



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 information 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 information together. If you have questions that remain unanswered after reading the information, 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,

Kolby Howry
Principal, Ada High School

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.

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: Eddie Jacobs, Director of Student Services, 324 W. 20th, Ada, Oklahoma 74820, (580)-310-7205.



**ADA HIGH SCHOOL
BELL SCHEDULE
2026-2027 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
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 7:55-8:42

2nd Hour 8:46-9:32

3rd Hour 9:36-10:22

4th Hour 10:26-11:12

5th Hour 11:16-12:02

Assembly/Cougar Time 12:06-12:31

Lunch 12:31-1:25

6th Hour 1:30-2:25

7th Hour 2:29-3:14

FACULTY LIST

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Custodian

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I. ANIMALS ON SCHOOL PROPERTY:

In order to assure student health and safety, animals are not allowed on school property, except in the case of a service animal accompanying a student or other individual with a documented disability. This rule may be temporarily waived by the Building Principal in the case of an educational opportunity for students, provided that (a) the animal is appropriately housed, humanely cared for, and properly handled, (b) students will not be exposed to a dangerous animal or an unhealthy environment, and (c) an application must be approved, and can be obtained through the Principal's office before an animal may be brought into any school facility.

II. ATTENDANCE POLICIES

EXCUSED ABSENCES & ATTENDANCE EXCEPTIONS:

To support student success and ensure fairness, certain absences from school are considered **excused**. An excused absence still counts towards a student's chronic absentee numbers. These include:

Approved Excused Absences:

1. **Personal or Family Illness** – If a student is sick or needs to care for an ill family member.
2. **Medical Appointments** – Doctor, dentist, mental health, or other necessary medical visits.
3. **Legal Obligations** – Including required attendance for court matters, jury duty (grand, multicounty grand, or petit jury), or other official legal responsibilities.
4. **Extenuating Circumstances** – Other unique or emergency situations as approved by the school principal (e.g., family emergencies, funerals, etc.).
5. **Religious Holidays** – When a student's religious practice requires absence on a school day.

Parent/Guardian Responsibility:

- Parents must **call the school on the day of the absence** to report the reason.
- If no call is made, a **written note or phone call is required the day the student returns** to excuse the absence.
- Once excused, the **student is allowed to make up all missed work without penalty**.
- **Students must arrange with teachers to make up work on the day they return**.

Note: For the complete attendance policy and procedures, please refer to pages of the **Ada City Schools District Handbook**, available online at www.adacougars.net or at the district office.

TRUANCY:

A student is considered truant when absent from the classroom with-out the knowledge of either the school or the parent or if the parent does not compel the student to attend school.

CHRONIC ABSENTEEISM:

A student is considered **chronically absent** if they miss **10% or more of the school year**.

When a student becomes chronically absent:

- School staff will contact the family to **identify the cause**, explain the impact of absences, and create a plan to improve attendance.

Significant medical conditions (such as severe or ongoing illnesses, injuries, or emotional trauma) must be **documented by a doctor** each school year. These absences may be **exempt from chronic absence calculations** if approved by the district's medical exemption committee if documented in 504 or IEP.

MAKE-UP WORK:

When a student is absent from class for an excused absence, it is the ***student's*** responsibility to get missing assignments and to turn them into the class. Absent students will receive one instructional day for every day absent in which to turn in work.

ARRIVALS AND DEPARTURES:

School Day -No student may leave campus during the school day unless checked out through the office by the parent/guardian. The parent/guardian must appear in person to check out the student unless otherwise deemed necessary by administration and/or school nurse. *Ada High School requires all parents/guardians to have an Identification in order to check out their student from school.* Any student who leaves campus without checking out in this way will be classified as 'truant' and discipline for such will be assigned. Doors will be open at 7:00 A.M.

GRACE:

The GRACE Program was created for the targeting of students that are at risk of failing due to excessive absences.

The GRACE program works as follows: Once a student has exceeded the attendance limit (9 absences for the semester) the student will be assigned GRACE by the office. GRACE meets Monday through Thursday from 3:15 p.m. until 5:00 p.m. One day of GRACE equates to one absence in a class. Once the student has made up required time in GRACE, the office will update the student's attendance to reflect GRACE.

The GRACE program provides the opportunity for all students to pass regardless of their excessive absences, unless the absences exceed the number of days available in GRACE.

**Note: Any student who receives no credit for a course due to absences and refuses GRACE may not be given the opportunity to attend summer school for recovery of the class. The student may/may not be moved to the next grade level, but must repeat all classes that were failed due to absences/refusal of GRACE.*

TARDY POLICY:

All students are expected to be in their classroom prior to the tardy bell beginning to ring. A student who is more than 10 minutes late is counted absent for the period. If a student arrives after the tardy bell begins to ring, the Ada High School has the following policies for the infraction:

Unexcused Tardy Policy -

This policy serves for unexcused tardies. Any tardy excused by a parent, teacher, or administrator does not count into the totals.

Unexcused Tardy Numbers - Disciplinary Action

3 tardies equals an absence in that class.

LUNCH:

Ada High School is a open campus.

III. TESTING POLICY

STATE TESTING POLICY:

Ada High School (AHS) is committed to upholding the assessment requirements established by the Oklahoma State Department of Education and federal guidelines. These assessments are integral to evaluating student progress and informing instructional practices.

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.

Assessment Administration:

All assessments are administered in accordance with the guidelines provided by the Oklahoma State Department of Education. Participation in these assessments is mandatory, and the data collected is utilized to:

- Inform instructional strategies and curriculum development.
- Communicate student progress to parents and guardians.
- Support administrative decisions regarding educational programs and resource allocation.

IV. DISCIPLINE

DETENTION

Lunch Detention: Served for the 1st twenty minutes of lunch.

ISD- IN SCHOOL DETENTION

In-school detention (ISD) is a disciplinary consequence that removes a student from their regular classes while keeping them at school in a supervised setting. The purpose is to address inappropriate behavior while allowing the student to continue academic work.

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.

DISCIPLINARY APPEAL PROCESS:

Suspension Appeal Procedures

1. Suspensions of 10 days or less:

Students or parents may appeal a suspension to the appeals committee within **10 calendar days** of the suspension. A **Suspension Appeals Committee** will hear the appeal within **10 days** of the request. The student

and/or parent may present information explaining why the suspension or its length is inappropriate. The committee may uphold, modify, or overturn the suspension. Written notification of the decision will be provided within **5 days**, and the decision is final.

2. Suspensions greater than 10 days:

Students or parents may first request a review by the Suspension Appeals Committee. If the suspension is not withdrawn, an appeal may be made to the **Board of Education** by notifying the Superintendent within **10 calendar days**. The Board (or a designated hearing officer) will hear the appeal within **10 days** of the request. The student and/or parent may present evidence regarding the suspension. The Board's decision is final.

To view the full Ada City Schools appeal process please view District Board Policy FOD-R.

DRUG FREE SCHOOL

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.

V. DISTRIBUTION OF MATERIALS ON CAMPUS:

Distribution of materials of any kind (other than those being distributed by the school) are not to disrupt the educational process in any way and must meet guidelines as established by the state and federal court systems. All posted items must be approved in advance by the building administration. Approved material will be placed on a distribution table where parents and students can elect to pick up. Any material distributed or provided for distribution does not necessarily reflect the opinions of Ada City Schools.

VI. DRESS CODE:

DRESS CODE REGULATIONS:

General Guidelines

Students are expected to dress in a manner that is appropriate for a school setting. Clothing should promote a safe, respectful, and distraction-free learning environment. Any clothing, jewelry, or accessory that the administration deems inappropriate for school, poses a safety concern, or causes a disruption to the educational process may be prohibited.

Shorts, Skirts, and Dresses

- Shorts, skirts, and dresses must be **mid-thigh length or longer** and provide appropriate coverage when standing, sitting, or moving.
- Slits in these garments must also meet the length requirement.
- Spandex, stretch, or biker-style bottoms may only be worn if paired with a top that extends past the hips.
- Boxer shorts are not permitted.
- Final determinations of appropriateness will be made by school administration.

Pants

- Sagging is not permitted.
- Pants must be appropriately sized and worn at the waist.

Tops

- The following are not allowed: spaghetti straps, muscle shirts, strapless tops, halter tops, racerback styles, one-shoulder or off-the-shoulder tops.
- Tank top straps must be at least the width of a dollar bill.
- Tops must not be see-through, low-cut, or expose the back, torso, or undergarments.
- Midribs must be covered, and tops must be properly buttoned.
- Basketball jerseys may only be worn with a shirt underneath.

Shoes

- Bedroom slippers and house shoes are not permitted.
- Footwear must be worn at all times for safety reasons.

Hats and Headwear

- Bandanas and hoods may not be worn inside school buildings, regardless of gender.
- Exceptions may be made for religious or medical reasons, with prior approval.

Miscellaneous

- Sunglasses may not be worn inside the building.
- Blankets are not permitted.
- Studded collars/bracelets, dog collars, wallet chains, and choke chains are not allowed.
- Clothing must be appropriately sized—not excessively baggy or overly tight.
- Clothing or accessories that display inappropriate, obscene, or vulgar language or images; promote alcohol, drugs, tobacco, or gang affiliation; or otherwise contradict school values will not be tolerated.
- Any item that interferes with the learning environment or is deemed inappropriate by administration may be subject to disciplinary action.

Religious Accommodation:

If a religious belief of a student conflicts with the dress code, then reasonable accommodations shall be considered by the building administrator. Any parent or guardian of a student desiring accommodation on the basis of religious beliefs shall notify the building principal in writing of the requested accommodation and the basis for the request before the student begins school.

VII. ELIGIBILITY:

GRADING/ELIGIBILITY:

The scholastic eligibility rule will require a student to pass six (6) 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. 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. Eligibility runs on the last day of the week before a weekend as eligibility is Sunday-Sunday. The first time a student is ineligible in class they will be on probation and if on the following week a student is still failing a class they will be deemed ineligible for that week. 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.

ELIGIBILITY:

Students enrolled in athletics or any extra curricular activity, as a representative of our school, are expected to maintain eligibility at all times.

VIII. ELECTRONIC DEVICE POLICY:

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, wireless 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.

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.

For more information on the district cell phone policy see the District Handbook.

Student use of any electronic devices, school issued or personal, at Ada Public Schools is a privilege not a right. 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 revocation of school issued devices. Students who choose to bring cell phones/devices to school do so at their own risk and **must store them in their bags or locker**. The school district assumes NO LIABILITY for lost or stolen electronic devices.

DEVICE MISUSE ACTIONS:

Devices that are confiscated for misuse will be secured in the Assistant Principal's Office.

Certain steps may be bypassed and other disciplinary action may be added based on the misuse of the cell phone/device.

First Violation: The device will be confiscated and be returned to the student at the conclusion of the day. No device will be returned prior to the final bell at 3:14 pm.

Second Violation: The device will be returned to the parent/guardian of the student at the conclusion of the day. Devices will be returned prior to the final bell at 3:14 pm. If a parent/guardian is unable to come to school to accept the device, the student may have it returned to them at the end of the school day.

Third Violation: The device will **only** be returned to the parent/guardian. The student will be assigned 3 days ISD. The student will also forfeit the privilege to have a device for use at any point during the school day.

SCHOOL PHONES:

School phones are for school business purposes only. Students will not be allowed to use school phones during the school day except in the case of an emergency. Students will not be called out of class to take phone calls except in the case of an emergency. The school staff will try to deliver messages in a timely manner but students will not be allowed out of class to return phone calls.

IX. ACADEMICS

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 2026-2027

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-APAlgebra 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,	11

Anatomy/Physiology or Bio Tech	
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.

AP 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.

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.**

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.

SEMESTER TESTING/FINALS

Finals- a student will take a final exam in all classes at the end of each semester.

Semester Test- 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.

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.

Blended Classes

The virtual school will be for those students that live within the Ada area and take classes that are approved by administration for special circumstances such as being enrolled with PTC, medical reason, or other reason deemed necessary by administration. Students enrolled in a blended school will be required to take all of the state test, ACT, and meet other graduation requirements. Students who are failing a class will be required to attend tutoring and if class is failed for the semester, they can be advised to return to in person learning.

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

X. MEDICATION:

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- Prescription medicines will be given to students by school personnel only when prescribed and ordered by a physician for that particular student.
 - Medication forms are located on adacougars.net.

XI. PETITIONS:

There will be no petitions allowed to be circulated on campus without the prior approval of the principal.

XII. SCHOOL VISITORS:

VISITORS:

Visitors on campus should go first to the AHS office. Any visitor to the AHS campus will be required to have identification in order to enter the building. Visitations and conferences should be arranged in advance through the office. Parents are also invited to attend their student's schedule in a shadowing effort should the parent/guardian and the administration agree that it could/would benefit the student. Visitation will be strictly limited to parents/guardians and only as needed/directed by administration. **School visitation by other students, friends and other relatives will not be allowed.**

HARASSMENT/BULLYING INCIDENT REPORT FORM

Date: _____ Time: _____ Room/Location: _____

Student(s) Initiating Bullying/Harassment:

_____	Grade: _____	Class: _____	Student(s) Affected:
_____	Grade: _____	Class: _____	
_____	Grade: _____	Class: _____	
_____	Grade: _____	Class: _____	

Type of Harassment Alleged: Racial__ Sexual__ Religious__ Other_____

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

_____ Name Calling	_____ Spitting
_____ Stalking	_____ Demeaning Comments
_____ Inappropriate Gesturing	_____ Stealing
_____ Staring/Leering	_____ Damaging Property
_____ Writing/Graffiti	_____ Shoving/Pushing
_____ Threatening	_____ Hitting/Kicking
_____ Taunting/Ridiculing	_____ Flashing a Weapon
_____ Inappropriate Touching	_____ Intimidation/Extortion
_____ Other_____	

Describe the incident:

Witness Present: _____

Physical evidence: Graffiti__ Notes__ E-mail__ Web sites__ Video/ audio tape__
Other _____

Staff Signature _____

Parent(s) contacted: Date _____ Time _____

Administrative response taken:

SAFETY DRILLS:

In accordance with state and district laws and policies; all schools will have tornado, fire, school choice drills, and security drills. Each teacher will have a copy of all procedures including warning signs and will instruct each class in safety procedures. (70 O.S. § 5-148-149)

STUDENT LOCKERS/SEARCHES:

Lockers are provided for all students. Students are not allowed to write on or in lockers. If the student's locker is written on or in, the student will clean the locker and may be assigned discipline. However, 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.

STUDENT ID'S

All students are required to have their student badges on them when they are on campus. Students who have lost their ID can go to the library to purchase a new one.

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.

XIII. OTHER INFORMATION

DRIVING ON CAMPUS

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.

Transfer Students

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.

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.