

**TABLE OF CONTENTS
INSTRUCTION**

- 601 Curriculum and Instruction
 - 601..R.1 Priority Academic Student Skills
 - 601..R.2 Goals of the Curriculum
 - 601..R.3 Curriculum Development and Authorization
 - 601..R.4 Veterans' Day and Flag Etiquette
- 602 Admission of Underage Children
- 603 Early Childhood and Kindergarten Admission and Immunizations
- 604 Class Interruptions
- 605 Homework
- 606 Grading and Report Cards
 - 606..R.1 Instructions for Grading and Report Cards
 - 606..R.2 Change of Grade Request
- 607 Promotion and Retention
 - 607..R.1 Retention
 - 607..R.2 Retention Appeal
- 608 Promotion Based on Proficiency Testing
 - 608..R.1 Proficiency-Based Promotion
- 609 Credit for Advanced Courses
- 610 High School Graduation Requirements
- 611 Honor Graduates and Academic Recognition
- 612** Alternative Education
 - 612..R.1 Guidelines for Alternative Education
 - 612..R.2 Alternative Education Program

- 613 Activities and Attendance Relating to Instruction
 - 613..R.1 Activities and Attendance
 - 613..R.2 Ten-Day Absence Rule
- 614 Evaluation and Selection of Media Center Materials
 - 614..R.2 Library/Media Center Bill of Rights
 - 614..R.3 Handling Challenges to Instructional Materials
 - 614..R.4 Request for Reconsideration of Instructional Materials
- 615 Internet Usage
 - 615.R.1 Use of the Internet
 - 615.R.2 Illegal Use of E-Mail Messaging
 - 615.R.3 Application for Use of the Internet
- 616 AIDS Education
- 617 The School and Religion
 - 617..R.1 Guidelines for Teaching about Religion
- 618 Gifted Student Program
- 619 Title I: Parent-Teacher Relations
- 620 Guidance and Counseling Services
- 621 Health Services
- 622 Copyrights
 - 622..R.1 Use of Copyrights
 - 622..R.2 Guidelines for Use of Copyrights
 - 622..R.3 Equipment Notices and Requests for Use of Copyrights
- 623 Indian Policies and Procedures
- 624 Internet Instruction as an Alternative to Classroom Instruction
- 625 Extended School Year

CURRICULUM AND INSTRUCTION

School Hours

Pursuant to 70 O.S. Section 1-109, the Board of Education has adopted the following school-hours policy:

1. School shall actually be in session and classroom instruction offered for not less than one thousand eighty (1080) hours each school year.
2. The District shall notify the State Board of Education of this policy prior to September 15th of the applicable school year.

The Education Mission

Ringwood Board of Education is responsible on behalf of the people of this district to establish, maintain and continually improve the public schools. As the designee to implement this mandate, the board acts in a regulatory and service capacity through the superintendent of schools.

Planning

The instructional program of Ringwood Public Schools, therefore, will be designed to impart the knowledge and skills essential to function successfully in a republic. It will be so designed to allow each student to progress in accordance with his or her individual development. The curriculum shall be broad in scope and shall provide a wide range in student rate, readiness, and potential for learning through a balanced program of skills and knowledge. Instruction is to be based on the implementation of activities that enable each student to achieve the goals and objectives of the curriculum. Learning activities within the instructional process should be so designed to assist students in achieving the Priority Academic Student Skills and Common Core State Standards as outlined by the Oklahoma State Department of Education.

Evaluation

Ringwood School District shall develop a site improvement plan that focuses on instructional assessments, which will be used to initiate program improvements and curricular changes. That plan shall become part of the Overall Improvement Plan of the school district. The curriculum shall be developed, evaluated, and revised by the professional staff; however, the community and the students shall be involved whenever feasible.

References: "Curriculum and Instruction," Accreditation Standards, State Department of Education, February, 2002, pp. 23-29; HB 1864 (2009)
See also policies 102, 103 and 104

601..R.1

**REGULATION
PRIORITY ACADEMIC STUDENT SKILLS**

In accordance with Oklahoma law, the curriculum of Ringwood School District will assist students in developing skills in the following:

1. Reading
2. Writing
3. Speaking
4. Listening
5. Computing
6. Quantitative and spatial thinking
7. Critical thinking

Students must, therefore, demonstrate competency in the Priority Academic Student Skills in the following core curricular areas:

1. Social studies
2. Language arts (reading, writing, listening, speaking and literature)
3. Languages (foreign, Native American and/or American Sign Language)
4. The Arts (visual art and general music)
5. Mathematics
6. Science

REGULATION

GOALS OF THE CURRICULUM

625 Students

Students will be provided with appropriate educational opportunities. The number of students at risk should be reduced. Indicators are

1. After identifying students with special needs and establishing intervention programs, the graduation rate should reach 90% (from entrance into secondary school) with significant gains for those special needs groups.
2. A system of identification, intervention and assurance of progress of “at-risk and potential dropout” students will be effectively activated.
3. There will be a substantial increase in the number of students who graduate and successfully obtain employment or pursue post-secondary education.

Curriculum and Instruction

A responsive curricula and effective instruction will be provided to meet increasing demands and expectations of society for our students. Indicators are

1. We focus instruction on the needs of each individual student at all levels within the framework of an integrated curriculum.
2. All programs within the curriculum will provide for balanced student development in mental and physical areas with an emphasis on preserving and developing each child’s self-esteem and self-worth.
3. Students will achieve an increased level of responsibility for their own learning as they progress through the grades.
4. An accreditation plan will be implemented to assure equality in the quality of results-oriented instruction for all students. The plan will include a component supported by a state plan for improving low-performing schools.
5. All programs in the schools will emphasize teamwork and cooperation in a competitive world environment.
6. The K-12 curriculum will establish acceptable standards for reading, thinking, communicating and exercising self-discipline as a responsible and productive citizen appropriate to each student’s educational level.

7. Each level of the K-12 curriculum builds on higher order thinking skills.
8. The district will recruit and employ teachers and administrators of measurably high quality as a direct result of improvements in teacher education, teacher testing, and teacher evaluation.

626 Student Achievement

Students of Ringwood School District should rank in the upper levels of achievement in knowledge and skills in state and national comparisons. Indicators are

1. Students will consistently maintain above-average scores on the Oklahoma Testing Program and ACT.
2. All students should attain measurable proficiency in learning skills appropriate for their grade level and ability.
3. All students should master the essential elements of the core curriculum at their appropriate grade levels.
4. All students should demonstrate continued progress in all academic areas as measured over a three- year period by some testing procedure.
5. All students should experience preparation for life-long learning, productivity and service as evidenced by self-directed learning activities, practical application of learning, and service to others.
6. A majority of the students should develop measurable proficiency in social human relationships and bilingual skills. In addition, students should develop academic skills to be functional, productive citizens in the local community, state, nation and world at the level they choose.

627 Social Restructuring

Ringwood Public Schools should be noted statewide for its excellence in educational programs and the production of outstanding graduates. Indicators are

1. The district should achieve established performance criteria through an approved system of innovative restructuring.
2. Productive incentives shall be in place to validate and achieve established performance goals.

3. The district shall be successfully evaluated based on developed and state- approved indicators of excellence and effectiveness.
4. The district shall develop and implement a system of cooperative decision making that focuses on improvement in teaching and learning, and achieves success in student outcomes.

628 Financial Resources

Each year the board will develop a budget that will allow for long-term commitment to the improvement of learning. A balance of spending will be to cover all curriculum areas.

Public Support

The board will plan, develop and implement strategies for generating public support aimed at strengthening families and the community and increasing individual opportunities. Indicators are

1. The board will solicit support and involvement from the community, parents and business groups.
2. The district will encourage public support in maintaining and improving all programs and services in the schools through volunteers, committee structures and cooperative arrangements.
3. The district will use high-impact communications and media to show progress in meeting the curriculum goals.

REGULATION

CURRICULUM DEVELOPMENT AND AUTHORIZATION

The Ringwood Board of Education approves a curriculum that is developed in an orderly manner to insure the needs of students and the community are being met.

Staff members who wish to present material and/or topics, which appear to have the potential to be controversial to a patron or a student, should receive permission from the building principal prior to making the presentation.

If a patron or student finds a portion of the curriculum material or content to be objectionable, he/she may voice that objection.

1. The building principal will attempt to resolve the matter at that decision level.
2. If the issue cannot be resolved at the building level, the patron may file a written request for review of material with the superintendent. The superintendent will review the material and may seek the aid of others in making a decision. Such decision will be written and will be forwarded to the patron.
3. If the patron is not satisfied with the decision, he/she may make a written appeal to the board of education. The board will consider the appeal at a regularly scheduled board meeting.

REGULATION

VETERANS' DAY AND FLAG ETIQUETTE

629 Veterans' Day

The district shall observe with an appropriate program in at least one class period honoring American veterans on Veterans' Day each year.

Flag Etiquette

Instruction in the history and etiquette relating to the United States flag shall be given in one or more grades of the district.

Students are authorized to recite the Pledge of Allegiance at the beginning of each school day. However, students not wishing to participate shall not be required to do so. The district shall post a sign to this effect at each school site.

**ADMISSION
OF UNDERAGE CHILDREN**

It is the policy of Ringwood School Board, in compliance with state law, that the district shall not allow underage children to enroll in either kindergarten or early childhood programs.

Therefore, in order to enroll in an early childhood program, when offered, a child must be four years old on or before September 1 of the school year. In order to enroll in kindergarten, a child must be five years old on or before September 1 of the school year.

Reference: 70 O.S. 1-114 (Section 15, School Laws of Oklahoma)
HB 1657, 1998 Legislative Session
HB 1595, 1999 Legislative Session

**EARLY CHILDHOOD AND
KINDERGARTEN ADMISSION AND IMMUNIZATIONS**

No child shall be admitted to an early childhood program or kindergarten in Ringwood Public Schools unless such child can present certification from a licensed physician or other authorized individual that such child has received, or is in the process of receiving, immunizations against diseases. For a specific list see current student handbook.

Students may be exempt from such immunization requirements if a parent objects on the basis of medical, religious or personal reasons. Such parents shall provide a written request for such exemptions, stating the reason such exemption is requested. The written request will be provided to the principal of the respective school.

Students who are not residents and who have been legally transferred to this school district shall have the same benefits and requirements as legal residents of the district.

Reference: 70 O.S. 1210.191-192 (Sections 812-813, School Laws of Oklahoma)

SB 1239, 1998 Legislative Session

SB 1409, 1998 Legislative Session

SB 887, 1998 Legislative Session

Oklahoma State Department of Education, letter, July 6, 1998

Oklahoma State Department of Health, letter, March 26, 1998

Note: Beginning in 1999, the Hepatitis A requirement also applied to 7th and 8th graders, with the requirement moving up one grade for each ensuing year. In 2004, the Hepatitis A requirement shall apply to all students. Small pox has been eliminated from the list of required immunizations.

CLASS INTERRUPTIONS

Ringwood Board of Education believes strongly that the educational material presented in the classroom is the most important ingredient of a student's school day. It also believes that many education support services that may interrupt a class period could be accomplished better at another time or place.

Ringwood Public Schools value the learning experiences that take place in the classroom environment. Frequent interruptions of the learning environment tend to disrupt the continuity of the instructional process and the time lost from class is irretrievable. Therefore, it shall be the policy of the district to limit classroom interruptions as much as possible to those instances when it is necessary to intrude for administrative purposes or to communicate school-related information and approved announcements to the general faculty and student population.

The board supports the concept that all class interruptions should be kept to a minimum. The superintendent and the principals should monitor such interruptions to determine that they are necessary, brief, and infrequent.

Unless approved by the building administrator, students will not be called from class to receive non-emergency messages and notices. School personnel will not accept unapproved deliveries for students at school.

GRADING AND REPORT CARDS

Ringwood Board of Education believes that a thorough, well-documented and accurate system of grading will result in more accurate and more equitable grades among students. Relative consistency among the staff in grading practices is desirable.

Parents or guardians will be given progress reports and report cards on a timely schedule, as dictated by school policy as outlined in student handbooks and official board calendar.. Additional teacher reports are encouraged when the teacher believes such report would be to the benefit of the student.

HOMEWORK

Ringwood Board of Education defines homework as a responsibility that the student undertakes independently, whether at home or outside of class periods in the school. The board further believes that any homework given should be to supplement, complement and reinforce classroom teaching and learning.

The homework assignment should be left to the discretion of the individual teacher. Certain classes will require more frequent homework than others. Students are expected to complete homework assignments.

**REGULATION
INSTRUCTIONS FOR GRADING AND REPORT CARDS**

Grading

All teachers in grades PK through 6 are required to use the following system of grading.

90 - 100	= A	59 and below	= F
80 - 89	= B	Satisfactory	= S
70 - 79	= C	Unsatisfactory	= U
60 - 69	= D	Incomplete	= I

Makeup work must be completed by the end of the next grading period or as agreed upon by the student, the teacher and the principal. I's will not be recorded for a semester unless approved by the principal. All term papers, book reports, class assignments and other graded items must be turned in before credit can be allowed, regardless of the grade. The grade issued at the end of each semester reflects the student's work for the entire semester. Credit will be awarded to a student who has been in attendance the required days and completed the required work successfully.

If a student does not complete the work necessary to fulfill the requirements of a class by the end of the next grading period, the student will automatically receive an "F" that will be averaged in to determine whether or not she/he will receive credit for the course.

630 Teacher Grading Systems

All grading systems will be on file in the office of the principal. The grading scale will be written with an explanation of how a student's grade is figured and will include examples.

Tests

Testing procedures are covered in site student handbooks.

Deficiency Reports

Teachers will prepare a deficiency report and/or contact for each student who is not performing at an acceptable level (grade of D or F) or is not performing at a level that he/she is capable of obtaining. These reports and/or contacts to parents can be made anytime during a nine-weeks grading period by phone, written letter or by computer.

The purpose of the deficiency report is to notify parents of a potential problem that exists through each grading period. However, there is no assurance that a problem may not develop if no deficiency report is completed and mailed. It is foreseeable that a student, as a result of doing failing work during the latter part of a grading period may fail. Parents are encouraged to contact the counselor's office or the student's teacher for progress reports.

Report Cards

As a means of communicating with parents, report cards shall be issued at the end of each nine week period.

Excess Absences

Students with excessive absences will be subject to failure of classes. A request to appeal may be filed with the principal and reviewed with the superintendent for final determination. Specific information on absences is contained in the site student handbooks.

**REGULATION
REQUEST FOR GRADE CHANGE**

Ringwood Board of Education is legally responsible for ensuring proper assignment and recording of letter grades for course work performed by students. This responsibility is initially delegated to the professional personnel assigned to conduct instructional activities.

A student and/or parents or legal guardian and the administration have the right to request a review and reconsideration of an assigned letter grade. A request for a reconsideration of an assigned grade by a student or parent must be made in writing on forms provided through the building principal.

Upon receipt of a written request for reconsideration of an assigned letter grade, the principal will notify the teacher involved and schedule a hearing to resolve the matter. The teacher shall have the opportunity to be present at all hearings and appeals involving reconsideration of an assigned letter grade.

If a request for reconsideration of an assigned grade is initiated by the school administration, the teacher shall have the opportunity to respond prior to any administrative action.

Following the hearing and/or teacher conference, the building administrator shall render a decision and communicate the decision in writing to the parties involved.

If the teacher involved is unavailable or is no longer an employee of the school district, the principal shall consult the office of the superintendent, and the decision shall be made in the teacher's absence.

In the event that either party does not accept the decision of the building administrator, he/she may appeal to the superintendent of schools and then to the board of education. The decision of the board of education shall be final.

PROMOTION AND RETENTION

The decision of whether to promote a student to the next grade or to retain him or her in the current grade is a decision that Ringwood Board of Education considers to be very important. Additionally, whether a student passes or fails an individual class is also important. Therefore, the process to make final determination of such situations shall be as follows:

Students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students generally spending one school year in each grade. However, retention may be considered in the following situation:

1. The student is in grade K-3, or, on rare occasions, when the student is in grades 4-8.
2. The student is achieving significantly below expected grade-level performance.
3. The student has not been previously retained.

When retention is considered for any third-grade student due to a reading deficiency pursuant to the Reading Sufficiency Act (as referenced in HB 2878 of the 1998 Legislative Session), the parent or guardian of the student shall be included in the retention consideration.

Teachers and administrators are expected to adhere to the district's retention procedural guidelines when considering retention as an educational recommendation. Procedural guidelines will be reviewed annually to ascertain efficiency and applicability.

Reference: HB 1056, 1995 Session
70 O.S. 24-114.1 (Section 504, School Laws of Oklahoma)
631 HB 2878, 1998 Legislative Session

**REGULATION
RETENTION**

Retention considerations should take place in a timely manner. Retention discussions regarding identified special education students will include the special education director.

Step One: As early as possible in the second semester of the school year, the teacher shall confer with the principal and other staff members involved with the student, such as the student's special teachers and/or counselor. A profile of the student is compiled by these individuals (hereafter referred to as the team). The profile may include the review of the student's cumulative record, health data, special referrals, testing, work samples, and/or classroom observation/documentation (Form 1, Part A).

Step Two: Following the team's review, the parent or guardian shall be invited to a meeting with the teachers and/or other appropriate staff members. An explanation to the parent that the child is experiencing difficulty in school and a discussion of how classroom performance relates to the possibility of retention will take place. Intervention strategies will be established at this meeting. In the event that attempts to involve the parent or guardian in the conference are unsuccessful, school personnel will conduct the meeting and inform the parent or guardian of the intervention strategies (Form 2).

Step Three: By the end of the fifth week of the fourth quarter and prior to another meeting with the parents, the school team will review the progress made by the student. The school team will formulate a recommendation regarding retention/promotion (Form 1, Part B).

Step Four: A grade placement conference with the parent or guardian will then take place to review the student's progress. At this time a final decision regarding retention shall be made. In the event that attempts to involve the parent or guardian in the conference have been unsuccessful, school personnel will conduct the meeting and inform the parent or guardian of the decision.

Step Five: The retention recommendation may be appealed following the district's appeal process.

**REGULATION
RETENTION APPEAL**

Whenever a school team (See Regulation 1) recommends that a student be retained at the present grade level, the parent or guardian may appeal the decision to the principal within ten calendar days. The principal will review testimony and documentation and communicate a decision in writing to the parent or guardian within ten calendar days.

The parent or guardian may appeal the principal's decision to the superintendent within ten calendar days of receipt of the written decision. The superintendent shall review the previous decision and consider new information. The superintendent shall communicate a decision in writing to the parent or guardian within ten calendar days.

The parent or guardian may appeal the superintendent's decision to the Ringwood Board of Education by requesting placement on the agenda of the next regularly scheduled meeting of the board, or a special meeting called for that purpose. The board shall review the previous decisions and consider additional information. The decision of the board shall be final. The parent or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student, stating the reason(s) for disagreeing with the decision of the board.

If the parent or guardian supports retention of the child and the final decision of the school district is to promote, the decision of the board is also final. However, the parent or guardian would have the same appeal rights and procedures as with a retention decision.

Failure in any step of this procedure to appeal to the next level within the specified time limits shall be deemed to be acceptance of the decision at that level. Failure to communicate the decision at any step of this procedure within the specified time limits shall permit the parent or guardian to proceed to the next level. Time limits at any level may be extended by mutual agreement, and such agreement shall be in writing.

PROMOTION BASED ON PROFICIENCY TESTING

Ringwood Board of Education approves of promotion based on proficiency. Upon the request of a student, parent, guardian or teacher, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.

Ringwood Board of Education will comply with all state laws and State Department of Education regulations concerning promotion options based on attainment of desired levels of competencies. In accordance with the State Board of Education's regulations, the opportunity for proficiency-based promotion will be provided to all students at least two times during the school year. Therefore, based on tests pursuant to Section 1210.508 of state law and State Board of Education regulations, a student may attain high school graduation regardless of course credits earned.

This system awards credit for a student's knowledge in core curriculum areas, i.e., social studies, language arts, the arts, language, mathematics, and science, through an assessment process. All students K-12 are eligible for proficiency-based promotion if they perform at the 90% level on designated assessments. Students will be given credit for their knowledge and will be given the opportunity to advance to the next level in the appropriate curriculum area. Students must progress through a curriculum area in a sequential manner.

References: 70 O.S. 11-103.6 (Section 244, School Laws of Oklahoma)
Standards for Accreditation of Oklahoma Schools, State Department of
Education, February, 2002, pp. 171-172

**REGULATION
PROFICIENCY-BASED PROMOTION**

Upon request of a student, parent or guardian, a student will be given the opportunity to demonstrate proficiency in learner outcomes or competencies. A proficiency will be demonstrated by criterion-referenced test.

High-school students, middle-school students, and even elementary students may demonstrate proficiency in the state competencies for the 9-12 curriculum areas. Proficiency will be entered on the student's transcript and will count toward meeting graduation requirements. Credits earned in this manner will be transferable among school districts in Oklahoma.

Proficiency in all laboratory sciences will require that students are able to perform relevant laboratory techniques.

The decision to move students to the next level of study in the appropriate curriculum area requires, first, that the student demonstrate proficiency in a set of competencies at the 90% level. In addition, this decision will take into consideration such factors as social, emotional, physical, and mental growth.

According to state law, there will be two testing periods. The first will be during the first week of August. The second will begin on the second Monday in April. At least two weeks before the testing period, school officials must be notified in writing which test or tests a student intends to take.

Ringwood Board of Education believes that an important part of the educational process is the encouragement of students to strive for their intellectual limits.

High School Courses and Credits

Please refer to the HS Handbook

Advanced Placement

The advanced placement program allows qualified students to receive dual credit for a specific class. These classes are designed to have the academic rigors of a college class, and the instructors have received specialized training in the areas being taught. The grading scale for these classes will be as follows.

A – 5 points B- 4 points C – 3 points

Students in danger of receiving a grade lower than a “C” will be removed from the class and will receive no credit.

There will be an end of the year exam for each of these classes. Students who wish to receive college credit may take the test. There will be a fee. If the score is high enough, dual credit (high school and college) will be received. Regardless of the score, high school credit will be given.

Concurrent College Enrollment

As an additional opportunity, and in compliance with state law, the board will approve the enrollment of high-school students in college courses. An eleventh-grade student or a twelfth-grade student with administrative approval may enroll concurrently in high-school and college courses. The District shall issue academic credit to a student for any concurrently enrolled higher education courses that are correlated with a course provided by the school district. If there is no correlation between the higher ed course and a course provided by the school district, the credit shall be transcribed as elective credit. See student handbook for further guidance and restrictions.

632 Video Concurrent Enrollment

College classes will be scheduled through the video teleconference room. Students who

qualify to enter under the conditions of the university that is sending the class may receive college credit for that class. Students from a nearby school and members of our community may take one of the classes. There will be a nominal usage fee.

Proficiency-based Promotion

This board will provide opportunities for proficiency-based promotion, and will disseminate materials explaining the opportunities available to students and parents each year.

Reference: 70 O.S. 1210.701-702 (Section 919.1 and 919.2, School Laws of Oklahoma)
SB 1392, 2000 Legislative Session, SB 290, 2009 Legislative Session

Note: Acceptable ACT or SAT scores for concurrent college enrollment is as follows:

- | | | |
|-------------|-----------------------------------|------------------------|
| 1. Seniors: | <i>Comprehensive Universities</i> | <i>75th Percentile</i> |
| | <i>Regional Universities</i> | <i>62nd Percentile</i> |
| | <i>Two-year Colleges</i> | <i>46th Percentile</i> |
| 2. Juniors | <i>All Schools</i> | <i>90th Percentile</i> |

HIGH SCHOOL GRADUATION REQUIREMENTS

All students must fulfill Ringwood Board of Education requirements to be eligible for a diploma from Ringwood High School as outlined in the Ringwood HS Student Handbook. However, students who need no more than one unit to graduate may participate in graduation exercises if proper provisions are made with the high school principal for completion. The student's diploma will be withheld until this requirement has been fulfilled.

This policy includes the requirements of the Oklahoma State Department of Education for school accreditation. Any variance to these requirements must meet state laws or regulations.

References: HB 1759, Section 1, 1999 Legislative Session
HB 2728, 2000 Legislative Session
Standards of Accreditation of Oklahoma Schools, State Department of
Education, 2002, pp. 27-29

HONOR GRADUATES AND ACADEMIC RECOGNITION

Ringwood Board of Education understands the importance of recognizing and honoring students who do well academically. To be considered for the distinction of being named the valedictorian, salutatorian or one of the “top 10% students” for the senior class, a student must meet the standards outlined in the Ringwood HS Student Handbook.

Valedictorian

Rules for identifying the valedictorian and salutatorian are outlined in the Ringwood High School Handbook.

State Honor Society

The top 10% of the student body making the highest average during the previous two semesters are nominated to the state honor society. Students must be working at or above the grade level to be considered.

Honor Roll

Superintendent's honor roll will be composed of all full-time students with no grade lower than an "A". The principal's honor roll will be composed of all full-time students with a "B" average. One grade of "C" will be permitted.

Academic Achievement Certificates

Students may receive certificates of achievement for academic performance at the discretion of their teachers.

ALTERNATIVE EDUCATION

As evidence of its beliefs that all children can learn and that all students should have an equal opportunity to reach his or her full potential, Ringwood Board of Education gives its full support to alternative education programs.

Ringwood School District is a member of the alternative education cooperative with other schools in the surrounding area. The cooperative provides an alternative education program for at-risk or high-challenged students.

References: State Department of Education materials, 1996.

HB 2692, Section 44, 1996 Legislative Session

70 O.S. 1210.563 (Section 911, School Laws of Oklahoma)

HB 2647, Section 11, 1996 Legislative Session

HB 1458, 1997 Legislative Session

HB 1284, 1999 Legislative Session

**REGULATION
GUIDELINES FOR ALTERNATIVE EDUCATION**

The alternative education program of this district shall

1. Allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth.
7. Provide courses that meet the curricula standards adopted by the State Board of Education and remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each child in the program;
12. Offer life skills instruction;
13. Provide opportunities for arts education to students, including Artists in Residence programs coordinated through the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;

16. Be appropriately designed to serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education.

Reference: This criteria for alternative education programs is a part of HB 1458, 1997
Legislative Session

REGULATION ALTERNATIVE EDUCATION PROGRAM

The alternative education program of Ringwood School District will be a school day program for sixth through twelfth grades. It will meet from 8:30 AM to 1:30 PM. A single teacher will be designated as lead teacher. This teacher will have duties of maintaining necessary records, overseeing, discipline and coordinating student programs as well as teaching duties. At this time no further teachers are required.

The students will attend class as assigned. During this time the students will complete assignments that will allow each student to return to the regular school program successfully. Each of the students in the alternative program will complete with a counselor a program of studies, which will allow the student to graduate.

Targeted Population

The targeted population for the alternative school is students who have one or more of the following characteristics.

1. Grades that consistently indicate continuous underachievement
2. Students who have been retained for one or more years
3. Students who have been a school dropout or have had excessive absences during the school year
4. Students whose behavior has negative impact on their own or others' learning
5. Students who have been determined to be high risk for school failure by school staff familiar with the student's health, social, or family status, as these influences may be impairing the student's success in school. Influences may include, but are not limited to, evidence of physical abuse, delinquent behavior, attempted suicide, or drug or alcohol abuse.

Alternative Education Goals

1. 90% of the middle school students and high school students will successfully transition back into the school community.
2. All students will participate in counseling and social skill development designed to promote reentry into a standard middle school or high school program. The purpose of this objective will be considered met if 90% of the participants are able to return to a standard school with no major (suspendable) and no more than one minor (defined as not

requiring a suspension) behavioral referral in a nine-week

612..R.2
2 of 3 pages

period. Behavioral records will be used to measure the success of this objective.

3. All students will complete curricular units at a minimum of 70% accuracy rate. Student grades will be used to measure the success of this objective.
4. All students, upon returning to a standard middle school or high school program will participate in a counseling/mentoring program which will emphasize maintaining a high level of achievement. This objective will be considered met if 90% of the students maintain a C or greater grade average. Student grades will be used to determine the success of this objective.
5. All students upon returning to the standard middle school or high school will participate in a counseling/mentoring program designed to promote a successful social/behavioral reentry into the standard high school or middle school program. 90% of the students participating in this program will be active in one extracurricular activity and maintain a behavior record with no suspendable offenses and no more than one non suspendable offense in a nine weeks period.

Teachers who are chosen for this program will be those who have a record of successful work with students at risk for school failure. Only those with references indicating success with students at risk for school failure will be chosen.

Intake and Screening Process

Students will be referred to the alternative program by the middle school or high school principal. Documentation of the student's attendance, behavior, grades, and relevant socio-cultural information will be assembled. Each student and his parents will participate in an interview with an "intake" committee. The committee will determine whether the student should be permitted to attend the alternative program.

Following acceptance into the program the student will meet with the school counselor and develop a written plan leading to graduation. The student will also meet the alternative school lead teacher to complete a behavior and work expectation contract before beginning the alternative school program.

The Alternative School Committee

The committee will consist of the high school or middle school principal, one of the student's teachers, the middle school or high school counselor and an alternative school teacher.

The Alternative School Program

1. The students will receive individualized instruction.
2. Student to teacher ratio will be a 10 to 1 for middle school and 15 to 1 for high school students.
3. Students will complete individual curriculum units, which they would have completed if they had continued in the general education setting.
4. The units will not be self-paced.
5. The students will be required to complete all work within a specified time.
6. Group counseling will occur during class time.
7. Counseling will be scheduled every two weeks.
8. Individual counseling will be provided, but scheduled before class time.
9. A school counselor, psychologist or community counselor will provide counseling. The counselors need not have school counselor certification, however, they must be qualified counselors, either licensed by the state or as a community counselor or certified as a school counselor.
10. All students in the Alternative School Program must participate in group counseling. Individual counseling is an option.
11. If students need social services, counselors will assist the students in obtaining these services.
12. Life skills will be taught as a part of the counseling program. This will be taught two times each month. The skill, which will be concentrated on, is working with others. Students will learn how to question, say "no", and get others to listen to their concerns without conflict. No credit will be given for this program.
13. Arts education will be a part of the curriculum for students who are enrolled in those subjects within the regular school.
14. The building principal has the right to modify a child's alternative education program if a student's needs can better be met with the modification.

**ACTIVITIES AND ATTENDANCE
RELATING TO INSTRUCTION**

Ringwood Board of Education believes that class attendance is a key factor in student achievement and that absences from class represent a loss of educational opportunity. However, the board also believes that the extra-curricular programs of the school district and coordinated field trips that enhance instruction have value as well. Such activities should be encouraged for the development of well-rounded citizens.

The board shall support extra-curricular activities and approved field trips and at the same time direct administrators and teachers to minimize absenteeism from regular classes in providing students with such opportunities.

The board expects to ensure that the educational program will be protected from student activities of questionable educational value. The principal shall determine participation based on the contribution made by the activity to the school's educational goals.

Student and staff involvement shall be maintained in the formation, organization, chartering, regulating and funding of the activities in the program.

Refer to high school handbook for specific guidelines.

**REGULATION
ACTIVITIES AND ATTENDANCE**

The principal of each school is responsible for clearing all field trips or activity trips before plans are made. Clearance is obtained by the following procedure:

1. A teacher or sponsor first presents a proposal to the principal.
2. All requests should be made at least two weeks before the event.
3. Major field trips and excursions must be approved far enough in advance for proper consideration, approval and preparation.
4. Out-of-state and overnight field trips must be approved by Ringwood Board of Education and must be submitted for approval at least one month prior to the planned activity.
5. It is the responsibility of the faculty sponsor to make arrangements for transportation.
6. Frequently occurring trips, such as athletic trips or regularly scheduled events, need approval only at the beginning of the year. However, proper preparation should be made for each trip.
7. Field trips are to be limited primarily to those points of educational interests within this area.
8. The activity bus for athletic trips must have a minimum of one faculty sponsor.
9. Teachers are cautioned to inform students that trips are not final until approved by the principal. Active preparation should not begin until this approval is obtained.

Pupils under the supervision of teachers and with proper evidence of parental permission may make reasonable direct community contacts as part of the educational experience. Trips and excursions are to be undertaken only after approval of the principal has been given, proper arrangements with the community agency have been finalized, and arrangements for supervision and transportation of pupils completed.

**REGULATION
TEN-DAY ABSENCE RULING**

Regulations concerning attendance and activities in Ringwood School District are designed to aid students so that maximum learning can occur. Consistent classroom attendance assists students in developing strong work habits, responsibility and self-discipline. The goal of the board of education is to facilitate a balanced education for each student. With this in mind, the following attendance/activities regulations have been established.

1. The principals, as directed by the board and the superintendent, shall annually review the scheduling of activities so that minimal interruptions occur in the instructional program of a student.
2. The maximum number of absences for activities that removes the student from the classroom shall be ten (10) for any one class period in the school year. State and national levels of school-sponsored contests are excluded. The criteria for participating in such contests must be submitted in writing by local school sponsors and approved by the board.
3. The board shall approve an internal Activities Review Committee for the junior high school and the high school at the beginning of the school year. The names of the members of the committee are to be included in the student handbooks that are approved annually by the board.
4. The superintendent or his/her designee shall be responsible for maintaining an addendum to the attendance records that apply to this regulation.
5. If a parent or a student feels that a miscalculation of absences has occurred, a complaint may be registered. To register a complaint, a signed, written complaint shall first be filed with the superintendent. If it is not resolved, the complaint shall be filed with the board for final determination.

**REGULATION
EVALUATION AND SELECTION
OF LIBRARY/MEDIA MATERIALS**

School library materials shall be selected in accordance with the following principles.

1. Instructional materials shall be chosen on the basis of interest and teaching value for students. Material shall not be excluded because of race, nationality, religion or political views of the writer.
2. Where practical, materials shall be selected which present various points of view concerning contemporary problems and issues.
3. Books and other materials shall not be removed or banned solely because of partisan or doctrinal disapproval.
4. The following factors shall be considered in the selection of library materials:
 - a. Selections shall be made for, and in accordance with, the different maturity levels of the students.
 - b. Materials shall be selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the students.
 - c. In the selection of library materials, professionally recognized reviewing tools such as standard catalogs shall be used. When possible, audio visual materials shall be previewed before purchase or ordered with return privilege guaranteed.
 - d. The following specific criteria shall be considered:
 - * The overall purpose of the material and how well that purpose is accomplished.
 - * Reputation and significance of the author.
 - * Timeliness and permanence of the material.
 - * Importance of the subject matter to the collection.
 - * Accuracy of the material.
 - * Reputation and standards of the publisher or producer.

- * Readability and reader appeal.
 - * Quality of writing and illustration.
 - * Appearance of the title in material selection aids.
 - * Price.
5. Nonfiction material dealing with subjects of criticism shall receive the same careful consideration as all other materials, including the following:
- a. Religion: Factual unbiased materials that represent all major religions may be included in the library collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value.
 - b. Science: Medical and scientific materials shall be made available.
6. Gift books and other materials shall be accepted with the understanding that they must meet the same selection criteria as materials purchased with school funds. Gift books and other materials become the property of the school and may be used or disposed of in any manner Ringwood School District deems appropriate.

Evaluation of the Collection

1. Duplication of books and materials will be determined by need. A variety of different titles is preferred to duplicate copies of a single title.
2. "Weeding" is a process of replacing or discarding worn, out-of-date, or no longer useful materials.
3. Inventory shall be taken regularly, at least once each year.
4. Sets of materials and materials acquired by subscription are examined carefully and are purchased only to full a definite need.

References: Guidelines for Reconsideration of Library Materials
Library Bill of Rights
Request for Reconsideration of Educational Material, American Association
of School Librarians

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REGULATION
LIBRARY/MEDIA CENTER BILL OF RIGHTS

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

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

Reference: Adopted June 18, 1948. Amended February 2, 1981, June 27, 1967, and January 23, 1980, by the ALA Council

REGULATION**PROCEDURES FOR HANDLING CHALLENGES
OF INSTRUCTIONAL MATERIALS**

The review of questioned materials will be treated objectively, unemotionally, and as an important routine action. Every effort will be made to consider objections, keeping in mind the best interests of the students, the school, the curriculum, and the community.

A student an/or a parent has the right to reject the use of library resources that seem incompatible with his/her values and beliefs. Classroom assignments involving library resource materials shall provide for alternative choices. However, no parent or student has the right to determine reading matter for other students.

Since differences of opinion do exist in our society, the board will allow the review of allegedly inappropriate materials through an established procedure. The following procedure shall be observed to recognize those differences in an impartial and factual manner.

1. All criticism shall be presented in writing to the building principal, who will forward a copy to the school librarian. The Request for Reconsideration form (approved by the American Library Association) shall be used. This form shall be located at the building principal's office.
2. The material in question will be withdrawn from circulation until it is read and discussed by a library committee, which will be convened by the principal and the librarian. This committee shall consist of a member of the teaching faculty of the school, a member of the superintendent's staff, the school principal, the school librarian, and a member of the board of education.
3. The committee will review the questioned material and all critical evaluations available. The committee will consult authoritative list of general acceptance of the material in light of the selection policies of the school district. A thorough review of questioned materials shall be treated objectively. Passages shall not be taken out of context, and material shall be evaluated as an entity.
4. The principal and the librarian and the faculty shall implement the final decision of the committee.
5. The complainant shall be sent a copy of the evaluating report and decision.
6. In the event that the complainant does not accept the decision of the review committee, he/she may appeal to Ringwood Board of Education through the principal. The final decision then rests with the board. The complainant will be notified by mail of the board's decision.

7. Once an item has been challenged, reviewed and justified by the review committee and the board and another challenge is raised against it within a five-year period, the complaint may be dismissed without a hearing.

**REGULATION
REQUEST FOR RECONSIDERATION
OF INSTRUCTIONAL MATERIALS**

**Ringwood Public Schools
Request for Reconsideration of Instructional Materials**

Author _____ Type of material _____

Title _____

Publisher (if known) _____

Request initiated by _____ Date _____

Telephone _____ Address _____

City/State _____ Zip Code _____

Complainant represents: _____ Self
_____ Other group (identify) _____

1. To what do you object? Please be specific. Cite pages or item. _____

2. What do you feel might be the result of using this material? _____

3. For what age group would you recommend it? _____

4. Is there anything good about it? _____

5. a. Did you read the entire book? _____ What parts? _____

b. Did you view and/or listen to the entire material? _____
If not, what parts did you examine? _____

6. Are you aware of professional evaluations of this material? _____

7. What do you believe is its purpose or theme? _____

8. What would you like your school to do about this material? _____

_____ Do not assign it to my child

_____ Withdraw it from all students as well as from my child

9. What would you recommend to replace it? _____

Date _____ Signature of Complainant _____

INTERNET USAGE

Internet access is now available to students and teachers in Ringwood Public School District. The Internet offers vast, diverse and unique resources to both students and teachers. The goal in providing the service to teachers and students is to promote educational excellence in the Oklahoma Public Schools by facilitating resource sharing, innovation, motivation, collaboration and communication, self-directed learning, personalized instruction and research.

Terms and Conditions

Internet is an electronic highway connecting thousands of computers all over the world and millions of individual subscribers. Students and teachers will have access to the following:

1. Electronic mail communication with people the world over.
2. Information and news.
3. Public domain software and shareware of all types.
4. Topics ranging from diverse cultures, to the environment, to music, to politics.
5. Access to many university catalogs.

Access to the Internet will enable students to explore thousands of libraries, databases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people.

Ringwood School District and the Oklahoma State Department of Education (SDE) have taken available precautions to restrict access to controversial materials. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities in collaboration, exceed any disadvantages. Ultimately, parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. To that end, Ringwood Public Schools support and respect each family's right to decide whether or not to apply for access.

The smooth operation of the network relies upon the proper conduct of the end users who must adhere to strict guidelines. These guidelines are provided so that you are aware of the responsibilities you are about to acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a district user violates any of these provisions, his or her access will be terminated and future access could be denied. A signature on the Internet User's Form is legally binding and indicates the party who

signed has read the terms and conditions carefully and understands their significance.

Internet Safety Regulations

The District shall endeavor to:

1. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
2. Prevent unauthorized access and other unlawful online activity;
3. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
4. Comply with the Children's Internet Protection Act (Pub. L. No. 106-554 and 47 USC 254(h)).

Definitions

The following key terms are as defined in the Children's Internet Protection Act:

1. "Technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:
 - a. "Obscene," as that term is defined in section 1460 of title 18, U.S.C.;
 - b. "Child pornography," as that term is defined in section 2256 of title 18, United States Code; or
 - c. Harmful to minors.
2. "Harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
 - a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
 - b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
3. "Sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Blocking Access to Inappropriate Material

1. 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.
2. 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.

3. 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.

Prohibiting Inappropriate Network Usage

1. To the extent practical, steps shall be taken to promote the safety and security of users of the District's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.
2. 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.
3. Inappropriate usage of social networks is strictly prohibited, including cyber-bullying and other forms of harassment.

Education, Supervision and Monitoring

1. It shall be the responsibility of all teachers and administrators to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.
2. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the superintendent or designated representatives.

REGULATION USE OF THE INTERNET

Acceptable Use

The purpose of NSFNET, which is the backbone network to the Internet, is to support research and education in and among academic institutions in the United States by providing access to unique resources and the opportunity for collaborative work. School use must be in support of education and research and consistent with educational objectives. Use of another organization's network or computing resources must comply with the rules appropriate for that network. Transmission of any material in violation of any U.S. or state regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by trade secret. Use in political lobbying is also prohibited.

Privileges

The use of Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each student who receives access will participate in a discussion with a Ringwood School District faculty member pertaining to proper use of the network. The system administrators and teachers will deem what is appropriate use and their decision is final. The district may deny, revoke, or suspend specific user access.

Etiquette

An Internet user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- a. Be polite. Messages should not be abusive to others.
- b. Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language.
- c. Do not reveal personal addresses or phone numbers of students or colleagues.
- d. Illegal activities are strictly forbidden.
- e. Note that electronic mail (E-mail) is not guaranteed to be private. People who operate the system do not have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- f. Do not use the network in such a way to disrupt the use of the network by other users.
- g. All communications and information accessible via the network should be assumed to be private property.

Warranties

Ringwood School District and the Oklahoma State Department of Education make no warranties of any kind, whether express or implied, for the service it is providing. The Ringwood School District and the Oklahoma State Department of Education will not be responsible for any damages suffered. This includes loss of data resulting from delays, nondeliveries, misdeliveries, or service interruptions caused by negligence, error, or omissions. Use of any information obtained via Ringwood School District, or the Oklahoma State Department of Education, is at the user's own risk. Ringwood School District is not responsible for the accuracy or quality of information obtained.

Security

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on Internet, you must notify a teacher who will in turn notify a system administrator. Do not demonstrate any problems to other users. Do not use another individual's account without written permission from that individual. Attempts to log in to Internet as a system administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to Internet.

Vandalism

Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any agencies or networks that are connected to the NSFNET Internet backbone. It also includes the deliberate interference with the operation of the school's computer system, whether damage originates in the school or in some other location. This includes, but is not limited to, the uploading or creation of computer viruses.

Acceptance of Terms and Conditions

All terms and conditions as stated in this document are applicable to the Ringwood School District, the Oklahoma Department of Education, in addition to NSFNET. These terms and conditions reflect the entire agreement of the parties and supersede all prior and oral or written agreements and understandings of the parties. These terms and conditions shall be governed and interpreted in accordance with the laws of the State of Oklahoma and the United States of America.

**REGULATION
ILLEGAL USE OF E-MAIL MESSAGING**

According to Oklahoma law, it shall be unlawful for a person to initiate an electronic mail message that the sender knows, or has reason to know, does any of the following:

- Misrepresents any information in identifying the point of origin or the transmission path of the electronic mail message
- Does not contain information identifying the point of origin or the transmission path of the electronic mail message or
- Contains false, malicious, or misleading information that purposely or negligently injures a person.

It shall also be unlawful for any person to sell, give, or otherwise distribute or possess with the intent to sell, give, or distribute software which is primarily designed as follows:

1. For the purpose of facilitating the falsification of electronic mail transmission information or other routing information
2. Has only limited commercially significant purpose or use other than to facilitate the falsification of e-mail transmission information or other routing information
3. Is marketed by that person or another acting with (and with the person's knowledge) for use in facilitating falsification of e-mail transmission information or other routing information.

INTERNET SAFETY POLICY AND AGREEMENT

The following is a contract between the student parent or guardian, and the school system. Please read carefully before signing.

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

It is all staff members' responsibility to educate students about appropriate online behavior, including interactions with other individuals on social networking sites/chat rooms, and cyber bullying awareness and response. This may be done in a variety of ways, such as once a year short training sessions, one-on-one education with individual students, and/or via educational handouts. It is also the responsibility of all staff members to monitor students' online activity for appropriate behavior.

As a student I agree to the following terms and conditions:

- I will not use the Internet for transmission of any materials in violation any federal or state regulations. Transmission of copyrighted material threatening or obscene materials, materials protected by trade secrets, product advertisement or political lobbying is also prohibited.
- I will refrain from using profanity and vulgarities on the Internet. I will not use the Internet for illegal activities.
- I will not give my home address, location of my school, phone number or any personal information about myself or any other student or school personnel to anyone via the Internet.
- I understand that use of e-mail or any other communications over the Internet are not private; any messages related to or in support of illegal activities may be reported to authorities.
- I understand that I am prohibited from conducting any actions that may endanger my safety, or the safety of other students/staff members while using any component of the school's internet access and/or network (email, chat rooms, etc.).
- I will not use the Internet in a way that would disrupt the use of the network by others.
- I will respect the trademark and copyrights of materials on the Internet and assume anything accessed via the network is private property.

- The school system and service provider are not responsible for any damages or losses resulting from using Internet services or information obtained from the Internet.
- If you discover any way to access unauthorized information or defeat any security measures you must inform the lab teacher immediately. You must not share any unauthorized information with any other user.
- Vandalism of any kind is prohibited.
- These terms and conditions shall be governed and interpreted in accordance with the laws of the state and the United States of America.
- I understand access to the Internet through **Ringwood Public Schools** is a privilege. School authorities can deny any student access to the Internet at any time, and their decisions are final.
- Parents must sign and return the form below if they do not want their children using internet resources.

INTERNET USE RESTRICTION FORM

PLEASE NOTE: If you fill out this form, your student will **not** be allowed to use the internet at school:

Date

Student Name

I **do not** want my child to have personal access to the internet at school. I realize fully that internet use is an important part of many classes and alternative assignments may have to be made. I realize that displays of internet resources may still occur by school staff.

I have discussed this restriction with my child. While the school will make every reasonable effort to restrict internet access, I understand that my child must also not attempt to access the internet or internet resources.

Parent/Guardian Signature

AIDS EDUCATION

Curriculum

The curriculum of Ringwood Public Schools shall include HIV/AIDS prevention education. Ringwood Public School District shall use HIV/AIDS curriculum and supplementary teaching materials approved by the Oklahoma State Department of Health and the Oklahoma State Department of Education.

Ringwood Public School District's objectives for all levels of the curriculum include being made aware of (1) the description of the disease, (2) methods of transmission, and prevention of HIV. All course material will satisfy the criteria of the law. Abstinence will be emphasized. All material used and information shared will be grade appropriate. Discretion will be used in determining student grouping.

Grade Levels

Students in grades 5-12 will learn about AIDS, methods of transmission, and prevention, as described in the State Department of Education curriculum guide.

Frequency

The appropriate curriculum shall be taught in grades 5-12 each year. Classes in HIV/AIDS prevention shall be taught at least once from grade five through grade six, at least once from grade seven through grade nine and once from grade ten through grade twelve. Functional knowledge will be presented in a consistent sequential manner for at least, but not limited to, ninety (90) minutes at each level.

Grouping of Students

Students shall be separated by gender for the AIDS prevention instruction at the elementary level. Beginning at the middle-school level and continuing through high school, the curriculum can be explained in either a co-educational setting or by separating the students by gender.

Teachers

The building principal shall assign the school nurse and/or other qualified and interested personnel from the building to teach AIDS prevention education. Adequate training will be provided for teachers.

Teacher and Employee Training

Prior to commencing the instructional program, all teachers of the AIDS curriculum will receive a complete training program which will thoroughly familiarize them with the curriculum and approved instructional materials.

All new employees shall be presented HIV/AIDS prevention education through OSHA Blood borne Pathogens training. All certified personnel of Ringwood School District shall participate on an annual basis in an in-service training program related to AIDS prevention education.

Parent/Guardian Preview of the AIDS Program

Prior to teaching district-mandated HIV/AIDS prevention education, the district will provide an opportunity for the parents and guardians of the students involved to preview the curriculum and materials that will be used for the prevention education. Such presentation will be held at least one month prior to the teaching of the course or unit. It shall be held during the weekend or evening hours.

No student shall be required to participate in HIV/AIDS prevention education if a parent or guardian of the student objects in writing to such participation. In grades 5-12, a written objection from the parent or guardian will be given to the building principal if their child is NOT to attend.

THE SCHOOL AND RELIGION

It is the responsibility Ringwood Public Schools to teach mutual understanding and respect for all individuals and all beliefs. In pursuing this goal, the schools should take cognizance of the fact that holidays are observed differently by different religions and cultural groups. Teachers should likewise respect the fact that some individuals' beliefs do not include religious observances.

Management of Religious Faith

1. Ringwood School District may not inculcate nor inhibit religion.
2. Public schools uphold the First Amendment when they protect the religious liberty rights of students of all faiths or none.
3. Generally, individual students are free to practice and discuss their faith. Only if a student's behavior is disruptive or coercive should it be prohibited.
4. Ringwood School District officials may not organize, mandate, nor participate in student religious activities.
5. Ringwood School District shall not sponsor religious baccalaureate ceremonies.

Teaching About Religion

1. The Ringwood School District's approach to religion is academic, not devotional.
2. The study about religion belongs in the curriculum wherever it naturally arises.
3. Religion may also be studied in special courses, such as "Bible in Literature," and "Religion in America."
4. Religious holidays offer opportunities to teach about religion, which is permissible.
5. Celebrating religious holidays is not permissible.
6. The use of music, art, drama, or literature with religious themes is permissible if it serves a sound educational goal.

**Reference: NASSP Curriculum Report, Vol., VIII, June 1979, pp. 2-3, "A Parent's
"Guide to Religion in the Public Schools," The National Congress of Parents and
Teachers**

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**REGULATION
GUIDELINES FOR
TEACHING ABOUT RELIGION**

Teachers may teach “about” religion and religious freedom when they follow these guidelines.

1. Teachers may recognize the role of religion in our society. They should choose activities that teach about religion and its role in the social and historical development of civilization and do not violate the religious neutrality of public education.
2. The study of religious music, art, literature, etc., as a part of a course of study, is appropriate for public education.
3. Religious objects or symbols may be displayed if they are an integral part of short term studies in the curriculum.
4. Teachers may explain the meanings of religious holidays provided every effort is made to obtain adequate and authentic information on matters pertaining to religion. Teachers should avoid the potential embarrassment of asking students to explain their own religious practices or observances, or to bring religious objects to class as a basis for a discussion of holiday observances.
5. Programs should be encouraged which educate students about the principle of religious liberty as one of the basic freedoms of American democracy.
6. A holiday program and any other school program prepared for and presented during school hours should not be, nor have the effect of, a religious celebration. Individual pieces of religious music, literature, and art may be used for their artistic value.
7. Responsibility for inviting guest speakers, artists, etc. for school programs and assemblies rests with the principal. Guests should be made aware, in advance, of the parameters in which they must operate. Acceptance of an invitation means acceptance of these parameters.
8. A student’s need for absence from school on a religious holiday shall be recognized as far as possible without penalty on scholastic records. So as not to penalize students for their religious observance, the scheduling of examinations, assemblies, field trips, graduation exercises and other special events, including school-related programs for parents, should be avoided as far as possible on religious holidays.

GIFTED AND TALENTED PROGRAM

Ringwood Board of Education will provide gifted educational programs for all identified gifted children enrolled in the district. The program will include differentiated education with multiple programming options that shall be carefully matched with each student's identified needs and interests.

Ringwood School District will provide this program as a means for each student, regardless of abilities, to reach his or her full potential. To meet this goal, the board adopts the following conditions for the program.

Philosophy

“Gifted and talented children” means those children identified at the elementary and secondary level as having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services. For the purposes of this definition, “demonstrated abilities of high performance capability” means those identified students who score in the top three percent (3%) on any national standardized test of intellectual ability. Said definition may also include students who excel in one or more of the following areas.

1. Creative thinking ability,
2. Leadership ability,
3. Visual and performing arts ability, and
4. Specific academic ability

Ringwood Public Schools will respond to individual promise in each of these areas. However, the category of intellectual ability shall be the specific area formally addressed in the gifted program.

633 Program Goals

1. To identify at every level and in every school those children who are gifted
2. To understand the abilities and needs of each gifted child
3. To provide the educational program which will enable each gifted child to develop his abilities to the fullest potential
4. To prepare mentally gifted minors for responsible and productive adult roles.
5. To develop mentally gifted children into intellectually and creatively capable, productive and compassionate human beings.

Program Objectives

In order to accomplish the program goals, it has been necessary to consider the specific means for developing and implementing a differentiated program. A set of objectives has also been defined and adopted. The program will be expected to:

1. develop critical, creative and higher-level thinking skills as part of an integrated curriculum
2. develop research, independent, and self-directed study skills
3. allow for in-depth learning, within an area of student interest
4. to challenge the student to use his ability more fully through creative and inventive work
5. to provide a time when gifted students can interact with other gifted students; thereby creating a more stimulating environment than can exist in a heterogeneous setting
6. to allow the student to acquire greater expertise in his specific field of interest

Identification:

A. Screening

Ringwood School District's Gifted Program will identify student for placement on the basis of intellectual ability. The following criteria must be met for placement into the program.

1. Students having a composite score that falls in the 97th percentile or above on a nationally standardized test of achievement.
2. Students who score in the 97th percentile or above in a total given subject area on a nationally standardized test of achievement.
3. Parents, teachers, peers and self may refer students scoring below the 97th percentile. Referrals, student product or performance, checklists, and other information may be a part of this process.

B. Placement

Final placement for grade three and above in the program will be determined by the parents of the child and the Gifted Committee of that student's building.

Placement will be made on the basis of the following criteria

1. Students having a composite score that falls in the 97th percentile or above on a nationally standardized test of achievement.
2. Students who score in the 97th percentile or above in a total given subject area on a nationally standardized test of achievement.
3. Students scoring at or above the 97th percentile on a nationally normed intelligence test selected by Ringwood Public Schools will be deemed qualified and placed for a minimum of three years.

C. Multi-criteria: The district recognizes the need to identify intellectually gifted students using more than the criterion of a single group ability test. The multi-criteria is met by the use of the following in the identification process

1. Measures of achievement
2. Measures of performance
3. Referrals--parents, teachers, peers and self
4. Scales, inventories and checklists
5. Autobiographies, work samples, portfolios, auditions
6. Test of intellectual ability

To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision for placement may be made based on referral, student product or performance, appropriate checklists, and other relevant information.

Specific Areas of Concern and Procedural Safeguards

A. Parental Permission

1. Placement All students who qualify on the initial test must have written parental permission to participate in the gifted program annually.
2. Testing There must be a parent permission form for testing signed by the parent on file before an individual test can be administered.
3. Refusal If the parent refuses placement, there must be a signed refusal of placement on file.
4. A parent has the option to remove a child from the program at any time. The parent will need to sign a refusal of placement form which will be kept on file by the school.

5. The decision to remove a student from the program will be made by the Gifted and Talented Program Committee.
- B. Records: Parents have the right to inspect and review their child's education records which shall be maintained confidentially at all stages.

Program Description

Gifted and Talented students in the district will be served in the following ways:

- A. Elementary School. Students who qualify will be offered a program based on enrichment activities. They can also participate in field trips and the annual end-of-the-year project.
- B. Middle School. Students who qualify will be offered a program based on enrichment activities. They can also participate in the annual end-of-the-year project.
- C. High School. Gifted students who qualify are usually enrolled in classes that will stimulate them academically. They are offered a library pass for computer time, college testing practice, independent study, career planning, etc. They can also participate in field trips and the annual end-of-the-year project.

Program Options

Some possible options for providing differentiated education for gifted students in this district include the following:

1. Ongoing assessment
2. Individualized Education Programs
3. Mentorships
4. Interest groups
5. Cross-grade grouping
6. Enrichment in regular classroom
7. Academic competition
8. Resource classes
9. Proficiency Based Promotion
10. Learning center
11. Guidance and counseling

Additional Evaluation

In the event of parental request for further evaluation:

1. If, after the above listed screening and testing steps are conducted, a parent requests further testing, the student will be referred to the Regional Education Service Center.
2. If, after this time, the parent is still not satisfied with the results, said parent will be responsible for any further testing expenses.

Transfers from Other Districts

Students who transfer from another gifted and talented program will automatically be placed on the gifted and talented screening list, but final placement will be contingent on the Gifted and Talented Program Committee.

Review of Placement

The Gifted and Talented Committee will monitor progress at the end of the school year to ensure the continuing success and well-being of each participating student. Students may be reevaluated annually.

Parent Notification of Identified Child

Written notification will be sent to the parent of each child identified as gifted. A summary of the program options will be included.

Reference: 70 O.S. 1210.301-308 (Sections 904-910, School Laws of Oklahoma)
Standards for Accreditation, State Department of Education, 2002, pp. 163-164

Note: 70 O.S. 1210.307 requires a written policy on gifted-talented education

**TITLE I
PARENT-TEACHER RELATIONS**

The following policy of Ringwood School District concerning teacher and parent involvement in the Title I program has been adopted. The intent of this policy is to strengthen the partnership between the school and parents.

Parent Meetings

There will be a public meeting in late August or early September to provide information in regard to the Title I program. Parents will review the program and make additional comments. This information will include

1. funding
2. the selection process of Title I students unless school wide
3. instructional objectives
4. curriculum and
5. evaluation.

Parent-teacher conferences will be held once each semester. Student achievement will be reported each nine-week period.

An annual evaluation of the content and effectiveness of the program will be conducted with parental involvement.

Reference: Title I, Part A, Policy Guidance, US Department of Education, July, 1998.
Parental Involvement Section, p. 5.

GUIDANCE AND COUNSELING SERVICES

Ringwood Board of Education is committed to providing balanced and comprehensive personal services for all students, including those unable to gain maximum benefit from usual school curriculum without specialized programs. Each school site shall exhibit understanding of and attention to the physical, mental, and emotional health of all its students, as well as provide the facilities (affording privacy, if at all possible), clerical help, and materials necessary for effective implementation of such services.

Teachers, parents, administrators, and the counseling staff shall all be involved in the assessment and identification of student needs. Each school site shall provide a program of guidance and counseling services, in group or individual settings. The counseling services shall provide a planned program of group guidance activities that enhance student self-esteem and promote the development of student competence in the academic, personal/social, and career/vocational areas. The facilitator of counseling services at each site shall, in cooperation with central office administration, make appropriate student referrals to other specialized persons, clinics, or agencies in the community.

Counseling and guidance services shall be coordinated and shall work cooperatively with other school staff and other educational entities. Each counselor shall follow a planned calendar of activities based on established program goals, and provide direct and indirect services to students, teachers, and/or parents.

HEALTH SERVICES

Ringwood School District shall have a written description of the comprehensive school health program that shall function as an integral part of the total education program and provide a program of services for all students. School personnel, parents and the community shall be made aware of the provisions of the school health program.

School administrators shall communicate to appropriate school personnel and parents health information pertaining to the learning process or involving the safety of students. School administrators shall act as liaisons between students, school staff, and parents, to promote optimal levels of wellness. Referrals will be made, when necessary, to other health professionals or agencies. Confidentiality shall be promoted and maintained when personal information is shared by students, school personnel, parents, and community agencies.

COPYRIGHTS

It is the policy of Ringwood School District to conform to existing United States copyright laws and to maintain the highest possible ethical standards in our use of copyrighted materials for instructional purposes.

On January 1, 1978 Public Law 94-553 (referred to as the new copyright law) went into effect. This law sets guidelines regarding the duplication and use of all copyrighted material including software.. It is the intent of Ringwood Board of Education to adhere to the provisions of the new copyright law and succeeding amendments as well as the 1980 Patent Law, the 1981 Off-Air Guidelines (developed by the House Ad Hoc Committee on copyright law), and the 1989 Berne Convention. The Berne Convention is an international treaty that provides that works published for the first time on or after March 1, 1989, do not have to carry the notice of copyright to be protected under the provisions of the U. S. Copyright Act. Though there continues to be controversy regarding interpretation of copyright laws, this policy represents a sincere effort to operate legally and to maintain the highest possible ethical standards in our use of copyrighted materials for administrative and instructional purposes. "Copyright protection subsists...in original works of authorship fixed in any tangible medium of expression, now known or later developed, from which they can be perceived, reproduced, or otherwise communicated, either or with the aid of a machine or device. . ." PL94-553, Section 102.

While the district encourages its staff to enrich the learning programs by making proper use of supplementary materials, it is the responsibility of district personnel to abide by the district's copying procedures and obey the requirements of the law. Under no circumstances shall it be necessary for employees of the district to violate copyright requirements in order to perform their duties properly. Therefore, the board will not be responsible for any violations of the copyright law by its employees.

Administrators have the responsibility of informing the employees whom they supervise that the copyright law, subsequent congressional amendments, and "fair use" determined by case law, should guide employee use of copyrighted material. Employees should also be informed that violation of copyright is a felony and that the law allows a court to hold individuals personally responsible for infringing the law. The board of education does not sanction nor condone illegal duplication in any form and any employee violating the school district's copyright position does so at his/her own risk and assumes all liability responsibilities.

Administrators with responsibility for equipment such as photocopy machines, audio and videotape recorders, computers, and other technology capable of reproducing copyrighted material should take reasonable steps to insure use within limits prescribed by law.

REGULATION USE OF COPYRIGHTS

Ringwood Public Schools copyright policy and accompanying regulations has been developed to provide the employees of the Ringwood Public Schools with an overview of the U. S. Copyright Laws. Since educators deal every day with the communication of ideas, concepts and information contained in works that are copyrighted, it is vital that educators have an understanding of the copyright laws and their interpretations, in particular as they pertain to use in a school setting.

Copyrights are governed by 17 U.S. C. Sec 101 et seq. The copyright law gives no protection to intangibles (such as ideas, processes, systems, principles or discoveries), only the manner in which an intangible is expressed. Authorship and thus copyright protection is therefore afforded to tangible means of expression, such as literary, musical and dramatic works; pantomimes and choreographic works; pictorial, graphic and sculptural works; motion pictures and audiovisual works; and, sound recordings. Authors have the exclusive rights to authorize reproduction of their works; preparation of derivative works; distribution of copies of their works; public performances of their works; and, displays of their works.

The “fair use” provision of the copyright law allows reproduction for purposes of teaching; however, there are four criteria that must be met in determining if the use made of a work is “fair use”

1. “the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes
2. the nature of the copyrighted work
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole
4. the effect of the use upon the potential market for or value of the copyrighted work.”
(Title 17 U.S. Code Section 107)

There is often a misconception among educators that anything may be copied if its purpose is instructional. This is not the case. All four of the above criteria must be met, not just “purpose of use”. With the advent of computers and other types of technology that make it easy to copy, manipulate, change and store information, copyright can become more confusing. A simple rule of thumb to remember is that a work is copyrighted when it becomes fixed in a tangible medium, whether it be a book, magazine article, video, audio cassette tape, e-mail, Internet Web page. In addition, works produced on or after March 1, 1989 do not have to carry a copyright notice (words and/or copyright symbol) or be registered with the U. S. Copyright Office in order to be considered copyright protected.

The copyright policy and regulations of Ringwood Public Schools are intended as a guideline for educators of the basics of copyright law. It is not possible to cover every possible scenario in these documents that might arise during the instructional process. Educators are encouraged to stay informed and comply with the law by following these suggestions:

Become familiar with copyright basics by reading and following Ringwood Public Schools Copyright Policy and Regulations. An additional source to consult is The Copyright Primer for Libraries and Educators by Janis H. Bruwelheide. Copies are available at the Professional Development Center and each SPS school library.

Consult the U. S. Copyright Office. Online information and services are available on the Internet at <http://lcweb.loc.gov/copyright/>.

When in doubt, ask permission.

**REGULATION
GUIDELINES FOR USE OF COPYRIGHTS**

Computer Software /Multimedia Copyright Regulations

Owning a legal copy of a software program is not the same as owning the copyright rights. The “fair use” criteria apply to all types of material, even new technologies. Another way to determine if the copyright laws are being followed when using computer software is to ask three questions: (1) Would I perform this use with print media (i.e., book or article) in this setting? (2) Am I doing something to prevent purchase, lease, and/or licensing? (3) Do I hope I will not get caught? An affirmative answer to any of these questions can mean that the activity is questionable.

Infringements

Examples of infringements, not all inclusive:

1. Making a personal copy of any district owned software.
2. Installing illegal copies of software on school equipment.
3. Use of computer software on a network without a network license.
4. One CD-ROM installation on several computers must be licensed for the number of installations.
5. Use of a scanner to scan magazine photographs or copyrighted material without permission from publisher.
6. Development of multimedia programs from copyrighted materials.
7. Converting slides or filmstrips to another medium without permission of copyright holder.
8. Using copyrighted music in performances that is not owned by the individual.
9. Using copyrighted music in a presentation for Staff Development or Educational Conference without permission.
10. Using copies of software on school computers. Teacher must own the original.
11. Accessing an electronic database that charges a fee without permission from technology director or curriculum director.

Music/Theatre Copyright Regulations

Infringements

Examples of infringements, not all inclusive

1. Reproducing copyrighted music recordings from one format to another (record album to tape)
2. Recording plays or music from a television broadcast (different rules for radio)
3. Copying copyrighted materials for the purpose of performance
4. Using copyrighted recordings as background for entertainment presentations

Non-infringements

Examples of non-infringements, not all inclusive

1. Sheet music or plays may be copied for temporary use, if a purchase order for the original material has been processed, but the material has not been received.
2. Multiple copies of excerpts of works may be made for academic purposes, not performance, if the excerpt is--
 - NOT a performable unit (aria, movement, scene)
 - NOT more than 10% of entire work
 - NOT more than one copy per student in class
 - Copyright notice appears on copy
3. One copy of an entire performable unit (aria, movement, scene) may be made for academic purposes (research, preparation to teach a lesson) if--
 - Work is out of print
 - Unit is not available except in a larger work
 - Copyright notice appears on copy
4. A single copy of a sound recording owned by the teacher or the institution may be made for the purpose of constructing aural exercises or tests.
5. Printed copies which have been purchased may be edited or simplified if the fundamental character of the work is not distorted nor the lyrics altered/added.

6. Copyrighted music recordings may be used as background for instruction, but not as background for entertainment.

Print and Graphics Copyright Regulations

The guidelines for copyright involving printed materials and graphics revolve around three standards: brevity, spontaneity, and cumulative effect. There may be cases in which copying does not fall under the guidelines but may nonetheless be permitted under the criteria of fair use.

Infringements

Examples of infringements, not all inclusive

1. Copying to create or replace anthologies, compilations or collective works
2. Copying consumable works; i.e., workbooks, exercises, standardized tests and test booklets, answer sheets, etc.
3. Copying to substitute for the purchase of books, publishers' reprints or periodicals
4. Copying the same item from term to term or copying an item once and using it over and over from term to term (school semester or school year)
5. Making multiple copies more than nine times for one course during one term
6. Making copies of more than one short poem, article, story, essay or two excerpts from the same author or to copy more than three items from the same collective work or periodical volume during one class term
7. Putting a copyrighted work into a computer for student use, unless the work is not stored for more than the short time needed to permit the student's use
8. Reproducing copyrighted comic strip or cartoon characters for use on bulletin boards, hallways, cafeteria walls, school publication or school uniforms/clothing
9. Following directions by a higher authority to copy
10. Charging students beyond the actual cost of photocopying (i.e., charging to make a profit).

Non-infringements

Examples of non-infringements, not all inclusive:

A teacher may make a **single copy** of the following for research or preparation for teaching

1. A chapter from a book
2. An article from a newspaper or periodical
3. A short story, short essay or short poem
4. A chart, diagram, graph, drawing, cartoon or picture taken from a book, periodical or newspaper

A teacher may make multiple copies (1 per student) of the following for classroom use:

1. A complete poem of less than 250 words
2. An excerpt of not more than 250 words from a longer poem
3. A complete prose work (article, story, essay) if it is less than 2,500 words
4. An excerpt of not more than 500 words from a prose work between 2,500 and 5,000 words *
5. An excerpt of not more than 10% of a prose work between 5,000 and 10,000 words *
6. An excerpt of not more than 1,000 words from a prose work which is greater than 10,000 words *
7. One illustration (chart, diagram, graph, drawing, cartoon, picture) per book or periodical issue
8. Not more than two pages and 10% of the words of "special works", i.e., children's picture books

In addition, teachers may

1. Use copyrighted material in opaque projectors for instruction purposes for viewing only.

2. Perform copyrighted dramatic works without permission from copyright owner as part of a teaching activity in a classroom or instructional setting. All other performances (i.e., in front of audiences) require permission.

* Any of the numerical limits may be exceeded in order to complete a line of poetry or a paragraph of prose.

Videotape Copyright Regulations

634 Showing Videos

Rented videos normally have an “FBI Warning” notice of copyright on the runner preceding the show. Basically, this warning states that the video cannot be shown publicly. Although the showing of videos in a school is considered to be a showing in a public place, Congress has granted schools an exemption from the copyright owner’s protected rights.

Non-infringements

The copyright law permits schools to show a video without any prior approval from the copyright owner if the vital

1. is a legally obtained copy
2. is shown by a teacher, student, or guest lecturer
3. is shown in ‘face to face’ instruction
4. is shown as part of teaching activities devoted to instruction
5. is shown in classrooms or similar places in a nonprofit educational institution
6. is shown for free

635 Guidelines for Videotaping for Educational Uses

Videotaping off the air* is permitted for limited periods of time under the following guidelines:

1. Copies cannot be kept for more than 45 days, unless otherwise stated. After 45 days, the tapes must be destroyed or erased. If a station allows a program to be taped and kept for a longer period of time, the videotape may be used more than once.

2. Tapes can only be used for “relevant teaching activities” during the first 10 days after the tape is made.
 - a. The tape may only be used once in the classroom by individual teachers and “repeated only once when instructional reinforcement is necessary.”
 - b. Between the 10th and 45th days, the tapes can only be used for evaluation purposes.

*Off-air stations include ABC, CBS, NBC, and PBS. Other stations received from cable TV are considered pay stations; therefore, copyright law protects them.

Classroom Videos and Media

1. All media and videos should be for educational use. All videos must be pre-approved by the building principal and any age-inappropriate media must have parent pre-approval.
2. Teachers should preview videos before showing them in the classroom to ensure they are appropriate for the curriculum and the age of the students, as well as avoiding any cultural bias or stereotypes.

REGULATION
EQUIPMENT NOTICE AND REQUESTS FOR
USE OF COPYRIGHTS

NOTICES

The following notice, in large type, shall be affixed to all equipment in Ringwood Public Schools capable of making reproductions. Such equipment includes but is not limited to photocopiers, computers, scanners, and videocassette recorders.

NOTICE:

THIS DISTRICT COMPLIES WITH
THE COPYRIGHT LAWS OF THE
UNITED STATES WHICH GOVERN
THE MAKING OF COPIES OF
COPYRIGHTED MATERIAL

Comment [wd1]: Post Notice by all copiers

Ringwood Public Schools
Request for Permission to Copy

Date: _____

To: _____

Copyrights and Permissions Department:

I request permission to copy the following copyrighted material:

Title, author and/or editor: _____

Copyright/edition of Materials: _____

ISBN Number for books: _____

Materials to be copied (Pages, sections, portions) _____

Copy Format: _____ Number of copies to be made: _____

Use of Copies _____

The copies will be distributed *free of charge* and will bear a notice of copyright.
I am enclosing a copy of this request for your files and a self-addressed envelope for the return of
"Producer's Reply." Thank you for your cooperation.

Sincerely,

Ringwood Public School
Superintendent
(Address)

Administrative Approval:

Building Principal _____ Date _____

Curriculum Director _____ Date _____

Producer's Reply

Title of materials to be copied _____

Permission Granted: _____

Permission Denied: _____

Conditions: _____

Signature

Position

Company

Date

Please Return to:

Ringwood Public Schools
Attn: Superintendent
(Address)

PUBLIC LAW 81-874
INDIAN POLICIES AND PROCEDURES

1. Children living on Indian Land participate in school programs on an equal basis with all other children attending school in Ringwood Public Schools. No teacher or program director is to exclude or limit participation in any district activity on the basis of race. Ringwood Public Schools will review school data and comments from tribal officials and parents to assess the extent of Indian children's participation in the educational program on an equal basis. An annual statistical study will be conducted to determine the extent Indian children do participate on an equal basis and modifications will be made in the educational programs, as needed, to allow equal participation of all children.
2. Pertinent program policies/plans, applications and evaluations, will be disseminated through one or more of the following ways.
 - a. Mail notice in advance to tribal leaders and send handouts home to parents of Indian children requesting their participation in meetings regarding education programs assisted with funds provided under Public Law 81-874.
 - b. Inform the Indian community of events in education programs assisted with funds provided under Public Law 81-874 through student handouts and/or the student newspaper and make greater use of newspapers serving the Ringwood Public Schools area.
 - c. Mail copies of an information summary sheet describing the Public Law 81-874 application and evaluations, program plans, and other information concerning education programs assisted with funds provided under Public Law 81-874 to the tribe and send copies home with children to all parents of Indian children when these items become available; and make available, upon written request to the superintendent, copies of the original documents listed above.
3. By scheduling through the superintendent's office a place on the agenda of any open meeting of the Ringwood Public Schools Board of Education, a tribe, or their designee, parent, or group of parents, concerned with the educational opportunity of any student or group of students in Ringwood Public Schools may:
 - a. Present views regarding applications
 - b. Make recommendations concerning the needs of their children,
 - c. Provide input into the planning and development of the educational programs of the district.
 - d. Present views on the education program and its operation.

In addition to the above, Ringwood Public Schools will

- a. Provide notice of any annual meetings regarding education programs assisted with funds provided under Public Law 81-874 to the Indian community and to the tribe.
 - b. Work with tribal leaders to seek input from the Indian parents, tribe and other Indians in the community by using available forms of communication and cooperation to seek and encourage such input.
 - c. Hold all meetings involving or discussing education programs assisted with funds provided under Public Law 81-874 in the school auditorium or a classroom of sufficient size to accommodate all Indian parents who might wish to attend.
 - d. Provide ample time for discussion of education programs assisted with funds provided under Public Law 81-874.
 - e. Invite comments and suggestions from the Indian community with regard to educational programs assisted with funds provided under Public Law 81-874 by holding as many meetings with the tribe and Indian community as are necessary to ensure that the needs of the Indian community are received and considered.
 - f. LEA officials will review school data and comments from tribal officials and parents to assess the extent of Indian children's participation in the educational program on an equal basis.
 - g. If necessary, establish a task force to prepare a modified educational program to ensure equal participation in the program by Indian children.
4. At least annually, a public hearing will be held at which parents of children living on Indian Land and/or tribal officials may discuss the current status of school programs, desired directions for future development for Board consideration, and any changes needed in the Indian Policies and Procedures. In addition, Ringwood Public Schools will
- a. Encourage staff members of the LEA to elicit input regarding the general educational program from Indian parents and tribal leaders, and to submit such suggestions to the administration for consideration and evaluation.
 - b. Encourage staff members to use their best efforts in establishing a more amicable relationship with tribal leaders and parents of Indian children to elicit voluntary input.
 - c. Recommendations of the tribe will be considered and written response will be submitted.

- d. Establish a task force or ad hoc committee to review the Indian input and opportunity for input and the LEA's response to the Indian comments recommending changes in the LEA's policies and procedures and recommend modification of the policies and procedures, if necessary, to respond to the Indian input, the LEA will provide for a board meeting to modify the Indian Policies and Procedures.

The above policies and procedures shall remain in effect until rescinded by the local board of education.

INTERNET INSTRUCTION AS AN ALTERNATIVE TO CLASSROOM INSTRUCTION

Pursuant to state law and State Department of Education regulations, Ringwood Board of Education may, at its discretion, offer web-based and/or two way interactive video instruction as a means to expand the district's course offerings. The board of education shall determine courses and grant credit for internet-based instruction.

Students taking such courses shall be subject to all State Department of Education regulations concerning the courses, including but not limited to the requirement to participate in all assessments required by the Oklahoma School Testing Program. Test results for students enrolled in Internet-based courses shall be disaggregated and reported.

Types of Internet instruction

1. Synchronous instruction occurs when the instructor and student's primary interactions are in real time and requires real time interaction between student(s) and instructor as the primary format of instruction.
2. Asynchronous instruction is not dependent on instructor and student(s) interaction in real time. It allows the student to engage in learning activities anywhere at anytime.
3. Web-based instruction uses the world wide web as the primary medium of instruction, with an electronic device serving as the primary tool of instruction.
4. Two-way interactive video instruction provides for real time interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructor may see and hear each other in an approximation of real time.

Oversight

A certified teacher shall be designated by the principal as the contact person to assist students in enrolling on line. The teachers shall serve as a liaison to the on-line teacher/provider. The number of students each teacher may supervise in compliance with state law shall include web-based students. Such teachers shall be provided in-service training in methodology and technical aspects of distance learning.

The teacher so designated, as the contact person shall monitor student progress, graded assignments and testing of Internet courses. If the final grade is assigned by any teacher other than an employee of the school district, the grade and credit shall be reviewed and accepted or adjusted by a committee of the district contact teacher, the counselor and the principal or designee.

Eligibility for Internet Enrollment

Only regularly enrolled students of this district shall qualify for such course credit, except as stated below. Students enrolling in Internet courses shall be full-time students, unless designated as suspended student, dropout student or a student enrolled in the districts Alternative Education program. (See note.)

Privacy

Local school board policies addressing student information and privacy as well as FERPA law shall apply to students who take courses on the Internet.

District aggregated data of such courses shall not identify any students by name. All federal and state statutes pertaining to student privacy, copyright, FCC rules and related regulations must be followed at all times.

Parent Involvement

Contract agreements between the school district and parents of students participating in alternative instructional delivery system courses shall be established prior to the beginning of instruction. Parents shall be provided a copy of this policy and any related school board policy before signing the contract. The parent shall agree to accept the terms of this policy and agree to accept the responsibility for course cost and equipment. The parent should also sign that he/she understands the grading criteria, the need for the student to maintain school attendance, whether Internet based or regular school, and the need for the student to complete the course in a specified length of time. The parent must agree, to the extent he/she is able, to see that the student follows the rules and laws concerning Internet usage and the policies of this school district.

Fees

A schedule of any applicable fees for Internet-based instruction will be available in the office of the Superintendent. It is understood that the District shall not be liable for payment of any fees or charges for any Internet-based course for a student who has not complied with the District's policies and procedures.

References: 70 O.S. 1-111 (Section 12, State Laws of Oklahoma)
SB 595, 2001 Legislative Session
Oklahoma State Department of Education regulations, July 5, 2001
SB 1408, 2002 Legislative Session
Children's Internet Protection Act (CIPA)
Enr. H.B. No. 1343 (2003 Legislative Session)

Note: In order to qualify as a dropout, the student must have been enrolled in a public school in this state during the previous three school years.

Note: Policy required by 70 O.S. 1-111

EXTENDED SCHOOL YEAR

Description and Purpose

Extended School Year is available to those handicapped students who meet the eligibility criteria. The purpose of Extended School Year is to prevent or slow severe skill regression caused by an interruption of services during the summer months. It is not to enhance the level of performance exhibited by student at the end of the regular school year. The need for Extended School Year is based on a construct of "skill regression and a student's limited capacity for recoupment." Extended School Year is provided only when it is determined that a student might regress to such an extent in a critical skill area that recoupment of such skill loss would be unlikely or impossible and therefore, would require an unusually long period of time to recoup the present level of performance. When a student meets the criteria, services will be proposed at no cost.

IEP Team Responsibility

Critical skill areas which may be considered by an IEP team are: Communication self-help, motor, behavior, and/or educational achievement. Factors that should be considered in determination of eligibility for Extended School Year are: nature of the handicapping condition severity of the condition, goals related to attaining self sufficiency and regression and recoupment. The determination that the criteria are met is the initial responsibility of the IEP team and is subject to review and concurrence by the Director of Special Services. The Team must submit the following to the director:

1. Data which documents critical skill maintenance or regression shown to be resistant to adapted strategies;
2. Data which supports that each critical skill area under review has been specifically and individually identified and evaluated;
3. Data which documents that each discipline-specific professional who is currently involved in providing the evaluations, staffings, and direct services has been involved in the eligibility determination and recommendation;
4. Information which is data based and clearly establishes a link between the need and the data;
5. Data which support that each discipline-specific professional involved had documented that:
 - a. S/he has extensively considered the consequences of an interruption of services during the summer months;
 - b. S/he has determined whether the loss of a critical skill as a result of that interruption would be significantly greater than normally expected and therefore, would require an unusually long period to recoup the present level of performance;
6. Recommendations which specify the type, frequency and amount of service required.

Extended School Year Service Delivery Factors

1. Duration – Extended School Year will not exceed 8 weeks (Oklahoma State Law). The amount of time per day and/or per week will be based on critical skill needs of each individual student.
2. Transportation – Parents will be encouraged to provide transportation to and from Extended School Year site(s) at a District approved reimbursement rate. If this is not possible other arrangements will be made at District expense.
3. IEP – The IEP will be a separate document from a student's regular school year IEP.
4. Services – Services will be made available when critical skill regression criteria are met. Extended School Year services may be provided through a variety of service delivery models.
5. Student Ratio – Service provider-student ratios will not exceed Oklahoma State guidelines. If needed a modified program will be requested from the Oklahoma State Department of Education.
6. Salaries – Salaries for direct service providers will be prorated based on the previous year's contract. Salary amounts will be based on actual hours of service rendered.
7. Sites – While handicapped children are to be served in the Least Restrictive Environment, opportunities for interaction with less or non-handicapped peers during Extended School Year will be limited.

Additional Guidelines

1. Eligibility will be determined on a student-by-student basis. Extended School Year guidelines and practices will not be invoked which have an effect on considering handicapped students as a categorical class.
2. The District does not construe current Federal, State statutes, or related court findings as requiring Extended School Year services for all handicapped student residing within the District's geographic boundary. Therefore, the determination of eligibility and the need for special education during the regular school year does not qualify a student for Extended School Year services.
3. If a student is eligible for Extended School Year services one year, that student is not automatically eligible for Extended School Year services the subsequent year.
4. District IEP teams will determine Extended School Year eligibility only for students who are legal residents of the District. If the District is serving a handicapped student from another district, it is the responsibility of the sending district to make its own Extended School Year determinations and recommendations.