

## **CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

### **SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

#### **PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION**

##### **210:35-3-46. Administrative and supervisory services**

- (a) The school site shall be part of a system employing a full-time superintendent. If a vacancy occurs in the superintendency during the course of the school year, a certified replacement must be employed within forty-five (45) school days.
- (b) It shall further be the responsibility of the local board, upon the recommendation of the superintendent, to employ an administrative head to be known as a principal for each of the schools within the district. Private schools shall employ a full-time principal/headmaster. Full time is defined as employed full time and therefore allows administrators to teach.
- (c) Instructional leadership shall be the chief function of the school's principal. The principal shall be responsible for the improvement of instruction and be given the authority and resources needed to accomplish this goal. The principal shall help clarify the goals of the school, help obtain resources for it, coordinate its various activities, and promote its continuous evaluation to determine improvements needed.
- (d) Lines of administrative and supervisory authority between the central office staff and the principal shall be defined clearly and shall give the principal responsibility for initiating appropriate changes to meet the needs of the students.
- (e) The principal shall be involved in the selection, assessment, evaluation, retention, and promotion of all personnel assigned to the school.
- (f) While working with faculty, staff, or students in the school, central office and other supplementary personnel shall coordinate their activities through the principal.
- (g) The principal shall have the responsibility and the authority for the administration of the non-instructional programs in the school.
- (h) The local board shall adopt a school calendar and school day consistent with statutory requirements in Oklahoma.
- (i) If a school district on a traditional ~~181+80~~ day academic calendar rather than a ~~1,086+080~~ hour academic calendar determines that it is necessary to deviate from the required 6 hour school day because of severe weather conditions or fire, the administrator should report this, in writing, to the State Department of Education Office of Accreditation within seventy-two (72) hours. Any loss of school time shall require the superintendent to report the amount of time lost and the procedures to be used to make up the lost time. If a school district on a ~~1,086+080~~ hour academic calendar adopted pursuant to 70 O.S. § 1-109 determines that it is necessary to cancel or shorten a school day due to severe weather or other such unavoidable conditions, the district may adapt the length of subsequent school days as necessary to ensure class is in session for at least the ~~1,086+080~~ hours required for the school year. Any such adaptations to a school district's academic calendar that are made during the school year must be reported to the State Department of Education Office of Accreditation within seventy-two (72) hours, but pre-approval for the calendar adjustment is not required provided class time for the school year will not be reduced below ~~1,086+080~~ hours.

#### **PART 11. STANDARD VI: STUDENT SERVICES**

##### **210:35-3-106. Guidance and counseling services**

- (a) Oklahoma School Counselors shall be certified by one of the following methods:
  - (1) Traditional Certification. For Traditional Certification, an Oklahoma School Counselor shall, prior to certification:
    - (A) possess a master's degree in School Counseling Program;
    - (B) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
    - (C) successfully pass a background check; and
    - (D) submit a recommendation for certification from the university from which their degree was awarded
  - (2) Alternative Certification. For Alternative Certification, an Oklahoma School Counselor shall, prior to certification:
    - (A) possess a master's degree in a school counseling-related field or a master's degree and two (2) years of counseling-related work experience;
    - (B) have successfully completed thirty (30) or more counseling-related graduate credit hours; or fifteen (15) or more counseling-related graduate credit hours and one year of counseling-related work experience; or three (3) or more years of counseling-related work experience
    - (C) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
    - (D) successfully pass a background check; and
    - (E) successfully complete two (2) college credit courses, totaling at least six credit hours, within three (3) years, addressing the components of a Comprehensive School Counseling program, including but not limited to, data-

informed decision-making, closing achievement, and opportunity gaps, school counseling ethical standards, and improving student achievement, attendance, and discipline or approved equivalents.

(3) Emergency Certification. Decisions regarding emergency certification are initially handled at the local school level and then must be subsequently approved by the Oklahoma State Board of Education.

(b) All Oklahoma School Counselors shall be trained in the pathways unit system as provided for in Title 70 O.S. § 1-113, or any successor statute thereto.

(c) Schools shall develop a written Comprehensive School Counseling Program. "Comprehensive School Counseling Program," for the purposes of this section, shall mean a program that has an impact on student growth in the areas of academic advisement, college and career, and life skills and wellness.

(d) Oklahoma School Counselors shall spend a minimum of eighty percent (80%) of total work time providing direct and indirect services that are components of the school's Comprehensive School Counseling Program and shall spend the remaining percentage of total work time on program planning and providing school support.

(e) The Local Educational Agency ("LEA") shall develop and implement a comprehensive school counseling program that is delivered by a certified Oklahoma School Counselor and ensures student services are coordinated in a manner that provides comprehensive support to all students.

(f) Oklahoma School Counselors shall adhere to the ethics and standards set forth within their School Counselor Certification Programs, the Oklahoma Standards of Performance and Conduct for Teachers, as well as all other applicable laws and regulations.

(g) Beginning with the 2023-24 school year, prior to annual enrollment of a new or returning student, the Parent or Guardian of a student may disclose to the student's resident district, as determined by Title 70 O.S. § 1-113, or any successor statute thereto ~~Section 1-113 of Title 70 of the Oklahoma Statutes~~, if the student has received inpatient or emergency outpatient mental health services from a mental health facility in the previous twenty-four (24) months. For the purposes of this section, "mental health facility" shall have the same meaning as Title 43A O.S. § 5-502, or any successor statute thereto ~~Section 5-502 of Title 43A of the Oklahoma Statutes~~.

(1) If a disclosure provided occurs, designated school personnel, which may include members of the individualized education program (IEP) team, shall meet with the parent or legal guardian of the student and representatives of the mental health facility prior to enrollment to determine whether the student is in need of any accommodations including but not limited to an IEP in accordance with the Individuals with Disabilities Education Act (IDEA) or a Section 504 Plan as defined by the Rehabilitation Act of 1973. The meeting required by this section may take place in person, via teleconference, or via videoconference.

(2) The disclosure and subsequent handling of personal health information and related student education records pursuant to this section shall comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

## **PART 21. STANDARD XI: ACCREDITATION STATUS**

### **210:35-3-201. Statement of the standard**

(a) Each public school site, including charter school sites, must submit an Application for Accreditation to the Accreditation Standards Section of the Oklahoma State Department of Education ("OSDE") by the due date specified by the OSDE ~~on the Application. Accreditation is granted for one year and must be renewed annually, unless a school is placed on the Quadrennial Accreditation Review Cycle. School sites are accredited for one year. An accredited school site shall meet all applicable regulations and statutory requirements at the beginning of and throughout the school year.~~

~~(b) Each accredited school site shall meet and comply with all applicable regulations and statutory requirements at the beginning of and throughout each school year. Accredited school sites shall annually submit all reports and documentation required by the OSDE, including, but not limited to, those related to funding, health and safety, educator certification, school board governance, and other requirements established by state or federal law.~~

~~(c) In accordance with Title 70 O.S. §3-104.4, the Oklahoma State Board of Education ("OSBE") shall conduct a quadrennial accreditation review of each school district that meets full accreditation status with no deficiencies for two consecutive years. Districts and school sites meeting the criteria for quadrennial accreditation shall continue to submit all required annual reports and documentation as outlined above; however, their comprehensive accreditation review shall occur once every four years in lieu of an annual review.~~

~~(bd)~~ Accreditation status of school sites and school districts shall be classified according to the following categories:

~~(1) Accredited With Distinction: A school district, and all of its school sites, shall be placed on Accredited with Distinction status when the district and all sites have maintained full accreditation with no deficiencies for two consecutive years. Districts on Accredited with Distinction status will move to a quadrennial accreditation review cycle. The district, and all of its school sites, shall maintain this status unless the district fails to comply with annual reporting requirements as outlined above. Failure to meet annual reporting requirements shall result in the district being placed on Accredited with Deficiencies status. were accredited with no deficiencies in the previous academic year, and the school applied for and received the distinction audit with the highest-level recommendation.~~

~~(2) Accredited With No Deficiencies: All standards are being met.~~

~~(3) Accredited With Deficiencies: A school district, or one or more of its school sites, fails to meet one or more of the accreditation standards, and it is the first year in which the deficiency or deficiencies have been cited. The number and~~

nature of the deficiencies are not excessive and do not significantly impact the overall quality or compliance of the district or site. A school site or district fails to meet one or more of the standards but the deficiency does not seriously detract from the quality of the school's educational program.

(4) Accredited With Warning: A district, or one of its school sites, fails to correct one of more deficiencies identified in the previous year's accreditation review, or demonstrates deficiencies significant enough to impact the overall quality or compliance of the district or site. A school site or district fails to meet one or more of the standards and the deficiency seriously detracts from the quality of the school's educational program.

(5) Accredited With Probation: A district or one of its school sites may will be placed on Accredited with Probation status if it: A school site or district:

(A) has been on Accredited with warning status for two consecutive years with no documented corrective actions in place to address the cited deficiency or deficiencies, and/or, consistently fails to remove or make substantial progress towards removing all deficiencies noted the previous year; and/or;

(B) consistently violates regulations; and/or;

(C) deliberately and unnecessarily violates one or more of the regulations that significantly impact the overall quality or compliance of the district or site.

(6) Nonaccredited: The school site or district is no longer recognized by the State Board of Education.

(e) Removal from Accredited with Deficiencies, Accredited with Warning, or Accredited with Probation.

(1) Accredited With Deficiencies status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Deficiencies status shall remain in effect for the remainder of the current accreditation cycle. During the subsequent accreditation cycle, the district or site may be placed on Accredited with No Deficiencies status, provided no new deficiencies are identified.

(2) Accredited with Warning status shall be removed from a district or one of its school sites when the district or site has corrected all cited deficiencies from the previous accreditation cycle. However, the Accredited with Warning status shall remain in effect for the remainder of the current accreditation cycle. If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies, provided the new deficiencies do not demonstrate a significant impact on the overall quality or compliance of the district or site.

(3) Accredited With Probation status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Probation status shall remain in effect for the remainder of the current accreditation cycle. Upon removal from probation, the district or site shall be placed on Accredited with Warning status for at least one accreditation cycle to ensure continued compliance and verify that the previously cited deficiencies do not recur.

(4) If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies status, provided the new deficiencies do not significantly impact the overall quality or compliance of the district or site.

(c) If a school site is placed on warning or probation, the school board and administration will meet with one or more representatives from the Accreditation Section to review their accreditation status. After the review from the representative(s), a determination will be made concerning warning, probation or nonaccredited status. The Accreditation Section will then present a recommendation to the State Board of Education.

(d) The State Department of Education shall develop and publish on its website the audit rubric for use in reviewing any school district seeking accreditation with distinction. A school district shall be reviewed under the rubric published on the Department's website as of July 1 preceding the relevant academic year.

(e) A school district that is Accredited with Distinction for one year will maintain that rating for every subsequent year in which it has zero deficiencies, up to a maximum of four years in a row, without needing subsequent audits for accreditation with distinction. Any district that is Accredited with Distinction shall be recognized at a meeting of the State Board of Education.

## **SUBCHAPTER 11. ADDITIONAL STANDARDS FOR CAREER AND TECHNOLOGY EDUCATION PROGRAMS IN COMPREHENSIVE SECONDARY SCHOOLS AND CAREER AND TECHNOLOGY SCHOOLS**

### **PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION**

#### **210:35-11-21. Administrative and supervisory services**

Students may enroll in career technology courses at the comprehensive high school or in the technology centers or both. The technology center curriculum is an extension of the high school for students currently enrolled in a high school. The Technology Center is a separate entity in that it also serves adult students.

(1) All high school students shall be enrolled through a cooperative effort of sending comprehensive high schools and the Technology Center except in cases where the student's parent or guardian has provided an affidavit and sufficient evidence that he/she is participating in a home-schooled education plan in accordance with 70 O.S., Section 10-105.

- (2) Student discipline and control shall be a cooperative effort between the comprehensive high school and the Technology Center. Each institution shall enforce rules and regulations in accordance with their board approved policies. Both institutions shall recognize the student's right to due process.
- (3) The comprehensive high school shall notify the Technology Center when students wish to withdraw from the Technology Center.
- (4) Attendance records and records of course work completed by a student in a Technology Center in Oklahoma shall be certified by the Technology Center to the sending school in which the student is regularly enrolled and shall be entered on the student's transcript according to the appropriate course title. These units of course work shall be counted toward meeting local and state requirements for graduation.
- (5) The standard school year shall consist of not less than ~~181+80~~ 181 days. Courses offered in the Technology Center on the secondary level shall meet at least 175 days per school year and be accredited for 3 units. Comprehensive schools may elect to give the student 4 units of credit each year if the class meets for a length of time equal to that where 4 units of credit are offered in the comprehensive school. Request for credit to be offered other than specified in the approved program of studies for career technology education must be made to and approved by the appropriate division of the Oklahoma Department of Career and Technology Education and the Accreditation Section of the State Department of Education.
- (6) Secondary career technology classes offered for credit outside the time frame of the regular school day shall meet the following criteria:
  - (A) The curriculum must be an accredited program and be taught by a certified instructor.
  - (B) Classes must meet a minimum of 60 hours for one-half unit or 120 hours for 1 unit of credit.
- (7) Secondary career technology programs in the Technology Center shall be offered only to eleventh and twelfth grade students. Special permission may be granted for sophomores to enroll under the following provisions:
  - (A) Sophomores may be enrolled at the discretion of the high school principal and Technology Center administration. Factors to be considered for sophomore enrollment include over-age students, potential dropouts, and students with special needs. The high school principal shall present to the State Department of Education, Accreditation Section, a list of any sophomores included under the provision.
  - (B) Students who are on an Individualized Education Plan (IEP) may participate in the Technology Center program for up to 4 years.

## **SUBCHAPTER 13. STANDARDS FOR ACCREDITATION OF CAREER AND TECHNOLOGY SCHOOLS**

### **PART 5. STANDARD III: ORGANIZATION, ADMINISTRATION, AND PROGRAM OPERATIONS**

#### **210:35-13-26. School day and year**

- (a) A school shall organize its schedule of classes in a pattern most appropriate to achieving the mission, goals, and objectives of the program. A high school student who is enrolled at the Technology Center and the comprehensive high school may count travel time during the regular 6-hour day as a school activity.
  - (1) The standard school year shall consist of not less than ~~181+80~~ 181 days. Courses offered in Technology Centers on the secondary level shall meet at least 175 days per school year and be accredited for 3 units. Comprehensive schools may elect to give the student 4 units of credit each year if the Technology Center class meets for a length of time equal to that where 4 units of credit are offered in the comprehensive school. Requests for courses to be offered for less than 3 units of credit on a pilot basis must be made to and approved by the Technology Center division of the Oklahoma Department of Career and Technology Education and the Accreditation Section at the State Department of Education.
  - (2) Secondary career technology classes offered for credit outside the time frame of the regular school day shall meet the following criteria:
    - (A) The curriculum must be an accredited program and taught by a certified instructor.
    - (B) Classes must meet a minimum of 60 hours for one-half unit or 120 hours for one unit of credit.

## **SUBCHAPTER 29. ALTERNATIVE EDUCATION ACADEMIES, PROGRAMS, AND SCHOOLS**

#### **210:35-29-8. Requirements for alternative education programs**

- (a) **General requirements.** Alternative education is an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning with students who are at risk of failing to complete their secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, state custody, juvenile justice involvement, and/or other such factors, not including disability status. An alternative education program must provide the additional services and supports outlined in statute, and not merely an opportunity for credit recovery. To qualify as an approved alternative education

program, a school district's alternative school or alternative education program must meet all requirements listed at 70 O.S. § 1210.568, including:

- (1) Student-teacher ratios conducive to effective learning for at-risk students, which typically should not exceed a 15:1 student to teacher ratio;
- (2) Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction, typically including:
  - (A) Utilize attendance, academic, and behavior data for program improvement, and
  - (B) Utilize a system of student support such as RTI, PBIS, or MTSS;
- (3) An intake and screening process to determine eligibility of students, typically including:
  - (A) Students are involved in enrolling in the program such that the program is accurately described as a “school of choice,” and
  - (B) An “at-risk” assessment should be used to determine eligibility in the program;
- (4) Appropriately certified teaching faculty;
- (5) Teaching faculty with experiences or personal traits that qualify them for successful work with at-risk students, typically including
  - (A) At least one representative of the district’s alternative education program must attend at least one of the Fall regional meetings at the State Department of Education, and
  - (B) Professional development intentionally designed to support alternative education is used to improve instruction and student success;
- (6) Collaboration with state and local agencies;
- (7) Courses that meet the curricular standards adopted by the State Board of Education and additional remedial courses;
- (8) Individualized instruction;
- (9) Clear and measurable program goals and objectives;
- (10) Counseling and social service components, typically including:
  - (A) Students meet with licensed/certified counselor(s) at least once a month in a group or individual setting
  - (B) As needed, an “at-risk” assessment is used to determine social service needs
  - (C) Counseling and social service agencies are an integral part of the alternative education program. Alternative Education programs engage with these agencies to provide additional student supports;
- (11) Graduation plan for each student;
- (12) Life skills instruction, which should typically be integrated weekly to include long term transition to self-sufficiency, employment, or financial stability for adult life;
- (13) Opportunities for arts education, which must be infused into the academic curriculum at least monthly;
- (14) A proposed annual budget;
- (15) Service to students in grades seven (7) through twelve (12) who are most at risk of not completing high school for reasons other than disability, including, without limitation, allocating adequate funding and resources to support and protect the integrity of the program; and
  - (A) ~~Allocating adequate funding and resources to support and protect the integrity of the program; and~~
  - (B) ~~Providing Alternative Education students standard services including but not limited to physical classroom space, library access, school nutrition, and transportation; and~~
- (16) Opportunities for student participation in vocational programs and extra-curricular activities such as athletics, band, and clubs.

(b) **Submission of alternative education plan.** Every school district shall submit and certify an Alternative Education Implementation Plan to the State Department of Education by September 1 of each year. This plan shall outline how the district will meet the criteria listed in subsection (a) to serve its at-risk students. The plan must be submitted and certified by school districts providing their own alternative education programs, as well as districts which offer alternative education through interlocal cooperative arrangements, and districts which have no alternative education program and receive no alternative education funding.

(c) **Alternative education waiver available for elementary school districts.** Revoked rule text because statute addresses waiver and additional rules are unnecessary.

(d) **Deregulation not necessary for conforming alternative education programs.** A school district need not apply to the State Board of Education for a deregulation in order to implement an alternative education program that meets all requirements listed in this subchapter and at 70 O.S. § 1210.566 through 70 O.S. § 1210.568.

(e) **Board appeals for the sixteen criteria.** Any school district who has valid reasons to comply with the criteria under subsection (a) aside from the typical definition, and any school district otherwise dissatisfied with the State Department of Education’s application of the criteria, may request review by the State Board of Education within thirty days of receiving a report from the Department.