

MATERNITY LEAVE (REGULATIONS)

The board of education shall provide maternity leave to all full-time employees of the school district who have been employed by the school district for at least one year and have worked for the school district for at least one thousand two hundred fifty (1,250) hours during the preceding twelve-month period. Eligible employees shall be entitled to six (6) weeks of paid maternity leave following the birth or adoption of the employee's child, provided the child is under four (4) years of age. The six (6) weeks of maternity leave shall be immediately following the birth or adoption of the school district employee's child.

Employees who qualify for state paid maternity leave are entitled to extend the duration of their maternity leave beyond six (6) weeks provided by this policy if they have sufficient sick leave available to cover the extended duration. Such sick leave may be used for recovery from childbirth, bonding with a newborn, or caring for a newborn. Extended sick leave shall not exceed six (6) weeks unless a licensed medical professional provides written certification recommending additional leave for medical necessity related to the employee's recovery from childbirth or for the care of the newborn to achieve a combined twelve (12) weeks of leave as addressed in the Family Medical Leave Act (FMLA). FMLA leave shall run concurrently with maternity leave and the paid sick leave extended duration.

Any employee who intends to utilize available sick leave to extend the duration of maternity leave must notify the administration of the school district.

REFERENCE: 70 O.S. §6-104.8

BEREAVEMENT LEAVE (REGULATIONS)

The board of education will provide a teacher or support employee with three (3) days of paid bereavement leave following the death of the teacher's or employee's spouse or child, which shall include a miscarriage. Bereavement leave following a miscarriage shall be in addition to and not in place of sick leave due to miscarriage and recovery therefrom.

Immediate family is defined as the employee's spouse, parent or guardian, child, brother, sister, grandparent, grandchild, or each similar relationship as established by marriage; or a person residing in the same household as the employee.

Bereavement leave shall be granted with the death of the following individuals:

- A. Spouse
- B. Child or Child's Spouse
- C. Parent or Parent's Spouse
- D. Grandchild or Grandchild's Spouse
- E. Great-Grandchild or Great-Grandchild's Spouse
- F. Grandparent or Grandparent's Spouse
- G. Great-Grandparent or Great-Grandparent's Spouse
- H. Brother or Brother's Spouse
- I. Sister or Sister's Spouse
- J. Niece or Niece's Spouse
- K. Nephew or Nephew's Spouse
- L. Uncle or Uncle's Spouse
- M. Aunt or Aunt's Spouse
- N. The following relatives of the certified employee's spouse:
 - 1. Child
 - 2. Parents
 - 3. Grandchild
 - 4. Great-Grandchild
 - 5. Grandparent
 - 6. Great-Grandparent
 - 7. Brother
 - 8. Sister
 - 9. Niece
 - 10. Nephew
 - 11. Aunt
 - 12. Uncle

BEREAVEMENT LEAVE CONT.

- O. Any person residing in the home with the teacher.
- P. Others at the discretion of the site administrator.

ARTIFICIAL INTELLIGENCE SYSTEMS AND TOOLS USE IN THE SCHOOL DISTRICT

The introduction of AI offers unprecedented opportunities for enhancing teaching methods, expanding learning resources, and fostering innovative educational experiences. However, Artificial Intelligence ("AI") also presents unique risks, challenges, and responsibilities, particularly in terms of ethical use, data privacy and security, and the accuracy and integrity of academic work.

The parent or legal guardian of a student may provide written notice opting the student out of participating in student-facing AI tools at any time. Those students who have opted out shall not be academically penalized or denied access to core instructional content.

This Policy serves to responsibly harness the potential of these AI technologies while also safeguarding the interests and well-being of our students, teachers, and professional staff. Through this Policy, the District endeavors to (i) prepare our students, teachers, and professional staff for the future and (ii) equip them with the knowledge and skills to use these systems and tools wisely and ethically. The District will continue to support our teachers in incorporating AI into their teaching practices in ways that enrich the teaching and learning experience while upholding the District's educational standards and values.

1. AI systems and tools must comply with data privacy and security laws and policies..
2. AI systems and tools will serve to enhance the District's commitment to high-quality learning.
3. Safeguards are essential to the use of AI systems and tools to minimize bias, promote fairness, and preserve the rigor and integrity of learning,
4. The use of AI systems and tools by students, teachers and professional staff must account for the context of teaching and learning and should be adopted, implemented and utilized in ways that maximize equity of access, use and benefit.

Student Use Guidelines:

Certain assignments may permit, encourage or require the use of AI systems and tools. In each case, it will be clearly stated in the assignment or specified by the teacher. Use beyond the specified guidelines of the teacher or assignment should be understood as prohibited. It is each student's responsibility to assess the validity and applicability of any AI output that is submitted with an assignment.

1. Students are allowed to use AI for explanations of concepts, exploration of new topics of interest, and seeking guidance on research directions. However, students should be mindful that some AI is prone to "hallucinations", false answers/information, or outdated information. Accordingly, AI can generate erroneous, misleading, and/or biased information. Thus, students must always verify the information provided by AI using reliable sources such as textbooks, scientific papers, and reputable educational websites. Students must verify that any response from an AI tool that they intend to rely on, or use is appropriate, accurate, not a violation of any other individual or entity's property or privacy rights, and consistent with the District's academic policies.
2. Students should not upload or input any personal, confidential, proprietary, or sensitive information into any AI tool. Examples include passwords and other personal information such as names, likenesses, social security numbers, credit card or bank account numbers.
3. Offenses or violations of this Policy will be addressed by the teacher and professional staff. Procedures should be clearly established in the student discipline code or academic integrity policies.

ARTIFICIAL INTELLIGENCE (Cont.)**Staff Use Guidelines:**

1. Teachers and professional staff may consult AI for ideas, outlines and to enhance the educational experience, such as supplementing lesson plans, providing differentiated instruction, and aiding in curriculum development.
2. Teachers and professional staff must ensure that their use of any AI tool complies with applicable laws such as those governing data and student privacy and District policies, including, without limitation, those regarding student information. All tools are compliant if no protected information is entered into the tool.
3. Teachers and professional staff should not upload or input any confidential, proprietary, or sensitive information, including any such District or student information into any AI tool. Examples include passwords, personal information such as names, likeness, social security numbers, credit card or bank account numbers and other credentials, personnel material, information from non-public District documents, including those identified as or understood to be confidential or sensitive (based on their nature or context) or any other non-public District information that might be harmful to the District if disclosed.
4. Teachers and district/site professional staff should guide students in using AI.
5. Teachers and professional staff should carefully evaluate the appropriateness of AI for educational purposes on a case by case basis, considering their appropriateness for each educational context, accuracy, reliability, and alignment with curriculum standards.
6. Teachers and professional staff must supervise student use of AI to ensure it is being used appropriately and constructively in the learning process.
7. Teachers who suspect plagiarism or use of AI that violates district policy should first have a conversation with a student to ensure that they understand expectations for acceptable use. Teachers should consult with administration to determine appropriate steps to investigate any possible violation of policy. AI detection tools will not be the basis of information relied upon in an investigation when it is believed that policy has been violated with regard to the use of AI by students.

District Level Guidelines:

Approved tools and their uses should be determined by the appropriate school district personnel after consideration of security, privacy, data usage, and academic integrity and quality standards, regulations, and values. The superintendent shall designate the employees who will be responsible for approving and overseeing the use of artificial intelligence tools.

LEGAL REFERENCE: 70 O.S. § 11-120

STUDENT RETENTION (REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of ____% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of ____% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

Beginning with the 2027-2028 school year, third-grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided the following options to demonstrate sufficient reading skills for promotion to fourth grade:

- a. scoring above the below basic level on the third-grade statewide English Language Arts assessment, or
- b. earning an acceptable score on an alternative standardized reading assessment as recommended by the Commission for Educational Quality and Accountability and approved by the State Board of Education.

If a third-grade student cannot demonstrate sufficient reading skills on one of the two options described in paragraph 1 of this subsection and does not qualify for a good-cause exemption, the student shall be retained in the third grade for the next school year. Screening instruments described in this section shall not be used for promotion purposes.

The board of education may only exempt students from mandatory third-grade retention for good cause. A student who is promoted to fourth grade with a good-cause exemption, except for students who meet the definition of a student with the most significant cognitive disabilities, shall continue to receive reading intervention services that includes specific reading strategies prescribed in the student's individual reading intervention plan until the deficiency is remedied. Good-cause exemptions shall be limited to the following:

1. Students with disabilities whose individualized education program (IEP) indicates that participation in the statewide student assessment system is not appropriate, consistent with state law;
2. Students identified as English language learners who have had less than two (2) consecutive school years of instruction in an English-learner program;

3. Students with disabilities who participate in the statewide English Language Arts assessment and who have an IEP that reflects that the student has received reading intervention for more than two (2) school years but still demonstrates a reading deficiency, or who was previously retained for one (1) year in kindergarten, first, second, or third grade; and
4. Students who have received reading intervention services for two (2) or more years but still demonstrate a reading deficiency, and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

Requests to exempt students from the mandatory third-grade retention requirement, using one of the good-cause exemptions shall be made consistent with the following:

STUDENT RETENTION (CON'T)

1. Documentation shall be submitted from the student's teacher to the principal indicating that the promotion of the student is appropriate. Such documentation shall consist only of the good-cause exemption being requested and the existing reading intervention plan or IEP;
2. The principal shall review and discuss the recommendation for exemption with the student's teacher. If the principal determines that the student meets one of the good-cause exemptions based on the discussion and documentation provided, the principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the school principal's recommendation in writing; and
3. The parents or legal guardians of a third-grade student eligible for a good-cause exemption may choose that the student be retained for one (1) year even if the superintendent accepts a recommendation for a good-cause exemption pursuant to this subsection.

The school district shall provide written notification to the parent or legal guardian of any student who is retained. Such notification shall state that his or her child has not met the reading level required for promotion to the fourth grade, the reasons the child is not eligible for a good-cause exemption, and that his or her child will be retained in third grade. The notification shall include a description of the proposed reading intervention services and the intensity of instruction that will be provided to the child to remedy the identified areas of reading deficiency in the retained year.

Students that are withdrawn from public school to bypass third-grade retention requirements shall be subject to screening upon return to the public school system to determine appropriate grade level upon re-entry.

If a third-grade student subject to retention transfers to the district the requirements to retain the student in third grade shall remain in effect for the placement of the student.

Beginning with the 2027-2028 school year, students retained shall be provided Tier 2 or Tier 3 reading interventions to remedy the student's specific reading deficiency. The

reading intervention services shall include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of student reading intervention plans for all students retained in third grade. The review shall address additional supports and services needed to remedy the identified areas of reading deficiency and ensure the following are provided to retained students:

1. A teacher with appropriate training and demonstrated competency in evidence-based reading intervention. School districts with only one third-grade teacher are exempt from the requirements of this paragraph;
2. Tier 2 or Tier 3 reading intervention services and supports to correct the identified areas of reading deficiency;
3. One of the following intervention supports:
 - a. before-, during-, or after-school supplemental research-based reading intervention delivered by a teacher or tutor with specialized reading training, or
 - b. summer academy programs designed to ensure that participating students successfully complete grade-level competencies in reading to enhance next-grade readiness; and

STUDENT RETENTION (CON'T)

4. A "Read at Home" plan as created by the Office of Educational Quality and Accountability shall be outlined in a parental or legal guardian notification, including participation in parent or legal guardian training workshops or regular parent-guided or legal guardian-guided home reading activities which are aligned to scientifically based reading research.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) 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(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

REFERENCE: 70 O.S. §24-114.1
70 O.S. §1210.508C

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70 O.S. §1210.508C

STRONG READERS ACT

To identify students who have a reading deficiency or including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for monitoring of progress and for measurement of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 181 day or 1086 hour school year required by law;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and
5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention services shall not occur during math instruction. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services, and the needed intensity of instruction the student will receive to remedy the deficiency in reading deficiency,
2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and
4. Continue until the student is determined to be meeting grade-level targets in reading based on the screening instruments or assessments.

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which

shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the
STRONG READERS ACT (Cont.)

data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Act.

Beginning with the 2022-2023 school year, aAny student enrolled in first, second, or third grade who is assessed through the Strong Readers Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia. Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site, and which outlines how each school site will comply with the provisions of the Strong Readers Act.

ATTENDANCE POLICY (REGULATION)

The Board of Education believes that attendance in regularly scheduled classes is a key factor in student achievement. However, it is important for those students who are ill to stay home when sick. Students who have a fever or a measured temperature greater than or equal to 100 degrees Fahrenheit should not be at school or school activities. The board recognizes, however, that the cocurricular 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 cocurricular activities.

ABSENCES

Verified absence will be granted for the following reasons:

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation
6. Documented participation in 10 4-H activities each school year
7. Documented speech therapy, occupational therapy, or any other service related to the child's Individualized Education Program (IEP)

It is the responsibility of the parent to notify the school if a child is to be absent for enumerated items 1-5 in a reasonable amount of time. The school will contact those students' parents who do not call. If no contact is made, the parent must send a note or call the day the child returns before the student can be excused. The student may promptly make up all work missed without penalty. It is the responsibility of the student, on the day of return, to make arrangements to see that the work is made up.

Enumerated items 6-7 are statutorily excused absences which will require notification to the school district prior to the absence and documentation from the 4-H educator or service provider after the absence to identify the absence as excused.

Students will be given the opportunity to make up any schoolwork missed while they are participating in activities or programs sponsored by 4-H. Grades cannot be adversely affected for lack of attendance or participation due to their participation in activities or programs sponsored by 4-H so long as the district was notified prior to the absence and the appropriate documentation was provided by the 4-H educator after the absence which substantiates the student's attendance at the 4-H event or activity.

Students will not be provided an excused 4-H absence for any student who participates in an activity or program sponsored by 4-H if the 4-H activity occurs during the scheduled statewide student assessment window set by the State Board of Education or if the student has been disciplined or suspended by the school district and a condition of the punishment would preclude the student from participation in any school field trips or extracurricular activities.

The district will not require medical documentation to support personal or family illness that results in a verified absence. However, students will be required to make up any work that has been missed. Student absences due to a severe, chronic, or life-threatening physical or mental illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee.

ATTENDANCE POLICY, REGULATION (Cont.)

The district's medical exemption review committee will be designated by the superintendent on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

A student will not be considered absent from school if:

1. They are not physically present at school but are completing work in a distance learning program or virtual online program approved by the school district and are meeting the following attendance requirements:
 - a. The student has completed instructional activities on no less than ninety (90%) of the time that services were provided in a virtual or distance learning format to include online logins to curriculum or programs, offline activities, completed assignments, testing, face-to-face communications or meetings with school personnel via teleconference, videoconference, email, text, or phone.
 - b. The student is on pace for on-time completion of the course as required by the school district.
2. They have a medical condition that incapacitates the student and precludes them from participating in instruction in a traditional school setting and the student is able to progress in instruction via alternative education delivery methods approved by the local Board of Education.
3. They are participating in a released time program held by an independent entity off school premises for no more than three class periods per week or a maximum of 125 class periods per school year provided that:
 - a. The student's parent or legal guardian provides written consent prior to the student's participation in the released time course.
 - b. No school funds other than de minimis administrative costs are expended and no school district personnel, equipment or resources are involved in providing the instruction.
 - c. The independent entity maintains attendance records and makes the records available to the school district and Board of Education.
 - d. Transportation is provided to and from the place of instruction by the independent entity, the student or the student's parent or legal guardian.
 - e. The independent entity or the student's parent or legal guardian indemnifies the school district and holds it harmless with regard to any liability arising from conduct that does not occur on school property under the control or supervision of the school district and the independent entity maintains adequate insurance for that purpose.
 - f. The student assumes responsibility for any missed schoolwork.

- g. The student may not be excused to participate in a released time course during any class in which the subject matter being taught is subject to the assessment requirements of Section 1210.508 of Title 70.

ATTENDANCE POLICY, REGULATION (Cont.)

School Activity

1. The student will be allowed to be absent from the classroom for a maximum of ten days per semester to participate in activities sponsored by the school.
2. The student will be allowed to make up any work missed while participating.

Unexcused Absence

This is any absence that does not fall within one of the above categories. Work may be made up. 100% of the grade will be counted.

Truancy

A student is considered truant when absent from the classroom without the knowledge of either the school or the parent or if the parent does not compel the student to attend school.

Tardies

1. A student is tardy who is not in the student's seat when the bell to begin the period sounds.
2. A student who misses more than 1/3 of an attendance period will be counted absent

Any student who exceeds the 10%-day limit for unexcused absences may appeal to the Board of Education for reinstatement of credit. Consideration will be given as to the reason for the absences as well as to the attempts by parents to minimize the absenteeism.

Types of Absences – Examples:

Note: (**All absences** other than activity absences count towards a student's attendance.)

1. Personal or family illnesses
2. Medical appointments
3. Legal matters, including service on a grand, multicounty grand, or petit jury *
4. Extenuating circumstances deemed necessary by the principal
5. Observance of holidays required by student's religious affiliation
6. Documented participation in 10 4-H activities each school year
7. Documented speech therapy, occupational therapy, or any other service related to the child's Individualized Education Program (IEP)

Unexcused absences:

1. Vacations/Trips
2. No parent contact

ATTENDANCE POLICY, REGULATION (Cont.)**Chronic Absenteeism**

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year exclusive of a significant medical condition, when the total number of days the student is absent is divided by the total number of days the student is enrolled, and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays.

A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child's medical needs will be considered a significant medical condition.

*** LEGAL REFERENCE:** 38 O.S. §37
 70 O.S. § 10-105
 70 O.S. § 3-145.8
 70 O.S. § 11-101.3

ATTENDANCE REGULATION (KINDERGARTEN THROUGH FIFTH GRADE)

In accordance with the policy of the Board of Education, this regulation shall govern attendance and absenteeism in grades Pre-Kindergarten through five.

The maximum number of absences during any nine-week period shall be four. It will be at the principal or principal designee's discretion to contact parents/guardians of students that have shown more than four absences during a nine-week period, to work out an improvement plan.

Students who are absent from class shall be required to make up the work missed. Arrangements for completing make-up work for the absence must be made by the student or parent.

When a student is absent, the parent or guardian should call the attendance office before 9:00 a.m. the day of the absence if possible. Otherwise, the student must bring a note from the parent/guardian explaining the absence.

Tardies/Early Dismissals

Students entering school after 8:30 a.m. must be signed in by a parent/guardian in the school office before going to class. Students that need to leave early should be checked out through the office.

Types of Absences – Examples:

Note: (All absences other than activity absences count towards a student's attendance.)

Documented Absences (<i>Requires Official Documentation</i>)	Verified Absence	Unexcused Absence
1. Medical/Dental Appointments	1. Parents have notified the office; no supporting documentation provided.	1. Vacations/Trips
2. Legal Matters		2. No parent contact
3. Extenuating Circumstances deemed necessary by Principal		
4. Observe of holidays required by student's religious affiliation		
5. Attending funeral		

Chronic Absenteeism

Chronic absentee means a student who is absent 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. When a student is identified as a chronic absentee, the Superintendent or designee shall communicate with the student and his/her parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

* REFERENCE: 38 O.S. §37

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The Board of Education hereby directs that neither the district, any employee, nor an independent contractor of the district shall teach or include in a course for students or employees the following discriminatory principles:

- (1) One race or sex is inherently superior to another race or sex
- (2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex
- (5) An individual's moral character is necessarily determined by his or her race or sex
- (6) 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
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex
- (8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race

A "course" shall include any program or activity where instruction or activities tied to the instruction are provided by or within a public school, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any other classes.

Any individual may file a complaint alleging that a violation has occurred of enumerated items 1-8 above. In order for a complaint to be accepted for investigation, it must:

- (A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures
- (B) Identify the dates the alleged discriminatory act occurred
- (C) Explain the alleged violation and/or discriminatory conduct and how enumerated items 1-8 above have been violated
- (D) Include relevant information that would enable a public school to investigate the alleged violation
- (E) Identify witnesses the school may interview. The school will not dismiss a complaint for failure to identify witnesses

The district hereby designates **Jake Freer** as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at (405) 390-5490 and via email to rsdc@cnpschools.org. This contact information shall also be accessible on the school district's website.

Upon receipt of a complaint, the complainant shall receive notification from the designated employee that the complaint has been received and whether it will be investigated within ten (10) days of receipt.

The school district shall investigate all legally sufficient complaints and decide as to whether a violation occurred. The school district shall receive, process and investigate complaints in the same manner as all

other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

PROHIBITION OF RACE AND SEX DISCRIMINATION (Cont.)

No individual shall be retaliated against for (1) filing a complaint; (2) exercising any right or privilege conferred by or referenced within 210:10-1-23 of the Accreditation Standards; (3) exercising any right or privilege secured by a law referenced in 210:10-1-23 of the Accreditation Standards. Any school employee who retaliates against a complainant may be subject to disciplinary action by the school district or by the State Board of Education.

Any teacher who files a complaint or otherwise discloses information that the teacher reasonably believes is a violation of the prohibited concepts listed above shall be entitled to Whistleblower Protections.

Any teacher or other school employee who, willfully, knowingly, and without probable cause makes a false report may be subject to disciplinary action by the school district or by the State Board of Education.

LEGAL REFERENCE:

70 O.S. § 24-158

State Accreditation Standard 210:10-1-23

*A POLICY ON THIS ISSUE IS REQUIRED
BY THE STANDARDS OF ACCREDITATION
FOR OKLAHOMA SCHOOLS*

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS

The Superintendent and the School Principals will annually remind staff members and orient new staff members concerning the importance of maintaining proper decorum in the online, digital world as well as in person. Employees must conduct themselves in ways that do not distract from or disrupt the educational process. The orientation and reminders will give special emphasis to the following prohibited behaviors:

1. Improper fraternization with students using electronic or digital communication.
 - a. Teachers may not list current students as "friends" on networking sites.
 - b. All e-contacts with students should be through the district's school-approved platform
 - c. Improper private contact via electronic or digital communication e-mail or phone is prohibited.
2. Inappropriateness of posting items with sexual content.
3. Inappropriateness of posting items exhibiting or advocating use of drugs and alcohol.
4. Monitoring and penalties for improper use of district computers and technology.

As per state law, employees are discouraged from sharing content or comments containing the following when directed at a citizen of the State of Oklahoma:

- 1) Obscene sexual content or links to obscene sexual content.
- 2) Abusive behavior and bullying language or tone.
- 3) Conduct or encouragement of illegal activity.
- 4) Disclosure of any information required to be maintained as confidential by law, regulation, or internal policy.

"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 phone sharing and social bookmarking; and

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

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials online. When inappropriate use of computers and websites is discovered, the school Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the school district's legal counsel for review.

The Board of Education shall designate school-approved platforms. The administration shall publish school-approved platforms on the district's website and in student or staff handbooks.

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school approved platform and related to school and academic communications. The only exception to this requirement may be made in case of an emergency as determined by the board of education, subject to subsequent notification to the parent or guardian.

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS (Cont.)

School employees shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

School employees who are the subject of a corroborated report of having engaged in electronic or digital communications that would violate this policy and state law shall be placed on administrative leave while the school district investigates the incident. If the investigation finds that no misconduct occurred, the incident shall not be noted in the personnel file. If the employee was placed on administrative leave during the investigation of the incident but the investigation finds that no misconduct occurred, the employee shall be reinstated, and the personnel file shall include a note of the finding of no misconduct.

Employees who engage in any of the above-referenced prohibited behaviors are subject to the possibility of penalties, including termination of employment.. Incidents will be reported in compliance with district policy FFG and state law.

REFERENCE: 74 O.S. § 840-8.1
 70 O.S. § 6-401

*A copy of this policy shall be distributed to each affected employee by email.

CONCURRENT ENROLLMENT STUDENT

The Choctaw-Nicoma Park Board of Education believes that students should be encouraged to prepare themselves for study beyond high school when possible. Concurrent enrollment is authorized for students who are at least thirteen years of age but not twenty-one years of age or older.

Students who wish to participate in concurrent enrollment courses must meet requirements set by the State Regents for Higher Education, Oklahoma law and the Standards for Accreditation. In order for a high school student to enroll in a concurrent enrollment course, the minor student must have a signed statement from the high school principal or counselor stating that they are eligible to satisfy requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year. Minor students must also provide written permission from a parent or legal guardian prior to enrolling in concurrent enrollment courses.

A high school student may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester credit hours. For purposes of calculating workload, one-half high school unit is equivalent to three semester credit hours of college work.

Concurrent students may not enroll in remedial (zero-level) course work offered by colleges and universities designed to remove high school deficiencies, including co-requisite support courses.

When a student earns college credit through concurrent enrollment, grades will be placed on the student's high school transcript. Grades received for college credit will be factored into the student's cumulative grade point average (GPA).

REFERENCE: 70 O.S. §628.13

Department of Education, Administrator's Handbook