



ADA HIGH SCHOOL

1400 Stadium Drive • Ada, Oklahoma 74820-8497 • 580-310-7220 • Fax 580-310-7221

Dear Student,

On behalf of our faculty and staff, we'd like to welcome you to another exciting year at Ada High School. It is with great pride that I extend to you a personal invitation to become involved in the activities, programs, and the tradition of excellence that are a trademark of Ada High School.

The purpose of this handbook is to inform you of the basic operating procedures of our school regarding our academic programs, our activity programs, and our rules and regulations governing student behavior. As you encounter the challenges and opportunities of a new school year, I encourage you and your classmates to observe the highest standards of excellence in the areas of academics, behavior, character, and citizenship.

As educators, our expectations are high. We want nothing more than to assist you in achieving your goals. To accomplish this requires a team effort between the students, parents, and faculty. I suggest that parents and students review the contents of this handbook together. If you have questions that remain unanswered after reading the handbook, please call the school. We feel that open and clear communication between school and home is important to your academic success. In addition to cooperation between students, parents, and teachers, the self discipline and dedication you demonstrate as a student will have a direct impact on your ability to succeed both academically and in life.

The faculty, staff, and I look forward to the upcoming year and to watch you grow and achieve both as a student and a young person. We are firmly committed to doing all that we can to assist you in achieving your goals in terms of educational opportunities, participation in school activities, and the development of a mutual sense of trust and respect between your family and the school.

Welcome to Ada High School and we invite you to become part of the tradition and excellence that is a trademark of The System.

Sincerely,

Eddie Jacobs
Ada High School

"Home of The Cougars"

INTRODUCTION

Formal education plays a major role in developing students who are healthy in mind and body. Our role as educators is to develop students intellectually, emotionally, morally, and physically. We feel development of the total individual is critical in living a productive and fulfilling life in which learning never ends.

PHILOSOPHY OF ADA PUBLIC SCHOOLS

Our democratic form of government and our way of life depend upon how well the public schools educate our students and train them for responsible citizenship. This is the purpose for which the system of free public schools exists.

Inherent in our philosophy of life in the United States is the belief that all members of society shall lead productive lives. As such, education, either directly or indirectly, is geared to this goal. Because our heritage has developed the idea that work is an integral part of our lives, education strives to implement this idea so that our way of life will be perpetuated through individual success.

The basic foundation of our educational system rests in the principles set forth in our country's and our state's constitutions; therefore, our function in the Ada Public Schools is to provide the opportunity for each student to develop the skills and attitudes which will promote these ideals. To achieve this end, the school will attempt to foster adequate emotional stability, intellectual understanding, physical development, and social competence.

The school will take its place beside the home in helping each child establish standards by which he or she may live and develop those qualities and attitudes that will enrich and strengthen his or her life.

MISSION

The mission of Ada High School is to educate students to become caring and competent community members.

NOTICE OF NONDISCRIMINATION

Ada City Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and other activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Pat Liticker, Superintendent, 324 W. 20th, Ada, Oklahoma 74820, (580)-310-7200.



**ADA HIGH SCHOOL
BELL SCHEDULE
2025-2026 SCHOOL YEAR**

First Hour	7:55 – 8:47
Second Hour	8:51 – 9:43
Third Hour	9:47 – 10:39
Fourth Hour	10:43 – 11:35
Fifth Hour	11:39 – 12:31
LUNCH	12:31 – 1:25
TARDY HALL	12: 33 – 12:53
Sixth Hour	1:30 – 2:20
Seventh Hour	2:24 – 3:14

ADA HIGH SCHOOL
EARLY RELEASE DAY SCHEDULE

1ST HOUR 7:55 – 8:33

2ND HOUR 8:37 – 9:15

3RD HOUR 9:19 – 9:57

4TH HOUR 10:01 – 10:39

5TH HOUR 10:43 – 11:21

6TH HOUR 11:25 – 12:03

7TH HOUR 12:07 – 12:45

LUNCH 12:45 – 1:05

Ada High
Alternate Bell Schedule

1st Hour 7:55-8:40

2nd Hour 8:44-9:31

3rd Hour 9:35-10:20

4th Hour 10:24-11:11

5th Hour 11:15-12:00

Assembly 12:04-12:45

Lunch 12:45-1:35

6th Hour 1:40-2:25

7th Hour 2:29-3:14

FACULTY LIST

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ADA CITY SCHOOLS | 2025-2026 CALENDAR

4 - Professional Day

5, 6 - Enrollment Confirmation

7, 8 - Professional Day

11, 12 Meet & Greet Orientation

13 - First Day of School

AUGUST '25						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JANUARY '26						
S	M	T	W	Th	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1, 2 - Christmas Break

5 - Professional Day

19 - M.J. King Day
No School

1 - Labor Day

19 - Early Release Day

22 - No School

SEPTEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

FEBRUARY '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

13 - Professional Day

16 - Presidents' Day
No School

14 - Early Release Day & Parent/Teacher Conference

15, 16, 17 - Fall Break

OCTOBER '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MARCH '26						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12 - Early Release Day & Parent/Teacher Conference

13 - Snow Day/No School

16 - 20 Spring Break

24 - 28 Thanksgiving Break

NOVEMBER '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

APRIL '26						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

3 - Good Friday
No School

6 - Easter Holiday
No School

24 - Snow Day

December 19 - January 2
Christmas Break

DECEMBER '25						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MAY '26						
S	M	T	W	Th	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 - Snow Day/No School

21 - Last Day of School
Early Release Day
1/2 Day Teacher Workday

Board Approved: January 13, 2025

Revisions Approved: April 14, 2025

EQUAL OPPORTUNITY ACT

“There will be no discrimination in the Ada Public Schools because of race, color, sex, national origin, religion, disability, veteran status, sexual orientation, or age in its programs, services, activities and employment.”

VISITORS

Due to safety protocols, student visitors are not allowed to attend classes. Unauthorized students on campus or in the building will be asked to leave. All other visitors must check in at the main office to receive a pass.

EMERGENCY PROCEDURES

We will review and practice all emergency procedures several times during the school year.

FIRE DRILL

Everyone will exit the building using the closest exit for each classroom.

Students and all personnel should go at least fifty yards from the building and should remain there until the all-clear signal.

TORNADO WARNING/SEVERE WEATHER INSTRUCTIONS

In the event of a tornado warning all students and faculty will report to the safe rooms in the tech wing.

LOCK-DOWN

In the event of a lock down, students are to follow the directives of the staff members in their immediate area. In the classroom, students are to move away from the doors and windows. Classroom doors are to be locked and lights turned out. Under no circumstance should the classroom doors be opened during the lockdown. Students and staff in open areas of the building are to move to a classroom, office, or other secure area immediately. An announcement will be made over the intercom when it is safe to open the doors and there is no immediate threat to the school.

INCLEMENT WEATHER

In the event of inclement weather and school cancellation there will be a robo call from the superintendent. The local radio station along with Channel 10, Channel 12, and Oklahoma City news stations will be notified.

CUSTODY ARRANGEMENT/PROTECTIVE ORDERS/RESTRAINING ORDERS

It is the responsibility of the parents/guardian to notify the school by providing court documents, for changes in custody, or directives in regard to student safety or sign-out procedures.

LOCKERS

Lockers are provided by the school upon the request of the student to store their school books and supplies. Students are encouraged to lock their lockers at all times. The lockers should not be considered as private domain. The school reserves the right to check lockers for books, school materials, or contraband at any time without notification. Students should not share lockers, or share combinations with other students. Lockers remain under jurisdiction of the school even when assigned to an individual student. The school reserves the right to inspect all lockers. According to Oklahoma School law (§70-24-102.), students shall not have any reasonable expectation of privacy towards school administrators or teachers in the contents of a school locker, desk, or other school property. School personnel shall have access to school lockers, desks, and other school

property in order to properly supervise the welfare of pupils. School lockers, desks, and other areas of school facilities may be opened and examined by school officials at any time and no reason shall be necessary for such search. The United States Supreme Court has decided that the need by teachers and administrators to maintain order outweighs the privacy interests of students in a case called *New Jersey v. TLO*. A student has full responsibility for the security of the locker and is responsible for the contents of his/her locker. You must have approval of the administrative staff to change lockers.

SCHOOL EQUIPMENT AND FACILITIES

Students are asked to take care of the school's equipment and facilities. Equipment is not to be taken from the area in which it is used. Equipment or facilities damaged or destroyed will be charged to the student, parents will be notified and disciplinary action may result.

OFFICE TELEPHONE

The office telephone is a business phone and will not be used by students except for emergencies with office approval. During instructional time, students must have a pass from a teacher in order to use the phone.

ASSEMBLIES

Students are expected to behave in an orderly manner at school assemblies. Disorderly and inappropriate behavior will not be tolerated during assemblies and may result in disciplinary action.

INSURANCE

Students have the opportunity to participate in a student insurance program at Ada High School. This information will be available online.

MEDICATION

Prescription medicines will be given to students by school personnel only when prescribed and ordered by a physician for that particular student.

School personnel must be informed in writing by the parent/guardian directing that the medication be given to the student at school. Must include a form signed by a doctor for prescription drugs. Forms are found on the website. Specific information regarding the medicine, dosage, and time of administration must be clearly stated.

Students are not to keep medication of any kind in their possession except in the case of self-administered inhalers. The students must provide appropriate documentation on file at the school.

All prescription medication must be presented to the school nurse in the original labeled prescription bottle, which will include the student's name, date, and instructions for administering, name of drug, and name of issuing physician.

Non-prescription medicine will be given only for a short-term duration (less than 2 weeks) and only when in the original container accompanied by a written parental request and directions for administering. The container must be labeled with the student's name.

FIRST AID

Students are to immediately report any accident or sudden illness to an administrator or staff employee. The school nurse will be notified and parents will be informed of any serious injury or illness.

IMMUNIZATIONS

Parents of students entering an Oklahoma school for the first time must show an Oklahoma Certificate of Immunization. For school enrollment a parent or guardian shall provide one of the following: Current, up to date immunization records OR A completed and signed exemption form. Oklahoma law requires that all students be immunized against diphtheria, whooping cough, tetanus, polio, mumps, measles, hepatitis A/B, and rubella. Failure to comply with this may result in suspension from school. These forms can be found online under health and immunizations.

FIELD TRIPS

All students leaving the school on any field trip must meet school eligibility requirements and submit a signed parent permission slip to the teacher or sponsor. ***School dress code and all school policies will be observed while on the field trip.***

FOOD SERVICES

Students requiring special diets for lunch should contact food services to make special arrangements. Ada High has breakfast and lunch served in the cafeteria. Ada High is an open campus for lunch.

DRIVING RULES

Driving a car to school is a privilege. Students must park in assigned areas. Students will not linger in the parking lot before or after school. All students entering or leaving campus in their automobiles are required to travel in a slow, safe manner (10 mph). Loud radios and music are a distraction to the school environment. All radios must be turned down upon entering campus. A rule of thumb is that if it can be heard outside of the car, it is too loud. ***Students must display the school parking permit on the rear view mirror of their car.*** Failure to park in assigned spaces or to properly display AHS parking tags may result in suspension of driving privileges. Unsafe driving may also lead to suspension or disciplinary action.

BUS RULES

Students who ride the bus are to follow the same rules as in the classroom. The bus driver has authority over all students who ride the bus. The bus rules form was signed at enrollment. Inappropriate behavior on the bus will result in disciplinary action.

ENROLLMENT

Students will pre-enroll during the second semester of the school year. In August, parents will be required to finalize the enrollment process and to complete all forms necessary for enrollment.

TRANSFERS

Students looking to transfer into the district must fill out the paperwork and be accepted into the district prior to completing the enrollment process. The paperwork and information can be found at adacougars.net under the "Student Transfer Information" tab.

NEW STUDENT ENROLLMENTS

Parents must provide a copy of the student's birth certificate, immunizations, school records, proof of residency, custodial papers, and transcripts.

COUNSELING

Counseling services are provided. Students will be assigned counselors based on the grade level.

Mrs. McDonald—Sophomores
Mrs. Summers—Juniors
Mr. Swopes—Seniors

SCHEDULE CHANGES

Students are expected to honor their enrollment schedules. Schedule changes can be made by setting up an appointment with a counselor. After the first two weeks of school, there will be no class changes without the approval of the administration.

LEAVING CAMPUS

Under no circumstances are students to leave the campus while school is in session without permission from a parent or legal guardian or has been a pre approved class activity. Violations of this policy would result in disciplinary action.

STANDARDIZED TESTING

P.S.A.T. offered to all college bound students in the month of October during their sophomore and/or junior year. This test allows a student to compare his/her ability to do college work with other college bound students. It also provides practice for the SAT. The PSAT is the first step in entering the Scholarship programs conducted by the National Merit Scholarship Corporation.

ACT is offered to all college bound students at different times during the school year. They may also retake the ACT on one of five national test dates throughout their senior year. The ACT measures a student's performance in four curricular areas—English, Mathematics, Reading, and Science Reasoning.

FINANCIAL LITERACY

Personal Financial Literacy is designed for students in Grades 7-12. These standards of learning are priority, essential, and necessary for all Oklahoma students. Learning the ideas, concepts, knowledge, and skills will enable students to implement personal financial decision-making skills; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit, money managers, and to be participating members of a global workforce and society.

The intent of personal financial literacy education is to inform students how individual choices directly influence occupational goals and future earnings potential. Successful money management is a disciplined behavior and much easier when learned earlier in life. The fourteen areas of instruction designated in the Passport to Financial Literacy Act of 2007 (70 O.S. § 11-103.6h) are designed to provide students with the basic skills and knowledge needed to effectively manage their personal finances. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. This systematic way of making personal financial decisions will provide students a foundational understanding for making informed and successful personal financial decisions.

NON SPONSORSHIP OF SENIOR TRIPS

Ada High School does not sponsor any type of senior trip.

Distance/Virtual Learning

Students in brick and mortar can be placed on distance learning with a note from a doctor for a set period of time. Students will be required to check in with their teachers between 8:00 A.M and 3:15 P.M. (via the teacher’s attendance requirement) daily and complete their class work. Virtual learning is conducted through Cougar Academy which is a placement for an entire semester.

ACADEMICS
(GRADES 10-11-12 STANDARD GRADING SCALE)

The letter grades A, B, C, D, F, and I will be used to indicate the achievements of secondary school students in all instructional areas. The letter grades used shall indicate the following degree of achievement.

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
Below 60%	F
Incomplete	I

ADA HIGH SCHOOL REQUIREMENTS FOR GRADUATION 2024-2025

1. 4 years of English	4 units
2. 3 years of Math	3 units
3. 3 years of Science	3 units
4. 1 year of U.S. History	1 unit
5. 1 semester each of OK History & Government	1 unit
6. 1 semester of Geography and World History	1 unit
7. 2 years of Humanities included in English Classes	
8. Twelve Electives	12 units
Total Units for Graduation	25 units
9. Community Service	30 hours
10. Financial Literacy	
11. CPR	

ADVANCED PLACEMENT PROGRAM

Ada City Schools offers Pre-Advanced Placement and Advanced Placement classes for students in Grades 6-12 and is known for producing National Merit Scholars, Academic All-State recipients, and Oklahoma Academic Scholars.

Ada City Schools’ Subject area Course Guide has been determined to help students plan for academic Success. The pathways listed below are suggested pathways that will allow students to meet or exceed graduation requirements. Course offerings are subject to student enrollment and staff availability.

In order to accommodate those students who are capable and willing to pursue knowledge of a specific subject at the highest available level, Ada High School has provided AP courses. Students should check with a counselor to find what AP courses are available.

Required English Pathway	
Course	Suggested Grade Level
English I	9
English II	10
English III	11
English IV	12
Accelerated English Pathway	
Pre-AP English I	9
Pre-AP English II	10
AP Language & Composition	11

AP Literature & Composition	12
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Required Mathematics Pathway	
Course	Suggested Grade Level
Algebra I	9
Geometry	10
Algebra II	11
Accelerated Mathematics Pathway (Option 1)	
Pre-AP Algebra I	8
Pre-AP Geometry	9
Pre-AP Algebra II	10
Pr-AP Trigonometry/College Algebra	11
Advanced Placement Calculus (AB)	12
Accelerated Mathematics Pathway (Option 2)	
Pre-AP Placement Algebra I	9
Pre-AP Placement Geometry AND Pre-AP Placement Algebra II	10
Pre-AP Trigonometry/College Algebra	11
AP Calculus (AB)	12
Accelerated Mathematics Pathway (Option 3)	
Pre-AP Placement Algebra I	9
Pre-AP Placement Geometry	10
Pre-AP Placement Algebra II	11
Pre-AP Placement Trigonometry/College Algebra	12

Required Social Studies	
Course	Suggested Grade Level
Oklahoma History/Government	9
Geography/World History	11
U.S. History	11
Accelerated Social Studies Path Way	
Oklahoma History/Government	9
Geography/World History	10
AP U.S. History	11
AP Economics	12

Required Science Pathway	
Course	Suggested Grade Level
Physical Science	9
Biology	10
Environment Science, Forensic Science, Chemistry, Zoology/Botany, Anatomy/Physiology or Bio Tech	11
Accelerated Science Pathway (Option 1)	
Biology or Pre-AP Biology	9
Chemistry	10
AP Biology (See Prerequisites)	11
Accelerated Science Pathway (Option 2)	
Biology or Pre-AP Biology	9
Chemistry	10
Honors Anatomy/Physiology	11
AP Biology (See Prerequisites)	12
Accelerated Science Pathway (Option 3)	
Biology or Pre-AP Biology	9
Chemistry	10
College Preparatory Physics (See Prerequisites)	12
Accelerated Science Pathway (Option 4)	
Physical Science	9
Biology or Pre-AP Biology	10
Zoology/Botany	11
AP Environmental Science (See Prerequisites)	12

COURSE DESCRIPTIONS

Mathematics

Geometry

Major concepts/content: The purpose of this course is to provide a rigorous, in-depth study of geometric relationships and deductive strategies, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to, the following: · Logic · Deductive arguments and proofs · Segments and angles · Two- and three-dimensional figures · Perpendicularity and parallelism · Similarity · Congruence · Constructions · Perimeter, area, and volume · Coordinate and transformational geometry · Basic trigonometry in right triangles

Honors Geometry

Major concepts/content: The purpose of this course is to provide a rigorous, in-depth study of geometric relationships and deductive strategies, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to, the following: · Logic · Deductive arguments and proofs · Segments and angles · Two- and three-dimensional figures · Perpendicularity and parallelism · Similarity · Congruence · Constructions · Perimeter, area, and volume · Coordinate and transformational geometry · Basic trigonometry in right triangles

Algebra II

The purpose of this course is to continue the rigorous and in-depth study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to, the following: · Structure and properties of the complex number system · Relations, functions, and graphs · Rational and irrational expressions · Equations and inequalities · Systems of equations and inequalities · Polynomial functions · Rational exponents · Logarithmic and exponential functions · Permutations, combinations, and probability · Graphing utilities

Honors Algebra II

The purpose of this course is to continue the rigorous and in-depth study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to, the following: · Structure and properties of the complex number system · Relations, functions, and graphs · Rational and irrational expressions · Equations and inequalities · Systems of equations and inequalities · Polynomial functions · Rational exponents · Logarithmic and exponential functions · Permutations, combinations, and probability · Arithmetic and geometric sequences and series · Conics · Graphing utilities

Honors Geometry

Major concepts/content: The purpose of this course is to provide a rigorous, in-depth study of geometric relationships and deductive strategies, which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to, the following: · Logic · Deductive arguments and proofs · Undefined terms · Segments and angles · Two- and three-dimensional figures · Perpendicularity and parallelism · Similarity · Congruence · Constructions · Perimeter, area, and volume · Coordinate and transformational geometry · Basic trigonometry in right triangles

Math of Finance

Major concepts/content: This course is designed to provide students with the skills necessary to make wise financial decisions. The basic concepts of algebra will be reviewed and extended as students solve real-life problems which affect them and their families. The content should include, but not be limited to, the following: · Personal finance · Personal and business investments · Personal and business earnings · Consumer credit · Travel

Honors Pre-Calculus

Major concepts/content: The purpose of this course is to demonstrate the relationships between algebra, geometry, and trigonometry and use this relationship in preparation for calculus. The content should include, but not be limited to, the following: · Trigonometric identities · Graphs of trigonometric functions and their inverses · Trigonometric equations · Unit circle · Polynomial and rational functions · Graphs and curve sketching · Circles · Functions: Inverse, combination/composite · Graphing utilities · Review of linear functions

AP Calculus

Major Concepts/Content: The purpose of this course is to enable students to develop an understanding of calculus and be able to use it in applications. The content should include, but not be limited to, the following: · Functions, graphs, continuity, and limits · Derivatives – concept, computation and applications · Second derivatives · Integrals · Fundamental theorem of calculus · Antidifferentiation · Approximation of definite integrals

ENGLISH

English II

Sophomore English is designed to help students increase their proficiency in reading, writing, speaking, and listening skills. Instruction and practice will focus on organization, clarity, development, analysis, and the fundamentals of English usage. Students will gain an understanding of written and oral communication skills through composition and reading of various genres.

Honors English II

Pre-AP English II includes a rigorous and integrated study of composition, rhetoric, and a particular focus on reading analysis across genres. This course features extensive skill instruction in both research and writing with emphasis on audience, purpose, arrangement, and style, and documentation of information sources as well as critical thinking about evidence and conclusions.

AP English Language and Composition

AP Language and Composition (AP English III) is a rigorous course designed to simulate a collegiate level composition course. Students will employ a variety of literary techniques and rhetorical analysis strategies to study, understand, and analyze a variety of texts with an emphasis on non-fiction. Writing will be a constant and essential feature of this course. Upon completion of the course, students will be equipped to take the College Board AP Exam for possible college credit. In addition to coursework designed for AP, students will also complete coursework for English III with a focus on American Literature primarily from the last two centuries with a short focus on the Pre-Revolutionary and Revolutionary periods. Students will examine the progress this nation has experienced in literature as well as other diverse and engaging mediums that will illustrate the diversity and creativity that has shaped our country into what it is today.

English III

English III will focus on American Literature primarily from the last two centuries with a short focus on the Pre-Revolutionary and Revolutionary periods. We will examine the progress this nation has experienced in literature as well as other diverse and engaging mediums that will illustrate the diversity and creativity that has shaped our country into what it is today.

English IV

English IV is a language arts course for high school seniors designed to prepare students for the demands of two or four-year college degree programs and/or for the workplace. Selections from British literature are organized around significant time periods, and universal literary themes are explored in depth. Elements of grammar are addressed daily through sentence examination and correction. Vocabulary words and word study skills are emphasized, examined, and applied. Composition is also addressed through several forms of writing, including research, and a research paper. Students also create a portfolio which is a collection of personal writing and artifacts about their lives.

AP English Literature and Composition

AP Literature and Composition (AP English III) is a rigorous course designed to simulate a collegiate level composition course. Students will employ a variety of literary techniques and rhetorical analysis strategies to study, understand, and analyze a variety of texts with an emphasis on non-fiction. Writing will be a constant and essential feature of this course. Upon completion of the course, students will be equipped to take the College Board AP Exam for possible college credit. In addition to coursework designed for AP, students will also complete coursework for English III with a focus on American Literature primarily from the last two centuries with a short focus on the Pre-Revolutionary and Revolutionary periods. Students will examine the progress this nation has experienced in literature as well as other diverse and engaging mediums that will illustrate the diversity and creativity that has shaped our country into what it is today.

HISTORY

Oklahoma History

Oklahoma History is a semester-long class studying Oklahoma through people, places, and events.

US Government

This class studies the United States Government through past and present times. It is offered in the first semester.

Modern History

This course focuses on modern history beginning 17th century to current times gaining

World History

In World History you will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among other societies. The course will give a broad overview of World Religions and Ancient/Medieval influences over the modern world. The course will then emphasize modern history from 1500 to the present..

AP European History

This course will focus on various aspects of European history.

AP U.S. History

This course is designed around the AP U.S. History curriculum which studies U.S. through themes of development. We will study the people of the U.S. as well as the political and economic history primarily through primary and secondary sources. There is a strong emphasis on higher level thinking and analysis with a special focus on how to write historically.

SCIENCE

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP environmental science encompasses a broad spectrum of subjects, including geology, biology, environmental studies, ecology, chemistry, and geography.

Biology

Biology is a state mandated course that must be passed in order to graduate from high school. Biology includes a general investigation of such things as basic organic and inorganic chemistry important to understanding living organisms, scientific method of investigations, structure and function of plant and animal cells, and energy transformations in living systems. Characteristics of life, classification of organisms, infectious diseases and immune responses, human biology, genetics, general ecology and evolution are also studied. The course is designed for those students who may never take any more biology courses as well as those who may plan to take advanced high school courses or go on to do college work. An exit exam is given at the end of the school year.

Biotechnology

Biotechnology (may be offered as Biology II) is a course devoted to learning and USING technology to study in depth the workings of DNA, RNA and Proteins. Students are expected to "think like a biotechnician " as they explore DNA, RNA, proteins, enzymes, bacteria and other models organisms, both natural and genetically modified. Labs will be carried out using technologies such as PCR, micropipetting, DNA electrophoresis and transformations, DNA sequencing and bioinformatics. Prerequisites are either chemistry or biology

Contextual Biology

Contextual biology is a course designed for those students who may have difficulty with traditional learning styles. Study and organization are emphasized as we cover science skills such as observation and measurement, use of scientific method, graphing and data analysis. Classification systems, life cycles and life processes will be studied. Students will be expected to work individually as well as in small groups or as an entire class on various projects. Hands-on activities are utilized

Chemistry

General Chemistry is the science that investigates and explains the structure and properties of matter. This course presents an in-depth study of matter, the periodic table, chemical formation reactions and mathematics.

Honors Chemistry

Pre-AP Chemistry is the science that investigates and explains the structure and properties of matter. This course is designed to prepare students using an in-depth study of matter, the periodic table, chemical formation, reactions, stoichiometry, and gas laws. This class will prepare the student for AP Chemistry and future college chemistry courses.

Forensic Science

Forensic Science is a laboratory-based course utilizing investigative techniques and concepts from chemistry, biology, biotechnology and physics as they apply to the law. This course is intended to expose high school students to the various laboratory skills commonly used during a forensic investigation. Students will be exposed to actual case studies that focus on landmark court decisions and criminal investigations as well as utilize the skills of observation and measurement, microscopy, organic/inorganic analysis, serology, DNA extraction and isolation, and more throughout the course to solve mock crimes.

Honors Biology I

Biology is a state mandated course which must be completed with a passing grade in order for graduation from high school. Pre-AP Biology takes the more advanced learner deeper into concepts and information also taught in Biology I. Laboratories, activities and authentic research projects along with lecture, class discussions and innovative technology enhance this course.

Human Anatomy & Physiology

Honors Human Anatomy & Physiology is a course designed for the serious student who is interested in learning more about the human body. Many students have expressed an interest in the health and medical fields but the class is by no means limited to those students. Emphasis is placed on the learning of structures and their physiology. Clinical applications make the subject more interesting as students study the human body in health and disease. Fundamental to our study is a good understanding of simple chemistry and biochemistry principles. Cells, tissues, and the organ systems are studied. Later in the spring semester, a cat dissection is performed where students look at structures in a cat cadaver. CPR certification, guest speakers and field trips, possible shadowing of health professionals may be part of the course as well as blood typing, lung capacity experiments, blood pressure and self-urinalysis. Students gain service learning by coordinating the AHS annual OBI blood drive in January.

Zoology/Botany

Zoology/Botany is a one-year course that is divided into zoology the first semester and botany for the second semester. Prerequisite for this course is successful completion of Biology. Both semesters emphasize field studies, research, and the interrelationships of plants and animals.

ELECTIVES

Art Department

ART 1

This is an introductory course that gives the student a broad exposure to the visual arts and will deal with several areas that are important in Art Education. The curriculum encompasses art history, criticism, technology and many processes practiced by visual artists. The Elements of Art are the foundation of the class and assignments generated will deal with each specific element in several ways. Students will leave with a new appreciation of all visual arts and the exposure to several ways of making.

ART 2

Prerequisite ART 1

This class continues the study of art history, criticism, technology and expands on the processes introduced in ART 1. Students will expand on self discovery and begin to develop his or her visual voice as an artist and an appreciator of art. The Principles of Art is the foundation of this class and assignments generated will deal with specific principles in several ways.

Advanced Placement Art

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year to be evaluated by the College Board. This College Board program provides the only national standard for performance for the visual arts. The program is based on the premise that college-level material can be taught successfully to secondary school art students. Therefore curriculum is regulated by the portfolio criteria but formulated by the student's interest and choice of concentration. Drawing Portfolio, 2-D Design Portfolio, and 3-D Design Portfolio are the regulated areas of Advanced Placement Art. The criteria is as follows for each portfolio:

Ceramics 1

Prerequisite Art 1

This is an introductory class for students interested in exploring the 3D side of art. The curriculum encompasses art history, criticism and several processes that ceramic artists practice. The Principles of Art is the foundation of this class and assignments generated will deal with specific principles in several ways. Students will leave with a new appreciation of all 3 dimensional arts, both utilitarian and non-functional.

Ceramics 2

Prerequisite ceramics 1

The class expands from the hand building process of clay. Students will spend time learning and developing his or her ability on the potters wheel and the art of glazing. Students will push his or her ability to make, with assignments that will range from individual to community minded work.

Advanced Leadership

Advanced Leadership is a course offered to students who have completed Basic Leadership. Advanced Leadership students develop school activities, implement programs on social issues, and coordinate service opportunities with community agencies. Students are asked to attend community meetings, to develop public speaking skills, and to further develop leadership skills.

Basic Leadership

Students in Basic Leadership will be introduced to basic leadership skills and will be exposed to information on city government, parliamentary procedure, and election procedures. Leadership students will also be introduced to specific community agencies and will participate in numerous community service activities. Any student enrolled in basic leadership will accumulate enough service hours to meet graduation requirements.

Foreign Language

Chickasaw I- Students will learn the base for building verbal skills in the Chickasaw language.

Chickasaw II- Students will advance their skills in the Chickasaw language.

Spanish I: Students use body movement, storytelling, singing, and even a little acting to learn to read, write, and speak basic Spanish. Grammar emphasis is on speaking in the present tense.

Spanish II: Students are still singing, but there is more emphasis on detail and more use of technology. Grammar emphasis is on speaking in the past tenses.

Spanish III: This is a Pre-AP class. Students are beginning to get ready for AP Spanish. Students learn lots of grammar with several different tenses: future, conditional, present perfect, past perfect, etc.

Spanish IV: Students learn to speak in another whole voice: Subjunctive, not indicative

Band

This course is open to all students grade 9-12. Students must possess a thorough understanding of the instrument they play. They must be enrolled for both semesters. During the school year students will march at various activities such as football games, contests, and parades. Students will also have a concert band which will perform at various functions and compete at contests. Students will have the opportunity to try out for various honor, district, and state bands and participate in solo and ensemble competition. Students will also have the opportunity to participate in Jazz Band which also plays in various activities and competes in contests.

Business/Technology Courses

Fundamentals of Technology I

This course will provide students with the fundamental concepts, principles, and ideas needed to understand how business is operated and managed in a rapidly changing global environment, which is needed for success in business-related careers. This course also provides job readiness skills and soft skills that are critical for success in any workplace setting.

Fundamentals of Administrative Technology I

This course builds on the core business skills and will provide students with the concepts, principles, and attitudes needed to understand how an office is operated and managed in a rapidly changing global environment. The integration of state-of-the art personal computing is done throughout the course.

Accounting

This course will provide students with a strong foundation in generally accepted accounting principles and techniques needed for success in careers in accounting or other business related fields.

Multimedia

This course reinforces fundamental skills in image creation and management procedures and techniques as students create, revise, optimize, and export graphics for video, print, and web publishing using Adobe CS6 Photoshop. being desktop publishing and working with graphics. Students will be using Adobe CS3

Indesign & Photoshop software.

Digital Editing & Production Photography (Yearbook)

Students will acquire skills in digital photography. Additionally, students will understand certification standards and copyright basics. Students will also produce, market, and sell the school yearbook.

Administrative Technologies II

This course builds on the Fundamentals of Administrative Technology skills and will provide students with the ability to utilize, analyze and manipulate data through a database application. The integration of multiple applications will build critical thinking skills as students utilize the appropriate applications needed to complete case projects.

E-Sports

Students will practice and compete as a team and individuals in various E-Sport games. There is a time commitment after school hours.

Cheer/Dance

Cheerleaders

The purpose of this organization shall be (1) to promote spirit and to support all athletic events (2) to encourage good sportsmanship in all school activities, (3) to represent Ada High School in competitive cheerleading competitions when applicable. Eligible sophomore, junior, or senior girls must have a minimum GPA of 2.5 and be in good standing with teachers and administrators.

Girls must be able to commit to before and after school practices and be able to attend camp in June. There is also a substantial financial commitment.

Couganns

This is both a competitive dance team and spirit organization. Eligible sophomore, junior, or senior girls must have a minimum GPA of 2.5 and be in good standing with teachers and administrators. Girls must be able to commit to before and after school practices and be able to attend camp in June. There is also a substantial financial commitment.

Family and Consumer Science

Culinary Basics

Students learn basic kitchen, cooking and baking skills in an interactive learning environment.

Fashion Design

Students will learn different aspects of fashion and designing fashion.

Interior Design

Students will learn different aspects of interior design.

L.I.F.E. Class (Living Skills and Independence for Everyone)

This class is designed to prepare students with developmental disabilities for Assistive and/or Independent living after high school. The class focuses on everyday living skills including appropriate social skills in various environments, personal hygiene, safety, health, employment skills, understanding money and its value, how to read product labels and safety/danger signs and how to access various places of business in the community. Our goal is to graduate students who will become contributing members of our community.

Marketing

Fashion buying and merchandising

Students will learn fundamental and advanced marketing concepts and functions used in the fashion design and merchandising industry as a buyer and merchandiser.

Marketing fundamentals - learn basic marketing concepts and foundations. Learn competencies required to secure and hold jobs.

Business Management & Entrepreneurship

This course will prepare students to effectively and economically plan, organize, direct, and control a business's resources to reach its objectives.

Sports and Entertainment Marketing:

This class is an introduction to the principles of marketing. Marketing means the process of getting a product to the customer. This includes selling, advertising, public relations, and marketing research. The class emphasizes marketing sports, entertainment and special events. Video production is part of the class, and students will produce videos that promote Ada High activities. Many of these productions appear on channel 5 of Cable One. **Enrollment in Sports and Entertainment is required to enroll in Sports and Entertainment Management (commonly called CNN).** Members of the class will participate in DECA, an association of marketing students. DECA members develop leadership skills by competing in state competition and participating in local projects, such as the United Way Concert. The course is primarily

project based.

Sports and Entertainment Management (CNN)

This is the second year marketing class that emphasizes promotion through video production. Members of the class produce the ten minute news program seen weekly at Ada High. The students also produce video for channel 5 on Cable One. Members of the class participate in DECA, an association of marketing students. DECA members participate in a variety of activities on the local, state, and national level.

Enrollment in Sports and Entertainment is required to enroll in Sports and Entertainment Management.

Mock Trial (Speech II)

Students will be introduced to the basic elements of public speaking, mock trial and debate. The primary focus of the class will be on preparing for mock trial competition. During competition, students are required to act out the part of the witnesses as well as the attorney based on a real court case provided by the sponsoring organization, the Oklahoma Bar Association.

Performing Arts

This class is a combination of drama and vocal music. Students will be learning proper vocal technique, theory, and sight reading skills, as well as drama interpretation, improvisation, movement, and characterization. The emphasis of this class will be on performing throughout the year at concerts, festivals, a musical theater production and at various community events. In addition, students may participate in vocal music and/or speech contests. Admission is by approval only.

Stagecraft

Students will learn the many arts of stagecraft and production. Included in the curriculum will be stage carpentry, painting techniques, lighting, sound, property management, property construction, and stage management. The students in this class serve as the technical crew for ALL events that occur in the Ada Cougar Activity Center.

Vocal Music

This class is designed to develop proper vocal technique, theory, and sight-reading skills. Its small size allows for individual time with the instructor to better develop each student's voice. There are some performances during the year, as well as two vocal contests for ensembles and individuals. The primary emphasis of this class is daily singing; not only to develop the voice, but also to foster a love for singing and the ability of self-expression through music.

Journalism I & II

Journalism I and II is a class dedicated to learning the inner workings of mobile journalism and online publishing. The course covers writing for the media, photography, videography, graphic design, etc. Class members produce content for Ada High's online newspaper, The Cougar Call, and online literary magazine, Cougar Tales. Monthly and state competitions are available.

Psychology

This course is a study of individual and group behavior focusing on the knowledge, methods, and theories used by psychologists. Topics covered include human behavior, mental processes, the biological bases of behavior, learning, motivation, human development, psychological disorders, and social psychology.

AP Psychology:

This accelerated course in Psychology is designed to prepare students for the Advanced Placement exam. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key terminology, and phenomena associated with such topics pertaining to human behavior and mental processes. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

ELIGIBILITY

The scholastic eligibility rule will require a student to pass five (5) classes in the preceding semester. Students failing to meet this standard may regain their eligibility at the end of six (6) weeks by passing all classes they are currently enrolled in during that semester. Only one summer school credit earned during the June or July session may be used to meet the end of semester requirements. The eligibility rule requires a student to be passing all classes on a week to week basis. This is for all competitive extracurricular activities, field trips, and school activities. In addition to academic eligibility, students must be in good standing to represent the school in any co-curricular activities.

This Eligibility rule will apply for all high school students; students are not allowed to leave school or participate in any activity if their name appears on the ineligible list.

SEMESTER TESTING/FINALS

At the end of every semester there will be a final test in every subject each student must take.

All students excluding those that are exempt will be required to take a semester exam.

EXEMPTION POLICY

Students will be exempt for the Semester test if they meet the following criteria:

- Grade A - 6 or fewer absences
- Grade B - 5 or fewer absences
- Grade C - 4 or fewer absences
- Grade D - 3 or fewer absences
- Grade F- No exemption required to take the semester test.

HOMEBOUND

Homebound is for a student who is NOT disabled under IDEA/SECTION 504 and who is not pregnant, but whose chronic or acute health condition is so severe that it places the student at risk of school failure as a result of the condition (absent more than 8.5 days)

A request must be made to the Ada High School administration for the Homebound forms.

It is the responsibility of the students/parents to submit the proper documentation from the health officials.

The completed Homebound Forms must be returned to Ada Schools Special Service Department.

CONCURRENT ENROLLMENT

These guidelines and specifications are provided for those students who are participating in concurrent enrollment. Ada High School encourages students to take advantage of concurrent enrollment. Credit received for completion of a concurrent course must be awarded from an accredited college/university.

- Sophomores wanting to take concurrent classes are dependent on the college or university accepting the student for admission and allowing them to take concurrent classes.
- The concurrent course will be scheduled into the student's day. It will be taken as one of the seven periods for the day. Seniors taking a class at ECU will have an off period for travel purposes, for in person classes. This off period will not be afforded to Sophomores or Juniors.
- A concurrently enrolled student who elects to withdraw from a college course prior to completion will be required to notify high school administration. If a student does not inform high

school administration of withdrawal from a college course, that student will receive an F for the course.

- Students who receive a FAILING grade in his/her concurrent class or classes will not be considered for concurrent enrollment the subsequent semester and may be subject to academic probation or suspension at the partnering college or university. All concurrent course grades will be calculated into the high school GPA.

- Beginning with the 2024-2025 school year, certain concurrent courses will receive a full credit for one semester of class. This comes from the Oklahoma State Department of Education. Check with Coach Swopes if you would like to know what classes are worth a full credit.

Summer Concurrent Courses

- Concurrent courses taken during the summer will NOT be for weighted credit. The student has the option to include the class on their transcript. If the class is needed for graduation (such as English Comp), it will be included on the transcript; however it will be non-weighted.

Overload Concurrent Courses

- Concurrent courses that are not scheduled into the student's 7 hour schedule may be included on the transcript if the student wishes; however they will not be for weighted credit.

PONTOTOC TECHNOLOGY CENTER

Juniors and seniors are allowed to enroll in Pontotoc Technology Center classes (PTC) while attending high school. Students must fill out the PTC application before being admitted. Tuition for PTC courses are waived but some PTC programs may have additional fees.

HONOR ROLL

- Superintendent Honor Roll—Students must have a GPA of 4.0 or higher.
- Principal Honor Roll—Students must have a GPA of 3.6 – 3.99
- Faculty Honor Roll—Students must have a GPA of 3.2 – 3.59

NATIONAL HONOR SOCIETY

Students who have an accumulative GPA of 3.85 or higher will be a part of the National Honor Society. They must also meet any criteria designated by the local chapter.

ATTENDANCE

Regular attendance is the responsibility and obligation of each and every student enrolled at Ada High School. Regular attendance is a critical element in the learning process and key to acquiring a quality education. Irregular attendance limits the learning process and significantly reduces the instructional effectiveness of the school.

Whenever it is necessary for a student to be absent, the parent or legal guardian must call the school number (310-7220) as early as possible during the morning on the day of the absence.

Students must attend 90% of all classes to receive credit.

UNEXCUSED ABSENCE

Students missing over ten minutes of any class period will be counted absent.

An absence is considered unexcused if no personal or telephone contact is received from parents or guardian before 2:00 p.m. on the day of the absence. Unexcused absence will become permanent unless contact is made with the school administration. Students who leave school before classes are complete without checking out through the office will be unexcused. Repeated unexcused absences will be viewed as truancy and may be dealt through Suspension, In School Detention, or other detention.

EXTENDED ILLNESS

Extended illness is granted when students with serious or chronic medical ailments apply for attendance waivers by presenting documentation of the situation from the attending physician.

EARLY DISMISSAL

If students need to leave early, a parent or guardian must come to the school or call the school to check them out. In either case, the students must sign out in the office. Leaving school without permission or failing to sign out will be classified as truancy (skipping) and will be dealt with accordingly.

ATTENDANCE POLICY

Students must have 90% attendance in order to receive credit for each class.

Semester:

9 absences in a semester will result in loss of credit for that class.

Absences are excused or unexcused through the office.

Distance learning can be used by approval from administration after discussing the matter with parents/guardians or extracurricular events. Students will be responsible for checking in with each of their teachers (via the teacher's attendance requirement) by 3:15 daily to be counted present.

Absence Codes

AE	Excused Absence
TU	Tardy
AU	Unexcused Absence
EE	School Absence
AA	Administrative Absence
GA	Grace
ES	Extended Illness
DVAP	Distance Learning Present
DVA	Distance learning Absence

GRACE

The GRACE Program: Targeting students who are at risk of failing due to excessive absences

The GRACE program was implemented in the 2003-2004 school year to give students a chance to make up for excessive absences.

The program works as follows:

- Once a teacher sees that a student has exceeded the attendance limit (8 absences for the semester), that teacher sends the student to see Mr. Jacobs or Mr. Howry. The student is then assigned to “GRACE”, which meets Monday through Thursday from 3:15 p.m. until 5:00 p.m. One day of GRACE makes up for one class absence.
- Once the student has made up his or her time in GRACE, administration will inform each individual teacher of the student’s status. Grace expectations the student must have work to work on, no food or drink is allowed, and students will not be allowed to be on cell phones.

Because of the GRACE program, no student has to fail due to excessive absences, unless the absences exceed

the number of days available in GRACE.

COLLEGE VISITS (*SENIORS & JUNIORS*)

Guidelines:

1. Limit of two (2) per school year for Seniors and limit of one (1) per school year for Juniors.
2. Notification from parents prior to college visit.
3. Students must return a form from the college or university when the student returns to school.

MAKE-UP WORK

Students who have excused absences will be allowed to make up their missed work in a timely manner.

SCHOOL ACTIVITY ABSENCES

The maximum number of absences for activities whether sponsored by the school or from an outside agency/organization which removes students from the classroom shall be (10) for any one class period each year. Excluded from this number are state and national levels of school sponsored contests. State and National contests are those for which a student must earn the right to compete.

TARDIES

If a student arrives to a class after the bell rings, that student is tardy. Tardy Hall meets each day during lunch at 12:33-12:53 in room 119. If a student is late or does not attend tardy hall then they will be assigned another day of tardy hall and failure to attend the two days of tardy hall will result in three days of ISD. If a student has multiple tardies, it is considered a discipline problem and will be addressed by administration. It does not matter if a student is only a few seconds late, it is still tardy.

IN SCHOOL DETENTION (ISD)

Students are separated from the student body while continuing to work under the supervision of their regular teachers. A referral to ISD is made by the school administration..

Offenses which may result in referral are fighting, unexcused absences, repeated tardiness, disruption of class, use of tobacco on campus, foul/derogatory language, destruction of school, student, or staff property, and disregard of Ada High School policies.

Any student placed in ISD will not be eligible to participate in any school activity while in ISD.

COMPUTER USE POLICY

Students and parents are required to sign the **Acceptable Use Policy** prior to students using school computers. Students and parents should keep in mind that computer use is a privilege not a right. This privilege may be revoked for violation of the **Acceptable Use Policy**. Students are subject to disciplinary action for inappropriate use of technology. The terms and conditions for computer use established in the **Acceptable Use Policy** include but are not limited to the following points.

- Computers, the computer network, and Internet access are for educational purposes only (not for entertainment) and are available only to qualified students, teachers, administrators, and staff.
- Students should not tamper with, or otherwise disrupt, other people's data or computer equipment or try to gain unauthorized access to accounts or files on any computer, network, or on the Internet.
- Students are subject to disciplinary action for sending or acquiring objectionable material over the Internet, or creating, copying, or otherwise manipulating, objectionable material on school equipment or on school premises.

STUDENT ID'S

All students are required to wear their student badges when they are on campus. Students who have lost their ID and/or lanyard can go by the library to purchase a new one. When a student does not have their ID they will attend tardy hall during lunch. Skipping/missing tardy hall will face further disciplinary action.

STUDENT DISCIPLINE

The Ada Board of Education believes that the school's primary goal is to educate, not to discipline. However, education includes establishing norms of social behavior and assisting students in understanding and attaining those norms. Occasionally, corrective actions are necessary for the benefit of the individual and the school. The teacher in a public school has the same rights as a parent or guardian to control and discipline a child while the child is in attendance, in transit to or from the school, or participating in any authorized school function. Further, it is the policy of the district that students may be disciplined for any misconduct related to the programs or activities of the district. No teacher or administrator will administer formal discipline to his or her own child on behalf of the school except in cases of disruption in the classroom or common areas. Disciplinary matters concerning children of school employees will be handled by the appropriate principal or the superintendent or the superintendent's designee.

Each Student shall be treated in a fair and equitable manner. Disciplinary action will be based on a careful assessment of the circumstances surrounding each infraction. The following are some examples of these circumstances:

- The seriousness of the offense;
- The effect of the offense on other students;
- Whether the offense is physically or mentally injurious to other people;
- Whether the incident is isolated or habitual behavior;
- The manifestation of a disability;
- Any other circumstances which may be appropriately considered.

The following examples of behavior are not acceptable in society generally, and in a school environment particularly. The involvement of a student in the kind of behavior listed below will generally require remedial or corrective action. These examples are not intended to be exhaustive and the exclusion or omission of unacceptable behavior is not an endorsement or acceptance of such behavior. When, in the judgment of a teacher or administrator, a student is involved or has been involved in unacceptable behavior, appropriate remedial or corrective action will be taken.

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Skipping class
4. Leaving school without permission
5. Refusing detention/tardy hall
6. Smoking
7. Truancy
8. Possessing or using alcoholic beverages or other mood-altering chemicals
9. Vulgar, Derogatory Language
10. Forgery, fraud, and stealing
11. Assault, physical, and/or verbal
12. Fighting
13. Possession of weapons or other items with the potential to cause harm
14. Distributing obscene literature
15. Destroying/defacing school property
16. Racial discrimination including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another student, an employee, or a visitor
17. Sexual Harassment
18. Gang related activity or action
19. Cheating
20. Bullying

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 students
2. Conference with parents
3. In-school suspension
4. Referral to counselor
5. Behavioral contract
6. Changing student's seat assignment or class assignment
7. Requiring a student to make financial restitution for damaged property
8. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
9. Restriction of privileges
10. Involvement of local authorities
11. Referring student to appropriate social agency
12. Suspension
13. Other appropriate disciplinary action as required and as indicated by the circumstances

Parents, guardians, and students enrolled in this school district shall be notified at the beginning of each school year that this policy is in effect. A copy of this policy will be made available upon request to parents or guardians at any time during the school year.

Parents, guardians, and students residing in this school district are also advised by means of this policy statement and by the student handbook that students in this district shall have no reasonable expectation of privacy rights towards school officials, in school lockers, desks, or other school property. School personnel shall have access to school lockers, desks, and other school property at any time and no reason shall be necessary for such search. Student property may be searched with reasonable suspicion.

Teachers, parents, guardians, and students are invited and encouraged to participate in the formulation of disciplinary policies, rules, and regulations by suggesting to administrators appropriate means of discipline for specific infractions.

BULLYING/HARASSMENT

This regulation is a result of the legislative mandate and public policy embodied in the School Bullying Protection Act, 70 O.S. §24-100.2. The Oklahoma Legislature requires school districts to adopt a policy to prevent harassment, intimidation, and bullying in an effort to "create an environment free of unnecessary disruption" and also requires school districts to actively pursue programs for education regarding bullying behaviors.

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

HARASSMENT

It is the policy of this school district that threatening behavior, harassment, intimidation, and bullying of students by other students, personnel, or the public will not be tolerated. This policy is in effect while the students are on school grounds, in school transportation, or attending school-sponsored activities, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district.

Harassment is intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing

an individual. Harassment includes but is not limited to harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

As used in the School Bullying Prevention Act, "harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or 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. Harassment, intimidation, and bullying include, but are not limited to, a gesture or written, verbal, or physical acts, or electronic communications. Such behavior is specifically prohibited.

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; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

SEXUAL HARASSMENT OF STUDENTS

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Ada Board of Education will not tolerate sexual harassment by any of its employees or students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel. Policy DA applies to sexual harassment of employees.

1. Sexual Harassment

For the purpose of this policy, sexual harassment includes:

- A. Verbal or physical sexual advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding" "teasing," double meanings, and jokes.
- B. Demeaning comments about a specific gender's ability to excel in a class historically considered another gender's subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.
- C. Writing graffiti that names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately.
- D. Any of the aforementioned conduct that effectively deprives a student of access to educational opportunities or benefits provided by the school.

2. Specific Prohibitions

A. Administrators and Supervisors

1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.
2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions.
3. Any romantic or sexual affiliation between school personnel and students, including students who have reached the age of majority (18), during school hours will have a

negative impact on the educational process and shall constitute a violation of school policy. Such violations may result in suspension of the student and suspension or termination for the employee. Any sexual affiliation between teachers and students under the age of 18 may constitute a crime under state or federal law.

HAZING

It is the policy of this school district that no student or employee of the district shall participate in or be members of any secret fraternity or secret organization that is in any degree related to the school or to a school activity. No student organization or any person associated with any organization sanctioned or authorized by the board of education shall engage or participate in hazing.

For the purposes of this policy, hazing is defined as an activity that recklessly or intentionally endangers the mental health or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization sanctioned or authorized by the board of education.

“Endanger the physical health” shall include, but is not limited to, any brutality of a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

“Endanger the mental health” shall include any activity, except those activities authorized by law, which would subject the individual to extreme mental stress, such as prolonged sleep deprivation, forced prolonged exclusion from social contact, forced conduct which could result in extreme embarrassment, or any other forced activity which could adversely affect the mental health or dignity of the individual.

Any hazing activity upon which the initiation or admission into or affiliation with an organization sanctioned or authorized by the board of education is conditioned, directly or indirectly, shall be presumed to be a forced activity, even if the student willingly participates in such activity.

This policy is not intended to deprive school district authorities from taking necessary and appropriate disciplinary action toward any student or employee. Students or employees who violate this policy will be subject to disciplinary action that may include expulsion for students and employment termination for employees.

DRUG-FREE SCHOOLS

It is the policy of the Ada Board of Education that in recognition of the clear danger resulting from illicit drug and alcohol abuse and in good faith effort to promote the health, safety, and well being of students, employees, and the community, the board has implemented a developmentally based drug and alcohol education and prevention program for grades Kindergarten through twelve (K-12).

Students are hereby notified that the use, possession, or distribution of illicit drugs and alcohol is wrong and harmful. Therefore, standards of conduct that are applicable to all schools in this district, prohibit the unlawful possession, use, or distribution of illicit drugs and alcohol by students on school premises or as part of any of its activities.

Disciplinary sanctions will be imposed on students who violate standards of conduct required by this policy. Such sanctions will be consistent with local, state, and federal laws, up to and including probation and suspension, as well as referral for prosecution. Completion of an appropriate rehabilitation program may also be recommended.

Information about drug and alcohol counseling and rehabilitation and reentry programs will be made available through the school office.

WEAPONS

It is the policy of the Ada Board of Education that possession of dangerous instruments or weapons on school property, at school-sponsored functions, or while in any school bus or vehicle used by the school for transportation of students or teachers is forbidden. Dangerous instruments or weapons include, but are not limited to, firearms (guns), fire-works, explosives, knives, razors, clubs, chains, or other instruments used for

assault or injury. No one may use any article as a weapon to threaten or injure another person. Students found to be in violation of this policy will be suspended and the police will be notified.

SEARCHES

Students have no reasonable expectation of privacy in school lockers, desks, or any other school property without notice or reason. Authority to search applies while a student is on school premises, while being transported by school, or while attending any function sponsored/authorized by school. Personal vehicles are subject to search while on school campus.

WEAPONS-FREE SCHOOL

It is the policy of this school district to comply fully with the Gun-Free Schools Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including school transportation or school-sponsored transportation may be removed from school for one full calendar year or longer.

The superintendent or designee may modify the provisions of this policy on a case-by-case basis. However, any substantial modification must be reported to the board of education at its next meeting.

Firearms are defined in Title 18 of the United States Code, Section 921, as (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device including any explosive, incendiary or poison gas, bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one-quarter ounce, mine or any device similar to the above.

2. Such firearms or weapons will be confiscated and released only to a law enforcement authority. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272, below:

"...any pistol, revolver, shotgun or rifle whether loaded or unloaded, or any dagger, bowie knife, dirk knife, switchblade knife, spring-type knife, sword cane, knife having a blade which opens automatically by hand pressure applied to a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon, whether such weapon is concealed or unconcealed."

Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act. If the violation is found by the student's IEP team to be unrelated to the student's disability, the student may be suspended for up to 45-calendar days at the discretion of the superintendent. If the student's IEP team determines that the violation is related to the student's disability, the student may be suspended for up to ten days and placed up to 45 days in an alternative educational setting. The school district must take immediate steps to remedy any deficiencies found in the child's IEP or placement, or the implementation of the IEP. The child must be placed in an appropriate setting determined by the IEP team and continue to receive special education and related services.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment.

Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be

determined on a case-by-case basis.

Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system.

ELECTRONIC DEVICES/CELL PHONES

Students are prohibited from utilizing cell phones and personal electronic devices while on the campus of a public school district from the **first bell to the last bell**.

Personal electronic device means a personal device capable of connecting to a smartphone, the internet, or a cellular or wi-fi network, or directly connecting to another similar device. Personal electronic devices include, but are not limited to, smart watches, smart headphones, laptops, tablets, and smart glasses. Personal electronic devices shall not include school-issued or school approved devices that are specifically limited for in-class instruction.

For more information on the district phone policy see the District Handbook or Senate Bill 139.

Failure to adhere to established guidelines will result in consequences similar to the consequences levied for other disruptions to the educational process including the confiscation or banning of cell phones. Students who choose to bring phones or devices to school will do so at their own risk. The school district assumes no liability for lost or stolen cell phones or electronic devices. .

Cell phone abuse will result in the following punitive measures:

- **1st Offense:** Phone taken away until end of day (to be picked up by student).
- **2nd Offense:** Phone is taken away and sent to the office—parent will be notified—phone may be picked up by the parent or guardian.
- **3rd Offense:** Phone will be picked up by the parent or guardian and 3 days of ISD will be assigned.

*Certain steps may be bypassed and other punitive measurements may be enacted based on the severity of the offense.

DANGEROUS WEAPONS, INTOXICATING BEVERAGES, CONTROLLED DANGEROUS SUBSTANCES, COUNTERFEIT DRUGS, OR OTHER ABUSABLE CHEMICAL SUBSTANCES

Any student found to be in possession of or distributing or offering to distribute dangerous weapons; intoxicating beverages; or controlled dangerous substances, counterfeit drugs, or any other abusable chemical substance, including prescription medication, may be suspended up to the rest of the current semester and all of the succeeding semester. A report and/or notification shall be provided to the proper legal authorities.

This regulation shall also apply to students who possess or distribute or offer to distribute substances, of whatever composition, that are represented by the seller or distributor to be narcotics or behavioral or mood changing substances. Students will not distribute medications to other students, since students may have allergic or other adverse reactions to even nonprescription medications.

Therefore, students may be disciplined for distributing nonprescription or prescription medications or look-alike, fake, counterfeit, or "turkey" drugs or any other chemical substance to other students, even though such medications or fake drugs are not illegal drugs. Such distribution is prohibited in school buildings, on school property, or at any school-sponsored event. Discipline may include suspension up to the rest of the current semester and all of the succeeding semester.

SUSPENSION OF STUDENTS

It is the policy of the Board of Education that the superintendent or designee may suspend a student for:

- Acts of immorality
- Violations of policy or regulations
- Possession of an intoxicating beverage, low-point beer
- Possession of 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

- Possession of a dangerous weapon or a controlled dangerous substance (Uniform Controlled Dangerous Substances Act)
- Possession of a firearm shall result in out-of-school suspension of not less than one year
- Any act which disrupts the academic atmosphere of the school, endangers or threatens fellow students, teachers or officials or damages property
- Adjudication as a delinquent for a violent or non-violent offense

Before a student is suspended out-of-school, the principal shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. A student suspended out-of-school shall be placed in a supervised, structured environment in either a home-based school work assignment setting or another appropriate setting in accordance with a plan prescribed by the school administration that provides education in accordance with the supporting regulations. Parents or guardians will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school. Students suspended from school shall be ineligible to participate in extracurricular activities. Additionally, any student serving suspension during the time of graduation activities shall not be allowed to participate in or attend ceremonies or programs honoring graduates.

No school board member, administrator, or teacher may be held civilly liable for any action, taken in good faith, which is authorized by law under the provisions of this policy.

The superintendent is directed to establish regulations, subject to board approval, which support this policy. Such regulations shall include provisions for appeal of suspension to a suspension appeals committee and/or the board of education. The superintendent may delegate authority for suspensions of students to building principals.

CODE OF CONDUCT

Each student is personally responsible as a citizen of the school community to maintain a safe and positive learning climate by being respectful of others. In general, a student at Ada High School is responsible for:

- Doing his or her best in lessons and extracurricular activities.
- Using self-control at school and at all school activities.
- Respecting the property of others.
- Using appropriate language.
- Being a good citizen at school and in the community.
- Following all school rules.

Parents are expected to support this code of conduct by:

- Reading the school handbook.
- Discussing their expectations with their child.
- Contacting the school when problems arise.
- Working with their child/student and school officials when disciplinary action is needed.

DISCIPLINARY ACTION FOR OFFENSES

Any behavior which interferes with a teacher's right to teach or a student's right to learn will be addressed seriously. Students are reminded that all teachers and staff members in the school have the right to correct students at any time and at any place during the school day or at school sponsored events.

The principal is the final authority for the overall discipline of students, and reserves the right to apply judgment in the discipline of students on a case-by-case basis.

INTERVENTION PROGRAM (ISD) ADMINISTRATIVE REQUEST

Short Term Suspension: Consists of ten (10) school days or less; suspended students will not be allowed on school grounds or to attend school sponsored events. An educational plan for all classes will be developed for students in ISD. Credit will be issued for assignments completed and returned.

Long Term ISD: Consists of eleven (11) school days or more with a maximum of the current semester and succeeding semester; ISD students will not be allowed to attend school sponsored events. An educational plan for all classes will be developed for students in ISD. Credit will be issued for assignments completed and returned.

DRESS CODE POLICY

Any apparel deemed inappropriate by the Administration is not allowed.

Shorts, Skirts, Dresses

- Bike shorts and boxer shorts are prohibited.
- Length of shorts, skirts, and dresses must extend to the tip of the longest finger on the hand with shoulders in a relaxed position. Shorts with splits must meet the standard for length.
- Form fitting, stretch, biker, or spandex type material allowed only if the shirt extends to the tip of the longest finger.

Pants

- Sagging is not acceptable.
- Clothing with holes above the knee is not allowed.

Tops

- No spaghetti straps, tank tops, muscle shirts, strapless tops, halter tops, racer back tops, one shoulder or off the shoulder tops are not permitted.
- Tops should not be see-through, low-cut or expose back, torso, cleavage, or undergarment.
- Tops must be properly buttoned and the midriff must be covered.
- Basketball jerseys without a t-shirt underneath are not allowed.

Shoes

- Footwear should be worn at all times.

Hats

- No caps, hats, bandanas, hoods or headwear worn in buildings (males or females).

Miscellaneous

- Sunglasses are not to be worn in the building.
- Studded collars or bracelets, dog collars, wallet chains, choke chains are prohibited.
- Clothing should be appropriately sized.
- Revealing or sexually provocative clothing or clothing of extreme style may not be worn.
- Clothing that advertises any alcohol or tobacco product; or that implies or states any other inappropriate message, obscene or vulgar pictures or writing, gang affiliation or membership will not be tolerated.
- Any clothing, jewelry, or accessory that the administration deems as inappropriate in an educational setting, presents a safety concern, or causes a disruption to the educational process will be prohibited.

ADA BOARD OF EDUCATION EGG

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS

The board of education hereby directs that neither the district, nor any employee of the district shall teach or include in a course for students or employees the following discriminatory principles:

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

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

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

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

The district hereby designates Eddie Jacobs as the employee responsible for receiving complaints. The district will ensure that the employee is unbiased and free of any conflicts of interest. Complaints may be provided via telephone at 580-310-7205 and via email to jacobse@adapss.com. This contact information shall also be accessible on the school district's website.

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

The school district shall investigate all legally sufficient complaints and decide as to whether a violation

occurred. The school district shall receive, process and investigate complaints in the same manner as all other complaints of discrimination. The investigation process shall be completed within forty-five (45) days of receipt of a claim. Within ten (10) days of resolution of the complaint, the designated employee shall report the resolution to the State Department of Education.

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

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

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

LEGAL REFERENCE: 70 O.S. § 24-158
State Accreditation Standard 210:10-1-23

PROHIBITION OF RACE AND SEX DISCRIMINATION IN CURRICULUM AND COMPLAINT PROCESS COMPLAINT FORM

TO: _____,

This must be submitted in writing either in person or via email.

On the ____ day of _____, 20____,

_____(Name of Employee) violated 70 O.S. § 24-157(B) by requiring or making a part of a course taught by the school district the following discriminatory principle:

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

[illegible]

[illegible]

Complainant

Adoption Date: August 9, 2021 Revision Date(s): Page 2 of 2