
SECTION 4

INSTRUCTION

Any questions direct to the Superintendent (918) 647-7700

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ORGANIZATIONAL PLAN

The Poteau School District consists of four schools, each of a different level. Two are defined as elementary schools. Poteau Primary School consists of the Four Year Old Program through grade two. Poteau Upper Elementary School contains grades three through five. The secondary schools are Pansy Kidd Middle School consisting of grades six through eight, and Poteau High School, consisting of grades nine through twelve.

Revised: July 23, 1998

SCHOOL CALENDAR

Prior to the close of the school year, the superintendent, after consultation with the faculty, shall submit for adoption to the Board of Education a proposed calendar for the next school year. The proposed calendar shall comply with state laws and regulations and shall include the following:

1. A Christmas vacation that includes at least one day that could be used for travel before Christmas Day. Christmas vacation shall extend through New Year's Day.
2. The calendar shall consist of a minimum of 185 days. One goal of the Board of Education is to increase instructional days for students as resources permit.
3. Consideration of the Kiamichi Technology Center calendar.
4. The school year shall consist of not less than one thousand eighty (1,080) hours of classroom instruction. Not more than thirty (30) of these hours shall be used for professional meetings. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than six (6) hours per semester, for a total of twelve (12) hours per school year.

REFERENCE: 70 O.S. § 1-109

Revised: July 24, 1996, Revised: March 11, 2002, Revised: August 13, 2012

DEFINITION AND DEVELOPMENT

Although the curriculum is often viewed as only the academic courses or subjects offered by a school, the Board of Education realizes that all the planned and incidental learning experienced by students at school can be regarded as the curriculum of the Poteau Schools. Therefore, it is the intent of the board that the school system offer an academic program of the highest quality within a setting that results in planned and incidental learning that reflects the system's adopted philosophy and goals, democratic principles, and the community's values.

The instructional program is to be planned so that its various levels are sequential, building upon and reinforcing earlier learning and so that the subjects offered within a level are complementary. Subject offerings and activities, in so far as resources permit, shall be comprehensive in nature in order to provide educational opportunities for all students of this community.

Under the leadership of the superintendent, the professional staff by virtue of its training and experience has the right and responsibility to establish the curriculum within the guidelines of law and board policy. It is expected that the members of the staff will be guided at all times by the highest professional standards of scholarship and methodology, applied with appropriate sensitivity to the community's educational needs.

Although the professional staff must develop through general agreement the objectives, content, and methods of the curriculum, the individual teacher should be given reasonable latitude in implementation. The teacher's professional integrity requires that he/she not present unorthodox views in such a manner to imply that they are generally accepted.

Adopted: July 25, 1977

STATEMENT OF EQUAL OPPORTUNITY

It shall be the policy of the Poteau Public Schools to provide all school programs so that there is no discrimination against students because of race, color, national origin, age, sex, religion, disability, or veteran status.

Revised: August 1, 1994

Revised: April 9, 2007

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

“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 and to record on the student’s permanent cumulative record that he or she has successfully completed his or her current grade level.

“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.

“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.

The district shall comply with state law and State Department of Education guidelines regarding the ages of children placed in programs for four year olds, Kindergarten and first grade, but in general school officials shall have the final responsibility for placement of students through grade eight. Promotion in grades nine through twelve is based on the earning of units of credit. When retention is under consideration, there shall be an effort to communicate with the parents to be sure that all information required for a good decision has been secured. Early contact with parents at the beginning of academic problems is advised with the intent of correcting deficiencies so that retention will not become necessary.

Although academic achievement is the major consideration, the following factors are also to be considered in determining whether a student should be promoted or retained: mental capacity, age, size, previous retentions, sibling grade placement, parent attitudes, student attitude and attendance, whether the class is required or elected, and the ability of the student to profit from repeating a grade.

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 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 non-appealable.

Second Level of Appeal:

The parent may request review of the principal's decision by letter to the principal. 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 non-appealable.

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 non-appealable.

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.

Revised: July 24, 1998

Revised: April 9, 2007

PROFICIENCY BASED PROMOTION

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. Assessments for advancement or credit will be available within these subject areas: social studies, language arts, math, science, languages, and the arts.

A student being considered for advancement should demonstrate a high degree of persistence and motivation for learning, should demonstrate skill levels above the mean of the grade or subject desired and should be free of any serious adjustment problems.

Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum areas, for example: portfolio, criterion-referenced test, school generated test, thesis, project, product or performance. Proficiency in all laboratory sciences will require that students be able to perform relevant laboratory techniques. The instrument and method of assessment will be determined by the school.

Students demonstrating proficiency in a set of competencies at the ninetieth percent level shall be given the opportunity to advance to the next level of study in the appropriate curriculum area(s). The school will confer with parents in making such promotion-acceleration decisions, taking into consideration such factors as social, emotional, physical and mental growth.

Grade advancement decisions will be based on an individual assessment.

All cases of grade advancement shall be arranged on a trial basis. A nine week trial period is recommended with frequent conferences between the parent and school personnel during the trial period. The frequency of these conferences and the school personnel involved in these conferences will be determined by each school site principal. The school personnel selected by the principal will determine at the end of the trial period whether the grade advancement will be permanent.

Grade/course advancement will generally occur at natural transition points such as the beginning of a new school year or the beginning of a new semester. The opportunity for proficiency assessment will be provided at least twice each school year.

A formal request for advancement or credit assessment should be submitted to the counselor or principal at least four (4) weeks prior to the semester period in which the advancement would take effect. Before formally requesting an assessment, the principal or counselor should be contacted for additional information. Information the student will need includes assessment dates, specific subjects, grades available for assessment credit, and assessment methods and instruments.

Elementary, middle school, or high school students may demonstrate proficiency for ninth through twelfth grade high school curriculum areas. Those students satisfactorily completing ninth through twelfth grade curriculum areas are at the ninetieth percent level shall be given credit on the high school transcript. The grade recorded for this credit will be an "S". It will not be used when computing grade point average. The unit shall count toward meeting the requirements for the high school diploma.

Options for accommodating student needs for advancement 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 skipping
- H. Individualized education programs

Adopted: July 10, 1995

Board Policy – Reading Proficiency

Mid-Year Promotion of Retained 3rd grade Students

Retained students may be promoted mid-year **only** prior to November 1st:

- Upon demonstrating a level of proficiency required to score above the Unsatisfactory level on the third grade OCCT
-
- And upon showing progress sufficient to master appropriate fourth-grade level skills as determined by the school
-
- And upon agreement of the parent or guardian of the student and the school principal

Adopted: March 10, 2014

REQUIREMENTS FOR GRADUATION

Poteau High School requires twenty-five (25) units of regularly organized classroom instruction for graduation. Eighteen (18) of the twenty-five units required for graduation must be earned in grades 10, 11, 12.

The 25 units shall include:

4 units English

(Includes 2 units Grammar & Composition, 1 unit of American Literature and 1 unit of English Literature)

3 units Science

(Includes 1 lab science)

3 units Mathematics

2 units History

(Includes 1 unit American History 2 unit World History and 2 unit Oklahoma History)

2 units Fine Arts

(Visual Art and General Music)

11 units Electives

The minimum number of units required for graduation by the State Board of Education is twenty-three (23). Except in special circumstances, Poteau High School requires twenty-five (25) units of graduation.

No local or state credit toward graduation shall be received for services as office, library, or classroom aide.

Credit for competitive athletics may be entered only as a physical education course. A maximum of 2 units in physical education may be submitted towards the 23 units required by the state for graduation.

A maximum of 2 units from yearbook or newspaper may be applied towards the 23 units required by the state for graduation.

Not more than 4 units of laboratory music classes (performance) may be applied toward the minimum of 23 units required for graduation. Music theory and appreciation may be counted in addition to the 4 units mentioned.

Students moving to Poteau from out of state who are sophomores or above may have Oklahoma History waived by the principal if they have completed another state history or have a scheduling conflict. No student will be permitted to go through commencement exercises if he/she lacks more than one unit for graduation.

Revised: July 26, 1999

Revised: March 12, 2007

DIPLOMA OF DISTINCTION

Students who have met or exceeded the following criteria by the end of their senior year shall be issued on their graduation diploma, a Seal of Distinction. The Diploma of Distinction will be based on the following:

1. Earned a 3.25 grade point average;
2. Earned four (4) units each in English, mathematics, social studies and science;
3. Earned two (2) additional units in the area of technology or the arts;
4. Earned two (2) units in a foreign language; and
5. Achieved a score of satisfactory or its equivalent on all twelfth-grade Criterion-Referenced Tests.

Applicable vocational-technical programs shall qualify for technology and mathematics units, and students enrolled in the programs may use one unit of their six concentrated vocational-technical curriculum units for one unit of mathematics required for the Diploma of Distinction and may use one unit of their six concentrated vocational-technical curriculum units for one unit of science. Advanced Placement classes in the subject required for the Diploma of Distinction may be substituted on a course-by-course basis.

Adopted: July 27, 1998

Revised: March 12, 2007

TWO-TIER DIPLOMA SYSTEM

New law creates two types of high school diplomas students may earn beginning in the 2002-2003 school year:

- * the Standard Diploma and the Diploma of Honor

Those students who receive the Standard Diploma will complete the state's minimum graduation requirements as shown.

Students who receive the Diploma of Honor will complete a minimum of 23.5 course credits, maintain at least a 3.0 grade point average on a 4.0 scale and take some prescribed courses.

Standard Diploma

Language Arts	4 units total 1 unit of Grammar and Composition	3 units from American Literature, English Literature, World Literature, Advanced English, Speech
Mathematics	3 units total 1 unit of Algebra I	2 units from Algebra II, Geometry, Trigonometry, Math Analysis or Precalculus, Calculus, Statistics and/or Probability, Mathematics of Finance, Applied Math I and II, Computer Science
Science	3 units total 1 unit of Biology I	2 units from Chemistry I, Physics, Biology II, Chemistry II, Physical Science, Earth Science, Botany, Zoology, Physiology, Astronomy, Applied Science or 4th year of agriculture

Diploma of Honor

4 units of English	1 unit of American Literature 1 unit of English Literature and 2 units selected from ACT recommended core courses: English 9, English 10, English 11, English 12
3 units of Mathematics	1 unit of Algebra II 1 unit of Geometry and 1 unit selected from ACT recommended core courses: Algebra I, Trigonometry, Calculus, Computer Math, Computer Science, and courses beyond Algebra II
3 units of Science	1 unit of Chemistry I 1 unit of Physics and 1 unit selected from ACT recommended core courses: Biology, General/Physical/Earth Science
3 units of Social Studies	0.5 to 1 unit from World History and 2-5 units selected from ACT recommended core courses: American History, American Government, Geography, Economics, Psychology, other History
0.5 units of Technology	0.5 units of Technology
The Arts	2 units or Sets of Competencies
Electives	8 Electives
Total	23.5 units

Adopted: July 26, 1999

CONCURRENT COLLEGE - HIGH SCHOOL ENROLLMENT

1. A senior student may, if he or she meets the requirements set forth below, be enrolled in a college or university in the Oklahoma State System of Higher Education as a special student.
 - A. He or she must meet the published criteria of the State Regents (other than high school graduation and curricular requirements) for admission to the institution for which application is being made. This includes having participated in the American College Testing (ACT) Program or a similar battery of tests Scholastic Aptitude Test (SAT)).
 - B. He or she must be eligible to complete requirements for graduation from high school (including curricular requirements for college admission) no later than the spring of the senior year, as attested to by the high school principal.
2. An eleventh grade student may be enrolled in a college or university in the Oklahoma State System of Higher Education as a special student by meeting the following requirements:
 - A. He or she meets the requirements of 1.A. listed above.
 - B. The student has achieved a composite score which places him or her at or above the 90th percentile on the ACT using Oklahoma norms, or whose combined verbal and mathematical score on the SAT places him or her at or above the 90th percentile using national norms.
3. A high school student admitted under the provisions set forth in Section 1 or 2 above may enroll in a combined number of high school and college courses per semester not to exceed a full-time college workload of 19 semester-credit hours. For purposes of calculating workload, one (1) high school credit course shall be equivalent to three (3) semester-credit-hours. Students wishing to exceed this limit may petition the higher education institution in which attendance is to occur.

4. A student who is otherwise eligible under this policy may enroll in a maximum of nine (9) semester-credit-hours during a summer session or term at a college or university of the State System without the necessity of being concurrently enrolled in high school classes during the summer term. The completion of the high school curricular requirements shall not be required of concurrently enrolled high school students for purposes of admission. (Students may enroll in curricular areas in which the student has not met the curricular requirements for college admission). Concurrently admitted high school students will not be allowed to enroll in any zero-level courses offered by colleges and universities designed to remove high school deficiencies. Students wishing to exceed this limit may petition the higher education institution in which attendance is to occur.

5. Students have the opportunity to earn college credit while still in high school with concurrent enrollment at a local university or college, but great care must be used to earn the correct credit for the correct course. Use the following chart to determine the type of course and the duration required to meet the equivalency requirements at both institutions. The following higher education courses commonly taken through concurrent enrollment have been reviewed by the Oklahoma State Department of Education (OSDE) and approved for academic credit:

High School Course	Required Concurrent Enrollment	Required Concurrent Enrollment
English IV	English Composition I	English Composition II
Chemistry I	Chemistry I	
Chemistry II	Chemistry II	
Biology II	General Biology or Biology I	General Zoology or General Botany
Pre-Calculus	College Algebra I	Calculus or Trigonometry
American History	American History 1492-1865	American History 1865-present
Government	American Federal Government	
Anatomy/Physiology	General Anatomy	General Physiology

All courses taken concurrently will be transcribed and figured into the student's grade point average.

**POTEAU PUBLIC SCHOOLS
INSTRUCTION**

Academic Program

Any core course taken concurrently will be used toward valedictorian requirements. However, these courses will not be considered AP or Advanced Placement courses with regard to valedictorian status.

Any course not listed above, or not correlated with a core graduation requirement will be transcribed as an elective course and will count towards the student's elective graduation requirement. These courses will not be considered AP or Advanced Placement courses with regard to valedictorian status.

This policy will take effect May 25, 2018 directly impacting seniors for the 2018-2019 school year.

Revised: July 24, 1998

Revised: December 9, 2017

Revised: March 12, 2007

SELECTION OF VALEDICTORIAN AND SALUTATORIAN

Poteau High School shall recognize from each graduation class a Valedictorian and a Salutatorian.

The initial selection process will be based on grade point average.

Grade point averages will be computed on a 4.0 system by adding all grade points and dividing the total by the number of units taken for which grade points are awarded. Pass/Fail courses will not be considered in the computation of grade point averages. The grade point average for the students will be on the first seven (7) semesters since the eighth semester will not have been completed at the time selection must be made in Poteau. Students who move to Poteau for their senior year and who have a GPA that would qualify them for Valedictorian or Salutatorian will be given special acknowledgment.

If more than two (2) students emerge from the selection on the basis of grade point average, additional selection criteria based on courses taken will be applied. Courses considered for the Valedictorian/Salutatorian selection are listed below. The two (2) students who through the last eight (8) semesters of high school have taken the greatest number of units of these courses will be chosen Valedictorian or Salutatorian. Only courses taken during the regular school year will be considered.

Advanced Placement Courses

World History (2 semesters)
French II
Biology II
Physiology
Economics

Trigonometry/Pre-Calculus
Calculus
Spanish II
Physics
Chemistry II

Other courses could be considered. Those listed would represent a minimum selection.

In the case two or more students are still tied, these students will each be declared Valedictorian. If there is a tie for Salutatorian, each shall be declared Salutatorian. If more than one student is named Valedictorian no Salutatorian will be named.

FIELD TRIPS

Field trips can be an important aspect of a student's formal educational experience, and teachers are encouraged to utilize community resources as a part of their instructional program. Discretion must be exercised to ensure that the results of the field trip are relevant and contribute to the general educational purposes of the school. All field trips shall be approved by the building principal.

When school buses and drivers or other school vehicles are available, they shall be provided for approved field trips. Field trip transportation may also be provided by private cars organized by the sponsoring teacher and approved by the principal. An adult driver is required for each car. Permission of each student's parents is to be secured prior to going on field trips that utilize private cars. When private cars are utilized, it is recommended that on trips requiring highway driving, the cars travel in convoy with the sponsor present and in control of the convoy.

Revised: July 30, 1990

CONTROVERSIAL ISSUES

Believing that the foundation of democracy rests on a citizenry capable of dealing with the ever expanding number of controversial issues in an increasingly complex world, the consideration of controversial issues as a part of the curriculum is one of the fundamental obligations of the schools. An issue is considered controversial when one or more of its proposed solutions conflicts with the attitudes or beliefs considered important by a group of individuals.

A primary duty of the administration and the board of education is to insure that teachers are free from pressures preventing the introduction of relevant and appropriate issues or from pressures espousing a particular viewpoint in regard to a controversial issue.

The selection of controversial issues to be considered in the classroom should include those that are within the maturity level of the students. Teachers should avoid efforts to influence students to adopt the teacher's personal viewpoint about controversial issues. Since by definition, controversial issues have more than one proposed solution, more than one solution should always be presented when students study a particular question.

It is important that issues considered controversial be handled in the classroom in non-inflammatory ways with objectivity and good judgment.

SUMMER SCHOOL

The board of education recognizes the desirability of providing summer school for students who want more than it is possible to take during the regular terms or who need remediation.

Extended School Year services shall be provided for students with disabilities whose Individualized Education Program (IEP) Team determines that the student needs those services to receive a free appropriate public education.

So long as the district receives state reimbursements for summer driver education and sufficient students enroll to form a class, driver education shall be offered.

When funding is available, especially from federal sources for compensatory or remedial programs, priority shall be given to offering summer remedial courses when a sufficient number of students exist to justify the offering.

Annually, principals shall determine if there would be sufficient enrollment to offer summer classes for which students pay tuition. The amount of the tuition collectively should be sufficient to pay teachers' salaries and benefits. The district would provide facilities and instructional materials if those materials used in the regular terms could be used. Otherwise students would pay for textbooks, workbooks, and supplies.

Summer school classes shall conform to the time requirements and other regulations of the State Department of Education.

Revised: July 27, 1998

Revised: April 9, 2007

STUDENTS WITH DISABILITIES

The Poteau Public Schools shall provide full educational opportunities for all children with disabilities within the District. The system shall comply fully with state and federal laws and regulations regarding special education. The education of students with disabilities will occur through the establishment of classes within the District, through homebound instruction, through cooperative programs with other districts, and through utilization of other agencies which provide services to persons with disabilities.

Students with disabilities may qualify for services under the ***Individuals with Disabilities Education Act (IDEA)*** or under ***Section 504 of the Rehabilitation of 1973***. A District Plan for both of these programs is written triennially, updated annually and a copy is maintained in the principal's office at each school site.

Revised: July 14, 1997

Revised: April 9, 2007

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 beyond the school district's normal school year in accordance with the child's IEP, at no cost to the child's parent and that meet state standards. The purpose of this policy is to set forth the school district's intent to make ESY Services available as necessary to provide its children with disabilities a free appropriate public education as required by the ***Individuals with Disabilities Education Act***.

Each child will have the opportunity to be considered for ESY by his or her IEP Team. The question of a child's need for ESY Services may be raised at any time by an IEP Team member (including during a regularly scheduled IEP Meeting) or incorporated into the Annual IEP Review. For a child whose current IEP provides for ESY Services, the question of his or her continuing need for such services should be included in any subsequent meeting held to review and revise the IEP. The IEP Team will make its ESY determination sufficiently in advance so that the necessary services are provided in a timely manner.

The purpose of ESY Services is not to enhance the present levels of educational performance exhibited by children and youth with disabilities at the end of the regular school year. The purpose, instead, is to ensure that each child benefits from his or her education. To make its determination, the IEP Team will consider the following factors:

1. The child's degree of impairment;
2. The child's actual/predicted degree of regression;
3. The child's actual/predicted recovery time from this regression (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 recoupment of such skill loss following the break in programming is unlikely or would require an unusually long period of time);
4. The ability of the child's parents to provide educational structure at home (after affirming a parent's ability to provide educational structure at home, an IEP Team may determine that appropriate ESY Services would consist totally or partially of such parental support);
5. The child's rate of progress;
6. The child's behavioral problems;
7. The child's physical problems;
8. The availability of alternative resources;
9. The ability of the child to interact with children who are not disabled;
10. The area(s) of the child's curriculum that need continuous attention;
11. The child's vocational needs;
12. Whether the requested service is extraordinary for the child's condition as opposed to an integral part of a program for those with the child's condition; and
13. Other relevant factors as determined by the IEP Team.

In making its determination, the IEP Team will consider all pertinent data, which could include the following:

1. Functional assessments used in natural environments (home, community, work and school);
2. An analysis of data collected on a regular basis;
3. Evaluations and progress records for related services;
4. Parent, student and/or service provider information;
5. Attendance records;
6. Behavior and disciplinary records;
7. Health/medical information;
8. Interviews with teachers, parents and students; and
9. Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

The IEP Team will document its ESY decisions on the IEP and through other appropriate records. If the IEP Team determines that a child needs ESY Services, it will specifically document the goals and benchmarks or short-term objectives to be addressed during ESY Services, including the type, amount (including time and frequency), duration (including beginning and ending dates), and least restrictive environment considerations.

Revised: July 14, 1997

Revised: April 9, 2007

**INCLUDING STUDENTS WITH DISABILITIES IN
DISTRICTWIDE ASSESSMENTS**

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

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

1. Begin with the assumption that all students with disabilities will participate in all regular district wide assessments.
2. Assess the need for accommodation and/or alternate assessment based on the student's present level of educational performance, IEP goals and the content and format of the district wide assessment(s) under consideration.
3. Allow for alternate assessment only if a student meets the criteria outlined in the Alternate Assessment Participation Checklist, which includes severity of cognitive delay, alternate achievement standards, expected learning objectives and outcomes focused on functional application, requirement of direct and intensive instruction, require substantial adjustments to the regular curriculum, difficulties due to significant cognitive delay and not due to excessive absences (not due to the disability), social, cultural, environmental or economic factors.

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

The IEP Team may decide that the student can participate in a regular district-wide assessment without accommodations. However, the IEP Team may conclude that the student is unable to participate in district-wide assessments in the same manner as his or her peers, but could participate in the same assessment if accommodations were provided. Accommodations are changes in

testing materials or procedures that enable students with disabilities to participate in an assessment in a way that allows the assessment of abilities, rather than disabilities. Accommodations are intended to allow students with disabilities to access district-wide assessments and provide an equal opportunity to demonstrate their achievement. The IEP Team may consider five categories of accommodations: setting, timing, scheduling, presentation and response.

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

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

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

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

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

The IEP Team should consider the accommodations that the student receives in classroom assessments as possible accommodations for the district-wide assessment. The IEP Team may also use the administration manual for each district-wide assessment to gather information regarding special testing

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

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

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

GIFTED EDUCATION

The board of education is committed to giving each student the opportunity to develop his/her unique abilities and interests to the degree he/she is capable. Therefore, education programs for intellectually gifted students shall be provided as prescribed in the Oklahoma Statutes and State Department of Education regulations.

The superintendent shall lead in the development and implementation of programs for intellectually gifted students.

Adopted: June 8, 1997

CRT REMEDIATION

In accordance with state law students who do not perform satisfactorily on the Oklahoma State Testing Program Criterion-Referenced Tests shall be provided opportunities for remediation. To carry out this mandate, Poteau Public Schools, under the leadership of the superintendent or designee, shall develop programs that give the opportunity for remediation to those who were not successful on a State Criterion-Referenced Test. Documentation of such opportunities shall be made. (70 O.S., 1210.508)

Adopted: November 13, 1995

Revised: April 9, 2007

ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Poteau Public Schools Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

Definitions

Synchronous instruction occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

Asynchronous instruction is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

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

Educationally appropriate means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of "educationally appropriate" will be made at the local school district level.

Web-based instruction uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

Two-way interactive video instruction provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal.

Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommended by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.
2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.
3. Only students who are enrolled in this district will be granted access to supplemental online courses.
4. Requests for enrollment in supplemental online courses shall be as follows:
 - a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.
 - b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.
 - c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.

5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.
6. Students earning credit by means of online instruction shall participate in required state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.
7. Courses offered for credit by means of online instruction shall be aligned with the Oklahoma Academic State Standards.
8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.
9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.

10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district.
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

INTERNET AND TECHNOLOGY SYSTEMS SAFETY AND APPROPRIATE USE

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

Definitions

Key terms as defined in the ***Children's Internet Protection Act***.

Access to Inappropriate Material

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

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Poteau Public Schools online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the ***Children's Internet Protection Act***, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called "hacking", and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all staff of the Poteau Public Schools to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the ***Children's Internet Protection Act***. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or designated representatives.

Unacceptable uses of computer and electronic communications resources includes use that jeopardizes personal safety, use that involves illegal and prohibited activities, and use that threatens the security of the District's technology resources.

Personal Safety

Employees and students shall not use the District's technology resources in any manner that jeopardizes or poses a threat to personal safety. The following directives are essential to ensuring personal safety:

1. Users shall not post personally identifiable information about themselves or others. For example, it is not permissible to put people's photographs on the web and identify them by name.
2. Student users shall not agree to meet or meet with someone they have met online, without parental approval.
3. Student users shall promptly disclose to their instructor or another school employee any message the user receives that is inappropriate or makes the user feel uncomfortable.

4. Users shall not attempt major repair of District-owned technology resources without the assistance of the District support mechanism. Major repair is defined as any repair or modification which has the potential to impact the District infrastructure, more than one workstation, disrupt business operations or requires the user to add or remove hardware. However, users are encouraged to perform troubleshooting and minor repairs in conjunction with the District technology support segment.

Illegal Activities

Engaging in illegal and prohibited activities involving use of the District's technology is prohibited. The emerging and fast-paced developments in technology make it impossible for the District to anticipate every potential use or mis-use of its technology resources. Accordingly, users are instructed that the District's technology is not to be used for illegal activities. Among other things, users are expected to abide by the following:

1. Users shall not plagiarize works that are found on the Internet or any other electronic resource. Plagiarism is presenting the ideas or writings of others, as one's own.
2. Users shall respect the rights of copyright owners. Copyright infringement occurs when the user inappropriately reproduces a work that is protected by a copyright. Users shall not illegally copy protected works, or make copies of such works available. Users are responsible for observing any copyright or licensing agreement that may apply when downloading materials. Users may not download any material for which a fee or license agreement is required without the approval of appropriate District supervisory personnel. Users shall not install any software (including public domain software or freeware) which is not on the District's approved software list.
3. District staff will not support or maintain any computer operating system or application software that does not meet District standards.

4. Illegal installation of copyrighted software is prohibited. Illegal copying of software from any District computer, network, or program diskette is prohibited. Computer software and data protected under copyright laws may not be downloaded or uploaded to a computer owned or leased by the District without the written consent of the copyright holder. Any software or data located on a computer or file server owned or leased by the District found to be in violation of copyright laws will be removed.
5. Users shall not attempt to gain unauthorized access or attempt to go beyond authorized access to District resources or to any other computer system. This includes attempting to log in through another person's account or access another person's files.
6. Users shall not make deliberate attempts to disrupt the District's computer system or other portions of the technology resources or destroy data by spreading computer viruses or by any other means.
7. Users shall not congest the District's technology resources or interfere with the work of others within or outside of the District when accessing the Internet, including the transmission or posting of messages that are intended or likely to result in the loss of the recipient's work or systems.
8. Users shall not use the District's technology resources to engage in any activities which interfere with the operation of the District or its educational programs or compromise the safety and security of the District's technology resources.

Security of District's Technology

The District spends substantial monies to provide students and staff with technology resources appropriate for the diverse educational and training interests associated with education objectives in a technology rich world. Users are required to adhere to the highest standards of use to avoid compromise or destruction of the District's resources. Security with respect to the District's technology resources requires adherence to the following:

1. Users shall access the Internet in a manner which does not compromise the security and integrity of the District's technology resources, such as allowing intruders or viruses into the District's technology resources. Users wishing to download any document, file or software from non-District sources must observe District policies and procedures for virus checking and system security.
2. Users are responsible for their individual logon passwords and e-mail account passwords and should take all reasonable precautions to prevent others from being able to use these passwords. Users shall not share e-mail passwords, provide e-mail access to an unauthorized user, or access another user's e-mail without authorization.
3. A computer logged into the District wide area network or the Internet should not be left unattended. Users are responsible for all transactions made under their User ID and Password.
4. Users must immediately notify the e-mail administrator if they identify a possible security problem.
5. Users are responsible for the appropriate storage and backup of their data.
6. The administration, faculty or staff of the District may request a system administrator to deny, revoke or suspend specific user accounts for violation of these policies or procedures.

Inappropriate Communications

Inappropriate communications are prohibited and can result in removal of access, or other disciplinary action. Users must adhere to the following directives:

1. Users shall not use, view, download, copy, send, post or access obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful information, communications, language, images or video, or material that advocates illegal acts, violence, or discrimination towards others. Restrictions against inappropriate language, images or video apply to public messages, private messages, material posted on web pages, and files stored or created on the District's technology resources.

2. If a user mistakenly accesses inappropriate information, the user must immediately inform his/her teacher or the network supervisor of the location of that information.
3. Parent or guardians should instruct the student user if there is additional material that they think it would be inappropriate for their child to access. The District fully expects that student users will follow the instructions of their parents or guardians in this matter.
4. Users shall not post information that could cause damage or pose a danger of disruption to the operations of the technology resources or the District.
5. Users shall not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person. If a user is told by another person to stop any activity which that person finds harassing, the user must stop immediately. Individuals who believe they are the victim of harassment should immediately contact their supervisor, campus administrator, or the superintendent.
6. Users shall not knowingly or with reckless indifference post messages that are false or defame or libel any person or organization, or that infringe the privacy rights of others.

Disciplinary Action

The use of District's technology resources is a privilege, not a right. Violation of District policies and procedures may result in cancellation of computer-use privileges and/or other disciplinary action up to and including termination of employment for employees and suspension from school for students. If Federal and/or State laws are violated, the offender is also subject to being reported to proper authorities for prosecution.

Adopted: April 9, 2007

Revised: October 8, 2012

**POLICY AND PROCEDURES ON THE USE OF INTERNET
BASED INSTRUCTION**

Statement of Purpose

Internet-based instructional courses provide flexibility not available with traditional classroom methods. Students may benefit from being able to proceed through course work at an individual pace and by having access to information and course materials at convenient times and places. Consistent with sound educational principles, it is the intention of the Board of Education of the Poteau School District ("School District") to make full use of the Internet for the delivery of educational materials. Internet-based instructional courses approved by the Board of Education for use in the School District are not viewed as a substitute for direct, face-to-face student and teacher interactions, but as a means of expanding course offerings, access to instructional resources, and the ability of the School District to bring the world of knowledge to its students.

Definitions

1. **Internet-based instructional courses.** Courses conducted by way of web-based instruction, whether synchronous or asynchronous, or two-way interactive video instruction. The terms "internet-based" and "web-based" instruction are used interchangeably in this Policy.
2. **Synchronous instruction.** Instruction occurring through real time interaction between instructor and student. Regular classroom instruction and two-way interactive video instruction are examples of synchronous instruction. Internet-based instruction requiring real time interaction between student and instructor as the primary format of instruction is also synchronous instruction.
3. **Asynchronous instruction.** Asynchronous instruction does not depend upon real time interaction between student and teacher. Asynchronous instruction allows the student to engage in learning activities anywhere, at anytime.
4. **Two-way interactive video instruction.** Two-way interactive video instruction consists of real time (synchronous) interaction between student(s) and instructor by means of an electronic medium providing both audio and video signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

Approval of Curriculum

The Board of Education of the School District shall review and approve all Internet-based instructional courses to be offered for instructional purposes and/or high school credit. Credit may not be granted for such courses except upon approval of the Board of Education of the School District. The State Board of Education reserves the right to request information and materials sufficient to evaluate the proposed course. Additionally, credit may not be granted to students participating in Internet-based courses from a remote site except upon approval of the State Board of Education and the Board of Education of the School District. Courses offered for credit by means of Internet-based instruction shall be aligned with the Priority Academic Student Skills (PASS) and any additional criteria established by the School District for course selection.

Requests to the Board of Education for approval of specific courses to be offered by means of Internet-based instruction shall include, without limitation, the following information: (i) a narrative description of the course, including learning objectives, course materials and requirements for satisfactory completion of course work, (ii) the nature and frequency of graded and upgraded assignments, (iii) the manner in which instructors will evaluate course work and communicate such evaluations to students, and (iv) the number of credits to be awarded and whether credits will be awarded on a pass/fail or graded basis.

Internet-based courses offered by a career technology center that are taught by a certified teacher and provide for teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval by the State Board of Education and the Board of Education of the School District, be counted for academic credit and toward meeting the state graduation requirements. Internet-based courses or career technology courses utilizing integrated or embedded skills for which no PASS have been adopted by the State Board of Education may be approved by the Board if such courses incorporate standards of nationally recognized professional organizations and are taught by certified teachers.

The number of students which each instructor may supervise in courses offered by means of Internet-based instruction shall be established by the Board of Education on a course-by-course basis. Oklahoma Statutes limiting the number of students public school teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous web-based instruction and two-way interactive video courses. The number of students each instructor may be required to supervise in asynchronous web-based courses shall not exceed 20 students in any given course.

Instructors and Staffing

The principal at each school site offering on-line courses shall designate a certified staff member to assist students enrolling in on-line courses and serve as a liaison to the on-line teachers and providers. A certified staff member shall also be designated by the principal to monitor students approved for Internet instruction offered at or through non-school sites.

Instructors of Internet-based courses (i) must be certified in Oklahoma, or (ii) if the course originates out of state, must be certified in the state of origin to teach in the content area of the course offered, or (iii) must be a faculty member at an accredited institution of higher education possessing the specific content expertise necessary to teach the course. Instructors of two-way interactive video and web-based courses shall be provided in-service training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

General Policies and Procedures

Students enrolled on a full-time basis shall be authorized to enroll, for credit, in approved Internet-based instructional courses. For courses offered by the School District, ordinary enrollment procedures and rules shall be followed. For remote Internet-based instruction courses, students must apply for enrollment. The principal at each site offering courses by means of remote Internet-based instruction shall make available, in the principal's office, an application form for enrollment in such courses. Applications for enrollment in remote Internet-based instruction will be evaluated and approved by the principal or the principal's designee subject to conditions and restrictions imposed by this Policy. Applications should be approved if the principal or principal's designee determines that enrollment will further specific educational needs of the student which cannot be met by traditional classroom studies. Only those enrollments approved by the principal or the principal's designee shall be eligible for credit approved by the Board of Education.

Students whose enrollment application for Internet-based courses has been approved shall, before the beginning of instruction, deliver to the site principal a **Parental/Guardian Contractual Agreement and Consent Form** addressing the students' participation in the Internet-based instructional program and acknowledging receipt of specific information regarding the course, including grading criteria, time for completion of course work, testing and attendance requirements, and the responsibility for the costs of course materials, equipment, and supplies. A student whose enrollment application is rejected may appeal such action to the superintendent. Only students who have enrolled in Internet-based instructional courses with the approval of the site principal or superintendent will be eligible for credit upon completion of the required course work. The Board of Education may, based on its assessment of the need for or value of particular Internet-based courses, provide credit which shall count toward student credit requirements and graduation. Alternatively, the Board of Education may limit or deny credit for Internet-based courses for purposes of calculating student grade point averages or for academic or other honors. The School District is not liable for any fees or charges incurred for any Internet-based course for a student who has failed to comply with this policy and procedures.

The School District may authorize enrollment on a part-time basis utilizing Internet-based courses for students who have dropped out of school or have been suspended from school provided such student was enrolled at any time in a public school in this state during the previous three (3) school years. Additionally, the superintendent of the School District may authorize an Emergency Transfer, subject to approval by the State Board of Education, due to the unavailability of remote or on-site Internet-based instruction by course title in the district of residence of a student identified in need of drop-out recovery or alternative education services, provided such student was enrolled at any time in a public school of this state during the previous three (3) school years.

The School District may contract to provide remote Internet-based courses to children in a residential facility; a treatment program or center, including a facility operated pursuant to the **Cerebral Palsy Act**; a therapeutic foster home; or a specialized foster home or agency-contracted home. The latter must be under the supervision of and certified by the Department of Human Services ("DHS"). The School District may, with Board of Education approval, contract its services inside or outside the District's boundaries.

Likewise, the School District may offer opportunities for Internet-based courses as a part of an IEP, a Section 504 Plan, or in connection with District approved and facilitated home or home bound instruction arrangements or the equivalent of those arrangements.

The School District may also contract to provide remote Internet-based courses to children who do not reside in the United States. Such children shall not be counted in the average daily membership of the School District. Services provided for this purpose, require a contract approved by the Board of Education. The student or his/her parent or guardian must bear the entire cost of services provided by the District.

Students earning credit by means of Internet-based instruction shall participate in all assessments required by the Oklahoma School Testing Program. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

Students participating in Internet-based courses from a remote site are responsible for providing their own equipment and Internet access, unless the School District chooses to provide the equipment.

Instructors and students participating in Internet-based instruction are responsible for complying with all federal, state and local statutes, regulations, and ordinances and with all Board of Education Policies, rules and regulations regarding the course work and use of School District facilities and computer networks including, without limitation, regulations governing copyright and trademark infringement, the posting of images on the World Wide Web, Federal Communications Commission rules pertaining to public broadcasting of audio and video signals, and student and education records privacy.

Privacy Statement

Although the School District will use reasonable efforts to safeguard the privacy and confidentiality of identifiable information concerning students and course work transmitted during the course of the student's participation in Internet-based instruction, transmissions by means of the Internet cannot be made absolutely secure. The School District will have no liability for disclosure of identifiable information, including educational records, due to errors in transmission or the unauthorized acts of third parties.

The School District will not use identifiable information or individual student data obtained through participation in Internet-based instructional courses for any purposes other than those that support the instruction of the individual student. The School District may collect information concerning its Internet-based instruction on an aggregate and disaggregate basis for use in evaluation of the instructional program or for other purposes not directly related to any individual student. Test results for students enrolled in Internet-based courses, including regularly enrolled and alternative education students, shall be disaggregated and reported. Such information will not be traceable to any particular student, nor will such information be used to identify or contact any particular student by the School District or any third party.

Cooperative Agreements

Internet-based instructional courses may be submitted for approval of the Board of Education in cooperation with courses offered by other school districts. In such event, the School District shall enter into an **Interlocal Cooperative Agreement** with each cooperating school district. Prior to the beginning of instruction, the School District and each cooperating school district shall, by means of contractual agreement, address the allocation of costs and expenses, dates and times of course offerings, bell schedules, instructor evaluations, student behavior, selection of instructional materials, student grades and grading policies, and teacher loads and employment issues.

Adopted: April 9, 2007

ACTIVITIES PROGRAMS

Poteau Public Schools shall provide activity offerings of sufficient variety and number to meet the wide range of interests and needs of its students. The district shall make every effort within its resources to see that no student is denied an opportunity to participate in activities solely because of cost, hidden or overt.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents, and the students.

When students select classes that result in too many activities at the expense of their academic program, counseling shall occur.

The justification of any activity shall be the contribution it makes toward achieving the educational objectives of the school.

Revised: April 9, 2007:

INTERSCHOLASTIC ACTIVITIES

The Poteau Public Schools shall adhere to the requirements for activities of state law, the State Board of Education, Oklahoma Secondary School Activities Association, North Central Association, and the interscholastic activity organizations (conferences) of which it is a member. It shall be the duty of the superintendent to lead in the development and enforcement of administrative regulations for the interscholastic activities and to see that those regulations reflect sound educational principles.

CHEERLEADER SELECTION

The cheerleaders of the middle and high schools shall be selected and function by the guidelines developed by the school administration and sponsors. The uniforms for high school cheerleaders shall be provided except for some accessories that are personal or will become property of the cheerleaders as specified by the sponsors. The money will be from school funds or funds raised by the cheerleaders. Care shall be taken to be sure that the procedures are known by all interested persons. Sufficient opportunity must be provided for all potential applicants to know of, file, and try out for cheerleader. Fairness is the major criterion in the selection process. When possible, the tryouts, selection, and announcement of the winners are to occur on the same day. Effort shall be made to keep the anxiety level of the contestants down and to keep the time for suspense as short as possible.

The cost of being a cheerleader will be kept within reason so that no student is excluded because of money. The design of the uniforms for middle school and high school and the maximum expenditure for uniforms by middle school students shall be established annually under the supervision of the sponsors with the approval of the principal. Elected cheerleaders may be required to furnish receipts for all items which make up the uniforms.

For reasons of safety, no pre-school or elementary students shall perform on the sidelines with cheerleaders.

Adopted: June 11, 1984

POTEAU PUBLIC SCHOOLS INSTRUCTION	<i>Activities Programs</i>
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SCHOOL TRIPS

In order to complete and participate in interscholastic activities and sports, a reasonable amount of travel by school groups is required. The board recognizes the educational merit in such travel, association with students and adults of other communities, wholesome competition, and participation in interscholastic educational activities.

The justification of a school trip is the degree to which it facilitates accomplishing educational objectives for students. Trips that are long, or expensive, or promote fund raising activities in the community, or result in excessive loss of class time, or exploit students, or are not sanctioned by bodies that regulate school programs are discouraged. Any exception requires the approval of the superintendent. The board shall become involved if a request for such a trip becomes a community issue.

A trip over 250 miles is considered long. Long trips are discouraged for reasons of safety. Trips that result in spending above the normal travel allotment for a particular group are considered expensive. Trips that cause students to be out of school more than one day are questionable. Trips to contest and activities that are profit-oriented, or tend to promote or advertise a product, or ideology are discouraged. The eligibility of a student to participate should not depend on an individual teacher's membership in the sponsoring organization. Team or delegate competitive events on a national level are strongly discouraged.

The regulations and guidelines of the Oklahoma State Department of Education, the North Central Association of Secondary School Principals (NASSP National Advisory List of Contests and Activities) and The Oklahoma Secondary School Activities Association shall be followed when determining if a trip may be taken.

There shall be no school sponsored senior trips for the graduating class.

Release Of Students On Activity Trips

Generally, a student participating in a school activity that requires travel will go and return with the group. Such trips have educational merit and traveling as a group promotes spirit and unity within the group.

Exceptions are permitted as follows:

1. A student may be released to his/her parent(s) to return home. A parent must personally secure the release of the student from the sponsor or principal.
2. Students may travel to an activity with their parents if conflicts or family situations make it impossible for them to travel with the group. Permission to participate when a student travels with his/her parents will be given only after a conference between the sponsor or principal and parent.
3. In special cases the students may be released from an activity to adults other than the parent providing the parent makes arrangements with the principal or sponsor by telephone or a personal contact prior to the trip. Examples are: releasing the student to the parent of another student on the trip or releasing the student to an adult relative. Sponsors or principals shall not grant requests to release students to return home with other students or young adults.
4. Other unusual situations approved by the principal.

Revised: June 8, 1987

CLUBS AND ORGANIZATIONS

Organization of special clubs or groups in schools is encouraged when (1) student interests and needs justify them, (2) democratic principals adhere, and (3) adequate and competent sponsorship is available.

School fraternities, sororities, or secret societies are not permissible as school organizations. (**Reference: School Laws Of Oklahoma Section 494**)

School clubs are recognized after their constitution (charter) and sponsors have been approved by the school principal.

All monies shall be handled in conformance with state law. Sponsors should give their treasurer experience in ***helping*** keep the records. The student treasurer should be carefully supervised and sponsors are expected to personally approve all requests for expenditures. They are to be knowledgeable of the state of the finances of their activity group.

Revised: July 24, 1996

SCHOLASTIC ELIGIBILITY

The rules of the Oklahoma Secondary Schools Activities Association govern interscholastic activities and contests. The OASSA has defined its rules for scholastic eligibility to apply to competition between two or more schools. Winners or ratings are determined.

Poteau students shall meet those same scholastic eligibility rules for many of its activities that are not interscholastic contests. Generally students in activity groups which perform for an audience and/or travel to engage in an activity associated with the group of which they are a member shall meet the scholastic eligibility rules.

This policy shall not apply at grade six and below.

It shall not apply if the event is one for which a grade is given and is not a contest. Examples are band parades, chorus, and band concerts, certain drama and speech performances (plays, stage work, etc.).

Cheerleading, band half-time performances, science fairs, academic bowls and vocational course fairs, shows and trips are activities for which scholastic eligibility rules do generally apply.

At the time an activity is scheduled, the school principal, with input from the sponsor(s) shall determine if the scholastic eligibility rules apply. The superintendent may be consulted to assist in the decision.

Each secondary school principal will develop a system for determining eligibility of students on a weekly and semester basis.

Revised: August 8, 1992

FUND RAISING FOR STUDENT ACTIVITIES

Fund raising by student activity groups is to be a means for carrying out prior planned legitimate educational activities of a school club or organization. Fund raising activities shall be approved and coordinated by the principals in consultation with the superintendent when the fund raiser is not routine and/or involves large amounts of money. In accordance with law, normally early in a school year the fund raising activities for the school year are to be submitted to the board of education for its review and approval.

The intent of the board is for fund raising activities to be minimal in order to facilitate an orderly school climate in which teacher and student attention can be given to teaching and learning. Also it is the board's intent that members of the community not be placed in the position of being frequently asked to buy items or donate money to organizations of the school.

Faculty members shall not plan fund raising activities with individual parents or parent groups or with students prior to consultation and authorization from their administrators when those activities are not routine, involve large amounts of money, student trips or other high profile situations.

Revised: September 11, 1989

HAZING

No student organization or any person associated with any organization sanctioned or authorized by the school shall be involved in hazing by way of initiation or other activity of the organization. Hazing is to harass by banter, ridicule, criticism or physical maltreatment. Each student enrolled in the school is to be given a copy of this policy.

Revised: July 30, 1990

JUNIOR-SENIOR PROM

The prom is a dance given by the junior class in honor of the graduating senior class. In addition it provides educational opportunities for students in regard to learning appropriate social skills and dress related to formal events.

Consistent with all school sponsored activities, cost should not be a factor that prohibits students from attending the prom. Extravagance is to be discouraged in the cost to students and in the amount spent by the junior class to host the party. Semi-formal attire as well as formal wear is acceptable.

As with all school activities, responsible behavior by students is required and policies concerning alcohol, drugs and tobacco apply.

Those eligible to attend the prom are members of the junior and senior class of Poteau High School. Dates of Poteau High School juniors or seniors who are not Poteau High School juniors or seniors may be approved by the Poteau High School officials. Among the dates who may be approved are Poteau High School sophomores: sophomores, junior and seniors from other schools and out of school youth, ages sixteen through twenty-one. Other exceptions may be made by school officials for reasons they deem justifiable, such as marriage or engagement.

Revised: September 9, 1996

MUSICAL INSTRUMENTS

Expensive band instruments shall be provided by the school. Otherwise band students shall be responsible for furnishing their own instruments, reeds, sheet music, oil and other miscellaneous items.

Band instructors may arrange for companies to do instrument repair for students who will be responsible for payment for their repair work.

**SELECTION OF LIBRARY MATERIALS, TEXTBOOKS AND OTHER
INSTRUCTIONAL MATERIALS**

Legal Responsibility For Selection

The board of education, as the governing body of the school district, is legally responsible for the selection of instructional materials. The board delegates to professional personnel of the district the authority for the selection of materials in accordance with this policy.

Materials for the school libraries shall be selected by the professional personnel of the libraries in consultation with administration, faculty and students. Final decision on purchase shall rest with the superintendent or his designee.

Textbooks and other instructional materials are selected by the teachers. Those texts and workbooks/activity books used throughout the district are referred to as system adopted texts and are selected for the major subject areas by the teachers of those subjects. The majority are selected from the list approved by the State Board of Education with review by the Local Textbook Committee as prescribed by law.

Revised: April 12, 1982

CRITERIA FOR SELECTION

A. Principals followed in selection are:

1. Materials are chosen which are of interest and have learning value.
2. Materials are not excluded because of the race, nationality, religion or political views of the writer.
3. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our times.
4. Materials of sound factual authority are not removed or banned from library resource center shelves or classroom use because of partisan or doctrinal disapproval.

B. Factors considered in selection are:

1. Appropriateness for the maturity level of the student.
2. Accordance with system curriculum goals.
3. Contribution to the development and enrichment of the student.
4. Appearance of the title in standard review tools and the state textbook list.
5. Favorable local evaluation of audiovisual materials and textbooks.

C. Specific criteria considered are:

1. The overall purpose of the material and how well it is accomplished.
2. Reputation and significance of the author.
3. Timeliness or permanence of the material.
4. Importance of subject matter to the collection or curriculum.
5. Accuracy of material and adequacy of scholarship.
6. Reputation and standards of the publisher or producer.
7. Reading level and reader appeal.
8. Quality of writing and illustrations.
9. Price.
10. Fairness of ethnic and sex-role representations.

D. Subjects which are topics of criticism are carefully considered before selection for library resource center shelves. Among these are:

1. **Religion** - Factual unbiased materials representing all major religions may be included. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.
2. **Ideologies** - Factual information about ideologies or philosophies of current or continuing interest may be included.
3. **Science** - Medical and scientific knowledge suitable to the developmental stage of the students should be made available without any biased selection of facts.

4. **Sex and Profanity** - Materials presenting accents on sex shall be subjected to a stern test of literary merit and reality by the librarian or teacher, who takes into consideration his/her reading public and accepted public moral standards. The fact of incidents of profanity appearing shall not automatically disqualify a book. Rather the decision shall be made on the basis of whether the book presents life in its true proportions, whether circumstances are realistically dealt with, and whether the book is of literary value. Factual material of an educational nature on the level of the reading public shall be included in the library collections.

Revised: June 8, 1987

GIFT BOOKS AND MATERIALS

Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of a donor purchasing new books or materials as library resource center gifts is discouraged. It is preferable that donors make monetary gifts for purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.

Gift books and other materials, once accepted by the Poteau Public Schools, become the property of the Poteau Schools.

Revised: April 12, 1982

**EXAMINATION OF INSTRUCTIONAL MATERIALS AND PROVIDING
PATRONS COPIES OF INSTRUCTIONAL MATERIALS**

In the event that parents of students in school wish to examine instructional materials such as textbooks, supplementary materials or materials in the library collection, they may make arrangements through the principal. A time will be scheduled as convenient as possible but may have to be at a time when the items are not in use, but during the work day. The principal may require that the items be examined at school. If copies are requested the names and addresses of publishers shall be provided. If it is material that is more cheaply copied, the school will make copies at the cost of the materials and labor involved.

Parents may examine the materials used in the classes or activities of their children. Arrangement to do so shall be scheduled through the principal. At the time of examination, course texts and other published materials that are of interest to the parent or guardian are to be made available. It is recognized that teacher-made handouts or newly secured items selected or made during the course may not be in possession of the teacher when materials of a particular subject are examined. There is no requirement to contact and schedule examinations of items by the parents on those items selected or made after having once met with them to show the items used. However if the parent has a ***specific*** area of concern that can be described in sufficient detail to make it practical, those kinds of materials, when secured after a parent has checked other items, will not be issued to the student of the parent or guardian without communication with the parent.

Revised: July 25, 1995

PARENTAL INSPECTION OF SEX EDUCATION CURRICULUM

In accordance with Senate Bill 1072, all curriculum and materials which will be used to teach or will be used for or in a sex education class or program which designed for the exclusive purpose of discussing sexual behavior or attitudes, or any test, survey or questionnaire whose primary purpose is to elicit responses or sexual behavior or attitudes shall be available through the principal or his/her designee for inspection by parents and guardians of the student who will be involved in the class, program or test, survey or questionnaire. Such curriculum, materials, classes, programs, tests, surveys or questionnaires shall have as one of its primary purposes the teaching or informing students about the practice of abstinence.

Written notification shall be given through the student parent handbook to the parents or guardians of the students involved of their right to inspect the curriculum and material and of their obligation to notify the school in writing if they do not want their child to participate in the class, program, test, survey or questionnaire. No student shall be required to participate in a sex education class or program which discusses sexual behavior or attitudes if a parent objects in writing to such participation. If the type of program referred to in this policy is part of or is taught during a credit course, a student may be required to enroll in the course but shall not be required to receive instruction in or participate in the program if a parent or guardian objects in writing.

If there are school programs offered which are designed for the exclusive purpose of discussing sexual behavior or attitudes, the superintendent or his designee shall approve prior to their use in the school all curriculum and materials which will be used for such education and any test, survey or questionnaire whose primary purpose is to elicit responses on sexual behavior or attitudes. The teacher/s involved in the class, program, testing or survey shall submit the curriculum materials, tests, or surveys to the superintendent or his designee of approval prior to their use in the classroom or school.

Revised: July 25, 1995

GUIDELINES FOR RECONSIDERATION OF MATERIALS

It is recommended that a student or his/her parent should have the right to reject the use of materials which seem incompatible with his/her values and beliefs. It is further recommended that classroom assignments provide for alternate choices of materials. However, no parent has the right to determine the reading matter for students other than his/her own children.

Any parent who wishes to request reconsideration of the use of any classroom or library resource center material in the school must take his/her request in writing on forms provided through the building principal. The completed form is to be returned to the principal. If the principal is unable to satisfy the complainant during an informal conference, he/she should refer the matter to the Review Committee. No administrator, librarian, or teacher shall agree to withdraw an item for which a request for reconsideration has been made without referring it to the Review Committee which is to determine whether the material should be withdrawn from any or all schools. If a professional staff member discovers within the library collection or the instructional materials of the school in which he or she is assigned content that may be inappropriate for students of this school, it shall be reported to the principal. On receiving the report, the principal shall convene within two weeks a committee of at least three professional staff members and the librarian. The committee, under the leadership of the principal shall determine whether to withdraw the material or restrict its use. When such a committee is formed, the principal shall notify the superintendent.

No material which has been requested for reconsideration and on reconsideration was denied removal or restriction shall be reconsidered again for a period extending through the school year it was reconsidered and one more school year.

POTEAU PUBLIC SCHOOLS INSTRUCTION	<i><u>Instructional Materials</u></i>
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The Review Committee is appointed as needed by the Superintendent. Its membership normally consists of:

Voting Members

Superintendent

Principal of a non-involved school appropriate

Library Media Specialist

Two instructional staff members -- appropriate to the level of the material

Non-Voting Members

Complainant(s)

Principal

Library Media Specialist

Instructional staff member(s) using the challenged materials
representing school which received complaint

The material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals. The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the superintendent.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent. The final decision then rests with the board of education.

Revised: July 14, 1997

EVALUATION OF THE CURRICULUM

Evaluation shall be continuous. Only through knowledge of the strengths and weaknesses of the curriculum can improvement occur. The superintendent of schools shall be responsible for the development of a program of curriculum evaluation for the district. The results shall be used for modification of methods, changes in content and new instructional offerings.

Revised: April 12, 1982

GUIDANCE PROGRAM

The Guidance Program exists to assist students who need help in some area of their life. Counselors, teachers, and administrators carry out the Guidance Program within a particular school. By establishing an emphasis on Guidance Programs, the board recognizes that all persons at times need help as they routinely pass through childhood, adolescence, and adulthood. The board supports the view that a complete education goes beyond learning subject matter. Development of all aspects of a student is important. School Guidance Programs shall help students in their educational, career, social and personal development. Guidance Programs shall assist faculty and parents in understanding normal needs and problems of individual students or groups. Guidance Programs shall include preventive elements.

Revised: June 8, 1987

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.

Adopted: September 12, 2005

Revised: April 9, 2007

PHYSICAL EDUCATION

The district shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. The goal is to promote student participation in physical activity for a healthier lifestyle. The physical education curriculum will include specific goals and objectives to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity.

All students in grades Kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty minutes required as physical education instructional minutes. The sixty (60) minutes of physical activity (with activity at a moderate or vigorous level) may include physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. The secondary schools will offer physical education as part of the class offerings to students. Students are encouraged to complete two units or sets of competencies of physical and health education.

Suitable adapted physical education shall be included as part of individual education plan for students with disabling conditions or other special needs that preclude them from participation in regular physical education activities. The school district may exclude from participation in physical education or exercise programs those students who have been placed into an in-school restriction program or are subject to an administrative disciplinary action.

Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

Adopted: October 11, 2010

CONCUSSIONS AND HEAD INJURIES

Concussions and head injuries are commonly reported injuries in contact sports. Annually, a **Concussion and Head Injury Acknowledgement and Information Sheet** shall be completed by the student athlete and his/her parent and returned to the school prior to the athlete's participation in practice or competition. The athletic director shall provide written instruction to all coaches to insure that no student athletes are allowed to participate in practice or competition prior to the receipt of a Concussion and Head Injury Information Sheet. Coaches are to assure that the school has a Concussion and Head Injury Information Sheet signed by both the student and parent prior to the student athlete's participation in practice or competition.

A student athlete who is suspected of sustaining a concussion or head injury during a practice or game shall be removed from participation at that time. Any student athlete removed from participation shall not be allowed to participate until the athlete is evaluated by a licensed health care provider trained in the evaluation and management of concussion and receives written clearance to return to participate from that health care provider. Coaches are to assure that student athletes are cleared by a licensed health care provider prior to returning to practice or competition.

Adopted: October 11, 2010