

SECTION E
INSTRUCTION
5000

SCHOOL CALENDAR

A calendar committee as established in the Durant Public Schools Negotiated Agreement will prepare several school calendar options to be voted on by the faculty. At the regular board meeting in May of each year, the superintendent shall submit the calendar to the board for its approval for the following year.

The following are minimum requirements:

1. The school year shall be from July 1 to June 30.
2. The number of instructional days, parent-teacher conference days, and teacher in-service days will be in accordance with the negotiated agreement.
3. The length of the school day will be in accordance with the negotiated agreement.

ATTENDANCE/ACTIVITIES POLICY

The Durant 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 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.

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 policy.

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 school district will 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.

All schools in the school district will operate on a school day that will consist of a minimum of six hours. The school day for students will be operated between the hours of 8:00 a.m. and 3:30 p.m. The starting time and ending time for each campus will be determined by the superintendent according to the transportation schedule and the individual needs of each campus. The school day for teachers will be in accordance with the provisions of the negotiated agreement.

ORGANIZATION OF INSTRUCTION

It is the policy of the Durant Board of Education that the curriculum of instruction for the district's schools shall be in a continuous process of development to adapt the school program to the changing society. However, significant changes to the curriculum must be approved by the board.

All state laws and statutes relating to education shall be complied with.

The district will offer appropriate opportunities in accordance with state and federal law and regulations for children who need special education.

1. The superintendent, and those in whom responsibility is placed, will be held responsible for the supervision of instruction.
2. Those persons responsible for the curriculum at all levels shall, at their discretion, organize departmental committees to assist in conducting a continuous study of educational material and procedures so that justifiable changes might be made.
3. Students, advisory groups, and the public shall be encouraged to make known their desires and needs so that the highest benefits will be obtained.
4. The curriculum shall be changed as the needs and interests of the students change and shall not be static but a means of continuous growth.
5. Additions to the curriculum will be considered by the board upon the recommendation of the administrative personnel and the instructional staff.
6. Reasonable change in the curriculum and instruction can be made by the individual teacher to meet the needs and interests of the individual child.

CLASS SIZE

In the interest of the educational welfare of our children, the Durant Board of Education has established a maximum class size as follows:

Kindergarten	20 Students
Grades 1-6	20 Students

Teachers counted in class size counts for grades 7-12, shall not be responsible for the instruction of more than 140 students on any given six-hour school day. Class size counts shall be taken during the month of October each year on a date set by the State Board of Education.

Exceptions to this policy will be made only by the superintendent and only in accordance with state law, except that the following classes are not subject to class size limitations:

1. Physical education;
2. Music, vocal, and instrumental.

**CLASS SCHEDULES:
STUDENT**

Students are required by law to complete core curriculum requirements outlined by law. The district will offer all of the enumerated courses on a four-year rotation.

It is the policy of the Durant Board of Education that any changes to class schedules for students must be made during the first week of school. Class scheduling is an important and complex process. Although every effort will be made to accommodate the student, changes in class schedules may not be possible because of class loads.

Students who desire a change in their class schedule must obtain teacher and parent/guardian approval. If the change will eliminate a mandatory core curriculum class from the student's schedule, the student and the parents of the student will be provided with a statement informing the student and parent that the class may not be offered again at a time that is convenient for the student. If the student takes the class via concurrent enrollment after dropping the class at the local site, the student and the student's parents will be responsible for all costs associated with the class. The request must then be submitted to the appropriate counselor for consideration. The student will be informed if the change can be made, but must adhere to the original schedule until notified.

SCHOOL VOLUNTEERS

The Durant Board of Education recognizes that volunteers can make valuable contributions to students and the district educational program. A volunteer program subject to appropriate rules, safeguards, and regulations is approved by the board.

The primary purpose of the school volunteer program is to free the teachers from tasks that could be accomplished by others in order for the teachers to spend more time teaching. Examples of activities that can be performed by volunteers are:

1. Making bulletin boards;
2. Clerical tasks, such as filing, typing, etc.;
3. Telling stories to children;
4. Listening to children read;
5. Conducting flash card drills;
6. Drilling spelling words;
7. Assisting the school nurse with visual and hearing screening;
8. Reinforcing math facts;
9. Gathering resource material;
10. Making props and sets for plays;
11. Teaching a foreign language;
12. Talking to children – being a friend;
13. Tutoring;
14. Anything else as deemed necessary by the cooperating teacher.

Volunteers will not be subject to a dress code, as such, but will be expected to dress appropriately and be neat and clean in appearance. No shorts (except in physical education classes) or shirts with inappropriate slogans will be permitted.

Volunteers will not assign grades.

Volunteers are expected to be professional in their roles as volunteers and to be positive about their jobs and the school system. A friendly, courteous relationship is expected between teachers and volunteers.

Problems will be dealt with if and when they arise by the volunteer coordinator, teacher, and volunteer. If the situation cannot be resolved at this level, an administrator will be asked to evaluate the situation.

The program will be expanded as deemed necessary by the volunteer coordinator, administration, and teachers.

The volunteer coordinator is to be recommended by the administration and approved by the board of education.

CORRESPONDENCE COURSES

Students in attendance at Durant High School may be permitted to transfer a maximum of one unit of credit of correspondence study per year for two years. Not all courses are acceptable; therefore, the student should check with the principal before enrolling in a correspondence course if the credit is to be used in meeting graduation requirements.

The Durant Board of Education and the administration will take all special cases into consideration in an effort to allow every student an opportunity to complete the required credits to graduate on time.

LESSON PLANS

It is the belief of the Durant Board of Education that in order to progress there must be a plan. Teachers are expected to plan for each class period in order to make them effective. As long as the teachers are well prepared and seem to be making progress, the form and extent of the lesson plans will be left to their discretion. Principals may require that lesson plans be submitted for review.

LIBRARY SELECTION POLICY

The Durant Board of Education and the media staff of the Durant Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

BILL OF RIGHTS FOR LIBRARY MEDIA CENTER PROGRAMS

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

RESPONSIBILITY FOR SELECTION

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library resource center are selected primarily by the librarian with input from the Review Committee.

Review Committee

Library Media Specialist

Principal
Counselor
Classroom Teacher
Parent

This committee must be approved by the superintendent.

Library Materials Selection and Adoption (Multimedia Materials)

The following procedures will be utilized for the selection of library resource materials:

Elementary Level

1. At the elementary level, books, software, and multimedia materials are selected by a library book selection committee working under the leadership of the Assistant Superintendent.
2. Librarians, media specialists and teachers serve on this committee. They receive one hour of continuing education credit for this service.
3. Publishers of children's books provide the Library Department with copies of their current publications for evaluation.
4. Titles not received for evaluation may be evaluated through personal information or published reviews in standard selection aids and current publications.
5. Approved listings, compiled into the Catalog of Elementary Library Books and Multimedia Materials, are used as a buying guide. A new catalog is prepared each year.
6. Special approval by the Assistant Superintendent is required for books not listed in the catalog.

Secondary Level

1. At the secondary level, a library book review committee functions under the leadership of the Assistant Superintendent and provides some guidance in approved and appropriate materials.
2. Some publishers submit current titles for evaluation. However, many of the titles needed are not submitted for review. Selections also are made from personal evaluations, published reviews and evaluations from standard selection aids and current publications.

3. Selections may be ordered at the secondary level when recommended by the media specialist/librarian or the principal and approved by the Assistant Superintendent.

Evaluation Committee for Challenged Materials

A committee has been formed to serve as a review team for controversial or challenged materials being used in the schools. The following regulations have been established to assist the team in evaluating these materials.

1. A copy of the form, Citizen's Request for Re-evaluation of Materials, will be given to the complainant by the principal.
2. The form must be completed by the complainant and returned to the school principal, who will forward the form to the appropriate Assistant Superintendent before the committee evaluates the material.
3. The Assistant Superintendent will chair the committee. He/she will send information to each committee member concerning the material to be reviewed. If possible, copies of the material will be circulated to the committee members.
4. The committee will be asked to evaluate each item or book in question.
5. Members of the committee will read, examine or evaluate the material as it relates to the questions on the Citizen's Request form.
6. If evaluations from a majority of the committee members are similar, the acceptance or rejection of the material would be made in accordance with the committee recommendations.
7. If the evaluations of the committee are not in agreement, a meeting of all members will be accepted or rejected by majority vote.
8. A notice of the final decision on the material will be sent to the school or schools and Assistant Superintendent.

**TEACHING ABOUT CONTROVERSIAL ISSUES
CITIZEN'S REQUEST FOR RECONSIDERATION OF MATERIALS**

Author _____ Publisher _____ Type of Material:
 Title _____ Library Book _____
 Request Initiated by _____ Paperback _____
 Textbook _____
 Other Item _____

Address _____ Phone _____

Complainant represents: Himself _____
 Any Group/Organization _____
 (Identify by name) _____

1. To what in the material do you object?
 (Please be specific, cite pages – use back if necessary)

2. Did you read and examine the entire item? _____
 What parts? _____
3. What do you think might be the result of using this material? _____

4. For what age group would you consider this material acceptable? _____
5. Is there anything good about this material? _____
6. Are you aware of the judgment of this book or item by established critics? _____
7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this item?
 Do not assign it to my child _____
 Withdraw it from all students _____
 Assign it only with parental approval _____
 Send it back to its respective department for re-evaluation _____
9. In its place, what material of equal quality would you recommend that would convey as
 valuable a picture of our civilization? _____

 Signature of Complainant

 Date

TEXTBOOK SELECTION POLICY

It is the policy of the Durant 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 of the superintendent or his/her designee – who shall be a principal or a curriculum specialist – one parent of a child enrolled in this district, and six classroom teachers. The superintendent or his/her designee shall serve as chairperson.

The textbook selection committee members will be appointed on an ad hoc basis as needed and will not be compensated. The administration will ensure that all textbooks necessary for completion of assigned work are routinely available to every student.

The committee will review examination copies of each textbook in those subject areas where a need has been determined to exist. The examination copies may be obtained by communicating such need to the State Department of Education. Only examination copies of textbooks selected by the State Textbook Committee will be reviewed by the textbook selection committee.

Only textbooks appearing on the multiple list selected by the State Textbook Committee will be adopted by the board.

Following the committee's review and approval of the board, the superintendent will requisition the textbooks recommended by the committee from the State Department of Education.

SCHOOL LIBRARY

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

1. Borrowed books are due two weeks from the date they are checked out. Books may be borrowed for two additional weeks unless someone is on a “request list” for the book.
2. Students may check out a maximum of two books from the library at one time. Permission may be obtained from the librarian to borrow additional books if needed for reference or a special project.
3. Students with overdue books will not be allowed to check out additional materials. Notice of overdue books shall be passed to classroom teachers.
4. Borrowers will be charged replacement costs for all books or materials which are lost or destroyed.
5. Encyclopedias and other reference books or materials may not be removed from school premises. A photocopy of a specific article may be obtained from the librarian.
6. Magazines, newspapers, and other periodicals may not be removed from the library and must be returned to the proper rack, shelf, or table.
7. Students will not be admitted to the library while classes are in session without a hall pass signed by their teacher.
8. Quiet and orderly conduct in the library will be enforced by the library staff.
9. Audio-visual equipment and materials may be checked out by teachers only. Teachers may request equipment for student use.
10. The use of library equipment and materials shall be prearranged with the librarian, including any after-school hour uses.
11. Students and their parents/guardians shall be informed that it is a misdemeanor under Oklahoma law to remove or attempt to remove any library material from the premises of a library facility without authority; or to mutilate, destroy, alter or otherwise damage, in whole or in part, any library materials, or to fail to return any library materials which have been lent to said person by the library facility, within seven days after demand has been made for the return of the library materials.
12. The librarian or any person on the library staff will not disclose or permit the disclosure of any records or materials which disclose which of its documents or other materials have

been loaned to or are being used by any student or group except such information may be disclosed to (a) persons acting within the scope of their duties within the school district, (b) persons authorized to inspect such records, in writing, by the student or group, or (c) by order of court.

INTERNET ACCEPTABLE USE POLICY

A. **Purpose Statement.** Independent School District No. 72 of Bryan County, Oklahoma (the "district") provides its students and employees with access to the district's computer network system, including Internet access, in an effort to expand the informational and communication resources in furtherance of the district's goal of promoting educational excellence. It is hoped that the expanded use of these resources will enhance students' research capabilities, increase faculty and staff productivity and result in better communication between the district and its patrons.

The Internet has often been described as the information super-highway. The Internet consists of a network of servers connecting thousands of computers worldwide, permitting access and communication with millions of individual users. Through the Internet, the district will provide students, faculty and staff access to:

- electronic mail providing communication with people throughout the world;
- information and news, including the opportunity to correspond with scientists at research institutions in the public and private sector, including NASA;
- public domain software and shareware of all types;
- news groups, or discussion groups, covering a wide range of topics appropriate to the educational purposes of the district;
- access to university libraries, the Library of Congress and other repositories of information;
- World Wide Web access to information containing text, graphics and photographs, as well as sound on literally millions of topics

With access to such vast storehouses of information and instant communication with millions of people from all over the world, material will be available that may not be considered to be of educational value by the district or which is inappropriate for distribution to children. The district has taken available precautions, including but not limited to enforcing the use of filters that block access to obscenity, child pornography and other materials harmful to minors. However, on a global network, it is impossible to control all material and an industrious user may obtain access to inappropriate information or material. The district firmly believes that the value of the information and interaction available on the Internet far outweighs the possibility that students and employees may procure material which is not consistent with our educational goals.

Internet access is coordinated through a complex association of government agencies, regional and state networks. The smooth operation of these networks relies upon the proper conduct of the end users and the users' adherence to generally accepted guidelines. The guidelines provided in this policy are designed to promote the efficient, ethical and legal utilization of network resources. If a district user violates any of these provisions, his or her account will be terminated and future access could be denied. The user's signature on the Internet Access Agreement is a legally binding obligation, affirming that the user has read the terms and conditions of the Internet Acceptable Use Policy, understands the policies and agrees to abide by all terms and conditions described in the policy or subsequently implemented by the district's Director of Technical Services. Students' use of the district's system will also be governed by a student code of conduct.

B. **Internet Access - Terms and Conditions.**

1) **Acceptable Use.** THE USE OF THE DISTRICT SYSTEM, WHETHER BY STUDENTS, FACULTY OR STAFF, MUST BE IN SUPPORT OF EDUCATION AND CONSISTENT WITH THE EDUCATIONAL OBJECTIVES OF THE DISTRICT. The use of any other organizations' network or computing resources must comply with the rules and regulations appropriate for that network. **THE TRANSMISSION OR RECEIPT OF ANY MATERIAL IN VIOLATION OF ANY UNITED STATES OR STATE LAW OR REGULATION AND THE TRANSMISSION OR RECEIPT OF ANY MATERIAL INCONSISTENT WITH THE EDUCATIONAL OBJECTIVES OF THE DISTRICT IS PROHIBITED.** This includes, but is not limited to: copyrighted material, threatening, indecent, lewd or obscene material, or material protected by trade secret. Use of the district system for commercial activities is not acceptable. Use for product advertisement or political lobbying is also prohibited.

2) **Parental Consent.** In order for a student to gain access to the district system, the student's parent or guardian must be provided a copy of the Internet Acceptable Use Policy and sign the Internet Access Agreement requesting that their child be given Internet access under the terms and conditions described in this policy. Parents may withdraw their consent at any time. **THERE IS, HOWEVER, A WIDE RANGE OF INFORMATION AVAILABLE THROUGH THE INTERNET WHICH EITHER IS NOT APPROPRIATE FOR ACCESS BY MINORS, HAS NO EDUCATIONAL VALUE OR DOES NOT MEET WITH THE PARTICULAR VALUES OF THE FAMILIES OF THE STUDENT. THE DISTRICT SYSTEM AND INTERNET ACCEPTABLE USE POLICY CONTAIN DEVICES AND RESTRICTIONS ON USE INTENDED TO PREVENT ACCESS TO INAPPROPRIATE MATERIAL OR INFORMATION. IT IS IMPOSSIBLE FOR THE DISTRICT TO GUARANTEE THAT STUDENTS WILL NOT BE EXPOSED TO INAPPROPRIATE MATERIAL THROUGH THEIR USE OF THE INTERNET. THE DISTRICT BELIEVES THAT PARENTS BEAR PRIMARY RESPONSIBILITY FOR COMMUNICATING ACCEPTABLE BEHAVIOR AND FAMILY VALUES TO THEIR CHILDREN. THE DISTRICT ENCOURAGES PARENTS TO DISCUSS WITH THEIR CHILDREN WHAT MATERIAL IS AND IS NOT ACCEPTABLE FOR THEIR CHILDREN TO ACCESS THROUGH THE DISTRICT SYSTEM.**

3) **Privilege of Use.** The district system and its Internet access is a privilege afforded to students, staff and employees of the district. Use of these resources is not a right and inappropriate use will result in a cancellation of those privileges. Inappropriate use is any use prohibited by the terms of this policy or use determined by the district's system administrators to be inappropriate under particular facts and circumstances. Prior to receiving Internet access, all users will be required to successfully complete an Internet training program administered by the district.

4) **Inappropriate Use.** Each system user is expected to comply with all district policies governing Internet access and to abide by generally-accepted rules of network etiquette. These general rules include, but are not limited to, the following:

a) **Appropriate language -** Do not use abusive language in messages to others. Be polite. Do not use obscene, indecent, lewd or profane language, vulgarities, rude or disrespectful language. Do not engage in personal attacks or activities intended to distress, harass or annoy another user.

b) **Safety -** Do not reveal personal contact information about yourself or any other person. This information includes telephone numbers and addresses. Do not use

the Internet access to arrange meetings with persons you have met on line. Users will promptly disclose to the teacher, district system administrator or to some other member of the faculty or staff any message they consider to be inappropriate or which makes them feel uncomfortable.

c) Electronic mail - Users should be aware that electronic mail (E-Mail) may not be assumed to be a private communication. The district and system administrators do have access to E-Mail. Messages relating to or in support of illegal activities will be reported to the authorities. System users should not post any message which is intended to be private.

d) Network resources - System users should not use the network in a way that will disrupt the use of the network by other users. **THE NETWORK SHOULD BE USED FOR EDUCATIONAL, PROFESSIONAL AND CAREER DEVELOPMENT ACTIVITIES ONLY.** System users should refrain from downloading large files unless absolutely necessary, and then only when the system is not being heavily used. Such files should be removed from the system computer to the user's personal computer as soon as possible.

e) Intellectual property - Do not plagiarize works obtained from the Internet. Users must respect the rights of copyright owners and comply with all limitations imposed upon use of copyrighted material.

5) **Limitation of Liability.** The district makes no warranties of any kind, whether express or implied, for the services provided and will not be responsible for any damages which you may suffer through use of the district system or the Internet, including, but not limited to, the loss of information or files or the interruption of service. The district is not responsible for the accuracy or quality of information obtained through use of the district system or the Internet. The district is not responsible for any financial obligations which may be incurred through use of the district system.

6) **Security.** Security on any computer system is a high priority, especially when the system involves multiple users. Users are responsible for their individual account and should take precautions to prevent others from accessing that account. Under no conditions should a user provide their personal password to another person. If you identify a potential security problem on the district system or the Internet, you must notify the system administrator immediately. You should not demonstrate the problem to others, nor should you intentionally attempt to identify potential security problems. In either instance, your actions may be misinterpreted as an illegal attempt to gain unauthorized access. Any attempt to log on to the Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with the district system or any other computer system may be denied further access.

7) **Vandalism.** Vandalism of district hardware, software or the system itself will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy the property or data of the district, of another user or of any other network connected to the Internet or all or any portion of the district's computer network system or any other network or system connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses or any actions that disrupt, "crash" or "bomb" all or any portion of the district's computer system. All system users shall avoid the accidental spread of computer viruses by strict adherence to district policies governing the downloading of software. No system user may use the system to "hack" or attempt to gain unauthorized access to any other computer system, network or site or any unauthorized portion of the district's system.

8) **Inappropriate Material.** Access to information shall not be restricted or denied solely because of the political, religious or philosophical content of the material. However, system users must realize that rights go hand-in-hand with responsibilities and agree not to use the district system to access information or to distribute information or 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, religious affiliation, ethnic or national origin, gender, or disability 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.

9) **Employee Access.** In order for any employee of the district to gain access to the district system, the employee must sign the Employee Internet Access Agreement.

10) **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 system user. **BY EXECUTING THE INTERNET ACCESS AGREEMENT, THE SYSTEM USER AGREES TO ABIDE BY THE TERMS AND CONDITIONS CONTAINED IN THIS ACCEPTABLE USE POLICY. THE SYSTEM USER ACKNOWLEDGES THAT ANY VIOLATION OF THIS ACCEPTABLE USE POLICY MAY RESULT IN ACCESS PRIVILEGES BEING REVOKED, DISCIPLINARY ACTION BEING TAKEN, INCLUDING, AS TO STUDENTS, DISCIPLINARY ACTION UNDER THE DISTRICT'S STUDENT DISCIPLINE POLICY AND, AS TO EMPLOYEES, ANY SUCH DISCIPLINE AS MAY BE ALLOWED BY LAW, INCLUDING TERMINATION OF EMPLOYMENT.**

DURANT 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: _____

DURANT SCHOOL DISTRICT
USE OF INTERNET AND SOCIAL NETWORKS AND
OTHER FORMS OF COMMUNICATION

General Guidelines

Consult district's policy on internet safety and appropriate use, as well as the employee manual and/or parent and student handbook. Be aware that all existing policies and behavior guidelines extend to school-related activities in the online environment as well as on school premises.

Use good judgment. Think about the type of image you want to convey on behalf of the district when you are posting to social networks and social media sites. Remember that what you post will be viewed and permanently archived. Social media websites and blogs are not private. Internet search engines can find information years after it was originally posted. Comments can be forwarded or copied, and archival systems save information even if a post is deleted.

Remember professional communications are available to school administrators. The district considers an employee's use of any electronic media for the purpose of communicating with a student or a parent to be an extension of the employee's workplace responsibilities. Accordingly, the board expects school personnel to use professional judgment and appropriate decorum when using any social media in this fashion. School district administrators may require an employee to provide access to any websites used by him or her for communication with students or parents and to produce copies of any electronic communication with students or parents, including text messages, web page posts, etc. This policy does not authorize an administrator to inspect an employee's personal equipment without the employee's express consent.

Social Networking Websites

Many social networking websites are not accessible on the district's network because they have been blocked. If school personnel, including teachers, would like to request that a website be made accessible to use for teaching and learning, that person shall submit a written request to the IT Director for review, identifying the online tools to be used and the instructional purpose in using them.

While on school property, neither school personnel nor students may use an outside, proprietary network to access websites that are blocked on the district's network.

Staff members are prohibited from engaging in unauthorized exchanges with students via social networking sites including but not limited to MySpace, Facebook, Xanga, Twitter, blogging and similar sites and any staff member who does so in violation of this policy – **“acts outside the scope of his or her employment”**. Unauthorized exchanges include but are not limited to “friending and friend requesting,” “following,” “messaging,” “posting,” or “instant messaging.”

Personnel shall abide by the following requirements regarding use of social networking websites, even when done in their personal time, using personal property.

1. Fraternalization with students using social networking websites on the internet:
 - a. School personnel may not list students as “friends” on networking sites;
 - b. All e-contacts with students shall be made through the district’s computer/email and telephone system;
 - c. All e-contact by sponsors with student organization members shall be sent to all team members;
 - d. Inappropriate contact with students or parents via e-mail, phone, or other devices is prohibited.
2. Employees may not post items on social networking websites with sexual content if they are identifying themselves as an employee of the district;
3. Employees may not post items exhibiting or advocating use of drugs or alcohol if they are identifying themselves as an employee of the district;
4. Employees may not post pictures, video, or audio of students unless the student’s parent (if the student is under 18) or the student (if the student is 18 or over) has provided the student’s building administrator with written permission to do so.

Note that when using a school district e-mail address and/or equipment to participate in any social media or professional social networking activity, the communications are public, and employees are responsible for the content in the communication.

Copyright and Fair Use Guidelines

District personnel and students must respect copyright and fair use guidelines when posting material on social network sites, even those websites used and accessed for educational and classroom purposes. See www.copyright.gov/fls/fl102.html.

Hyperlinking to outside sources is recommended. Do not plagiarize. Give credit, where credit is due, to the sources of material. When hyperlinking to other sites and media, be sure that the hyperlinked content is appropriate and consistent with these guidelines. Be aware that photographs taken by professional photographers cannot be scanned and used on the internet without the photographer’s permission, even if they are photos purchased from the photographer.

Text and Instant Messaging

District personnel shall not text or instant message any student individually. All text and instant messages to students shall be sent to the school, class, team, club or organization. Staff shall not send messages that are personal in nature and not related to the business of the school or that contain confidential information to persons not authorized to receive that information.

Use of Social Media

The Superintendent shall designate those staff persons who have management or administrator access to the district's social media, including, but not limited to the ability to remove content from the school's social media if determined to be inappropriate. Only content that is allowable on the school's website is allowable on the school's social media pages unless otherwise authorized by the Superintendent.

Penalties

Both district personnel and students face the possibility of penalties, including student suspension and employee termination, for failing to abide by district policies when accessing and using social media.

Adopted this ___ day of _____, 20__.

Approved by the Board of Education October 3, 2011

Revised by the Board of Education November 7, 2011

POLICY AND PROCEDURES ON USE OF INTERNET-BASED INSTRUCTION

I. Statement of Purpose

Internet-based instruction provides flexibility not available with traditional classroom methods. Students may benefit from being able to proceed through course work at an individual pace and by having access to information and course materials at convenient times and places. Consistent with sound educational principles, it is the intention of the Board of Education of the Durant School District to make full use of the Internet for the delivery of educational materials. Internet-based instructional programs approved by the Board of Education for use in the School District are intended to supplement, not replace, direct, face-to-face student and teacher interaction.

II. Definitions

- (a) Synchronous instruction. Instruction occurring through real time interaction between instructor and student. Regular classroom instruction and two-way interactive video instruction are examples of synchronous instruction. Internet-based instruction requiring real time interaction between student and instructor as the primary format of instruction is also synchronous instruction.
- (b) Asynchronous instruction. Asynchronous instruction does not depend upon real time interaction between student and teacher. Asynchronous instruction allows the student to engage in learning activities anywhere, at anytime.
- (c) Internet-based instruction. Internet-based instruction uses the Internet or World Wide Web as the primary medium, with a computer serving as the primary tool of instruction. Internet-based instruction may be synchronous or asynchronous.
- (d) Two-way interactive video instruction. Two-way interactive video instruction consists of real time (synchronous) interaction between student and instructor by means of an electronic medium providing both audio and video signal.

III. Approval of Curriculum

The Board of Education of the Durant School District shall review and approve all courses to be offered by means of Internet-based instruction. Courses offered for credit by means of Internet-based instruction shall be aligned with the Priority Academic Student Skills (PASS). Requests to the Board of Education for approval of specific courses to be offered by means of Internet-based instruction shall include, without limitation, the following information: (i) a narrative description of the course, including learning objectives, course materials and requirements for satisfactory completion of course work, (ii) the nature and frequency of graded and ungraded assignments, (iii) the manner in which instructors will evaluate course work and communicate such evaluations to students, and (iv) the number of credits to be awarded and whether credits will be awarded on a pass/fail or graded basis. Students earning credit by means of Internet-based instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

The number of students which each instructor may supervise in courses offered by means of Internet-based instruction shall be established by the Board of Education on a case-by-case basis. Oklahoma Statutes limiting the number of students public school teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous instruction, whether offered by means of the Internet or by two-way interactive video.

IV. Instructors and Staffing

The School Principal at each site offering courses by Internet-based instruction shall designate a certified staff member to facilitate the offering of Internet-based instruction and to assist students in enrolling in such courses. Instructors of Internet-based courses (i) must be certified in Oklahoma or, (ii) if the course originates out of state, must be certified in the state of origin to teach in the content area of the course offered or, (iii) must be a faculty member at an accredited institution of higher education possessing the specific content expertise necessary to teach the course. Instructors of Internet-based courses must, in addition to such certification, complete in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

V. General Policies and Procedures

Only students who are regularly enrolled in the School District are allowed to enroll, for credit, in courses offered by means of Internet-based instruction. The Principal at each site offering courses by Internet-based instruction shall make available in the Principal's office, an application form for enrollment in such courses. Applications for enrollment in Internet-based courses will be evaluated by the Principal or the Principal's designee. Applications should be approved if the Principal or Principal's designee determines that space is available and that such enrollment will further specific educational needs of the student which cannot be met by traditional classroom studies. Minor students whose enrollment application for Internet-based courses have been approved shall, before the beginning of instruction, deliver to the site Principal a parental/guardian consent form addressing the students' participation in the Internet-based instructional program and acknowledging receipt of specific information regarding the course, including grading criteria, time for completion of course work, testing and attendance requirements, and costs for equipment and supplies. A student whose enrollment application is rejected may appeal such action to the School District Superintendent. Only students who have enrolled in Internet-based instructional courses with the approval of the site Principal or Superintendent will be eligible for credit upon completion of the required course work.

Instructors and students participating in Internet-based instruction are responsible for complying with all federal, state and local statutes and ordinances and with all Board policies, rules and regulations regarding the course work and use of School District facilities and computer networks including, without limitation, regulations governing copyright and trademark infringement, federal communications rules pertaining to public broadcasting of audio and video signals and student privacy.

VI. Privacy Statement

Although the School District will use reasonable efforts to safeguard the privacy and confidentiality of identifiable information concerning students and course work transmitted during the course of the student's participation in Internet-based instruction, transmissions by means of the Internet cannot be made absolutely secure. The School District will have no liability for disclosure of identifiable information, including educational records, due to errors in transmission or the unauthorized acts of third parties. The School District will not use identifiable information or individual student data obtained through participation in Internet-based instructional courses for any purposes other than those that support the instruction of the individual student. The School District may collect information concerning its Internet-based instruction on an aggregate basis for use in evaluation of the instructional program or for other purposes not directly related to any individual student. Such information will not be traceable to any particular student, nor will such information be used to identify or contact any particular student by the School District or any third party.

VII. Cooperative Agreements

Internet-based courses may be submitted for approval of the Board of Education in cooperation with courses offered by other school districts. In such event, School District shall enter into an interlocal cooperative agreement with each cooperating school district, addressing allocation costs and expenses, dates and times of course offerings, instructor evaluations, selection of instructional materials, student grades and grading policies, teacher loads and employment issues.

FIELD TRIPS AND EXCURSIONS

Local field trips will be made only with the prior approval of the building principal. Advance consent of the student's parent or guardian is required for any excursion or field trip.

Senior trips, except for local field trips, may not be taken during the regular 180-day school year.

The board of education defines educational field trips as visits to an area industry, factory, shop or plant, courthouse, museum, theater, lecture or symposium, or farm, ranch, rock quarry, creek, river, park, etc., by a group of students pursuing academic or vocational study in a stated subject for the purpose of enriching their appreciation of, or acquiring additional knowledge in the subject. It does not refer to recreational outings or excursions, interscholastic contests, or extracurricular activities where students perform or compete.

The board recognizes educational field trips as a part of the curriculum. The following criteria should be considered in deciding whether or not a field trip would be a profitable educational experience for students:

1. Will this be a better experience for students than other activities which might be conducted within the school building?
2. Would the students profit more from the field trip than they would from an available motion picture, video tape, slides, filmstrip presentation, model, experiment, resource person, etc.?
3. Will the field trip enrich the lives of the students involved?

Any school-sponsored trip exceeding 350 miles from Durant must have prior board approval. Any trip less than 350 miles must have approval of the superintendent or a designee. Out-of-State trips must have the superintendent's approval. Distance, educational value, and expense will be taken into consideration before approval is given for any trip or activity.

USING COPYRIGHTED MATERIAL

It is the intent of the Durant Public Schools to adhere to the provisions of the copyright law (Title 17 of the U.S. Code) as they affect the district and its employees. While the law identifies some “fair use” provisions, it also defines specific restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can result in criminal prosecution. It is the position of Durant Public Schools that copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets “fair use” standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted materials may not be made or used on district equipment.

Congress has identified four criteria to be balanced in considering questions of “fair use”:

1. the purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon potential market for or value of the copyrighted work.

In an effort to discourage violation of the copyright law and to prevent such illegal activities:

1. all employees will be advised of this policy; and
2. employees who willfully disregard the district’s copyright position are in violation of board policy; they do so at their own risk and assume all liability/responsibility. The legal and/or insurance protection of the district will not be extended to anyone who violates the fair use standards of this policy.

CURRICULUM DEVELOPMENT

The Durant 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 board will appoint a committee composed of administrators, teachers, and parents to evaluate the curriculum annually to determine whether children are receiving adequate basic skill instruction.

The committee shall have access to materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal. The committee may visit with other staff members, students, graduates, parents, and business people of the community for their input into the evaluation.

The committee chairperson shall be responsible for submitting a written report to the board of education at a regular or special meeting. Any changes in methods of instruction, scheduling, or curriculum changes will be the responsibility of the board of education and its chief executive officer.

The committee shall be appointed to serve for a one-year term. Individual members may be appointed to succeed themselves if the board so desires.

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

The goals of the committee will be to permit and assist students in their efforts to acquire:

1. An understanding of themselves and of their worth as individuals and members of society.
2. A mastery of the basic skills in the use of the language arts – listening, speaking, writing, reading, spelling, and grammar.
3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically, and solving problems.
4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.

5. The desire and ability to express themselves creatively in one or more of the fine and creative arts to appreciate the aesthetic expressions found in the work of others.
6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation, and the world.
7. An understanding of career roles and how to relate learning experiences to real life.

CURRICULUM DEVELOPMENT COMMITTEE

1. Selection of chairperson:
 - A. An administrator, usually a principal, will be chosen by other principals in the district to serve as chairperson.
2. Selection of members:
 - A. Principals of each building will suggest the teachers from their building to serve as members.
 - B. If the curriculum study is confined to secondary grades (6-12), only middle school and senior high teachers will be selected. If the study is limited to elementary grades (K-5), only the elementary teachers will be selected. Studies that encompass grades K-12 will have teacher memberships that represent all grades and buildings involved.
 - C. Individual teachers are confirmed by the appropriate building principal for serving on the committee after a review of the teacher's educational background, length of service in the district, and potential to make worthwhile contributions.
 - D. The number of teachers to be selected from each building will depend upon the size of the faculty in each school. The total committee size will vary depending on the size of the district.
3. Responsibilities of chairperson:
 - A. To keep the superintendent informed concerning progress and direction of the committee.
 - B. To set meeting times and places with members of the committee.
 - C. To help determine appropriate outside consultation services, if deemed necessary by the committee membership.
 - D. To help determine parent and student membership on the committee. At least three parents should be involved with the committee.

- E. To keep an accurate record of individual committee members' attendance at all meetings.
 - F. To report to the superintendent and the board of education the results of the curriculum study.
4. Responsibilities of committee members:
- A. To participate actively in the committee's study.
 - B. To attend all meetings and report back to building faculties on the progress of the committee at appropriate times. Ideas and suggestions from teachers not on the committee will be sought by the committee members so as to create total faculty involvement in the study.

In the final analysis, curriculum review should go beyond the statutorily required minimum. The board should recognize that, in order to foster the role of education in society and to ensure equal opportunity to students of different backgrounds, it must not permit the curriculum to remain static. It is essential that this school system continually develop and modify its curriculum to meet the changing needs of students and to assure the continuing development of the student in the community.

CURRICULUM EVALUATION

It is the policy of the Durant Board of Education that the curriculum shall be evaluated on an annual basis. The evaluation shall be done for the purpose of maintaining an awareness of the success of the school curriculum. Such evaluation will serve as the basis for curriculum improvements and changes or additions.

The evaluation process shall include but not be limited to the following procedures and/or methods:

1. Annual testing of students in certain grades by standardized tests.
2. Feedback and input from parent and advisory committees that might be in existence, and from any curriculum experts who may be called upon for consultation.
3. Teacher-made tests and observation of students' progress.
4. Parent-teacher conferences.
5. State Department of Education input.

Changes, additions, or omissions of the curriculum shall be on recommendation to the board by the superintendent; to the superintendent by the principals; to the principals by the teachers. Parents may meet with principals to make any suggestions.

DRIVER EDUCATION

The Durant School District will offer driver education for elective credit to eligible students at the high school during zero hour before or after school and during summer vacation.

To enroll in driver education, each student must possess a learner's permit in accordance with Oklahoma law and written permission from a parent/guardian. Only students who are enrolled and passing in all of the core curriculum courses appropriate for their grade levels shall be allowed to enroll in driver education. The driver education course will be graded on a pass/fail basis only.

Certified driver education instructors may administer the written portion of the Oklahoma driving examination to any 16-year-old who has successfully completed the district's driver education course.

Students who already possess a valid operator's license may enroll in driver education at the discretion of the superintendent.

Upon request, the district's attendance officer shall provide documentation of the enrollment status of a student under 18 years of age who is properly enrolled in school for presentation to the Department of Public Safety on application for or reinstatement of an instruction permit, restricted license, or license to operate a motor vehicle.

Upon request, the school district shall provide documentation of reading proficiency by certifying passage of the eighth grade criterion-referenced reading examination of any enrolled student. If the student fails to perform satisfactorily on the test, the notice shall inform the student of the reading proficiency driver license requirement and the school's remediation plan for the student. Upon successful completion of the test, the school shall furnish the student with documentation needed for the driver license application in Oklahoma. The district shall provide for alternative documentation for special education students, alternative education students, or students with specific learning disabilities. Alternative documentation will certify that a student is reading at the student's expected reading level pursuant to an individualized education program.

VOCATIONAL PROGRAMS

The Durant Board of Education recognizes that there is no one best way to educate students. Every student should be allowed the opportunity to learn in a situation that will encourage the development of his or her abilities and skills. Therefore, the board of education may contract with the State Department of Career and Technology Education to provide vocational technical programs for the school system. Such programs may include Technology Education, Vocational Agriculture, Vocational Home Economics, Health Careers, Industrial Technology, and Business Education.

High school juniors and seniors who wish to train for jobs requiring less than a professional degree may attend the Kiamichi Area Technology Center in Durant. This will allow students to acquire skills leading to immediate employment.

Tuition and transportation are provided at no charge to the student. Fee waivers are available to students who wish to go to the Technology Center during the year following graduation from high school.

Attendance will be on a half-time basis. Guidelines for attending the Technology Center will be set by the administration subject to the approval of the board.

Enrollment

1. Enrollment will be limited to students in grades 11 and 12.
2. The final acceptance of a student for a specific program will be made by the Technology Center enrollment counselor.
3. Preliminary scheduling will be handled through the high school counseling office. The final student selection will be made cooperatively by the Durant High School counselor and principal. The enrollment of each child with a disability into a Technology Center program will be addressed by his/her IEP team.
4. After the first two weeks of school, students will not be reassigned to a different Technology Center program nor will any new assignments be made to the Technology Center.
5. New enrollees in the high school may be assigned to the Technology Center on a space available basis if they transfer from a comparable program.
6. A student failing a course at the Technology Center will not be permitted to withdraw from the program until the end of the semester.

Transportation

1. Bus transportation will be provided and all students will ride the bus. Private transportation will not be authorized by the school.
2. If a student misses the bus or is removed from the bus for disciplinary reasons, that student may not come to the high school campus until time for his/her next scheduled class.

Attendance

1. The attendance requirements of the high school and Technology Center will be mutually respected and enforced.
2. Daily absentee reports will be sent from the Technology Center to the high school.
3. Early dismissal from the Technology Center will not be allowed except when the parent personally picks up the student.
4. An absence due to attendance at a school-sponsored activity will not be counted against the student as an absence.

Discipline

1. The Technology Center will handle all discipline resulting from actions on the bus or at the Technology Center.
2. A morning and afternoon detention hall will be held at Durant High School and Technology Center students will attend whichever one fits their schedule.

AIDS PREVENTION EDUCATION FOR STUDENTS

It is the policy of the Durant Board of Education that Acquired Immune Deficiency Syndrome (AIDS) prevention education will be taught a minimum of once each year during grades five through 12. The district will use the curriculum developed by the Oklahoma State Department of Education.

The general objective of the curricula for all eight levels includes being made aware of (1) the forms of the disease, (2) methods of transmission, and (3) prevention of AIDS.

The district will make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students who will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. At least one month prior to teaching AIDS prevention education in any classroom, the district shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

EQUAL EDUCATION OPPORTUNITIES

It is the policy of the Durant Board of Education that the right of a student to participate fully in classroom instruction shall not be abridged or impaired because of age, gender, race, religion, color, 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 upon the maintenance of minimum academic and disciplinary standards established by the board and state law and regulations and the student's individual ability in the extracurricular activity.

GIFTED STUDENT PROGRAM

The Durant Board of Education recognizes that educational programs are necessary for gifted children as defined by state law.

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 identified as gifted and talented will be offered gifted and talented educational programs directly through the facilities of this district.

Philosophy

Those special gifts which qualify an individual to be considered gifted and talented must be valued as irreplaceable natural resources. Recognizing this, educators and community members must ensure that these special gifts are not ignored. To this end, experiences must be provided that are consistent with the abilities and potential of the gifted and talented child so that every child feels important and is empowered to be a happy, successful, and responsible human being.

Definitions

Students identified as intellectually gifted demonstrate potential on group or individual nationally standardized intelligence tests. Students identified as talented demonstrate specific academic ability on school administered achievement tests.

Goal Statement

The long-range goal of the gifted and talented program is to identify all gifted and talented students in the school system; to provide a differentiated program which will give students the opportunity to develop a level of competency consistent with their aptitudes, goals, and interests; and to meet the needs of gifted students educationally, psychologically, and socially.

Objective

The learning community will foster skills of gifted and talented students in critical thinking, independent learning, problem finding/problem solving, creativity, specific academic abilities, and social interaction.

Identification

A Gifted and Talented Program Committee will function for each building. The committee is to be composed of the superintendent, assistant superintendent, principals, counselors, and gifted and talented program coordinators. Committee involvement shall include program development, implementation, and evaluation.

The screening process for the gifted and talented program will be conducted according to the school system's schedule for administering group tests.

Multicriteria evaluations may include:

1. Referral: professional, peer, parent, self;
2. Measures of achievement;
3. Measures of performance;
4. Scales, inventories, checklist.

All students scoring in the top three percentile on a nationally standardized intelligence test are considered gifted. Those students not scoring at or above the 97th percentile may be referred for an individual intelligence test. Referrals may be made by teachers, parents, guardians, peers, or students themselves.

All students scoring in the top five percentile on a nationally standardized achievement subtest (which may include total reading, total language, total math, social studies, and science) are considered talented in a specific academic area.

Placement Criteria

Students who score at the 97th percentile or above on a nationally normed test of intellectual ability shall be served in the gifted and talented program. Students who score at the 95th percentile or above on any subtest of a nationally normed test of achievement shall be served. Subtests may include total reading, total language, total math, social studies, and science. In addition, students who score in the top three percent of their local ethnic group on a nationally standardized achievement or intelligence test shall be served. The "standard error of measurement" may be used in placement decisions.

Notification

Parents will be notified in writing of their child's placement in the gifted and talented program. The district shall provide a gifted and talented program summary to the parents of identified students.

Procedural Safeguards

Specific areas of concern, including procedural safeguards are as follows:

1. Written parental consent must be obtained for individual evaluation or placement of a student in the gifted and talented program.
2. Parents may request retesting one time only. This request should be written, addressed to the building principal.
3. Written appeals regarding placement may be directed to the gifted and talented program committee. Every effort will be made to meet with the parent within 15 days.
4. Test scores from other schools can be considered for possible placement by the gifted and talented program committee.
5. A review will be conducted annually on students' performance and progress.
6. Parents may withdraw their child from the gifted and talented program. A written request is to be directed to the building principal.

Program Description

A differentiated education designed to meet the gifted and talented students' needs and interests shall be provided through one or more of the following options:

1. Enrichment of content
2. Acceleration of content
3. Individualized instruction
4. Honors classes
5. Academic competition
6. Cross-grade grouping
7. Special interest classes
8. Concurrent enrollment
9. Guided research
10. Resource room
11. Learning centers
12. Credit by examination
13. Pull-out enrichment classes (for elementary gifted students only)
14. Other

EXTENDED SCHOOL YEAR POLICY

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

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

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

- The child’s degree of impairment;
- The child’s actual/predicted degree of regression;
- The child’s actual/predicted time necessary for recoupment of skills; ESY services may be appropriate when the team determines that a child has regressed or is predicted to regress to such a severe degree in a critical skill area that recovery of such skill loss following the break in programming is unlikely or would require an unusually long period of time to recoup skills obtained.
- The ability of the child’s parents to provide educational structure at home; after affirming a parent’s capacity to maintain a child’s skills during the summer, an IEP team may determine that an appropriate ESY program consists totally or

partially of such intervention. Even where a serious regression/recoupment problem has previously been documented, if the IEP team determines that parents are capable of maintaining a child's skills over the summer months or beyond the normal school year, the District may not be required to provide additional services.

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

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

1. Criterion referenced and standardized tests, including pre-test and post-test data of a student's progress;
2. Functional assessments used in natural environments (home, community, work and school);
3. An analysis of data collected on a regular basis;

4. Evaluations and progress records for related services;
5. Parent, student and/or service provider information;

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

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

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

Approved by vote of the Durant Board of Education August 11, 2008.

Child: _____ Birthdate: _____

Grade: _____ Date of Review: _____

School District/Agency: _____ Building/Site: _____

CONSIDERATION FOR EXTENDED SCHOOL YEAR (ESY) SERVICES

34 CFR § 300.309 *Extended school year services.*

(a) *General.*

(1) *Each public agency shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.*

(2) *Extended school year services, must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§ 300.340-300.350, that the services are necessary for the provision of FAPE to the child.*

(3) *In implementing the requirements of this section, a public agency may not –*

(i) *Limit extended school year services to particular categories of disability; or*

(ii) *Unilaterally limit the type, amount, or duration of those services.*

(b) *Definition. As used in this section, the term extended school year services means special education and related services that –*

(1) *Are provided to a child with a disability –*

(i) *Beyond the normal school year of the public agency;*

(ii) *In accordance with the child's IEP; and*

(iii) *At no cost to the parents of the child; and*

(2) *Meet the standards of the SEA.*

The following information may be completed by the IEP team during the annual IEP review or any time the need for ESY services is being considered by the IEP team to ensure a free appropriate public education (FAPE). Documentation should be considered and maintained in the child's individual special education records.

1. Skill areas and annual goals being considered:

a. List/explain:

2. Degree of the impairment:

a. Degree of impairment: Mild Moderate Severe

Describe/explain:

3. Degree of regression and the time necessary for recoupment of skills:

- a. Documented degree of regression in the past:

Documentation source/basis:

Documentation not available

- b. Documented amount of time required for recoupment of skills in the past:

Documentation source/basis:

Documentation not available

- c. Predicted degree of regression during interruption of child's educational program (such as school breaks):

- d. Predicted amount of time required for recoupment at the beginning of each school year if this child does not receive ESY services:

4. The ability of the child's parents to provide educational structure at home:

Information/Comments:

5. The child's rate of progress:

Information/data reviewed:

Comments on IEP annual goals and progress:

6. Describe any behavioral problems:

7. Describe physical problems which the child has:

8. Availability of alternative resources for this child:

9. The ability of the child to interact with nondisabled children:

Comments on IEP determination for least restrictive environment:

10. Area(s) in curriculum which require continuous attention for the child:

11. Child's vocational needs:

12. Whether requested service(s) is "extraordinary" for this child's disability, as opposed to an integral part of a program for those with the child's disability:

Yes No

13. Other relevant factors as determined by the IEP team:

Additional information or comments:

The IEP team has determined ESY services are necessary for the provision of FAPE to this child.

*Yes No

*The IEP annual goals and benchmarks or short-term objectives requiring ESY service(s) are determined by the IEP team in accordance with 34 CFR §§ 300.340 – 300.350. The type, amount and duration of ESY services will be determined by the IEP team on an individual basis and not based on particular categories of disability.

IEP TEAM MEMBERS PARTICIPATING IN REVIEW OF EXISTING DATA FOR ESY:

Parent(s)	Date
-----------	------

Student (as required)	Date
-----------------------	------

Special Education Teacher	Date
---------------------------	------

Regular Education Teacher	Date
---------------------------	------

Administrative Representative	Date
-------------------------------	------

Related Service Provider(s) (as appropriate)	Date
--	------

Others (indicate name and title)	Date
----------------------------------	------

REMEDIAL INSTRUCTION

The Durant Board of Education supports remedial instruction in the areas of language arts and mathematics. Remedial instruction will be offered at the discretion of the superintendent when the need for such instruction arises.

The intent of Chapter I programs is to address the needs of educationally deprived (disadvantaged) students. Because of the correlation of low income families and low achieving students, Chapter I services may be provided to school sites which have a concentration of at least 25 percent low income families. Academic and developmental emphasis of Chapter I programs is centered in the areas of language arts, reading and math.

Those target sites which have a concentration of at least 75 percent low income children may address the needs of the total school by the development of a school-wide project without many of the restrictions present when implementing other methods of delivery of Chapter I services. The implementation of a Chapter I school-wide project must impact all students and upgrade the total school as indicated in the comprehensive needs assessment of the school. The school-wide project provides an excellent opportunity to impact and improve the total school and in turn address needs of educationally deprived children in that school.

SUMMER SCHOOL

It is the policy of the Durant Board of Education that a six-weeks summer session may be held in the high school and in the elementary 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.

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

**DURANT SCHOOL DISTRICT
STUDENT PROMOTION AND RETENTION AND
STUDENT PASS/FAILURE OF A COURSE**

Introduction

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

Beginning with students entering the first grade in the 2011-2012 school year, a student identified as having a reading deficiency, based on administered assessments, that is not remedied by the end of third grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the third-grade criterion-referenced test, shall be retained in the third grade. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

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

1. Limited English-proficient students who have had less than two (2) years of instruction in an English language learner program;
2. Students on an individualized education plan (IEP) which indicates that participation in the statewide criterion-referenced tests are not appropriate;
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 on an IEP that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first, second, or third grade; or
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 kindergarten, first, second, or third grade for a total of two (2) years. A student who is promoted according to this paragraph shall be provided intensive reading instruction during an altered instructional day that includes specialized diagnostic information and specific reading strategies for that student. The school district shall assist schools and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low-performing readers.

In addition to the good-cause exemptions set forth above, requests to exempt students from the academic requirements for promotion to the next grade shall only be made upon documentation, that shall consist only of a student portfolio, submitted from the teacher of the student to the school principal that indicates that the promotion of the student is appropriate and is based upon the record of the student.

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 that he or she:

1. is a successful and independent reader, reading at or above grade level;
2. is ready to be promoted to fourth grade; and
3. is demonstrating a level of reading proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test; and
4. is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the School District.

Tools that the School District may use, in accordance with rules of the State Board of Education, in reevaluating a retained third grade student may include:

1. subsequent assessments,

2. alternative assessments,
3. portfolio reviews.

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

Appeal Process

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

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

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

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

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

Adopted this ___ day of _____, 20__.

**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.

GRADING

In accordance with the policy of the Durant Board of Education, the following grading system will be used:

<u>GRADE</u>	<u>SUBJECT(S)</u>	<u>MARKS</u>
Pre-Kindergarten/ Kindergarten	All	E = Excellent S+ = Nearing Excellent S = Satisfactory S - = Nearing Needs Improvement N = Needs Improvement U = Unsatisfactory
1-3	Science Social Studies P.E. Spanish Music Art Penmanship	E = Excellent S+ = Nearing Excellent S = Satisfactory S - = Nearing Needs Improvement N = Needs Improvement U = Unsatisfactory
1-3	Math Reading English/Language Arts Spelling	A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 59-Below

Students in grades 1 – 3:

- In math, reading, and English classes, students are considered to be OGL (on grade level) unless the teacher assigns either AGL (above grade level) or BGL (below grade level).
- Before a student can be assigned (BGL) the teacher must conference with the parent/guardian and the signed parent/guardian consent form must be on file. Any student assigned BGL (below grade level) may be considered for retention.
- Students making a grade below 70 in math, reading, and English may be considered for retention

<u>GRADE</u>	<u>SUBJECT(S)</u>	<u>MARKS</u>
4-6	Reading	A = 90-100
	Math	B = 80-89
	Language Arts	C = 70-79
	Science	D = 60-69
	Social Studies	F = 59-Below
4-6	Other Subjects	E = Excellent
		S+ = Nearing Excellent
		S = Satisfactory
		S - = Nearing Needs Improvement
		N = Needs Improvement
		U = Unsatisfactory
7-12	All Subjects	A = 90-100
		B = 80-89
		C = 70-79
		D = 60-69
		F = 59-Below
		P/F for driver education only

A grade mark of "I" is an incomplete and will be changed when the course is completed within the time limit set by the teacher, not to exceed two (2) weeks.

Students in accelerated classes who will graduate in 2007, 2008, 2009 will receive grade points as follows:

- A = 5.0 grade points
- B = 4.0 grade points
- C = 3.0 grade points
- D = 2.0 grade points

Starting with the graduating class of 2010 and beyond the following grade point scale will be utilized:

- A = 4.0 grade points
- B = 3.0 grade points
- C = 2.0 grade points
- D = 1.0 grade points

Students in grade 8 – 12 that are enrolled in accelerated classes in which the students may receive high school credit will receive 5 additional points on their numerical average at the end of each semester.

Revised by the Durant Board of Education November 6, 2006.

PROGRESS REPORTS / REPORT CARDS

The Durant Board of Education believes that students and parents should be well informed of the student's progress. Therefore, progress reports will be sent to parents or guardians every six weeks. Report cards will be sent home to parents or guardians at the end of each semester. The parent or guardian shall be requested to acknowledge receipt by signature and return the progress reports and report card. Parents and guardians are encouraged to discuss their child's progress with teachers and staff by appointment at any time.

1. The semester grade is recorded on each student's permanent school record.
2. The school staff and teachers will work with any student receiving a failing grade and will assist the student in determining and solving problems in the particular subject area.
3. The grades established by district policy will appear on the progress reports and the report cards as well as the student's permanent record.
4. Report cards will be sent to parents within ten (10) school days following the end of each semester.

THIS POLICY HAS BEEN DELETED

Deletion approved by the Durant Board of Education September 5, 2006.

SEMESTER TEST EXEMPTION

A student with a “C” average and no more than one (1) absence will not be required to take the semester exam for that particular class/subject. He/she will, however, be required to be present on the day the test is given. A student with a “B” average and no more than two (2) absences will not be required to take the semester exam for that particular class/subject. He/she will, however, be required to be present on the day the test is given. A student with an “A” average and no more than three (3) absences will not be required to take the semester exam for that particular class/subject. He/she will, however, be required to be present on the date the test is given.

None of the above will preclude a student from taking an exam if he/she so desires.

If the student fails to be present on the day of the exam an “I” (incomplete) will be given and the student will be required to take the exam.

NOTE: **Student activity absences will not count against the exemption policy, but there will be no other exceptions or absences in regards to the exemption policy (e.g. doctor’s appointment, death in family, family emergency, etc.).

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 students to perform relevant laboratory techniques.
 - B. The opportunity for proficiency assessment will be provided at least twice each school year in:
 - 1) Social Studies
 - 2) Language Arts
 - 3) The Arts
 - 4) Languages
 - 5) Mathematics
 - 6) 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. Qualifying students are those who are legally enrolled in the school district.
 - E. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.
 - F. Students will be allowed to take proficiency assessments in multiple subject areas.
 - G. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
 - H. Exceptions to standard assessment may be approved 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. The 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 requirement 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 Priority Academic Student Skills in the same way that curriculum and instruction are focused on the Priority Academic Student Skills. In other words, assessment will be aligned with curriculum and instruction.
 4. Options for accommodating student needs for advancement after demonstrating 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;
 - H. Individualized education programs.
 5. Each year the school district will disseminate materials explaining the opportunities of proficiency based promotion to students and parents in the district. Priority Academic Student Skills and type of assessment or evaluation for each core curriculum area will be made available upon request.
 6. Appropriate notation will be made for elementary, middle level or high school level students satisfactorily completing a 9-12 high school curriculum area. Completion will be noted with a "P" for passing. This unit will count toward meeting the requirements for the high school diploma.

APPLICATION TO DEMONSTRATE PROFICIENCY

Today's Date _____

Student's Name _____

Student's Birth date _____ School _____

Current Grade _____

Parent's/Guardian/s Name _____

Address _____

Grade/Course/Subject Area in which student wishes to demonstrate proficiency:

Briefly explain why this student wishes to demonstrate proficiency in this grade/course/subject area.

Parent/Guardian Signature _____



PLEASE RETURN TO BUILDING PRINCIPAL

HOMEWORK

The Durant Board of Education believes that homework is an important part of the educational process. Homework shall be related to the school's aims and philosophy of education, but its primary objective shall be to aid in the development of the student. Homework will not be used as a form of discipline.

The need for homework, the kind of homework, and the amount of time spent on homework will vary with the student, the home, and the grade level of the student. There are three main purposes for the assignment of homework:

1. Homework may need to be given to ensure satisfactory progress at the student's grade level.
2. Homework may be given to the accelerated student to give enrichment to the student's program. This will probably be over and above the regular assignments.
3. Students should be reminded before they leave each day if they have work to complete at home. However, the students have the final responsibility to get the work done, even if not reminded each day. Parents have a responsibility to check with their child before they leave for school each day to see that their child gets the work to school.

HONORS PROGRAM MEDALS AND CERTIFICATES

The Durant Board of Education believes that outstanding efforts and achievements should be recognized and rewarded when appropriate.

Therefore, the honors program policy shall include the following guidelines:

1. The public school is a member of the National Honor Society and will adhere to the rules and regulations of that society.
2. Membership in the Oklahoma Honor Society is limited to 10% of the student body. Students whose grade averages are in the top 10% for the current and immediately preceding semesters will be awarded membership certificates.

3. Superintendent's Honor Roll

Grades 1-12 – A student must earn an overall average of 90 - 100 to qualify for the Superintendent's Honor Roll. *No single subject grade can be lower than 70.*

3. Principal's Honor Roll

Grades 1-12 – A student must earn an overall average of 80 - 89 to qualify for the Principal's Honor Roll. *No single subject grade can be lower than 70.*

4. To qualify for any honor roll or award, a student must have earned at least a satisfactory in citizenship.
5. Medals, certificates, and awards for achievement in academics, attendance, music and athletics, will be presented at the end of the school year awards assembly.

Revised by the Durant Board of Education October 2, 2006.

GRADUATION REQUIREMENTS

The Durant 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 the policy of the board of education that a minimum of twenty-four (24) units of credit be earned in the subject areas listed below to be eligible for graduation. The following solids are required:

Durant High School Graduation Requirements – Class of 2010 through 2013

English	4 units
Mathematics	4 units (none lower than Algebra) <ul style="list-style-type: none"> • Four units of mathematics must be obtained from the following course offerings: Algebra I, Algebra II, Algebra II Pre-AP, Integrated Geometry, Geometry, Geometry Pre-AP, Pre-Calculus, Pre-Calculus Pre-AP, Calculus, Calculus AB/AP, Calculus BC/AP, Statistics AP, Mathematics of Finance
Science	4 units <ul style="list-style-type: none"> • One unit must come from Physical Science (Physical Science or Honors Physical Science) • One unit must come from Biology (Biology I or Pre-AP Biology) • One unit must come from Chemistry or Physics (Chemistry I, Pre-AP Chemistry I, Basic Chemistry, Physics, or Basic Physics) • One unit from the following course offerings: Anatomy and Physiology, AP Environmental Science, Chemistry II, AP-Chemistry, Forensic Science, Chemistry I, Physics, OR (Prior to taking the following Career and Technology courses for science credit, a student must have Agriculture I and Agriculture II) • One unit from the following Career and Technology courses, which have the equivalent science objectives embedded within the courses: Animal Science, Equine Science, Horticulture, Natural Resources, Production Management, or Health Science Technology III
Social Studies	3½ units (World History, American History, ½ unit each of Government, Oklahoma History, and Geography)
Computer Course	1 unit
Electives	7½ units (includes 1 additional unit of computer OR 2 units of foreign language)
Total	24 units

NOTE World History and English instruction will include the ART Curriculum P.A.S.S. objectives.

Durant High School Graduation Requirements – Class of 2014 and beyond

English	4 units
Mathematics	4 units (none lower than Algebra) <ul style="list-style-type: none"> Four units of mathematics must be obtained from the following course offerings: Algebra I, Algebra II, Algebra II Pre-AP, Integrated Geometry, Geometry, Geometry Pre-AP, Pre-Calculus, Pre-Calculus Pre-AP, Calculus, Calculus AB/AP, Calculus BC/AP, Statistics AP, Mathematics of Finance
Science	4 units <ul style="list-style-type: none"> One unit must come from Physical Science (Physical Science or Honors Physical Science) One unit must come from Biology (Biology I or Pre-AP Biology) One unit must come from Chemistry or Physics (Chemistry I, Pre-AP Chemistry I, Basic Chemistry, Physics, or Basic Physics) One unit from the following course offerings: Anatomy and Physiology, AP Environmental Science, Chemistry II, AP-Chemistry, Forensic Science, Chemistry I, Physics, OR (Prior to taking the following Career and Technology courses for science credit, a student must have Agriculture I and Agriculture II) One unit from the following Career and Technology courses, which have the equivalent science objectives embedded within the courses: Animal Science, Equine Science, Horticulture, Natural Resources, Production Management, or Health Science Technology III
Social Studies	3½ units (World History, American History, ½ unit each of Government, Oklahoma History, and Geography)
Computer Course	1 unit
Electives	7½ units (includes 1 additional unit of computer OR 2 units of foreign language AND ½ unit of financial literacy)
Total	24 units

The board of education will issue a certificate of distinction to graduating students who meet or exceed the following criteria by the end of their senior year in high school:

3.25 GPA on a 4.0 scale

4 years of English

4 years of mathematics

4 years of social studies

4 years of science

2 years in the areas of technology, the humanities, or the arts

2 years of foreign language

A score of satisfactory, or its equivalent, on all end-of-course tests

Approved by vote of the Durant Board of Education February 1, 2010

TESTING PROGRAM

It is the policy of the Durant 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.

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. Additionally, each school site within this district shall notify each student's parents of the school's performance levels in the Oklahoma School Testing Program at the end of each school year.

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 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 treating are intended to have their ordinary and customary meaning, which refers to a recognized medical or therapeutic discipline practiced by licensed or certified professionals. These terms do not include ordinary classroom activities or teaching techniques.

DURANT SCHOOL DISTRICT
READING SUFFICIENCY ACT TESTING AND PROCEDURES

Every student enrolled in kindergarten, first, second, and third grades shall be assessed for the acquisition of reading skills for the grade level in which enrolled. Any student who is assessed and found not to be reading at the appropriate grade level shall be provided a reading assessment plan. The plan shall include a program of reading instruction designed to enable the student to acquire the appropriate grade level of reading skills.

Progress of Reading Instruction and Committee

Beginning with students entering the first grade in the 2011-2012 school year, the program of reading instruction shall include provisions of the Reading Enhancement and Acceleration Development (READ) Initiative adopted by the School District. The plan may include, but is not limited to:

- b. Additional in-school instructional time sufficient for the development of reading and comprehension skills of the student,
- c. Tutorial instruction as needed after regular school hours, on Saturdays, and during the summer,
- d. Use of teaching methodologies as determined appropriate by a reading assessment committee (may include phonics and other methodologies in general practice).

The student shall be reassessed at the conclusion of the program of instruction. The program will be continued until the student is determined not to be in need of remediation in reading. A committee will be established at each school site to determine the reading assessment plan for each student for whom the plan is necessary. If possible, the committee shall include a certified reading specialist. A student's parent or guardian shall be included in the development of a plan for that student. If a reading assessment plan is being provided for a student on an Individualized Education Program (IEP), a special education teacher must be consulted and the plan may be a separate document from the IEP, or an IEP team meeting may be convened and the plan could then be included in the student's IEP.

Grade Promotion After Participation in Summer Academy Programs

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

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

summer academy or other program or does not successfully complete the reading competencies in the summer academy or other program, the student shall be retained in the third grade.

Third grade students who are on an IEP for reading and have met all of their IEP goals are not eligible to attend a Reading Sufficiency Act summer academy reading program.

Reading Assessment Plan and Retention

Beginning with students entering the first grade in the 2011-2012 school year, if the reading deficiency of a student, as identified based on the assessments administered, is not remedied by the end of third grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the third-grade criterion-referenced test, the student shall be retained in the third grade.

For any third grade student not reading at that grade level, as determined by multiple assessments, a new reading assessment plan shall be developed and implemented. The assessments will include a nationally recognized reading assessment and will be given at mid-year. The new plan shall include provisions of the READ Initiative adopted by the School District and may include specialized tutoring. If possible, a fourth-grade teacher shall be involved in the development of the program of reading instruction.

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

- a. That the student has been identified as having a substantial deficiency in reading;
- b. A description of the current services being provided to the student;
- c. A description of the proposed supplemental instructional services designed to remediate the reading deficiency that will be provided to the student;
- d. That the student will **not** be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is exempt for good cause;
- e. Strategies for parents to use in helping their child succeed in reading proficiency;
- f. That, in addition to the third-grade criterion-referenced test, portfolio reviews and assessments are also available in considering promotion or retention;
- g. The specific criteria and policies of the school district for mid-year promotion.

For students who do not meet the academic requirements for promotion, the School District may promote the student for good cause only. For details on the good-cause exceptions and requests to exempt students from the academic requirements for promotion, see the School District's Promotion and Retention Policy.

Instruction and Interventions for Retained Students

Beginning with the 2011-2012 school year, the School District shall conduct a review of the reading instruction program for all students who score at the unsatisfactory level on the reading portion of the criterion-referenced tests administered to the student. The review shall address additional supports and services needed to remediate the identified areas of reading deficiency. A student portfolio shall be completed for each retained student.

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

- a. small group instruction,
- b. reduced teacher-student ratios,
- c. more frequent progress monitoring,
- d. tutoring or mentoring,
- e. transition classes containing third and fourth grade students,
- f. extended school day, week, or year, and
- g. summer reading academies, if available.

Additionally, students who are retained will be provided a high-performing teacher who can address the needs of the student and at least one of the following instructional options:

- a. supplemental tutoring in scientific research based reading programs in addition to the regular reading block, including tutoring before or after school,
- b. a parent-guided “Read at Home” assistance plan developed by the State Department of Education,
- c. a mentor or tutor with specialized reading training.

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

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

Reading Enhancement and Acceleration Development (READ) Initiative

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

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

- a. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
- b. provides skill development in phonemic awareness, phonics, fluency, vocabulary, and comprehension,
- c. provides scientifically based and reliable assessment,
- d. provides initial and ongoing analysis of the reading progress of each student,
- e. is implemented during regular school hours,
- f. provides a curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects,
- g. establishes at each school an Intensive Acceleration Class for retained third-grade students who subsequently score at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one school year.
- h. provide reports to the State Department of Education, upon request, on the specific intensive reading interventions and support implemented by the School District,
- i. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. A transitional instructional setting shall specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while remediating the student's areas of reading deficiency.

The School District's Intensive Acceleration Class shall:

- a. be provided to any student in the third grade who scores at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests and who was retained in

the third grade the prior year because of scoring at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,

- b. have a reduced student-teacher ratio,
- c. provide an uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth grade state standards in other core subject areas,
- d. use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
- e. provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
- f. include weekly progress monitoring measures to ensure progress is being made, and
- g. provide reports outlining the progress of students in the class at the end of the first semester to the State Department of Education.

Board of Education Reporting Requirements

In addition to other reporting requirements under the Reading Sufficiency Act, the School District's Board of Education shall annually report to the parent or guardian of each student in the District the progress of the student toward achieving state and District expectations for proficiency in reading, writing, science, and mathematics. The Board of Education shall report to the parent or guardian of each student the results of each statewide criterion-referenced test. The evaluation of the progress of each student shall be based on the student's classroom work, observations, tests, district and state assessments, and other relevant information. The progress of each student will be provided in writing to the student's parent or guardian.

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

- a. the progression of the District's students identified as having reading deficiencies and the policies and procedures of the School District on student retention and promotion,
- b. by grade, the number and percentage of all students in grades three through ten performing at the unsatisfactory level on the reading portion of the statewide criterion-referenced tests,
- c. by grade, the number and percentage of all students retained in grades three through ten,

- d. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified in the District's Promotion and Retention Policy, and
- e. any revisions to the policies of the School District on student retention and promotion from the prior year.

Adopted this ___ day of _____, 20__.

Revised by the Board of Education October 3, 2011

TEACHING RELIGION FORBIDDEN

It shall be the policy of the Durant Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students and teachers who wish to do so may participate in voluntary prayer.

OKLAHOMA OPEN RECORDS ACT

The Durant School District Board of Education adopts this Policy Statement in connection with the Oklahoma Open Records Act (the "Act").

The school district, as a tax supported institution, recognizes that the public has a right to be fully informed concerning its operations. The school district strongly believes that informed citizens are vital to the successful functioning of the democratic government process which this school district desires to exemplify to its students.

In order to achieve these goals, the board of education hereby states that all records of the school district, except those records designated as confidential in this Policy Statement, shall be open to any person for inspection, copying and/or mechanical reproduction during regular business hours. All persons requesting the right to inspect non-confidential records of the school district shall be accorded prompt access to those records.

As permitted by the Act, the school district hereby designates the following records as confidential and not open for public inspection:

- 1) Records which can be kept confidential under federal or state law as designated in Section 5 of the Act.
- 2) Personnel records which relate to internal personnel investigations including examination and selection material for employment, hiring, appointment, promotion, demotion, discipline or resignation.
- 3) Personnel records where disclosure would constitute a clearly unwarranted invasion of personal privacy such as employee evaluations, payroll deductions, or employment applications submitted by persons not hired.
- 4) If disclosure would give an unfair advantage to competitors or bidders, the following: bid specifications for competitive bidding prior to publication; contents of sealed bids prior to bid opening; computer programs or software (but not the data thereon); and appraisals relating to the sale or acquisition of real estate prior to the award of a contract.
- 5) Except for the fact that a communication has been received and that it is or is not a complaint, personal communications received from a person exercising rights secured by the Oklahoma or United States Constitution. Any response to such personal communications shall be confidential only to the extent necessary to protect the identity of the person exercising the right.
- 6) Individual student records, except for: (a) statistical information not identified with a particular student if such information is maintained in a composite form and (b) directory information as defined in the Act, if, pursuant to the Family Educational Rights and Privacy Act that information (i) has been designated by the school district as directory information and (ii) parents have been notified of and have not exercised their non-release rights.

- 7) Teacher lesson plans, tests and other teaching materials.
- 8) Personal communications concerning individual students.
- 9) Prior to taking action, including making a recommendation or issuing a report, personal notes and personally created materials of school district personnel, excluding departmental budget requests, prepared as an aid to memory or research leading to the adoption of a school district policy or school district project.
- 10) The home address of any person employed or formerly employed by the school district.

The board of education hereby designates its Minute Clerk or if such person is not available during regular business hours, then its Treasurer as the person authorized to release non-confidential public records for inspection, copying or mechanical reproduction.

The school district shall charge reasonable fees to recover the direct cost of document copies. Reasonable document search fees shall be charged as permitted by the Act.

If inspection of documents designated as confidential is denied, the person requesting access to such documents shall have a right to appeal the denial to the board of education.

**PUBLIC RECORD ACCESS REQUEST
OKLAHOMA OPEN RECORDS ACT**

**TO: DURANT SCHOOL DISTRICT
DURANT, OKLAHOMA**

1. Pursuant to the Oklahoma Open Records Act, the undersigned hereby requests access to the following School District records: _____

[Describe records as specifically as possible; attach additional sheets if necessary.]

2. The undersigned requests access to the foregoing records for the following purpose:

3. If copies of the documents are requested, the undersigned agrees to pay _____ per page for copies. If a search is necessary to furnish the documents and if this request is solely for commercial purposes, the undersigned agrees to pay a search fee of \$_____ per hour.

4. The undersigned is acting as representative or agent for:

_____.

(name)

(address)

(telephone number)

(date)

Received by: _____

Durant School District

on _____, 20_____.

Record Request No. _____.

SAFE SCHOOL COMMITTEES AND HEALTHY AND FIT SCHOOL ADVISORY COMMITTEES

Safe School Committees

Due to the growing concern of safety and the ever constant threat of violence in the public schools, the Oklahoma Legislature has enacted certain statutory mandates to assist in combating this rising problem. This policy will implement the legislative mandate for the establishment and operation of safe school committees in this School District as follows:

The principal at each school site within this District where students are regularly present during the school day shall establish a Safe School Committee for the principal's school site to be composed of at least seven (7) members, with an equal number of teachers, parents and students and a school official who participates in the investigation of reports of harassment, intimidation, bullying and threatening behavior. All members of each Safe School Committee shall serve until the following June 30 unless earlier removed from the Committee by the principal for any reason. The principal who appoints the Safe School Committee members shall advise the superintendent of schools, in writing, of the names, addresses and phone numbers of the committee members. In case of a resignation, death or removal of any committee member, the principal shall immediately appoint a successor committee member so as to maintain the composition of the committee as set forth above. Committee members are eligible to serve consecutive terms.

Each Safe School Committee shall study and make recommendations, in writing, to the school principal regarding:

- Unsafe conditions, possible strategies for students to avoid harm at school, student victimization, crime prevention, school violence and other issues that prohibit the maintenance of a safe school;
- Student harassment, intimidation and bullying at school;
- Professional development needs of faculty and staff to implement methods to decrease student harassment, intimidation and bullying; and
- Methods to encourage the involvement of the community and students, the development of individual relationships between students and school staff, and use of problem-solving teams that include counselors and/or school psychologists.

As part of the process, each Committee shall review traditional and accepted harassment, intimidation and bullying prevention programs utilized by other states, state agencies or school districts.

Each Safe School Committee shall meet at least once each semester. Each Committee shall appoint a committee chairperson who shall maintain written minutes of each meeting. The committee chairperson will be responsible for notifying all committee members of meetings, preparing agendas for each meeting, and posting such agendas in the principal's office for a reasonable period prior to the date and time of each meeting. The principal of each school site will retain all agendas, minutes and other documents related to the Safe School Committee.

Prior to the last day of school of each school year, each Safe School Committee shall make a written report to the school principal. The school principal shall transmit a copy of the report to the superintendent of schools. The superintendent of schools shall maintain the reports in the records of the School District and shall transmit a copy of each Safe School Committee report to each School District Board Member.

Healthy and Fit School Advisory Committees

The District also establishes Healthy and Fit School Advisory Committees which shall be combined with the District's Safe Schools' Committees. The Healthy and Fit School Committees are established pursuant to *Okla. Stat. tit. 70, Section 24-100a* which created the *Healthy and Fit Kids Act of 2004*.

The Committees shall be composed of no fewer than six (6) individuals who may be the same individuals appointed to the District's Safe School Committees. The composition of the Advisory Committees may include teachers, administrators, parents of students, health care professionals and business community representatives.

The Advisory Committee at each school site shall study and make recommendations to the school principal regarding:

- Health education;
- Physical education and physical activity; and
- Nutrition and health services.

School principals shall give consideration to the recommendations of their respective advisory committees. The Advisory Committee, for purposes of timelines, shall follow the same schedule as established for the District's Safe School Committees.

Approved by Vote of the Board of Education August 4, 2008.

CONSTITUTION DAY AND CITIZENSHIP DAY

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

The District shall hold an educational program on the United States Constitution on September 17 of each year for the students served by the District in observation of Constitution Day and Citizenship Day. When September 17 falls on a weekend or holiday, the day shall be observed on a school day just before or after September 17. The manner in which the day shall be commemorated shall be within the superintendent's discretion.

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

Adopted on the 6th day of September, 2005, by the Board of Education.

**STUDENT PROGRAM SPEAKERS / PRESENTERS
FROM OUTSIDE THE SCHOOL DISTRICT**

Durant School District personnel periodically request persons and organizations outside the School District to present information to students as part of the District's curriculum. This can include speakers for individual classes, grade levels, entire schools, girls or boys. The speakers address a broad range of topics, including but not limited to sensitive issues such as sex and abstinence education and alcohol and drug use awareness. It is the intent of the Board that any presentation given to any student relating to the area of human sexuality be age-appropriate. Further, it is the intent of the Board that all education should be abstinence-based, i.e. abstinence until marriage should be strongly emphasized when the subject is broached. The Board strongly endorses and recommends use of the Pregnancy Center of Bryan County as the primary source for materials, speakers, and lesson plans regarding this sensitive subject. The Board of Education desires to establish a process by which school staff will review presentations addressing sensitive issues to ensure that they are educationally relevant and appropriate for the intended student audience.

1. The District employee(s) responsible for arranging the speaker will inform the building principal of the speaker's credentials relevant to the presentation, the intended student audience (i.e., Mr. Jones' first hour health class, all fifth grade girls) and the anticipated date, if any, of the presentation. The responsible District employee will also provide the building principal with the speaker's written agenda and the curriculum, materials and props to be used during the presentation. The responsible District employee should present this information to the building principal at least 30 days before the anticipated date of the presentation.
2. The principal will review the information presented and will request the central office to review the information. The principal and/or central office staff may seek any additional information deemed appropriate. They may also determine that it is appropriate to seek input from other school staff members and/or parents as part of the review process at their level.
3. The principal after consultation with the Central Office will advise the responsible District employee of the decision to approve or disapprove the proposed presentation. The appropriate standard for the decision is whether or not the presentation is educationally relevant and appropriate for the intended student audience. The decision of the principal and Central Office is final and non-appealable.
4. The proposed presentation may take place only after it has been approved through this process. The speaker may not alter the agenda, intended audience, materials, curriculum or props after approval without obtaining advance approval of any changes through this same process.
5. The responsible District employee will prepare, subject to the approval of the building principal or designee, a statement to be disseminated to the parents of students in the intended audience. The statement will identify the date, topic and agenda of the presentation and any other information deemed appropriate. The principal and Central Office will determine whether the statement will contain language advising parents that they must contact a designated school staff member if they desire that their child not participate in the presentation or if the statement or language will advise parents that they must contact a designated school staff member if they desire that their child's participation in the presentation. The principal will disseminate this information to parents at least five (5) school days before the presentation. The responsible District employee, in consultation with the principal or designee, will determine the appropriate method of dissemination to parents. In the event of presentations on especially sensitive issues, the parents will be notified by US Mail.

Adopted the 7th day of August, 2006 by the Durant Board of Education.