

WAYNOKA PUBLIC SCHOOL

SCOTT CLINE, Superintendent

(580)824-8019

2134 Lincoln

Waynoka, Oklahoma 73860-9401

Fax: (580) 824-0656



PATRICIA BURROW, Elem. Principal

(580)824-4341

TREY ALLEN, JH/HS Principal

(580)824-6561

**Waynoka Board of Education Special Meeting
Monday, July 20, 2026 12:00 PM
Waynoka Public School Board of Education Room
2140 Lincoln
Waynoka, OK 73860**

- 1. Determination of quorum and call to order**
- 2. Statement of Open Meeting Law**
- 3. Roll call of members**
- 4. Vote to approve or not to approve changing the length of the school day for the 2026-2027 school year**
- 5. Vote to approve or not to approve the Student and Parent Handbook for the 2026-2027 school year**
- 6. Vote to approve or not to approve to amend and or adopt Board Policies**

6.A. FFNCD-R Prohibiting Bullying (Regulations)

6.B. FNCD-P Prohibiting Bullying (Investigation Procedures)

6.C. FNCD Bullying

6.D. DABB-E Affidavit of Good Standing

6.E.DABB Records Investigation

6.F.EHDD Concurrent Enrollment Student

6.G. FE Student Transfers

6.H. DHAC Staff Members and Electronic or Digital Communications

6.I. FEG Children of Active-Duty Military Members

6.J. DEC-R7 Maternity Leave (Regulations)

6.K. DED-R2 Bereavement Leave (Regulations)

6.L.EFEAA Artificial Intelligence Systems and Tools Use in the School District

6.M. EKBA Strong Readers Act

6.N. EIA-R4 Student Retention (Regulations)

6.O. FFG Reporting Suspected Child Abuse and/or Neglect

7. Approve or not approve Waynoka Public School to apply for the Teacher Empowerment Program to provide a stipend for Teacher of the Year.

8. Proposed executive session to discuss the following personnel decisions in compliance with 25 O.S.307 (B)(1)

9. Vote to convene in executive session

10. Acknowledge the board has returned to open session

11. Executive Session Minutes Compliance Announcement

12. Vote to employ certified teacher under a temporary contract for the 2026-2027 school year

13. Vote to approve or not to approve the employment of a temporary certified long-term substitute for the 2026-2027 school year

14. Vote to approve or not to approve resignations received to date

15. Vote to adjourn

This agenda was posted on the window of the entrance to Waynoka Public Schools at 2134 Lincoln Street (West Door)

Name of person posting this Notice: _____

Date: _____. Time: _____

If you need any special assistance to enter the premises or if you need any special considerations for any portion of this meeting, please call 580-824-8019 at least 10 hours prior to the start of the meeting.

PROHIBITING BULLYING (REGULATION)

The Waynoka Public Schools' student conduct code prohibits bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.
2. Substantially disrupts school operations by interfering with the district's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation and is just as disruptive of the district's efforts to prepare students for productive lives in the community as they become adults.
3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization of intimidation, harassment, and bullying towards student-victims simultaneously supports the district's primary and substantial interest in operating schools that foster and promote academic achievement.
4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.
5. Substantially interferes with the district's mission to advance the social skills and social and emotional well-being of students. Targets of intimidation, harassment, and bullying are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.
6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.
7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

PROHIBITING BULLYING, REGULATION (Cont.)

Bullying often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of bullying. This results in a reluctance or resistance to attend school.

Definition of Terms

1. Statutory definition of harassment, intimidation, and bullying:

70 O.S. §24-100.3(c) of the School Safety and Bullying Prevention Act defines the terms "bullying," as including, but not limited to a pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication; directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student that a reasonable person should recognize will:

- A. Harm another student;
- B. Damage another student's property;
- C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or
- D. Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

2. The "Reasonable Person" Standard

In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly sensitive to efforts by a bully to humiliate, embarrass, or lower the self esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts

Bullying, for purposes of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

PROHIBITING BULLYING, REGULATION (Cont.)

- A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.
- B. Emotional Bullying includes the intentional infliction of harm to another's self-esteem, including, but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing and frightening statement, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.
- C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim-student through the spreading of untrue gossip or rumors designed to humiliate or embarrass the student; the use of gossip, rumors, or humiliating acts designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.
- D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment – also prohibited by Waynoka Public Schools.

Procedures Applicable to the Understanding of and Prevention of Bullying of Students

1. Student and Staff Education and Training

All staff will be provided with a copy of the district's policy on prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request. Waynoka Public Schools is committed to providing appropriate and relevant training to staff

PROHIBITING BULLYING, REGULATION (Cont.)

regarding identification of behavior constituting bullying of students and the prevention and management of such conduct.

Students, like staff members, shall participate in an annual education program that sets out expectations for student behavior and emphasizes an understanding of bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

B. Waynoka Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with an adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding and identifying bullying behaviors. In addition, the committee shall make recommendations regarding identification of methods to encourage the involvement of the community and students in addressing conduct involving bullying; methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem-solving teams that include counselors and/or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts. (See also policy BDFC.)

Student Reporting

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the employee designated by the superintendent to receive them. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the superintendent or his/her designee.

PROHIBITING BULLYING, REGULATION (Cont.)Parental Responsibilities

Parents/guardians will be informed in writing of the district's program to stop bullying. An administrative response to bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and
5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

In administering discipline, consideration will be given to alternative methods of punishment to ensure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal

PROHIBITING BULLYING, REGULATION (Cont.)

from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

The above consequences will be imposed for any person who commits an act of bullying as well as any person found to have falsely accused another as a means of retaliation, reprisal, or as a means of bullying. Strategies will be created to provide counseling or referral to appropriate services, including guidance, academic intervention, and other protection for students, both targets and perpetrators, and family members affected by bullying, as necessary.

Publication of Policy

Annual written notice of this policy will be provided to parents, guardians, staff, volunteers, and students with age-appropriate language for students. Notice of the policy will be posted at various locations within each school site, including but not limited to, cafeterias, school bulletin boards, and administrative offices. The policy will be posted on the school district's website at (*school's website*) and at each school site that has an Internet website. The policy will be included in all student and staff handbooks.

Review of Policy

The safe schools committee at each site will annually review this policy and provide recommendations to the building principal. The building principal will provide those recommendations to the superintendent. The superintendent shall make a formal recommendation to the board of education to modify the policy at a lawfully convened meeting under an appropriately worded agenda item. After the policy is modified, the policy shall be disseminated to all parents, students, staff and the community.

PROHIBITING BULLYING (INVESTIGATION PROCEDURES)

The following procedures will be used by any person for the filing, processing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

Definitions

1. "Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

"Electronic communication" means the communication of any written, verbal, or pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless communication device, or a computer.

"Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

Procedures

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior is as follows:

1. The matter should immediately be reported to the building principal who will serve as the site district bullying incident coordinator. If the bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible should be provided to the building principal in written form to allow for a thorough investigation of the matter.
2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.
3. If, during the course of the investigation, it appears that a crime may have been committed the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.
4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student. The building principal shall make a determination as to whether the conduct is actually occurring.

PROHIBITING BULLYING, INVESTIGATION PROCEDURES (Cont.)

5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care substance abuse or other counseling options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.
6. Upon completion of an investigation, timely notification shall be provided to the parents or guardians of a victim of documented and verified bullying. This information should be provided within 5 days of the conclusion of the investigation.
7. Upon completion of an investigation, timely notification shall be provided to the perpetrator of the documented and verified bullying. This information should be provided within 5 days of the conclusion of the investigation.

Reports may be made anonymously. However, no formal disciplinary action shall be taken solely on the basis of an anonymous report. Reports should be made immediately to the building principal by any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying.

The Superintendent shall be responsible for enforcing this policy. The building principal should notify the superintendent within twenty-four (24) hours of any report of bullying. Upon completion of an investigation, the building principal should notify the superintendent of the findings of the investigation. Documentation should also be provided to the superintendent to establish that timely notification was provided to the parents of the victim and the parents of the perpetrator.

Students who report bullying or other inappropriate behavior in good faith, or who participate as witnesses in an investigation, are protected from retaliation. Retaliation of any kind—including threats, intimidation, exclusion, harassment, cyberbullying, spreading rumors, or any other adverse treatment intended to discourage or punish a student for reporting a concern—is strictly prohibited. Any student found to have engaged in retaliatory behavior will be subject to appropriate disciplinary action in accordance with school policy. Students who believe they have experienced retaliation should report it immediately to a teacher, school counselor, administrator, or other trusted school employee so that the matter can be promptly investigated and addressed. If an employee of the district is found to have engaged in retaliatory action against a student who has reported bullying, appropriate disciplinary action will be taken which could include termination of employment.

Any person who knowingly makes a false report shall receive disciplinary consequences and any accusations found to be false will be removed from the falsely accused student's records.

BULLYING

It is the policy of this school district that bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Bullying of students by electronic communication is prohibited whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school. The school district is not required to provide educational services in the regular school setting to any student who has been removed from a public school or private school in Oklahoma or another state by administrative or judicial process for an act of using electronic communication with the intent to terrify, intimidate or harass, or threaten to inflict injury or physical harm to faculty or students.

As used in the School Safety and Bullying Prevention Act, "bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Isolated action does not meet the state's definition of bullying. However, the administration will investigate isolated incidents or actions and apply appropriate discipline under the student discipline code. This policy addresses bullying which is specifically prohibited.

In administering discipline, consideration will be given to alternative methods of punishment to ensure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency or to a delinquency prevention and diversion program administrated by the office of Juvenile Affairs
13. Suspension
14. Performing Campus-site services for the school district
15. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal

HARASSMENT (Cont.)

from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse.
2. Repeated remarks of a demeaning nature.
3. Implied or explicit threats concerning one's grades, achievements, etc.
4. Demeaning jokes, stories, or activities directed at the student.
5. Unwelcome physical contact.

The superintendent shall develop procedures providing for:

1. Prompt investigation of allegations of harassment.
2. The expeditious correction of the conditions causing such harassment.
3. Establishment of adequate measures to provide confidentiality in the complaint process.
4. Initiation of appropriate corrective actions.
5. Identification and enactment of methods to prevent reoccurrence of the harassment.
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

All school employees at each school site shall be required to complete professional development training in school bullying prevention, identification, response and reporting that meets the requirements of Oklahoma law and shall include recommendations from each school site's Safe Schools Committee.

Students will receive annual training regarding identifying, preventing, addressing, and reporting incidents of bullying via educational programs. These programs may include, but are not limited to, classroom discussions, assemblies, multimedia and presentations. The purpose of the educational programs are to assist students in the identification of bullying behaviors, reporting procedures and the consequences for violation of school policy.

The district will implement a research-based educational program as designed and developed by the Oklahoma State Department of Education for students and parents to prevent, identify, respond to and report bullying.

A copy of this policy will be furnished to each student and teacher in this school district.

HARASSMENT (Cont.)

**REFERENCE: 21 O.S. §850.0
70 O.S. §24-100.2**

THIS POLICY REQUIRED BY LAW

AFFIDAVIT OF GOOD STANDING

STATE OF OKLAHOMA §
 §
COUNTY OF _____ §

I, _____, the undersigned person, being of lawful age, being first duly sworn, on oath, state that I am employed at (name of school district) as (position).

I affirm that (name) was employed as a full-time teacher by the school district in the five (5) years immediately preceding this affidavit and had obtained a national criminal history record check completed within that time frame.

I further affirm that the teacher left in good standing.

(must delete whichever of these paragraphs does not apply)

I hereby further attest that the teacher was not the subject of any allegation of inappropriate behavior with a student.

Or

I hereby further attest that there was an allegation of inappropriate behavior with a student which was investigated by the school district and was determined to be unsubstantiated with no finding of misconduct.

My contact information is: name, title, email address, telephone number and mailing address if you would like to address this matter further.

I acknowledge that willful misstatement in this affidavit, known by me to be false, is a misdemeanor punishable by imprisonment not to exceed one (1) year or a fine not to exceed five hundred dollars (\$500) or both such fine and imprisonment.

Affiant

Subscribed and sworn to me this _____ day of _____, _____.

Notary Public or officer administering oath

My commission expires:

(Seal)

RECORDS INVESTIGATION

The Waynoka Board of Education believes that it has a responsibility to employ only those persons who are qualified in every respect. The board further believes that it should avail itself of means and methods provided by the legislature to assist in the selection of employees. Therefore, it is the policy of this board of education that a national criminal history record check shall be conducted of all prospective employees. The board of education is not required to obtain a new criminal history record check for an individual who has obtained certification from the Oklahoma State Department of Education within the previous twelve (12) months. A national criminal history record check is defined at 74 O.S. § 150.9 and requires a check of criminal history records entailing the fingerprinting of the individual and submission of the fingerprints to the United States Federal Bureau of Investigation (FBI) for the purpose of obtaining the national criminal history record of the person from the FBI.

Any teacher employed prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall complete the criminal history background checks upon the next renewal of his or her Standard Teaching Certificate. Any other employee employed by the district prior to May 19, 2020 who does not have an Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation as well as a national criminal history record check as defined above on file with the school district shall have until July 1, 2022 to complete the criminal history background checks.

A written consent will be required from the prospective employee consenting to a felony records check to be conducted as authorized by Oklahoma law. The records check shall be initiated by the school district's written request, through the superintendent, to the State Department of Education. Effective November 1, 2012, the school district may contract with a third-party vendor who is a member in good standing with the National Association of Professional Background Screeners to perform any and all employment screenings, background checks, and credit checks.

Any person applying for employment as a substitute teacher shall only be required to have one such national criminal history records check for the school year. Upon request of the substitute teacher, that felony records search results may be sent to any other school district in which the substitute teacher is applying to teach. The board of education may choose whether to require a national criminal history record check from a prospective substitute teacher who has been employed by the school district in the last year.

Any person employed as a full-time teacher by a school district in Oklahoma in the five (5) years immediately preceding an application for employment as a substitute teacher may not be required to have a national criminal history record check, if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and an affidavit from the school district in which the teacher was last employed stating the teacher left in good standing. The affidavit shall attest whether the teacher was the subject of any allegation of inappropriate behavior with a student and whether there was a pending or ongoing investigation of inappropriate behavior between the teacher and a student. If an allegation of inappropriate behavior was investigated by an employing school district, the affidavit shall state whether the allegation was substantiated, unsubstantiated or closed with no finding of misconduct. The affidavit shall include contact information for the prior employing school district, which the prospective employing school district shall contact to determine the validity of the submitted affidavit.

Any person who has been employed as a full-time teacher by a school district who applies for employment as a full-time teacher in another school district may not be required to have a national criminal history background check completed if the teacher produces a copy of a national criminal history record check completed within the preceding five (5) years and a letter from the school district in which the teacher was employed stating the teacher left in good standing and whether the teacher was the subject of any allegation of inappropriate behavior with a student.

RECORDS INVESTIGATION (Cont.)

Any person who has been employed as a substitute teacher by a school for a minimum of five (5) years preceding an application to be employed as a full-time teacher may not be required to have a national criminal history record check completed if the teacher can produce a copy of a national criminal history record check completed within the preceding five (5) years and an affidavit from the school district in which the teacher was employed as a substitute teacher stating that the teacher left in good standing. The affidavit shall attest as to whether the teacher was the subject of any allegation of inappropriate behavior with a student and whether there was a pending or ongoing investigation of inappropriate behavior between the teacher and a student. If an allegation of inappropriate behavior was investigated by an employing school district, the affidavit shall state whether the allegation was substantiated, unsubstantiated or closed with no finding of misconduct. The affidavit shall include contact information for the prior employing school district, which the prospective employing school district shall contact to determine the validity of the submitted affidavit.

Any person employed as a full-time teacher by a school district in Oklahoma for ten (10) or more consecutive years immediately preceding an application for employment as a substitute teacher in the same school district is not required to have a national criminal history record check for as long as that person remains employed for consecutive years by that school. If the substitute teacher wishes to work in another Oklahoma school district, a national criminal history background check will be required.

If the applicant for employment meets all other criteria for employment in this school district, the applicant may be employed on a temporary basis for a maximum of sixty (60) days pending receipt of the national criminal history record check results. The temporary employment of the prospective employee shall terminate after sixty (60) days unless the school district receives the results of the national criminal history records check. The sixty (60) day temporary employment period shall begin on the first day the prospective employee reports for duty at the employing school district. If the applicant is offered permanent employment following the review of the records search, the search fee will/will not be reimbursed in full.

TECHNOLOGY CENTER SCHOOLS ONLY:

The requirement for a national criminal history record check shall not apply to technology center employees hired on a part-time or temporary basis for the instruction of adult students only.

REFERENCE: 70 O.S. §5-142

CONCURRENT ENROLLMENT STUDENT

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

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

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

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

When a student earns college credit through concurrent enrollment, the school district will be required to provide academic credit for any concurrently enrolled higher education courses that are correlated with the academic credit awarded by the institution of higher education. The district cannot transcript the academic credit as "elective credit" unless there is no correlation between the concurrent enrollment higher education course and a course provided by the school district.

REFERENCE: 70 O.S. §628.13
Department of Education, Administrator's Handbook

STUDENT TRANSFERS

Open Transfers previously granted by the school board will remain in effect unless the board of education takes action to deny a future year's attendance based upon capacity, discipline, or attendance as addressed within this policy.

The school district will not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude or athletic ability. The school district will begin accepting applications for the next school year starting the first Monday in April. Receipt of applications will be documented by the district so that the district may review those applications in the order submitted for purposes of capacity limitations. The administration will not approve or deny transfers received for the next school year until after the July 1 capacity data is determined for each grade level and site within the school district and upon completion of enrollment of residency students.

Transfers that have previously been approved by the school district will remain in effect for future school years unless the district provides notification to the parent or legal guardian that the transfer is not going to be continued for an upcoming school year due to capacity, disciplinary action or attendance issues. The district will not require parents resubmit a new application each school year and will advance the previous application of an enrolled student amending only the grade placement of the student.

A transfer may be requested at any time in the school year. State law does limit the ability of a student to transfer to no more than two (2) times per school year to one or more school districts in which the student does not reside. Exceptions to this limit will exist for students in foster care. Students are legally entitled to reenroll at any time in his or her school district of residence. Any brother or sister of a student who transfers may attend the school district to which their sibling transfers will be provided preferential treatment and approved regardless of capacity with only discipline and attendance records reviewed in the determination of the sibling transfer request. A separate application must be filed for each student so that the district can timely consider requests in the order applications are received.

A student who has attended school as a resident student for at least three years prior to moving out of the school district may be allowed to transfer into the district regardless of capacity. Such student's application will be reviewed utilizing only disciplinary records and attendance in the determination of the transfer request.

It is the policy of the board of education that any legally transferring student shall be accepted by the district under the following circumstances:

1. The district has the capacity to accept the student at the grade level at the school site;
2. The transferring student has not been disciplined for:
 - a. violation of a school regulation,
 - b. possession of an intoxicating beverage, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities, or
 - c. possession of a dangerous weapon or a controlled dangerous substance while on or within two thousand (2,000) feet of public school property, or at a school event, as defined in the Uniform Controlled Dangerous Substances Act.

TRANSFER POLICY(Cont.)

3. The transferring student does not have a history of absences. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided in 70 O.S. § 10-105 or due to illness.

By the first regular scheduled board meeting of January, April, July and October, the board of education shall establish the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The number of transfer students for each grade level at each site that the district has the capacity to accept will be posted in a prominent place on the school district's website. The district shall report to the State Department of Education the number of transfer students for each grade level for each school site which the district has the capacity to accept.

The district has a capacity of 20 students per grade level teacher in grades Pre-K through 5th.
The district has a capacity of 20 students per grade in grades 6th through 12th.

Special Education caseload requirements, staffing, and services will also be used to determine student capacity for students on Individual Education Plans (IEP). See also Policy FEH: Transfers for Special Education Students. A parent/guardian's failure to provide current Special Education records and identify their child as having an IEP will invalidate the transfer request.

A student may be allowed to transfer to a district in which the parent or legal guardian of the student is employed as a teacher as per 70 O.S. § 8-113.

The district will approve or deny the application and notify the parent of the student of the determination in writing within thirty (30) days of receiving an application. The school district shall enroll transfer students in the order in which they submit their applications. If the number of student transfer applications exceeds the capacity of the district, the district shall select transfer students in the order in which the district received the application. Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of the military reserve on active duty orders shall be eligible for admission to the school district regardless of capacity of the district. Students shall be eligible for military transfer if:

1. At least one parent of the student has a Department of Defense issued identification card; and
2. At least one parent can provide evidence that he or she will be on active-duty status or active-duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a national disaster requiring the use of orders for more than thirty (30) consecutive days.

If the transfer application is accepted, the district shall notify the parents of the acceptance. The parent shall provide the district with written notification that the student will be enrolling within ten (10) days of notification of acceptance. Failure to notify the school district within ten (10) days of acceptance shall result in the cancellation of the transfer. The district will provide a written notice of the cancellation to the parent of the student immediately upon cancellation. If accepted, a student transfer is granted for the existing school year and may continue to attend in future years. At the end of the school year, the district may deny continued transfer of the student due to disciplinary reasons or a history of absences. Written notice of the intention to deny continued transfer of the student shall be given to a parent of a student no later than July 15. The parent may appeal the denial of a continued transfer.

TRANSFER POLICY(Cont.)

If a transfer request is denied by the school district, the district shall provide notification of the denial in writing to the parent by either hand-delivery, by U.S. Mail or electronic mail. The notification shall include:

1. An explanation including but not limited to any citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the district for determining the number of transfer students the school district has the capacity to accept;
3. A copy of 210:10-1-18.1 from the Administrative Code; and
4. The date upon which the appeal will be due.

If a transfer request is denied by the administration, the parent or legal guardian of the student may appeal the denial within ten (10) days of notification of denial to the board of education. If notification was hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification is sent by U.S. Mail, the appeal period shall begin three (3) days after the notification is mailed. If notification is sent via electronic mail, the appeal period shall begin the day after the notification is sent. The board of education shall consider the appeal at its next regularly scheduled board meeting if notice is provided prior to the statutory deadline for posting the agenda for the meeting. The board of education shall accept an otherwise untimely appeal if a parent of a student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within ten (10) days after the parent of the student actually received notice.

The appeal to the board of education shall be submitted to the office of the superintendent. The appeal shall include the following:

1. The name, address and telephone number of the parent of the student and the student for whom the appeal is being taken;
2. The date the district gave notice denying the transfer request;
3. The basis for appealing the decision of the school district; and
4. The name, address and telephone number of the legal representative, if applicable.

During the appeal, the board will review the action of the administration and the appeal paperwork submitted by the parent of the student to make sure that the district policy was followed with regard to the denial of the transfer. The board of education will meet in an executive session to review the educational records of the student. If the policy was not followed, the board of education shall return to open session to vote to overturn the denial and the transfer will be granted. This will be a paper appeal and will include the written documentation utilized by the school district as well as a written response from the parent or legal guardian which explains why the policy was not followed.

If the board of education votes to deny an appeal of a request to transfer, the board of education shall instruct the superintendent to provide notification of denial in writing to the parent of the student by either hand-delivery, by U.S. Mail, or by electronic mail. The notification shall include:

1. An explanation, including the legal citation to the statute, regulation, or school district policy under which the denial was made;
2. A copy of the policy adopted by the board of education for determining the number of transfer students the district has capacity to accept;
3. A copy of the State Board of Education's prescribed form for an appeal; and
4. A copy of 210:10-1-18.1 which identifies the Accreditation standard for appealing the denial of a student transfer.

TRANSFER POLICY(Cont.)

If the board of education votes to uphold the denial of the transfer, the parent or legal guardian may appeal the denial within ten (10) days of the notification of the appeal denial to the State Board of Education. The parent or legal guardian shall submit to the State Board of Education and to the superintendent of the district, a notice of appeal on the form prescribed by the State Board of Education. The superintendent shall immediately provide a copy of the appeal to each member of the board of education. Upon receipt of notice of an appeal, but not later than five (5) days prior to the date at which the State Board of Education is scheduled to consider the appeal the board of education may submit a written response to the appeal. Responses should not exceed five (5) pages. If not submitted by the parent, the board of education shall provide a copy of the policy adopted to determine the number of transfer students the district has the capacity to accept in each grade level for each school site within the district. The parent and the school district will have an opportunity to appear in person or by authorized representative or by attorney to address the State Board at the meeting.

REFERENCE: 70 O.S. §1-114
70 O.S. §1-113
70 O.S. §5-117.1
70 O.S. §8-101, et seq.
70 O.S. §24-101, et seq.; §24-102
Family Education Rights and Privacy Act
Atty. Gen. Op. No. 87-134, April 1, 1988

LEGAL NOTE: Senate Bill 783 repealed 70 O.S. § 8-104 effective March 31, 2021. Oklahoma law no longer allows emergency transfer of students. Oklahoma law regarding transfers will change again on January 1, 2022. A new sample policy has been created which addresses those changes that are effective with regard to student transfers on January 1, 2022.

THIS POLICY REQUIRED BY LAW.

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS

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

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

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

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

“Electronic or digital communication” includes, but is not limited to, emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic or digital means of communication.

The Superintendent or designees will periodically conduct internet searches to see if teachers have posted inappropriate materials online. When inappropriate use of computers and websites is discovered, the School

Principals and Superintendent will download the offensive material and promptly bring that misconduct to the attention of the school district’s legal counsel for review.

The board of education shall designate school-approved platforms. The administration shall publish school-approved platforms on the district’s website and in student or staff handbooks.

School personnel engaging in electronic or digital communication with an individual student shall include the student’s parent or guardian in any electronic or digital communication, unless such communication is on a school approved platform and related to school and academic communications. The only exception to this requirement may be made in case of an emergency as determined by the board of education, subject to subsequent notification to the parent or guardian. School employees shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

STAFF MEMBERS AND ELECTRONIC OR DIGITAL COMMUNICATIONS (Cont.)

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

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

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

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

CHILDREN OF ACTIVE-DUTY MILITARY MEMBERS

Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active duty status and students who are the dependent children of a member of the military reserve on active duty orders shall be eligible for admission to the school district of their choice if he or she is a student whose parent or legal guardian is transferred or is pending transfer to a military installation within the state while on active military duty pursuant to a valid military order. Students shall be eligible if at least one parent of the student has a Department of Defense-issued identification card.

Students who currently reside outside of a district they select for admission shall be treated by the receiving district as residing within the receiving district for purposes of enrollment.

If the enrolling student is on an IEP, an individualized family service plan, or a Section 504 plan, the district shall take the necessary steps including, but not limited to, the transfer of records and any prior evaluations, the performance of reevaluations, if necessary, and meetings to ensure that comparable services are in place prior to the student's first day of school in the state.

REFERENCE: 70 O.S. §8-103.1

POLICY REQUIRED BY LAW

MATERNITY LEAVE (REGULATIONS)

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

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

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

REFERENCE: 70 O.S. §6-104.8

**BEREAVEMENT LEAVE
(REGULATIONS)**

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

The board of education will provide up to 3 days leave with pay for each bereavement in the immediate family of an employee. Such leave must be approved by the principal and the superintendent.

If the employee has to be absent for a funeral other than immediate family, the absence will be charged to emergency leave. If additional time is needed because of travel or other special considerations, a request may be submitted; and, if approved by the principal and superintendent, the time will be charged to sick leave.

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

LEGAL REFERENCE: **70 O.S. Section 6-104.**

ARTIFICIAL INTELLIGENCE SYSTEMS AND TOOLS USE IN THE SCHOOL DISTRICT

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

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

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

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

Student Use Guidelines:

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

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

ARTIFICIAL INTELLIGENCE (Cont.)

3. Offenses or violations of this Policy will be addressed by the teacher and professional staff. Procedures should be clearly established in the student discipline code or academic integrity policies.

Staff Use Guidelines:

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

District Level Guidelines:

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

LEGAL REFERENCE: **70 O.S. § 11-120**

STRONG READERS ACT

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

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

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

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

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the

STRONG READERS ACT (Cont.)

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

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

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

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

STUDENT RETENTION (REGULATION)

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

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of 60% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

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

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

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

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

1. Students with disabilities whose individualized education program (IEP) indicates that participation in the statewide student assessment system is not appropriate, consistent with state law;
2. Students identified as English language learners who have had less than two (2) consecutive school years of instruction in an English-learner program;
3. Students with disabilities who participate in the statewide English Language Arts assessment and who have an IEP that reflects that the student has received reading intervention for more than two (2) school years but still demonstrates a reading deficiency, or who was previously retained for one (1) year in kindergarten, first, second, or third grade; and
4. Students who have received reading intervention services for two (2) or more years but still demonstrate a reading deficiency, and who were previously retained in kindergarten, first, second, or third grade for a total of two (2) years. No student shall be retained twice in third grade.

STUDENT RETENTION (CON'T)

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

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

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

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

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

Beginning with the 2027-2028 school year, students retained shall be provided Tier 2 or Tier 3 reading interventions to remedy the student's specific reading deficiency. The reading intervention services shall include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of student reading intervention plans for all students retained in third grade. The review shall address additional supports and services needed to remedy the identified areas of reading deficiency and ensure the following are provided to retained students:

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

STUDENT RETENTION (CON'T)

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

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

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

REPORTING SUSPECTED CHILD ABUSE AND/OR NEGLECT

In accordance with Oklahoma law, any person is required to immediately report suspected cases of physical abuse or neglect involving students under the age of eighteen (18) to the statewide toll free hotline of the Department of Human Services and local law enforcement. The statewide DHS hotline number is 1-800-522-3511. Any person having reason to believe that a student age eighteen (18) or older is a victim of abuse or neglect shall immediately report the matter to local law enforcement. In addition to the above, every school employee having reason to believe, or receiving an allegation or disclosure, that a student is the victim of sexual abuse, sexual assault, or sexual misconduct shall report the disclosure, allegation or information within twenty-four hours to local law enforcement.

Local law enforcement means a law enforcement agency that is independent of the school district, campus police department and shall not include a school resource officer employed by the school district unless directed by the independent law enforcement agency. When a school resource officer is utilized, the office shall submit a written report describing the circumstances and any actions taken to the independent law enforcement agency. Reports must be made prior to any formal investigation or questioning of the subject of the disclosure or allegation.

No school investigator, administrator or official shall conduct formal interviews of the subject of the disclosure or allegation or engage in disciplinary proceedings until law enforcement has been notified and has had the opportunity to interview the involved parties, unless law enforcement determines that an immediate school response is necessary to protect student safety.

Any school employee with knowledge of a report shall not disclose information identifying the reporting school employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the State Department of Education.

The board of education fully supports that requirement and has established this policy to facilitate such reporting.

Every teacher, support person, or other employee of this school district shall immediately report any suspected physical, mental, or sexual abuse or neglect of any school student to the Department of Human Services by telephone. The employee shall also inform the building principal who will advise the superintendent that the report was made using Form FFG-E.

“Child Abuse and Neglect” shall include, but is not limited to:

1. Child abuse as defined in Section 843.5 of Title 21 of the Oklahoma Statutes;
2. Sexual abuse or sexual exploitation as defined in Section 1-1-105 of Title 10A of the Oklahoma Statutes;
3. Contributing to the delinquency of a minor as defined in Section 856 of Title 21 of the Oklahoma Statutes;
4. Trafficking in children, as defined in Section 866 of Title 21 of the Oklahoma Statutes;
5. Incest as described in Section 885 of Title 21 of the Oklahoma Statutes;
6. Forcible sodomy, as described in Section 888 of Title 21 of the Oklahoma Statutes;

REPORTING SUSPECTED CHILD ABUSE (Cont.)

7. Maliciously, forcibly or fraudulently taking or enticing a child away, as described in Section 891 of Title 21 of the Oklahoma Statutes;
8. Soliciting or aiding a minor child to perform or showing, exhibiting, loaning or distributing obscene material or child pornography, as described in Section 1021 of Title 21 of the Oklahoma Statutes;
9. Procuring or causing the participation of any minor child in any child pornography or knowingly possessing, procuring or manufacturing child pornography, as described in Section 1021.2 of Title 21 of the Oklahoma Statutes;
10. Permitting or consenting the participation of a minor child in any child pornography, as described in Section 1021.3 of Title 21 of the Oklahoma Statutes;
11. Facilitating, encouraging, offering or soliciting sexual conduct with a minor, as described in Section 1040.13a of Title 21 of the Oklahoma Statutes;
12. Offering or offering to secure a minor child for the purposes of prostitution or any other lewd or indecent act, as described in Section 1087 of Title 21 of the Oklahoma Statutes;
13. Causing, inducing, persuading or encouraging a minor child to engage or continue to engage in prostitution, as described in Section 1088 of Title 21 of the Oklahoma Statutes;
14. Rape or rape by instrumentation, as described in Sections 1111.1 and 1114 of Title 21 of the Oklahoma Statutes;
15. Making any oral, written or electronically or computer-generated lewd or indecent proposals to a minor child under the age of sixteen (16) as described in Section 1123 of Title 21 of the Oklahoma Statutes; and
16. Sexual battery, when committed upon a person who is at least sixteen (16) years of age and is less than twenty (20) years of age and is a student, or in the legal custody or supervision of any public or private elementary or secondary school, or technology center, by a person who is eighteen (18) years of age or older and is an employee of a private or public school system.

The reporting obligations under this section are individual, and no employer, supervisor or administrator of a person required to provide information pursuant to this section shall discharge, or in any manner discriminate or retaliate against, any such person who in good faith provides such child abuse reports or information, testifies, or is about to testify in any proceeding involving child abuse or neglect; provided, that such person did not perpetrate or inflict such abuse or neglect. Any such employer, supervisor, or administrator who discharges, discriminates, or retaliates against such person shall be liable for damages, costs, and attorney fees.

Any person, other than a superintendent or school administrator, who knowingly and willfully fails to promptly report any incident of child abuse may be reported to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any person who knowingly and willfully makes a false report or makes a

report that the person knows lacks factual foundation may be reported by the Department of Human Services to local law enforcement for criminal investigation and, upon conviction thereof, shall be guilty of a misdemeanor. Any

REPORTING SUSPECTED CHILD ABUSE (Cont.)

superintendent or school administrator who knowingly and willfully fails to promptly report or interferes with the prompt reporting of abuse or neglect shall, upon conviction be guilty of a felony in accordance with 21 O.S. § 593.

Any person participating in good faith and exercising due care in the making of a report or any person who, in good faith and exercising due care, allows access to a child by persons authorized to investigate a report concerning the child shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed. Any such participant shall have the same immunity from any liability with respect to participation in any judicial proceeding resulting from such report.

A school employee with knowledge that a report has been made shall not disclose information identifying the reporting employee unless otherwise ordered by the court or as part of an investigation by local law enforcement or the Department.

The school district shall post, in a clearly visible location in a public area of the school that is readily accessible to all students, a sign in English and Spanish that contains the toll-free number operated by the Department of Human Services.

Every school employee shall annually sign an attestation acknowledging his or her responsibility to report suspected child abuse or neglect pursuant to state law.

REFERENCE: 10A O.S. § 1-2-101
10A O.S. § 1-2-104
63 O.S. §1-120 (G)
70 O.S. §§ 1210.162, 1210.163 and 1210.164
Atty. Gen. Op. No. 78-202 (Dec. 28, 1978)

Attachment B

Waynoka Public Schools Support Personnel to be hired for the 2026-2027 school year.

Friend, Jatana

Hope, Dana

Inman, Beddy

Like, Kelly

Mayes, Betty

Milledge, Anna

Miner, Rita

Seiger, Linda

States, Jill

Whipple, Allen

Wilson, Ronna