to host copyrighted content publicly on the Internet without first obtaining the permission of the copyright owner.

"Professional social media" is a work-related social media activity that is either school-based or non-school based.

"Cyberbullying" means the use of electronic information and communication devices, including, but not limited to email, instant messaging, text messaging, cellular telephone communications, Internet blogs, Internet chat rooms, Internet postings and defamatory websites.

"Social media account" means a personalized presence inside a social networking channel, initiated at will by an individual. YouTube, Twitter, Facebook, Instagram, SnapChat, TikTok and other social networking channels allow users to sign-up for their own social media account, which they can use to collaborate, interact and share content and status. When a user communicates through a social media account, their disclosures are attributed to their User Profile.

"Social media channels" means blogs, micro-blogs, wikis, social networks, social bookmarking services, user rating services and any other online collaboration, sharing or publishing platform, whether accessed through the web, a mobile device, text messaging, email or other existing or emerging communications platforms.

"Social media disclosures" are blog posts, blog comments, status updated, text message, posts via email, images, audio or video recordings, or any other information made available through a social media channel. Social media disclosures are the actual communications a user distributes through a social media channel, usually by means of their social media account.

Official Use of Social Media

The district is responsible for creating and maintaining its “official” online presence. Unless specifically authorized in writing by the Superintendent, no district employee may create an “official” Guthrie School District presence on any form of Social Media, now in existence, or created in the future, or represent themselves as a spokesperson or authorized representative of the Guthrie School District.

Professional Conduct

The District is committed to creating an environment in which all persons can interact together in an atmosphere free of all forms of harassment, exploitation or intimidation. Therefore, when communicating via social networks, employees are expected to act with honesty, integrity, and respect for the rights, privileges, privacy, and property of others. By doing so employees will be abiding by applicable laws, school district policy and the core values of the Guthrie School District. The District prohibits abusive or offensive on-line behavior of employees at work or when engaged in work-related activities; likewise, District resources are not to be used in abusive or offensive ways. Also, the District discourages out-of-school on-line abusive or offensive behavior because of its potential to interfere with and disrupt working and student relationships.

Employees are responsible for the material they publish online as well as the messages sent via computers and wireless telecommunication devices. Any conduct that negatively reflects upon the district, consists of inappropriate behavior, or creates disruption on the part of an employee may expose that employee to disciplinary action up to and including termination. Inappropriate behavior is defined as any activity that harms students, compromises an employee’s objectivity, undermines an employee’s authority or ability to maintain control of students or work with or around students, is disruptive to the educational environment, or is illegal. Moreover, employees should not engage in personal social media during working hours.

Expectations of Staff

District employees are role models and must exemplify ethical behavior in their relationships with students, parents/guardians, patrons, and other staff members. Online activity, including personal online activity, is public and is therefore a reflection on the district as an organization. Employees should exercise good judgment and common sense, maintain professionalism, and address inappropriate behavior or activity discovered on these networks. Inappropriate behavior or activity should be immediately communicated to a direct supervisor. The following should inform and guide employee judgment and actions:

1. The line between professional and personal relationships can become blurred; therefore, district employees should exercise discretion and maintain professionalism when communicating with students via computers or wireless telecommunication devices. Employees should limit this type of communication with students to matters concerning a student’s education or extra-curricular activities for which the staff member has assigned responsibility. Excessive messaging or other social media communication to an individual student should be avoided.
2. District employees are prohibited from engaging in private exchanges with students, and should only communicate with groups or in such a manner that the communication can be publicly viewed.
3. Photos of and videos featuring students should not be posted on social media without the informed consent of a parent/guardian. For personal protection, never take a photo of an individual student.
4. Photos and videos of fellow employees should not be posted without their express permission.

5. Group student photos may be submitted to the site administrator or superintendent for inclusion on official district accounts.
6. Students should not be cited, obviously referenced, or depicted in images without proper written approval of the student's parent/guardian, and the confidential details of these individuals should never be disclosed.
7. Externally communicating any confidential information or information related to the Guthrie School District not intended for public dissemination is always forbidden and may be grounds for termination and legal action. Public information will be released through the superintendent or his designee.
8. Copyright and fair use laws must be respected at all times. Trademarks such as logos, slogans, and digital content such as art, music, or photographs, may require permission from the copyright owner. It is the responsibility of the employee to seek permission for any such trademarked content.
9. District employees are discouraged from sharing content or comments containing the following when it is directed at a colleague, parent, student or citizen of the State of Oklahoma:
 - a. Obscene sexual content or links to obscene sexual content;
 - b. Abusive and bullying language or tone;
 - c. Conduct or encouragement of illegal activity; and
 - d. Disclosure of information which an agency and its employees are required to keep confidential by law, regulation or internal policy.

Content or comments of the type listed above are especially concerning when directed at or exchanged with a student and, as a result, may result in disciplinary action up to and including termination of employment and, in some instances, referral to law enforcement or licensing bodies.

10. The district is not interested in limiting an employee's ability to participate in personal social networks with a personal email address outside of the workplace. However, what is published on these sites should never be attributed to the district. Employees should make it clear that they are speaking for themselves. Furthermore, even if you do not mention the district, that information is readily ascertainable and could reflect poorly upon the employee and the district. Employees are encouraged to use common sense when making online comments, even if they intend for those to be purely personal in nature.
11. Employees are cautioned to be aware of their association with the district online social networks. If an employee identifies themselves as a district employee, the employee should ensure their profile, photographs, and related content are consistent with how the employee wishes to present themselves with colleagues, students, parents/guardians, and others.

Personal Use of Social Networking Sites (e.g., Facebook, TikTok, Twitter and Instagram, etc.)

1. Employees are personally responsible for all comments/information and hosted content published online. Employees should always be mindful that social media posts like tweets and status updates will be visible and public for an extended time.
2. By posting comments, having online conversations, etc. on social media sites, employees should remember that they are broadcasting to the world; accordingly, they should be aware that even with the strictest privacy settings, what one "says" online should be within the bounds of professional discretion. Comments expressed via social networking pages under the guise of a "private conversation" may still be shared by others in a more public domain.
3. Comments related to the district, its employees, and district events, should always meet the highest

standards of professional discretion. Employees should always assume that every one of their postings is in the public domain.

4. Before posting personal photographs, employees should first consider how the posted images reflect on an employee's professionalism.
5. District employees are not permitted to solicit or accept "friend" requests from enrolled district students on any personal social media account. This includes student accounts and district employee personal accounts.
6. District employees are not permitted to encourage students enrolled in the district to create social media accounts of any kind.
7. All district employees who choose to utilize Facebook, TikTok, Twitter, Instagram or any other social media platform to provide classroom or extracurricular activity information to students and parents must create a "teacher" page, and posts must be exclusively about classroom or school activities.

Accountability

All staff are expected to serve as positive ambassadors for the district and appropriate role models for students. Failure to do so could put an employee in violation of district policy. Violation of district policies and procedures may result in disciplinary action up to and including termination of employment. All employees who have reason to believe that their on-line conduct has generated public or media attention are expected to immediately report their activity and attention generated to their supervisor.

Staff-Student Relationships

Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers, e.g. writing personal letters or emails; "texting" students; calling students on a cell phone or allowing students to make personal calls to them unrelated to homework or class work; sending personal or inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by an assigned school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet or in writing.

Employees who post information on Facebook, Twitter or other similar platforms that include inappropriate personal information such as, but not limited to, provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, the employee's actions will be investigated by district officials; if warranted, an employee will be disciplined up to and including termination, depending on the severity of the offense, and may have their case forwarded to the Oklahoma State Department of Education for review and possible sanctions.

Distribution of Policy

This policy shall be distributed to all employees via the district's e-mail system at the beginning of each school year and at the time of hiring to all new employees hired after the start of the school year.

Reference: 74 O.S. §840-8.1

INTERNET AND TECHNOLOGY SAFETY

It is the policy of the district to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic or digital communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 U.S.C. § 254(h)] and Oklahoma law [Okla. Stat. tit. 70, § 11-201].

Definitions

The determination of what is "inappropriate" for minors shall be determined by the district. It is acknowledged that the determination of such "inappropriate" material may vary depending upon the circumstances of the situation and the age of the students involved in online research and activity.

The terms "minor," "child pornography," "harmful to minors," "obscene," "technology protection measures," "sexual act," and "sexual contact" shall be defined in accordance with the Children's Internet Protection Act, Oklahoma law, and any other applicable laws/regulations as appropriate and implemented by the district.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet Filters") shall be used to block or filter Internet (or other forms of electronic or digital communications) access to inappropriate information. Specifically, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

Any individual who uses the district's resources to access the Internet or engage in any electronic or digital communication is required to participate in the district's education efforts (undertaken pursuant to the Children's Internet Protection Act) and comply with the district's acceptable use policy.

Supervision and Monitoring

All employees are responsible for supervising and monitoring student use of the Internet in accordance with the district's technology policies, the Children's Internet Protection Act, and Oklahoma law. The district's IT director shall establish and implement procedures regarding technology protection measures. No individual will be permitted to use the district's technology resources in a manner inconsistent with the district's policies.

Personal Safety

Employees and students shall not use the district's technology resources in any manner that jeopardizes personal safety. Students and employees must follow the district's technology policies, including the acceptable use policy which details the district's safe use standards.

Certification and Verification

The district shall provide certification, pursuant to the requirements of the Children's Internet Protection Act, to document the district's adoption and enforcement of its Internet and Technology Safety Policy, including the operation and enforcement of technology protection measures for all district computers with Internet access.

The district shall also obtain verification from any provider of digital or online library database resources that all the resources they provide to the district are in compliance with Oklahoma law and the district's Internet and Technology Safety Policy. If any provider of digital or online library resources fails to comply, the district shall withhold payment, pending verification of compliance. If any provider of digital or online library resources fails to timely verify compliance, the district shall consider the provider's act of noncompliance a breach of contract.

Reporting

No later than December 1 of each year, Oklahoma law provides that libraries shall submit to the Speaker of the Oklahoma House of Representatives and President Pro Tempore of the Oklahoma State Senate an aggregate written report on any issues related to provider compliance with Internet technology measures as required under Oklahoma law.

Employee Liability

Employees of the district shall not be exempt from prosecution for willful violations of state law prohibiting indecent exposure to obscene material or child pornography as provided under Oklahoma law [Okla. Stat. tit. 21, § 1021].

Reference: 47 U.S.C. § 254(h); Okla. Stat. tit. 70, § 11-201; Okla. Stat. tit. 21, § 1021.

LIBRARY MEDIA CENTER SELECTION POLICY

The board of education, which is responsible for all book purchases, recognizes the student's right of free access to many different types of books. The board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and to make them available in the schools. It is therefore the policy of this district to require the materials used in the school library media program, including print materials, nonprint materials, multimedia resources, equipment, and supplies, selected for our schools be in accord with the following:

1. Books and other reading matter shall be chosen for values and enlightenment of all students in the community. A book shall not be excluded because of the race, nationality, political or religious views of the writer or of its style and language.
2. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, local and books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal, approval or disapproval.
3. When acquiring books and other materials, the materials selected shall reflect the district's community standards for the population the library serves, and the materials shall be age-appropriate to the schools in which the materials are made available.
4. Books and other materials shall be selected in a manner ensuring that materials available to students are adequate in quantity and quality to meet the needs of students in all areas of the school library media program.
5. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

*In accordance with number 3 above, the board has adopted the following policy for dealing with censorship of books and other materials:

- The final decision for controversial reading matter shall rest with the board of education after careful examination and discussion of the book or reading matter with school educators.
 - No parent or group of parents has the right to determine the reading matter for students other than their own children.
 - The board does, however, recognize the right of an individual parent to request that his or her child does not have to read a given book, provided a written request is made to the superintendent.
6. Any parent who wishes to request reconsideration of the use of any book in the school must make such a request in writing on forms available from the superintendent. The statement must be signed and identified so that a reply may be given.
 7. A committee will review the material and by majority vote, recommend placing or not placing the material back on the library shelf. The committee will be composed of the library media specialist, the principal, two teachers and a member of the community. They will submit a report in writing to the superintendent.
 8. If the matter cannot be resolved at this level, then the written criticism along with the committee report and the superintendent's evaluation will be considered by the Board of Education at the next regularly scheduled meeting of the board.

Reference: Okla. Stat. tit. 70, § 11-201 (subject to renumbering due to duplicate sections passed during legislative session), OAC 210:35-3-126, OAC 210:35-3-127

REQUEST FOR RECONSIDERATION OF EDUCATIONAL MEDIA

Name of complainant _____

Address _____

Occupation _____

Title _____ Author or Producer _____

Reason for objection (cite particular sequences and approximate location in media.)

Specific Objections: _____

Any merits noted in this media: _____

Have you read, viewed, and/or auditioned the entire material to which you object? _____

Have you read, viewed, and/or auditioned other media by the author or producer? _____

List titles previously examined: _____

What material on the same subject would you recommend for replacement?

Title _____ Author or Producer _____

Copyright Date _____

Is your alternate selection in our library media center? _____

Signature _____

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan and doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age background, or views.
6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

FILM/VIDEO APPROVAL PROCEDURE

A teacher may schedule only two (2) full length motion pictures each year. Scheduling additional motion pictures must have prior approval from the building principal. All motion pictures must have prior approval from the building principal. All motion pictures shown in the classroom must be related to the specific curriculum. Copyright law forbids using copyrighted material for entertainment in a classroom or school. All motion pictures used in the classroom must be listed in the parent notification letter at the beginning of the year even if they are in a library collection in the district. If the title has been omitted from the notification letter, a form must be sent home for parent approval prior to showing.

To schedule an additional motion picture:

1. Complete the Video/Film Approval Procedure form.
2. Submit completed form to principal one week before anticipated show date.
3. Principal will return the form to the teacher prior to scheduled showing.
4. Teacher submits approved form to the Library Media Center for equipment and film/tape scheduling.

Film/Video Approval Procedure Form

Teacher requesting approval: _____

Class for which film/video will be used: _____

Title of film/video: _____

Length: _____ Rating: _____

Date(s) film/video will be shown: _____

The film/video is a _____ library copy _____ personal copy.

It is the responsibility of the person(s) requesting approval that the film/video to be used is not in violation of federal copyright laws if the film/video is obtained from a source other than the school library.

CURRICULUM RELATED TO P.A.S.S.

(Give a brief description of the benefit to the curriculum and how the video/film relates to P.A.S.S.)

_____**Do any of the scenes portray: (please be specific)**

a) overt sexual behavior? _____

b) nudity ? _____

c) profanity ? _____

d) questionable morals ? _____

Teacher's Signature _____

Approved _____

Disapproved _____

Principal's Signature _____

Date _____

VIRTUAL, HYBRID, AND DISTANCE INSTRUCTION

THIS POLICY MAY BE USED IF STUDENTS ARE UNABLE TO ATTEND SCHOOL OR ABLE TO ATTEND SCHOOL ONLY ON A PART-TIME BASIS FOR VARIOUS HEALTH OR SAFETY REASONS. COMPLETE SCHOOL CLOSURE IS NOT A PREREQUISITE TO USE OF THIS POLICY.

The District may choose to engage in virtual, hybrid, or distance learning (or any combination thereof) when permitted by the Oklahoma State Department of Education (OSDE) and its promulgated rules and regulations. When the District engages in virtual, hybrid, or distance instruction, instruction can be delivered via a number of District-Approved Means and Mediums, but in all cases, instructional delivery methods will comply with requirements and guidance from the OSDE. These methods can include, but are not limited to, means and mediums already implemented or may be implemented in the future by District administration which may or may not include use of technology. Although the child may not be on school grounds, “school” will continue, and the District shall continue to engage students with instruction and experiences that provide opportunities for continuous learning while allowing them to stay connected with their instructors and classmates.

EQUITABLE CONSIDERATIONS

Whether provided through virtual, hybrid, or distance instruction, the District shall, to the greatest extent practicable, provide its students with quality educational opportunities and continuity of instruction that is consistent with the District’s vision and mission. As a part of its commitment to providing quality education to all students the District states that:

- When making decisions regarding the means and mediums utilized for virtual and distance instruction, the District shall strive to bridge any equity gaps between those students with and without the technology and resources necessary to access virtual instruction.
- The District will ensure that all students have access to all required supplies (including any necessary textbooks, writing paper, pencils, and other supplies as appropriate) for participation in virtual, hybrid, or distance instruction. If students lack these, the District shall provide them free of charge.¹
- If the District only offers virtual instruction to students, the District will ensure all students have access to virtual instruction and will provide the necessary equipment and connectivity free of charge to those students who do not have access to the necessary equipment and connectivity.
- If the District offers a combination of virtual and distance learning instruction to students, it will ensure that all students have access to equitably equivalent instruction and content. It may do this by either:
 - Ensuring that all students have the necessary equipment and connectivity to access any virtual learning component of the student’s assigned curriculum or courses and providing access to that necessary equipment and connectivity to any student who does not have access to them.
 - If the District is unable to provide access to necessary equipment and connectivity to all students in need, the District may only provide virtual learning instruction if it ensures that any students unable to access the virtual instruction component be offered equitably equivalent instruction through distance instruction means and methods. If a student receives distance instruction in lieu of instruction that would ordinarily be presented

¹ Students or parents of students who do not have access to such supplies may request that their classroom teacher provide such supplies or may contact the school site administration. Each classroom teacher will coordinate with the Administration on providing necessary supplies to students in need.

virtually, that instruction should be supplemented, as appropriate, by periodic direct contact with teachers through District Approved Means and Mediums. If the District is only able to provide access to necessary equipment and connectivity to a limited number of students, it will determine which students receive that access in the most equitable manner.

- In no case shall a student have their grade lowered or be otherwise penalized (including attendance measures) for failure to engage with instructional supports the student does not have the resources to access (e.g., telephone service, internet access, transportation).

The District shall utilize all available funding sources and means to bridge these gaps in compliance with federal and state law.

Definitions

- **Virtual Instruction:** Instruction provided via electronic means, utilizing the internet and computers as the primary tools for delivery of instruction, evaluation, and interaction. Instructional delivery may include video or audio means, online instructor interaction using District-Approved Means and Mediums (platforms, software, and resources, along with District social media, instructional television, video telecourses, or other District-approved means that require the internet and computer technology).
- **Distance Instruction:** Instruction provided via printed material, augmented by individual contact with students via District-Approved Means and Mediums (e.g., telephonic means) consistent with this and all District policies.
- **Hybrid Instruction:** Instruction provided utilizing the internet and computers and/or printed material using District-Approved Means and Mediums as well as in class instruction. Hybrid Instruction can be a mix of in-person classes and virtual instruction, a mix of in-person classes and distance instruction, or a mix of virtual and distance learning instruction.
- **District-Approved Means and Mediums:** Equipment and electronic programs and platforms that have been pre-approved by the board of education for instructional delivery and communication/interaction with students and their legal guardian(s) appropriate to the grade level and subject matter concerned.
- **Social Media:**
 - **Generally:** Online platforms, websites, or networks on which users share information, communications, or other content and includes, but is not limited to, sites used for media sharing and social networking (e.g., YouTube, Facebook, Twitter, Snapchat, Instagram, etc.).
 - **District Social Media:** Authorized District-related social media that is either school-based (e.g., approved, established and/or monitored by the building principal or designee) or District-based, District computer network-based, or subject area/department-based.
 - **Personal Social Media:** Social media that is not District Social Media, which is established by a user for his/her personal or private use and objectives.
 - **Non-District Social Media:** Social media that is not District Social Media, which is established by a third party or other organization.

Impact on Existing Policies, Rules, and services

Once this policy is effectuated, though instruction will be provided via virtual, hybrid or distance instruction, each is a continuation of the District's instructional program. Therefore, the rules and responsibilities of students, their legal guardian(s), and District personnel, unless otherwise expressly stated in this policy, are the same as if students were present at school during the instructional day. Unless specifically noted in this policy, existing provisions of the Student Handbook, "Acceptable Use" policies and agreements, privacy policies, shall remain in effect. For example, students shall attend scheduled online meetings or classes in a timely manner (attendance), prepare for class in advance of the day's lesson (homework), meaningfully and appropriately participate in instruction (class participation), and shall also adhere to all existing rules concerning behavioral (e.g., bullying, harassment, violations of the Acceptable Use Policy) and academic misconduct (e.g., cheating, unauthorized group work on individual

assignments). When students are visible to District personnel or other students, they shall dress in conformance to the school dress code.

Attendance

Students must continue to meet all state-mandated compulsory attendance requirements and are not exempt from state truancy laws, except to the extent permitted or required by the OSDE. To the extent appropriate under the circumstances, District attendance policies shall remain in effect, and student attendance and participation shall be monitored and recorded as closely as possible to existing District policies. Attendance and participation shall be measured by means appropriate in a virtual, hybrid, or distance instruction environment which may include, but are not limited to, District-approved-and-monitored chatrooms and message board posts, emails, submission of assignments, or other District-Approved Means and Mediums.

Teachers shall make contact with each of their students a minimum number of times per school week, as determined by District administration, and count these contacts toward full-time attendance. These contacts may include, but are not limited to, student participation in virtual classes or virtual instruction platforms, submissions or posts to approved message boards, instructor confirmation with a student or the student's legal guardian(s) that the student did participate, and physical or electronic submission of assignments. Instructors shall log their contacts with each student and submit weekly reports of these contacts to their building principal or designee. The District shall ensure that any attendance measures used for distance instruction comply with any requirements set by the Oklahoma State Department of Education.

When the District provides virtual instruction (as defined by O.A.C. 210:35-21-2), the District shall ensure that its attendance measures will meet or exceed the minimum requirements set by the Oklahoma State Department of Education and mandated by O.A.C. 210:35-21-2, and 70 O.S. §§ 3-145.8, 3-145.8(B).

Grading, Class Rank, Promotion and Retention

In conformance with guidance from the OSDE and to the extent reasonable and appropriate under the circumstances, all existing requirements related to student progression, including retention, promotion, testing, and grade assignment shall remain in effect as if virtual, hybrid and/or distance instruction had not replaced in-person instruction. Traditional letter grades shall continue to be issued in conformance with the District's grading scale. Teachers shall ensure that, regardless of medium of instruction, that the curriculum presented aligns with any applicable Oklahoma Academic Standards for their subject matter. Appropriate efforts shall be made by all District personnel to ensure that the circumstances which effectuate this policy shall not negatively impact student grades.

Special Education

While this policy is in effect, when appropriate, each student's IEP instructor shall make contact with the student's legal guardian(s) to discuss the student's individualized plan for virtual, hybrid, or distance instruction. Instructors and related service providers shall share learning resources with the student's legal guardian(s) that are appropriate for the student in order to provide a variety of activities and supports which may be utilized that promote continued progress toward the student's IEP goals. IEP meetings shall be conducted as needed via secure District-Approved Means and Mediums that are appropriate under the circumstances.

English Learners (EL)

EL students shall continue to receive EL services. Unless otherwise designated, each student's EL instructor shall be the primary contact for the student's legal guardian(s) while this policy is in effect. In conformance to guidance from the OSDE, the District shall be intentional in ensuring instructors are providing appropriate plans, modifications and accommodations for EL students. Nothing in this policy shall prevent EL students or their legal guardian(s) from directly contacting the student's teacher regarding their educational progress.

Extracurricular Activities

The District will allow participation in extracurricular courses and activities as part of its virtual, hybrid, or distance instruction program. On site attendance may be required for participation in extra-curricular activities. The District will ensure that all its instructors of extracurricular courses and activities are thoroughly educated on virtual and distance learning and the methodologies applicable to their assigned activity. Extracurricular instructors shall provide assignments to measure participation and/or knowledge in their assigned activities. If students are participating in an extracurricular course or activity as a part of gaining credit for a course, the instruction must align with any applicable Oklahoma Academic Standards for that subject matter.

Instruction Generally

Method and Means of Instructional Delivery

Depending on whether virtual, hybrid, and/or distance instruction is employed by the District, the superintendent or designee is directed to evaluate and select the means and mediums which shall be authorized for instructional delivery and communication with students and their legal guardian(s): the “District-Approved Means and Mediums.” These shall be submitted to the board of education for approval prior to their implementation.

Lesson Plans

All instructors, including those who teach or coach electives, are responsible for submitting lesson plans, recording attendance, and assigning and grading two (2) assignments per week per class. Appropriate lesson plans shall be developed according to the district Distance Learning Plan to ensure unified instruction (e.g., all Algebra II students receive the same weekly assignments, regardless of instructor). Lesson plans shall include supplementary or enrichment activities. Instructors shall ensure that the maximum number of hours of work they assign conforms to OSDE guidance. EL, Reading, Language Arts, and other District specialists will work with grade level teams to develop appropriate lesson plans. All instructors shall submit their virtual, hybrid, or distance instruction lesson plans to their building principal or designee in conformance with this policy.

Office Hours

Every instructor and building administrator must be available during regular working hours to support instruction and student needs. District and building administrators shall develop and distribute a schedule for instructors to hold “office hours.” During office hours, each instructor is required to be available to provide instruction or otherwise provide immediate feedback to students and their legal guardian(s) via District-Approved Means and Mediums. A portion of office hours may be utilized to conduct interactive virtual instruction lessons with students in conformance with this policy or tutoring.

Communication with Students and Parents

Instructors are expected to communicate with students and their legal guardian(s) regularly, making actual communicative-contact with students at least once per week. Electronic or telephonic messages left for instructors must be returned in a timely manner during approved teacher contract time via District-Approved Means and Media. District personnel who communicate with students shall do so in conformance with this and all other District policies and may do so only via District-Approved Means and Mediums, except when expressly approved, in writing, by an immediate supervisor. Such communications shall be limited to discussions regarding classroom, school, and school-related activities only. At all times, District personnel shall exercise their best professional judgment and act with integrity and concern for their students’ well-being.

Communication with students for the purpose of fraternization is strictly prohibited. Contact or communications between District personnel and students via personal phone numbers, personal emails, personal social media accounts, and group messaging apps (that are not District-approved) is expressly prohibited. **Students, legal guardians, and District personnel shall have no expectation of privacy when communicating via District-Approved Means and Mediums.**

Intellectual Property

At no time shall either District personnel or students use, upload, post, mail, display, store, or otherwise transmit in any manner any such material that is protected by copyright, patent, trademark, service mark, or trade secret, or in violation of any Federal Communications Commission rules applicable to public broadcasts, except when such use or disclosure is properly authorized and bears the appropriate notations. District personnel shall consult guidance from the OSDE regarding compliance with applicable infringement laws, including fair use. Instructors shall use public domain resources when permission to use protected material cannot be obtained.

Privacy Laws and FERPA

In all cases of virtual, hybrid, or distance instruction, but especially in an online learning environment, District personnel shall conform with FERPA requirements and other applicable privacy laws and District policies. **THE RECORDING OF CLASSROOMS (VIRTUAL OR OTHERWISE) AND/OR STUDENTS BY DISTRICT PERSONNEL, STUDENTS OR THEIR LEGAL GUARDIAN(S) IS STRICTLY PROHIBITED.**

VIRTUAL INSTRUCTION

All virtual instruction shall be delivered only via District-Approved Means and Mediums. Virtual instruction lesson plans for the following week shall be submitted to the building principal or designee by 3:30 p.m. on the last workday of the week. The building principal or designee shall ensure these are electronically posted to and made available from District Social Media by 8:00 a.m. on the first work day of the week.

HYBRID INSTRUCTION

All hybrid instruction shall be rendered in accordance with a mix of virtual and/or distance instruction and designated in-person instruction dates. The Virtual portion of the instruction shall be delivered only via District-Approved Means and Mediums. The Hybrid instruction lesson plan for the following week shall be submitted to the building principal or designee by 3:30 p.m. on the last workday of the week.

If the Hybrid instruction is a mix of in-person and distance instruction, the building principal or designee shall print, compile, and make distance instruction packets available at building sites by 8:00 a.m. on the first work day of the week, and, at the discretion of the District, other appropriate locations at a to-be-announced time.

If the Hybrid instruction is a mix of in-person and virtual instruction, the building principal or designee shall ensure the virtual instruction lesson plans for the following week are electronically posted and made available from District Social Media by 8:00 a.m. on the first workday of the week.

DISTANCE INSTRUCTION

All distance instruction shall be rendered and delivered in print form. Distance instruction lesson plans for the following week shall be submitted to the building principal or designee by 3:30 p.m. on the last workday of the week. The building principal or designee shall print, compile, and make distance instruction packets available at building sites by 8:00 a.m. on the first work day of the week, and, at the discretion of the District, other appropriate locations at a to-be-announced time (e.g., District food distribution sites).

PROFESSIONAL DEVELOPMENT AND TLE

In anticipation that this policy may become effective, District personnel shall receive required professional development instruction on best virtual, hybrid, and distance instruction practices, which shall include grade level and content area-specific training, in addition to training on any District-Approved Means and Mediums for virtual and distance instruction and communication. Building administrators shall conduct weekly staff meetings via District-Approved Means and Mediums.

District administrators shall also receive appropriate training on how to supervise and evaluate personnel who are providing virtual, hybrid, and distance instruction under this policy. District personnel shall follow OSDE guidance regarding TLE observation and evaluation in virtual, hybrid, and distance instruction and shall monitor virtual instruction by joining classes in-progress and providing feedback to the instructor.

Support Services

Whether virtual, hybrid, or distance instruction is utilized by the District, appropriate support services will continue to be available to District personnel, students, and their legal guardian(s) including:

- **Technical Support** — The District shall provide basic technical support for instructors, students and their legal guardian(s) in accessing and using District-Approved Means and Mediums of communication and virtual and distance instruction.
- **Instructional Support** — Instructors should contact their immediate supervisor with any questions regarding virtual, hybrid, or distance instruction.
- **Social-Emotional Wellbeing Support** — To the extent practicable and appropriate under the circumstances, the District shall provide information and resources to assist stakeholders in coping with the circumstances necessitating effectuation of this policy.
- **Special Education Resources and Support** — The Special Education Director or designee will provide support to students with disabilities or other special needs, along with their legal guardian(s), to help them navigate virtual, hybrid, and distance instruction and compliance issues while this policy is in effect.

ONGOING EVALUATION AND ADAPTATION OF EXIGENT CIRCUMSTANCES

The District, in consultation with state, local, and federal officials, shall continuously evaluate this policy, and the procedures herein, and adapt the same based on guidance from appropriate agencies.

Reference: 20 U.S.C. § 1232g
34 CFR Part 99

TITLE I PARENTAL INVOLVEMENT**GENERAL EXPECTATIONS****PART I**

The purpose of this policy is to establish the district's expectations for parental involvement. [Section 1118(a)(2), ESSA.] The Guthrie School District agrees to implement the following requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. . Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESSA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESSA
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESSA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring---

- A. That parents play an integral role in assisting their child's learning;*
 - B. That parents are encouraged to be actively involved in their child's education at school;*
 - C. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - D. The carrying out of other activities, such as those described in section 1118 of the ESSA.*
- The school district will inform parents and parental organizations of the purpose and existence of the parental information and resource center in the state.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARTENTAL INVOLVEMENT POLICY COMPONENTS

The district will implement or accomplish each of the following components. *[Section 1118(a)(2), ESSA.]*

1. The Guthrie School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESSA:
 - *Annual reviews, evaluations, committee meetings, parent-teacher conferences*
2. The Guthrie School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESSA:
 - *Annual reviews, evaluations, committee meetings, parent-teacher conferences*
3. The Guthrie School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - *Annual reviews, evaluations, committee meetings, parent-teacher conferences*
4. The Guthrie School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: Head Start, Reading First, Parents As Teachers, Home Instruction Program for Preschool Youngsters, Sooner Success, State-operated preschool programs and Guthrie Partnership for Children, by:
 - *Head Start*
5. The Guthrie School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - A year-end survey will be distributed from the building sites to the parents to complete and returned for compilation and analysis
6. The Guthrie School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
 - The State's academic content standards,
 - The State's student academic achievement standards,
 - The State and local academic assessments including alternate assessments,
 - The requirements of Part A,
 - How to monitor their child's progress, and
 - How to work with educators:
 - ✓ OSDE conferences and workshops, parent-teacher conferences, literacy night events, and back to school nights

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Parent-teacher conferences and literacy workshops
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how it implements and coordinates parent programs and builds ties between parents and schools, by:
 - Parent-teacher conferences, training sessions through parent-teacher organizations, literacy workshops, school newsletters
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, Guthrie Partnership for Children, Sooner Success and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
 - Providing information and encouraging participation in the above-mentioned programs
- E. The school district will take the following actions to ensure that information related to the school and parent-programs, meeting, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - Personal and automated phone calls, letters to parents, newsletters and websites will be used to communicate this information

Part III. Discretionary District Wide Parental Involvement Policy Components

1. involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
2. providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
3. paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
4. training parents to enhance the involvement of other parents;
5. in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
6. adopting and implementing model approaches to improving parental involvement;
7. establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
8. developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
9. providing other reasonable support for parental involvement activities under section 1118 as parents may request.

PART IV. ADOPTION

This District Wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the District Superintendent.

The school district will distribute this policy to all parents of participating Title I, Part A children annually.

DYSLEXIA/DYSGRAPHIA AWARENESS PROGRAM

The district recognizes that many students suffer from dyslexia and dysgraphia, and may require further assistance in the classroom. Accordingly, starting with the 2020-2021 school year, the district will offer an annual dyslexia awareness program to provide teachers with training and resources on dyslexia and to foster a better learning environment for affected students. Starting with the 2023-2024 school year, the annual program shall include information and training regarding dysgraphia.

Beginning with the 2020-2021 school year, the annual dyslexia awareness program will, at a minimum, include:

1. Training in awareness of dyslexia characteristics in students;
2. Training in effective classroom instruction to meet the needs of students with dyslexia; and
3. Available dyslexia resources for teachers, students and parents.

Beginning with the 2023-2024 school year, the annual dyslexia and dysgraphia awareness program will, at a minimum, include:

1. Training in awareness of dyslexia and dysgraphia characteristics in students;
2. Training in effective classroom instruction to meet the needs of students with dyslexia and dysgraphia; and
3. Available dyslexia and dysgraphia resources for teachers, students and parents.

Reference: 70 O.S. § 6-194 (F)

**PROHIBITION ON RACE AND SEX DISCRIMINATION
IN CURRICULUM AND INSTRUCTION**

SBOE Emergency Rule: OKLA. ADMIN. CODE § 210: 10-1-23

The Board has approved this policy to address the requirements of HB 1775 (codified as OKLA. Stat. tit. 70, § 24-157) and the State Board of Education's Emergency Rule: (codified as OKLA. ADMIN. CODE § 210:10-1-23), issued pursuant to legislative direction. Because this policy is based on a combination of a new law effective July 1, 2021 and the State Board's Emergency Rule that is, at the time of the Board's consideration and approval of this policy, temporary and unsigned by the governor, it is possible that changes will occur in the policy and its application. Accordingly, the Board authorizes the Superintendent and the Superintendent's designees to take those actions, pending further action of the district's Board, that are necessary to interpret and apply legal requirements to best meet the intent of the law to support and affirm Oklahoma Academic Standards while prohibiting race and sex discrimination.

Race and Sex Discrimination Prohibited

The district does not engage in and prohibits discrimination on the basis of race or sex in the form of bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex. The district does not and shall not engage in race or sex-based discriminatory acts through utilizing these methods which can result in treating individuals differently on the basis of race or sex or can result in the creation of a hostile environment.

As an accredited State of Oklahoma public school, the district is required to teach students history, social studies, English language arts, biology, and other subject matter areas consistent with the Oklahoma Academic Standards as adopted and approved by the State Board of Education and Oklahoma Legislature. In the performance of this obligation, no teacher, administrator, or other employee of the district shall require, or make part of a course, the following concepts or principles (the "Prohibited Concepts"):

- One race or sex is inherently superior to another race or sex.
- An individual, by virtue of his or her sex, is inherently racist, sexist, or oppressive, whether consciously or unconsciously.
- An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex.
- Members of one race or sex cannot and should not attempt to treat others without respect due to race or sex.
- An individual's moral character is necessarily determined by his or her race or sex.
- An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex.

- An individual should feel discomfort, guilt, anguish, or any other form of psychological distress on account of his or her race or sex.
- Meritocracy or traits, such as a hard work ethic, (a) are racist or sexist, or (b) were created by members of a particular race to oppress members of another race.

Importantly, none of the Prohibited Concepts shall prevent the teaching of principles that align to the Oklahoma Academic Standards.

Further Prohibitions to Ensure Compliance

Additionally, the district does not and shall not:

- Provide, contract to provide, or sponsor any course¹ that includes, incorporates, or is based on any of the Prohibited Concepts.
- Use any public funds, property, or other assets or resources to engage in race or sex-based discrimination, including the Prohibited Concepts.
- Adopt programs or utilize textbooks, instructional material, curriculum, classroom assignments, orientation, interventions, or counseling that include, incorporate, or are based on the Prohibited Concepts.
- Execute contracts or agreements with internal or external entities, persons, companies, or businesses to provide services, training, professional development, or any other assistance that includes, incorporates, or is based on the Prohibited Concepts.
- Receive or apply to receive monies that require, as a condition of receipt, the adoption of courses, policies, curriculum, or any other instructional material that includes, incorporates, or is based on the Prohibited Concepts.
- Adopt diversity, equity, or inclusion plans that incorporate Prohibited Concepts. Diversity officers are prohibited from providing any service or performing duties that include, incorporate, or are based on discriminatory practices identified in the Prohibited Concepts.
- Mandate diversity training that includes, incorporates, or is based on discriminatory practices identified in the Prohibited Concepts. This includes providing such training to employees, contractors, staff members, parents, students, or any other individual or group.
- Adopt policies, including grading or admissions policies, or provide any other benefit or service that applies to students or any school employee differently on the basis of race or sex, unless specifically permitted by Title IX of the Education Amendments of 1972. Except as permitted by Title IX in specific circumstances, this prohibition includes segregated classes, programs, training sessions, extracurricular activities, or affinity groups.

¹ For the purposes of this policy, “course” means any forum where instruction or activities tied to the instruction are provided, including courses, training, seminars, professional development, lectures, sessions, coaching, tutoring, or any other class.

Parent Right to View and Inspect Instructional Materials

Parents and legal guardians of students shall have the right to inspect curriculum, instructional materials, classroom assignments, and lesson plans to ensure compliance with this Policy. This right of inspection is subject to any applicable limitations contained in existing law, including Oklahoma's Open Records Act (OKLA. STAT. tit. 51, §§ 24A.1-24A.32).

Reporting and Complaint Procedure

Any parent, student, teacher, district employee, or member of the public may file a Complaint alleging a violation of this Policy, which addresses the provisions of OKLA. STAT. tit. 70, § 24-157, and regulations regarding it adopted by the State Department of Education. To be accepted for investigation, the Complaint must:

- (1) be submitted in writing;
- (2) be dated;
- (3) contain the handwritten or electronic signature of the complainant;
- (4) identify the date(s) the alleged discriminatory act occurred; and
- (5) explain the alleged violation(s) / discriminatory conduct and how Section 24-157 or an administrative regulation thereto has been violated.

While not mandatory, a complainant is encouraged to also identify witnesses to the alleged violation(s) / discriminatory conduct so that such witness(es) can be interviewed by the district.

The district has designated the following individual(s) to receive reports of alleged violation(s) / discriminatory conduct (referred to as the Section 24-157 Coordinator"):

Carmen Walters
Sec. 24-157 Lead Coordinator
Executive Director of Federal Programs and Elementary Education
Guthrie Public Schools
802 East Vilas
Guthrie, OK 73044
405.282.8900
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The Section 24-157 Lead or Deputy Coordinator shall, within 10 days of receipt of the Complaint, notify the complainant that the Complaint has been received, whether it is legally sufficient (i.e., contains the mandatory information set forth above) and whether it will be investigated.

Investigation and Determination of Complaint

Within ninety (90) days of receipt of a Complaint accepted for investigation, the Section 24-157 Lead or Deputy Coordinator will be responsible for ensuring that the district investigates and makes a determination as to whether a violation has occurred. The complainant will be notified of the district's determination of the Complaint, as well as the district's findings of whether a violation occurred.

Options for Filing Complaint

In lieu of filing a Complaint with the district, a complainant may file a Complaint directly with the State Department of Education. A complainant may not file a Complaint simultaneously with the district and State Department of Education. Additionally, a complainant who believes that the district has incorrectly refused to investigate a Complaint or has evidence that the district has reached an incorrect determination may file a Complaint with the State Department of Education upon conclusion of the district-based complaint process.

With regard to Complaints made to the district, the Section 24-157 Lead or Deputy Coordinator is required to report each Complaint to the State Department of Education within thirty (30) days of resolution of the Complaint.

Anti-Retaliation

No individual shall be retaliated against for (1) filing a Complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related to it with the district or the State Department of Education, or (2) the purpose of interfering with any right or privilege secured by federal civil rights laws and regulations. Any school employee who retaliates against a complainant shall be subject to disciplinary action by the district, in accordance with district employee disciplinary policies, and the State Department of Education and State Board of Education.

Whistleblower Protection

Any teacher who files a complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related to it with the district or the State Board of Education, or otherwise discloses information the teacher reasonably believes evidences a violation of Section 24-157 or any regulation related thereto shall be entitled to the Whistleblower Protections in applicable laws, including those at OKLA. STAT. tit. 70, § 6-101.6b.

False Reporting

Any teacher who willfully, knowingly and without probable cause makes a false complaint alleging a violation / discriminatory conduct prohibited by Section 24-157 or any regulation related thereto with the district or the State Board of Education shall be subject to disciplinary action in accord with the district's employee conduct policies and by the State Department of Education and State Board of Education.

Complaints by School Staff

Any school employee who is discriminated against by the district in the form of race or sex-based harassment, bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex in violation Section 24-157, may file an employment discrimination complaint with the Oklahoma Attorney General's Office of Civil Rights Enforcement.

References: OKLA. STAT. tit. 70, § 24-157 (effective July 1, 2021)
OKLA. ADMIN. CODE § 210: 10-1-23 (emergency rule)
OKLA. STAT. tit. 70, § 24A.16(A).

USE OF MULTIPLE OCCUPANCY RESTROOMS AND CHANGING AREAS

Pursuant to SB615 (2022), each multioccupancy restroom and changing area located in public schools serving students in prekindergarten through twelfth grades shall be designated as either for the exclusive use of the male sex or for the exclusive use of the female sex. The District has, therefore, designated its restrooms for use as follows: “males,” “men,” or “boys”; “females,” “women,” or “girls”; and “single-occupancy.”

“Sex,” for the purposes of this policy is defined as the physical condition of being male or female based on genetics and physiology, as identified on the individual’s original birth certificate.

“Multiple occupancy restroom or changing area” is defined as an area in a public school or public charter school building designed or designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. The term may include but is not limited to a school restroom, locker room, changing room, or shower room.

“School” means any public school and public charter school that serves students in prekindergarten through twelfth grades in this state.

“Individual,” for the purposes of this policy is defined as any student, teacher, staff member, or other person on the premises of a School.

If an individual does not wish to comply by using the appropriate restroom or changing room based on sex as defined herein, the District shall provide a reasonable accommodation by providing access to a single-occupancy restroom or changing room.

An individual shall be disciplined by the District for refusing to (a) use the appropriate multiple occupancy restroom or changing area designated for their sex as defined herein, (b) designate multiple occupancy restrooms or changing areas for the exclusive use of one sex as defined herein, or (c) provide access to a single-occupancy restroom or changing room to an individual who does not wish to utilize the multiple occupancy restroom or changing area designated for their sex, provided that such individual is authorized to be on District premises. Students shall be disciplined pursuant to the District’s student behavior policy. Employees shall be disciplined pursuant to the appropriate District policy and Oklahoma law based on the employee’s position within the District. Other persons on the premises of the District shall be disciplined pursuant to the appropriate District policy and Oklahoma law.

This policy does not apply to individuals entering the multioccupancy restroom or changing facility designated for the opposite sex under the following circumstances:

1. For custodial, maintenance, or inspection purposes; or
2. To render emergency medical assistance.

Reference: Okla. Stat. tit. 70 § 1-125

SBOE Emergency Rule: OKLA. ADMIN. CODE § 210: 35-3-186