

**SCHOOL HOURS**

The school year shall consist of not less than one thousand eighty (1,080) hours of classroom instruction. Not more than thirty (30) of these hours shall be used for professional meetings. In addition, parent-teacher conferences may be held during the school day and counted as classroom instruction for no more than six (6) hours per semester, for a total of twelve (12) hours per school year.

**REFERENCE: 70 O.S. §1-109**

### ATTENDANCE/ACTIVITIES POLICY

The Board of Education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

The superintendent is directed to develop, for board approval, regulations which support this policy.

## ATTENDANCE/ACTIVITIES POLICY (REGULATIONS)

In accordance with the policy of the board of education the following regulations shall govern student attendance and activities within this public school system:

Students will be allowed a maximum of ten absences from each class period during the school year to participate in approved activities. Absences for activities that are of a state and national nature, as defined by the criteria of earned right to compete, shall not be considered an absence for the purpose of this regulation.

The following activities are not included in the above category. Therefore, absences caused by participation shall be counted toward the maximum:

1. Athletic contests other than OSSAA play-offs. (Includes initial qualification for play-offs for athletes and cheerleaders.)
2. Shows and contests that are not defined as state contests.
3. Annual staff workshops.
4. Conferences such as FHA, Student Council, etc.
5. District contests for concert band and marching band.
6. FHA leadership.
7. Field trips sponsored by clubs or organizations that are not classified as academic field trips.
8. Band trips, chorus trips, speech and drama trips.
9. State vocational conventions for which no earned right to attend is required (FHA state conventions).
10. School related community activities.

The following activities will not be counted against the permissible ten (10) day absence regulation:

1. Academic classroom field trips (History Day, NSU; Math day, Connors; High School Bowl, OSU; science fairs, Business Day Competition NSU).
2. OSSAA sponsored state play-offs that require earned qualification to participate (athletes and cheerleaders).
3. Assemblies that are school sponsored and required.
4. School pictures.
5. Class meetings.

**ATTENDANCE/ACTIVITIES POLICY, REGULATIONS (Cont.)**

6. Participation in school approved testing programs.
7. State band, chorus, and speech contests.
8. Scholastic contests.
9. FHA state shows and state fairs. To be eligible, however, students must have placed in one of the top seven (7) places at the county show/fair.
10. Legislative page.
11. There is no activities absence if a student is enrolled in an activity class and is away from school during the time the class is scheduled.

### SCHOOL VOLUNTEERS

The Board of Education recognizes that volunteers can make valuable contributions to students and the district educational program. A volunteer program subject to appropriate rules, safeguards, and regulations is approved by the board.

The superintendent will establish rules and regulations which support this policy.

**CROSS-REFERENCE: Policy EHAA, Family Involvement**

## PARENT VOLUNTEER PROGRAM (REGULATIONS)

It is the policy of the Board of Education to institute and encourage a Parent Volunteer Program in the school system.

The primary purpose of the school volunteer program shall be to free the teachers from tasks that could be accomplished by others in order for the teachers to spend more time teaching. Examples of activities that can be performed by volunteers are:

1. Making bulletin boards;
2. Clerical tasks, such as filing, typing, etc.;
3. Telling stories to children;
4. Listening to children read;
5. Conducting flash card drills;
6. Drilling spelling words;
7. Assisting the school nurse with visual and hearing screening;
8. Reinforcing math facts;
9. Gathering resource material;
10. Making props and sets for plays;
11. Teaching a foreign language;
12. Tutoring;
13. Anything else as deemed necessary by the cooperating teacher;
14. Other activities too numerous to mention.

Volunteers will not be allowed to volunteer in their children's or grandchildren's rooms on a regular basis at the elementary level.

Volunteers will not be subjected to a dress code, as such, but will be expected to dress appropriately and be neat and clean in appearance. No shorts (except in physical education classes) or shirts with inappropriate slogans will be permitted.

**PARENT VOLUNTEER PROGRAM, REGULATIONS (Cont.)**

As a rule, volunteers will not be asked to grade papers.

Volunteers will not be asked to assume playground or lunchroom duties, nor will they be left alone with a classroom except in an emergency situation.

Volunteers are expected to be professional in their roles as volunteers and to be positive about their jobs and the school system. A friendly, courteous relationship is expected between teachers and volunteers.

Problems will be dealt with if and when they arise by the volunteer coordinator, teacher, and volunteer. If the situation cannot be resolved at this level, an administrator will be asked to evaluate the situation.

The program will be expanded as deemed necessary by the volunteer coordinator, administration, and teachers.

The volunteer coordinator is to be recommended by the administration and approved by the board of education.

## LIBRARY SELECTION POLICY

The Board of Education and the media staff of the \_\_\_\_\_ Public Schools subscribe in principle to the following statement of policy expressed by the American Association of School Librarians:

### BILL OF RIGHTS FOR LIBRARY MEDIA CENTER PROGRAMS

The professional staff of school media centers is concerned with the development of informed and responsible citizens. To this end, the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school media center is:

To provide materials that will enrich the student as an individual and support the curriculum, taking into consideration individual needs, and the varied interests, abilities, socioeconomic backgrounds, and maturity levels of the student served.

To provide materials that will stimulate growth in knowledge and develop literary, cultural, and aesthetic appreciations and ethical standards.

To provide materials on all sides of issues, beliefs, and ideas so that young citizens may develop the habit of critical thinking, reading, listening, and viewing, thereby enabling them to develop an intellectual integrity in forming judgments.

To provide materials which accurately reflect all religious, social, political, and ethnic groups, and their contributions to our American heritage as well as knowledge and appreciation of world history and culture.

To provide a comprehensive collection of instructional materials which, when selected in compliance with basic selection principles, can be defended on the basis of their appropriateness for the users of the media center.

### Responsibility for Selection

The board of education, the governing body of the school district, is legally responsible for the selection of instructional materials. This authority is delegated to the professional personnel of the district for the selection of these materials.

Materials for the library resource center are selected primarily by the librarian with input from the Review Committee.

### Review Committee

Library Media Specialist  
Principal  
Counselor  
Classroom Teacher

This committee must be approved by the superintendent.



**LIBRARY SELECTION POLICY (Cont.)**Types of Material for Purchase

1. Instructional materials are chosen because they are of interest and have learning value for the student in the community. Materials are not excluded because of race, nationality, religion, or political views of the writer.
2. Insofar as it is practical, materials are provided which present all points of view concerning the problems and issues of our time: international, national, and local. Books and materials of sound factual authority are not removed or banned from library resource center shelves because of partisan or doctrinal disapproval.
3. Periodicals and newspapers that supplement the curriculum needs shall be chosen for accuracy, objectivity, accessibility, demand, and prices.
4. Multiple items of outstanding quality and much in demand media are purchased as needed.
5. Nonfiction subjects which are topics of criticism are carefully considered before selection. Among these are:
  - A. Religion -- Factual unbiased material which represents all major religions may be included in the library resource center collection. Bibles and other sacred writings are acceptable. Publications from religious bodies may be selected if they have general value or appear in magazine indexes.
  - B. Ideologies -- The library resource center should, without making any effort to sway the reader's judgment, make available basic factual information on the maturity level of its reading public of ideologies or philosophies that are of current or continuing interest.
  - C. Science -- Medical and scientific knowledge suitable to the development stage of the student should be made available without any biased selection of facts.

Criteria for Selection

1. Selections are made for, and in accordance with, the different maturity levels of the students.
2. Materials are selected which fill a need related to the curriculum and/or contribute to the development and enrichment of the student.
3. Interests, needs, abilities of the students, and correlation of materials with the curriculum are dominating factors in the selection of materials.

Criteria for Evaluation

1. The author or producer should be qualified as a subject specialist.

**LIBRARY SELECTION POLICY (Cont.)**

2. Concepts, content, and vocabulary should be appropriate for the potential user.
3. Facts presented should be accurate and up-to-date.
4. Information should be logically arranged.
5. Subject matter should hold the attention of the student.
6. Format of the material should be attractive and durable.
7. Illustrations should be pertinent and well executed.
8. Each medium should meet a real or potential need.
9. Evaluation from standard selection aids should be given consideration.

Selection Tools

In selecting materials for purchase, the media specialist evaluates the existing collection and consults reputable, unbiased, professionally prepared selection aids, such as:

Booklist  
Bulletin of the Center for Children's Books  
Children's Catalog  
The Elementary School Library Collection  
Hornbook  
Oklahoma Department of Libraries Book  
School Library Journal  
Junior High & Senior High School Catalog  
Fiction Catalog

Gift Books and Materials

1. Gift books and materials are accepted with the understanding that they must meet the same selection criteria as materials purchased with board of education funds. The practice of a donor's purchasing new books or materials as library resource center gifts is discouraged. It is preferable that donors make monetary gifts for the purchase of books and materials because the school receives a discount and can purchase more books for the same amount of money.
2. Gift books and other materials, once accepted by the \_\_\_\_\_ Public Schools, become the property of the \_\_\_\_\_ Public Schools.

**LIBRARY SELECTION POLICY (Cont.)**Procedures for Reconsideration of Materials

It is recommended that a student or the student's parent should have this right to reject the use of library resource center materials which seem incompatible with the student's values or beliefs. It is further recommended that classroom assignments involving library resource center materials provide for alternative choices. This procedure is consistent with the National Council of Teachers of English Statement on Students' Right to Read, which is endorsed in its entirety. However, no parent has the right to determine the reading matter for students other than his/her own children.

If an objection to a selection is made by the public, the procedures are as follows:

Be courteous and inform the patron of the process of media review. Make no commitments.

Invite the complainant to file his/her objectives in writing on forms provided through the principal's office.

Completed forms are to be returned to the principal.

An informal conference with the principal will be held.

If unable to satisfy the complainant, refer the complaint to the Review Committee.

Material is not to be withdrawn without referring to the Review Committee which determines whether the material should be withdrawn.

Material is reviewed and judged by this committee as to conformity with selection criteria and instructional goals.

The decision of the committee is submitted to the complainant and a file of the objection and decision is kept by the library media specialist and the principal.

In the event that the complainant does not accept the decision of the Review Committee, he/she may appeal to the board of education through the superintendent.

Final decision rests with the board of education.

Weeding and Discarding

Worn or missing standard items will be replaced periodically.

Out-of-date or no longer useful media are withdrawn from the collection.

**LIBRARY SELECTION POLICY (Cont.)**Definition of Critical Terms

Selection -- the act or process of selecting materials.

Instructional Materials -- materials which fill a need related to the curriculum or contribute to the development and enrichment of the student. Evaluation -- to examine and judge the quality of materials.

Inquiry -- an information request, usually informal, that seeks to determine the rationale behind the presence of a particular item in a collection.

Expression of Concern -- an inquiry that has judgmental overtones. The inquirer has already made a value judgment on the material in question.

Complaint -- an oral charge against the presence and/or appropriateness of the material in question.

Challenge -- a formal written complaint filed with the library questioning the presence and/or appropriateness of specific material.

Attack -- a publicly worded statement questioning the value of the material, presented to the media and/or others outside the library organization, in order to gain public support for further action.

Censorship -- the removal of material from open access by any governing authority or its representative (boards of education/trustees, principals/library directors, etc.).

**REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL**

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Type of material \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

State specific objections. (Please cite pages or portions)

\_\_\_\_\_

State any merits noted in the material

\_\_\_\_\_

What do you believe might result from using this material?

\_\_\_\_\_

What do you believe is the theme or purpose of this material?

\_\_\_\_\_

Have you reviewed the entire material? \_\_\_\_\_

Have you reviewed other material by this person? \_\_\_\_\_

If yes, please list the material \_\_\_\_\_

What material dealing with same subject would you recommend as replacement? \_\_\_\_\_

\_\_\_\_\_ Date

\_\_\_\_\_ Signature

### REPORT OF RECONSIDERATION

Author: \_\_\_\_\_ Type of Resource: \_\_\_\_\_

Title: \_\_\_\_\_

This decision was made on the \_\_\_\_\_ day of \_\_\_\_\_, 19 \_\_\_\_\_

\_\_\_\_\_ Minority report is attached.

FINDINGS OF FACT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DECISION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

The following committee members are in agreement with the above decision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following committee members are not in agreement with the above decision:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Turkey Ford Public Schools district is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy ("policy") of the school district and the Data Acquisition Site that provides Internet access to the school district. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

### Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

### Term of the Permitted Use

A student or staff member who submits to the school, as directed, a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

### Acceptable Uses

1. **Educational Purposes Only.** The school district is providing access to its computer networks and the Internet for educational purposes *only*. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)**

2. **Unacceptable Uses of Network.** Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:
- A. Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or computers of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.
  - B. Uses that cause harm to others or damage to their property. For example, do not engage in defamation (harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, "Trojan horse," "time bomb," or other harmful form of programming or vandalism; participate in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
  - C. Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.
  - D. Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.
3. **Netiquette.** All users must abide by rules of network etiquette, which include the following:
- A. Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.
  - B. Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.
  - C. Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.
  - D. Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.



## INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

4. **Cyber Bullying** - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:

- Sending mean or threatening messages via email, IM (instant messaging), or text messages.
- Spreading rumors about others through email, IM, or text messages.
- Creating a Web site or MySpace (or other social-networking) account that targets another student or other person(s).
- Sharing fake or embarrassing photos or videos of someone with others via a cell phone or the Web.
- Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Turkey Ford Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Oklahoma and/or federal law.

### Internet Safety

1. **General Warning; Individual Responsibility of Parents and Users.** All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.
2. **Personal Safety.** Be safe. In using the computer network and Internet, the user should not reveal personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone "met" on the computer network or Internet without a parent's permission (if the user is under 18). Regardless of the user's age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.
3. **"Hacking" and Other Illegal Activities.** It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.
4. **Confidentiality of Student Information.** Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A

## INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY (Cont.)

supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

5. **Active Restriction Measures.** The school, either by itself or in combination with the Data Acquisition Site providing Internet access, will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using Sonic Wall for our technology protection measure (internet filtering software) to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects being conducted by students age 17 and older.

The term "harmful to minors" is defined by the Communications Act of 1934 (47 USC Section 254 [h][7]), as meaning any picture, image, graphic image file, or other visual depiction that

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals;
- taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

6. All students will be educated about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

### Privacy

Network and Internet access is provided as a tool for the user's education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

### Failure To Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's enrollment or the staff member's employment in the school district. A user violates this policy by his or her own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

**INTERNET AND OTHER COMPUTER NETWORKS ACCEPTABLE USE AND  
INTERNET SAFETY POLICY (Cont.)**Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, the Data Acquisition Site that provides the computer and Internet access opportunity to the school district and all of their administrators, teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

Updates

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

**REFERENCE: 21 O.S. §1040.75, §1040.76****Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554)****Communications Act of 1934, as amended (47 U.S.C. 254[h], [i])****Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)**

***THIS POLICY REQUIRED BY LAW.***

## CURRICULUM DESIGN

The Turkey Ford Board of Education believes that all of the learning experiences that the school affords for the purpose of attaining its educational objectives constitute the curriculum.

The curriculum shall be developed within the framework provided by the regulations of the Oklahoma State Department of Education, and by the Oklahoma Statutes.

This school district shall be in a continuous process of curriculum development. However, the board of education is the final approving authority for all curriculum changes.

Emphasis shall be given to the teaching of citizenship in the United States, the state of Oklahoma, and the local community. The ideals, culture, history, and government of the United States, the state of Oklahoma, and of other countries shall be taught along with the principles of democracy as they apply to the lives of our citizens.

Personal health, and physical fitness shall be emphasized through the study of proper diet; the effects of alcoholic beverages, narcotics, tobacco, and other substances on the human body and mind; and, the study of other subjects that promote healthy living. Safety shall be emphasized through training in the operation of motor vehicles and the general understanding and use of safety practices.

The board of education believes that the teaching of the basic skills of learning and communication, including reading, writing, speaking, and the use of mathematics is of paramount importance.

The importance of the conservation of natural resources to the students shall be taught. Resources such as soil, water, forests, minerals, oil, gas, and wildlife shall be taught.

Respect for the American flag shall be taught through the flag salute, the singing of patriotic songs, and the learning and reciting of patriotic poems and other literature.

## BASIC INSTRUCTIONAL PROGRAM

The Board of Education will provide reasonable educational opportunities to enable all children to succeed, both personally and as citizens.

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of all school-aged children and provide opportunities for individual children to develop specific talents and interests.

The board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The board will appoint a committee composed of administrators, teachers, and parents to annually evaluate the curriculum to determine whether each child in the school system is receiving basic skill instructions.

The committee shall have access to all materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal information. Members of the committee may visit with other staff members, students, former graduates, parents, and business people in the community for input into their evaluation.

The committee chairperson shall prepare a written report of the findings of the committee to the superintendent prior to the first day of February each year. This report should list the strengths and recommendations for each basic skill area.

The superintendent shall present the report to the board of education at a regular or special meeting. The board will consider each recommendation made by the committee. Any changes in methods of instruction, scheduling, or curriculum changes will be left entirely up to the superintendent and the board of education.

This committee shall be appointed to serve for a one year term. However, individual members may be appointed to succeed themselves if the board so desires.

At all levels, provisions will be made for a wide range of individual differences through use of a variety of materials, adjustment in studies, and modified courses.

In all instances, the curriculum will meet the educational requirements established by state law.

The goals of the evaluation committee will be to permit and assist every child to acquire the following:

1. An understanding of himself and of his worth as an individual and a member of society.
2. A mastery of the basic skills in the use of the language arts -- listening, speaking, writing, reading, spelling, and grammar.
3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically, and solving problems.

**BASIC INSTRUCTIONAL PROGRAM (Cont.)**

4. Basic understanding of the principles of the natural, physical, biological, and social sciences and current events.
5. The desire and the ability to express himself creatively in one or more of the fine and creative arts and to appreciate the aesthetic expressions found in the art of others.
6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation, and the world.
7. An understanding of career roles and how to relate learning experiences to real life.

## BASIC INSTRUCTIONAL PROGRAM (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the curriculum development committee:

1. Selection of chairperson:
  - A. An administrator, usually a principal, will be chosen by other principals in the district to serve as chairperson.
2. Selection of members:
  - A. Principals of each building will suggest teachers from their building to serve as potential members.
  - B. If the curriculum study is confined to secondary grades (7-12), only junior and senior high teachers will be selected. If the study is limited to elementary grades (K-6), only elementary teachers will be selected. Studies that encompass grades K-12 will have teacher memberships that represent all grades and buildings involved.
  - C. Individual teachers will be confirmed by the appropriate building principal for serving on the committee after a review of the teacher's educational background, length of service in the district, and potential for worthwhile contributions.
  - D. The number of teachers to be selected from each building will depend upon the size of the faculty in each school. The total committee size will vary depending on the size of the district.
3. Responsibilities of chairperson:
  - A. To keep the superintendent informed concerning progress and direction of the committee.
  - B. To set meeting times and places with members of the committee.
  - C. To help determine appropriate outside consultation services, if deemed necessary by the committee membership.
  - D. To help determine parent and student membership on the committee. At least three parents should be involved with the committee.
  - E. To keep an accurate record of individual committee members' attendance at all meetings.
  - F. To report to the superintendent and the board of education the results of the curriculum study.

**BASIC INSTRUCTIONAL PROGRAM, REGULATION (Cont.)**

- 4. Responsibilities of committee members:
  - A. To participate actively in the committee's study.
  - B. To attend all meetings and report back to building faculties on the progress of the committee at appropriate times. Ideas and suggestions from teachers not on the committee will be sought by the committee members to create total faculty involvement in the study.



**VOCATIONAL PROGRAMS**

The Board of Education recognizes that there is no one best way to educate students. Every student should be allowed the opportunity to learn in a situation that will encourage maximum development of abilities and skills. Therefore, the board of education may contract with the State Department of Vocational-Technical Education to provide vocational technical programs for the school system. Such programs will include Technology Education, Vocational Agriculture and Vocational Home Economics.

High school juniors and seniors who wish to train for jobs requiring less than a professional degree may attend the \_\_\_\_\_ Area Vocational Technical School in \_\_\_\_\_. This will allow students to acquire skills leading to immediate employment.

Tuition and transportation are provided at no charge to the student. Fee waivers are available to students who wish to go to the Vo-Tech school during the year following graduation from high school.

Attendance will be on a half-time basis. Guidelines for attending the Vo-Tech school will be set by the administration subject to the approval of the board.

**REFERENCE: 70 O.S. §5-117(C)**

## VOCATIONAL PROGRAMS (REGULATION)

The following regulations shall apply to students enrolling in \_\_\_\_\_ AVTS programs:

### Enrollment

1. Enrollment will be limited to students in grades 10, 11, and 12.
2. The final acceptance of a student for a specific program will be made by the vo-tech enrollment counselor.
3. Preliminary scheduling will be handled through the high school counseling office. The final student selection will be made cooperatively by the \_\_\_\_\_ High School counselor and principal.
4. After the first two weeks of school, students will not be reassigned to a different vo-tech program nor will any new assignments be made to the vo-tech.
5. New enrollees in the high school may be assigned to the vo-tech on a space available basis if they transfer from a comparable program.
6. A student failing a course at the vo-tech will not be permitted to withdraw from the program until the end of the semester.

### Transportation

1. Bus transportation will be provided and all students will ride the bus. Private transportation will not be authorized by the school.
2. If a student misses the bus or is removed from the bus for disciplinary reasons, that student will be detained under in-house suspension until time for his/her next scheduled class.

### Attendance

1. The attendance requirements of the high school and vo-tech will be mutually respected and enforced.
2. Daily absentee reports will be sent from the vo-tech to the high school.
3. Early dismissal from the vo-tech will not be allowed except when the parent personally picks up the student.
4. An absence due to attendance at a school-sponsored activity will not be counted against the student as an absence.

**VOCATIONAL PROGRAMS, REGULATION (Cont.)**

Discipline

1. The \_\_\_\_\_ AVTS is an extension of \_\_\_\_\_ High School. Therefore, suspension from one school is suspension from the other. A student suspended from classes at \_\_\_\_\_ High School may not attend classes at the vo-tech.
2. The vo-tech will handle all discipline resulting from actions on the bus or at the vo-tech school.
3. A morning and afternoon detention hall will be held at \_\_\_\_\_ High School and vo-tech students will attend whichever one fits their schedule.

## HEALTH EDUCATION

The Turkey Ford Board of Education recognizes that student health and success in school are interrelated. Schools cannot achieve their primary mission of education if students (and staff) are not healthy and fit physically, mentally, and socially. As new health issues arise, a comprehensive health curriculum becomes increasingly difficult to develop. The board of education believes that the best it can do for students is to present them with a wide spectrum of health information, delivered in different aspects throughout the instructional program. In order to play a proactive role in preventing disabling chronic health conditions, unnecessary injury and disease; to help students learn to take responsibility for their own health; and to adopt health-enhancing attitudes and behaviors, the district shall adopt a comprehensive health education program consistent with the requirements of state and federal law.

The concepts addressed in the health curriculum will be: mental health, human relations, and values awareness; personal health, fitness, and dental health; the body, human growth, and development; nutrition; family and consumer health; prevention and control of disease; health services and medical advances; drugs, including alcohol and tobacco; community and environmental health; safety and first aid; and health career awareness and exploration.

The district's program will be developed in cooperation with staff, parents, members of the community, and state and local agency representatives, as appropriate, and will be presented to the board for adoption.

The input of students will be encouraged. Development of the district's program will be guided by the following goals:

1. Each district school shall be a safe and healthy place for students and employees to learn and work, with a climate that nurtures learning, achievement and growth of character;
2. All students shall be taught the essential knowledge and skills needed to become health literate; that is, to make health-enhancing choices and avoid behaviors that can damage their health and well being;
3. Each district school shall be organized to reinforce students' adoption of health-enhancing behaviors, and staff shall be encouraged to model healthy lifestyles; and
4. School leaders shall ensure that the nutrition health services and social services students need in order to learn are provided, either at the school site or in cooperation with other community agencies.

The superintendent will develop administrative regulations as needed for the implementation of this policy, including a process for the regular review and evaluation of the district's program.

**REFERENCE:** 70 O.S. §1-107  
70 O.S. §11-103

**CROSS-REFERENCE:** Policy BDFB, Healthy and Fit School Advisory Committee  
Policy BDFC, Safe School Committee  
Policy BDFD, Healthy and Fit School Advisory Committee/Safe School Committee  
Policy FFA, Health: Students

## **PHYSICAL EDUCATION**

### Health and Fitness Curriculum

The superintendent shall adopt and implement a comprehensive health and fitness curriculum, which will provide opportunities for developmentally appropriate instruction for grades K-12. Evaluation procedures will utilize classroom-based assessments or other strategies and will be in place by the end of the 2011-2012 school year.

The specific objectives and goals the district intends to accomplish through the physical education curriculum are to teach self-management and movement skills as well as cooperation, fair play, and responsible participation in physical activity. The goal of the school district is to promote student participation in physical activity for a healthier lifestyle.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education and sixty (60) minutes of physical activity. The time students participate in recess shall not be counted toward the sixty minutes per week physical education requirement. The sixty (60) minutes of physical activity may include, but is not limited to, physical education, exercise programs, fitness breaks, recess, classroom activities, and wellness and nutrition education. All high school students are strongly encouraged to complete two units or sets of competencies of physical and health education as part of the core curriculum. District high schools are encouraged to offer a variety of health and fitness classes for each grade in the high school.

Suitable adapted physical education shall be included as part of individual education plans for students with chronic health problems, other disabling conditions, or other special needs that preclude such students' participation in regular physical education instruction or activities.

In addition to required physical education, students at the elementary level should have the opportunity to participate in daily recess and physical activity. The district shall provide daily recess period(s) for elementary school students, featuring time for unstructured but supervised active play. The district is encouraged to provide adequate co-curricular physical activity programs, including fully inclusive intramural programs and physical activity clubs; and to promote the use of school facilities for physical activity programs offered by the school and/or community-based organizations outside of school hours

The school district may exclude from the participation in physical education or exercise programs those students who have been placed into an in-house suspension or determination class or placement or those students who are under an in-school restriction or are subject to an administrative disciplinary action.

### Cardiopulmonary Resuscitation Courses

Students in grades nine through twelve may be taught the techniques of cardiopulmonary resuscitation as part of their physical education program.

### Oklahoma Kids Fitness Challenge Act

This district will implement the physical activity program for public school students in the fifth grade as established by the State Board of Education. Fitness challenges adopted by the Presidents Council on Physical Fitness and Sports will be incorporated into the program and may include the following activities:

**PHYSICAL EDUCATION (Cont.)**

1. Twenty-five sit-ups in two minutes a minimum of three times per week every week during the school year; or
2. Walk a minimum of twenty-five miles per week every week during the school year.
3. Participation in "Walk Across Oklahoma."

**REFERENCE:** 70 O.S. §1-107  
70 O.S. §11-103, §11-103.9  
70 O.S. §1210.199  
7 CFR, Parts 210 and 220  
7 CFR, Part 245.5

*THIS POLICY REQUIRED BY  
PUBLIC LAW 108-265, SECTION 204.*

**GIFTED CHILD EDUCATIONAL PROGRAM**

The Board of Education recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.307 of Title 70.

Therefore, it is the policy of the board of education to cooperate fully with the State Department of Education in identifying gifted and talented children and in developing appropriate educational programs.

Children in this district will be considered for placement in the program in accordance with scores on standardized achievement and intelligence tests, records, and recommendations of teachers and parents.

Children identified as gifted and talented will be offered gifted and talented educational programs directly through the facilities of this district.

Pursuant to Section 5-135 of Title 70 the board of education shall prepare a report which outlines the expenditures made by the district during the school year for gifted child education programs. Copies of this report will be filed with the State Department of Education by August 1 of each year.

The superintendent is directed to develop and implement regulations which support this policy.

**REFERENCE:** 70 O.S. §1210.307, et seq.  
70 O.S. §5-135

## GIFTED CHILD EDUCATIONAL PROGRAMS (REGULATIONS)

In accordance with the policy of the board of education, a local advisory committee (which can also be the curriculum advisory committee) shall be established. The committee will consist of administrators, teachers, and parents with no fewer than 3 and no more than 11 members, at least one third (1/3) of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children.

The purpose of the committee is to assist in the development of the district plan for gifted child educational programs, to assist in preparation of the district report on gifted child educational programs, and to perform other advisory duties as may be requested by the board of education. A chair and vice-chair will be elected, and written records and reports shall be made by the committee. The committee will establish a regular meeting schedule sufficient to implement the program.

The committee will make available to the board of education copies of their agendas, minutes, and evaluations of the program. The committee will reorganize biennially prior to September 15. A meeting will be called by the superintendent not later than October 1 of each school year. All meetings of the committee shall be subject to the provisions of the Oklahoma Open Meeting Act (70 O.S. §1210.308).

The committee will advise and assist district professional staff with the development of a plan which will include a description of the curriculum for the gifted child educational program, the criteria for evaluation of the this program, the competencies and duties of the program's staff, number and percentage of students identified by the district as gifted children, and a budget for the district gifted child educational program.

### Definition

Gifted and talented students are those students at the preschool, elementary, and secondary levels having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services.

Identification of gifted and talented students will be identified as follows:

1. Students scoring at or above the 97th percentile on the composite score of a nationally recognized achievement test;
2. An Intelligence Quotient (IQ = Mental Age/Chronological Age) at or above 125 as determined by a standardized intelligence test such as the Otis-Lennin, WISC-R, or the Stanford Binet;
3. Through the recommendation of a teacher or counselor who has taught the student, and/or;
4. Students who have demonstrated:
  - A. creative thinking ability
  - B. leadership ability
  - C. visual performing arts ability, and/or



**GIFTED CHILD EDUCATIONAL PROGRAMS, REGULATIONS (Cont.)**

D. specific academic ability.

To insure due process rights for all potentially identifiable and identified gifted students, multicriteria assessments shall be used and a student will not be denied needed programming on the basis of one assessment criterion.

Procedural safeguards will include:

1. Written parental consent is required for individual evaluation.
2. Records will be kept confidential and will comply with the Family Educational Rights and Privacy Act.
3. Parents may request additional evaluation of their child for placement purposes. Tests must be approved by school officials and must have been administered by a psychometrist or other approved professional licensed by the state of Oklahoma.
4. Students transferring into the district will be screened when records of the student have been received from the sending school. The student will be subject to the local procedures and criteria regardless of past placement.
5. Placement will be reviewed annually by teachers, counselors, and administrators.
6. Removing a student from the gifted child educational program will be by request of the parents, student, or student's teacher(s) after an appropriate review process is completed.

The committee will use discretion in notifying the students and parents regarding placement in the program. The regular avenues of appeal provided by school board policy will be available to parents if they choose to use them.

Some of the desired goals of this program are:

1. To develop critical thinking skills;
2. To develop problem solving skills;
3. To develop oral and written communication skills;
4. To encourage and recognize creativity;
5. To encourage and provide opportunities for leadership development;
6. To develop and reinforce positive self concepts;
7. To provide enrichment activities to enhance the cultural and educational experiences; and
8. To encourage individuals to become life-long learners.

**TITLE I PARENT INVOLVEMENT**

**Schools receiving federal ESEA funds are required to have a parent involvement policy. This sample policy can be used as the basis for the joint development of a policy, as required by the federal legislation. This policy cannot be the district's policy without some parental involvement in its development at the local level.**

The Turkey Ford Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes guardians and other family members involved in supervising the child's education.

Pursuant to federal law, the district will develop jointly with, agree on with, and distribute to parents of children participating in the Title I program a written parent involvement policy.

A meeting of the parents of participating Title I students will be held annually to explain the goals and purposes of the Title I program.

Parents will be given the opportunity to participate in the design, development, operation, and evaluation of the program for the next school year and to participate in planning activities, to offer suggestions, and to ask questions regarding policies and programs. Parents will be encouraged to attend the meeting and to become involved.

In addition to the required annual meeting, additional parent meetings shall be held, at various times of the day and/or evenings, for parents of children participating in the Title I program upon parental request. A notice will be sent to the parents and/or an article will appear in the local newspaper advising parents and interested persons of the meetings. These meetings shall be used to provide parents with:

1. Information about programs provided under Title I;
2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet;
3. Opportunities to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children; and
4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

Title I funding, if sufficient, may be used to facilitate parent attendance at meetings through payment of transportation and childcare costs.

The parents of children identified to participate in Title I programs shall receive from the school principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Parents will be advised of their children's progress on a regular basis. Opportunities will be provided for the parents to meet with the classroom and Title I teachers to discuss

**TITLE I PARENT INVOLVEMENT (Cont.)**

their children's progress. Parents will also receive information and training that will assist them in helping their children at home and at school.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the state's academic achievement standards;
2. Indicate the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, monitoring television watching, volunteering in the classroom, and participating, as appropriate, in decisions related to their child's education and positive use of extracurricular time; and
3. Address the importance of parent-teacher communication on an on-going basis, with at a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff.

**REFERENCE:** P. L. 103-382, Improving America's Schools Act  
P. L. 107-110, No Child Left Behind Act of 2001

**NOTE:** Districts with more than one school participating in a title I program may wish to consider the establishment of a district-wide parent advisory council.

***THIS POLICY REQUIRED BY THE  
NO CHILD LEFT BEHIND ACT.***

## **PARENT PARTICIPATION IN THE SCHOOL DISTRICT**

The board of education, in consultation with parents, teachers, and administrators, has developed and adopted this policy to promote and encourage the involvement of parents and guardians of children within the school district.

1. Parent participation in the schools is encouraged to improve parent and teacher cooperation in such areas as homework, attendance and discipline. At the beginning of each school year each teacher shall provide parents with contact information so that a parent has the opportunity to contact the teacher or administration to address concerns related to homework, attendance and discipline.

2. Parents may request additional information from the administration to learn about the course of study for their children and review learning materials, including the source of any supplemental educational materials.

3. Parents who object to any learning material or activity on the basis that it is harmful may withdraw their children from the activity or from the class or program in which the material is used. Objection to a learning material or activity on the basis that it is harmful includes objection to a material or activity because it questions beliefs or practices in sex, morality or religion. Parents are hereby informed that the withdrawal of a child from any state mandated courses could prevent their child from being eligible to receive a high school diploma.

4. If the school district offers any sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes or pursuant to any rules adopted by the State Board of Education, parents may opt their child out of sex education instruction if the child's parent provides written objection to the child's participation in the sex education curricula.

5. Parents are hereby notified and given the opportunity to withdraw their children from any instruction or presentations regarding sexuality in courses other than formal sex education curricula pursuant to Section 11-105.1 of Title 70 of the Oklahoma Statutes;

6. Parents may learn about the nature and purpose of clubs and activities that are part of the school curriculum, as well as extracurricular clubs and activities that have been approved by the school. A list of school clubs that have been approved by the board of education is available from the administration upon request.

7. Specific parent rights and responsibilities provided under the laws of this state, include the following:

- a. the right to opt out of a sex education curriculum if one is provided by the school district.
- b. open enrollment rights.
- c. the right to opt out of assignments.
- d. the right to be exempt from the immunization laws of the state pursuant to Section 1210.192 of Title 70 of the Oklahoma Statutes,
- e. the promotion requirements prescribed in Section 1210.508E of Title 70 of the Oklahoma Statutes,
- f. the minimum course of study and competency requirements for graduation from high school prescribed in Section 11-103.6 of Title 70 of the Oklahoma Statutes,

**Parent Participation (Con't)**

- g. the right to opt out of instruction on the acquired immune deficiency syndrome pursuant to Section 11-103.3 of Title 70 of the Oklahoma Statutes,
- h. the right to review test results,
- i. the right to participate in gifted programs pursuant to Sections 1210.301 through 1210.308 of Title 70 of the Oklahoma Statutes,
- j. the right to inspect instructional materials used in connection with any research or experimentation program or project pursuant to Section 11-106 of Title 70 of the Oklahoma Statutes,
- k. the right to receive a school report card,
- l. the attendance requirements prescribed in Section 10-106 of Title 70 of the Oklahoma Statutes,
- m. the right to public review of courses of study and textbooks,
- n. the right to be excused from school attendance for religious purposes,
- o. policies related to parental involvement pursuant to this section,
- p. the right to participate in parent-teacher associations and organizations that are sanctioned by the board of education of a school district, and
- q. the right to opt out of any data collection instrument at the district level that would capture data for inclusion in the state longitudinal student data system except what is necessary and essential for establishing a student's public school record.

Parents may submit a written request for information during regular business hours to either the school principal at the school site or the superintendent at the office of the school district. Within ten (10) days of receiving the request for information, the school principal or superintendent, shall deliver the requested information to the parent or provide a written explanation of the reasons for the denial of the requested information. If the request is denied or the parent does not receive the requested information within fifteen (15) days after submitting the request, the parent may submit a written request for the information to the board of education. The board of education shall formally consider the request at the next scheduled public meeting if the request can be properly noticed on the agenda. If the request cannot be properly noticed on the agenda, the board of education shall formally consider the request at the next subsequent meeting of the board of education.

**Legal References:** 70 O.S. § 10-106  
70 O.S. § 11-103.3  
70 O.S. § 11-103.6  
70 O.S. § 11-105.1  
70 O.S. § 11-106  
70 O.S. § 1210.192  
70 O.S. § 1210.301 through § 1210.308  
70 O.S. § 1210.508E

**LIMITED ENGLISH PROFICIENCY INSTRUCTION**

The Turkey Ford Board of Education will provide a program of language instruction to students who have limited English proficiency. Student participation in any language instruction program or instruction in English as a second language is voluntary and requires written parental permission.

Students who meet any one or more of the following criteria shall be identified as being limited in English proficiency:

A student who:

1. Was not born in the United States or whose native language is a language other than English and comes from an environment where a language other than English is dominant;  
  
or
2. Is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on the student's level of English language proficiency;  
  
or
3. Is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;  
  
and
4. Who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

**Tutorial Programs**

Students who are certified to receive educational services through the State Migrant Education Department in cooperation with the State Department of Education are offered 30-minute tutorial help during the school day in the areas of reading, math, and language arts. Criteria for eligibility include students who have moved into a district within the last six years from another district or state and whose parents seek either seasonal or temporary employment in agriculture.

**No Child Left Behind Act of 2001**

If this district receives federal funding for Limited English Proficient (LEP) Programs, the following will be provided:

1. Parents will be notified of their student's placement in a language program and their options associated with that placement. Notification will include the reasons for identifying the child as LEP and the reasons for placing the child in the specified program.

**LIMITED ENGLISH PROFICIENCY INSTRUCTION (Cont.)**

2. Students will participate in regular assessments in a manner that will yield an accurate assessment. (See also policy EK.) Test waivers may be granted on a case-by-case basis for LEP students who demonstrate unusual and unique circumstances; however, students who have been educated in the United States for three years are required to participate in reading/language arts assessment in English.
3. Certification that teachers in the program are fluent in English as well as other languages used in instruction (if the district receives subgrants).
4. Evaluation of the program and the academic success and language achievement of the students in the program. Parents will be notified of:
  - A. Their child's level of English proficiency and how such a level was assessed.
  - B. The status of their child's academic achievement.
  - C. The method of instruction used in the program in which the child is placed, and the methods of instruction used in other available programs.
  - D. Information as to how the program will meet their child's educational strengths, assist him/her to learn English, and meet age-appropriate academic achievement standards.
  - E. Exit requirements for the program.
  - F. If the child has a disability, a statement as to how the LEP will meet the objectives of the child's IEP.

Consequences of inadequate yearly progress include notification of parents, development of improvement plans, and restructuring of programs or the district will lose federal funds.

For non-English speaking parents, the district will arrange to provide translations of this information in their native language.

**REFERENCE: P. L. 107-110, No Child Left Behind Act of 2001**

***THIS POLICY REQUIRED BY THE  
NO CHILD LEFT BEHIND ACT.***

## ONLINE INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the TurkeyFord Board of Education. The proposed course(s) may be evaluated by the State Department of Education.

### Definitions

**Synchronous instruction** occurs when the instructor and student's primary interactions are in real-time. Regular classroom instruction is synchronous instruction, as well as two-way interactive video. Web-based instruction that requires real-time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

**Asynchronous instruction** is not dependent on instructor and student interaction in real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

**Supplemental online course** is an online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required by student attendance and participation in the district.

**Educationally appropriate** means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at the local school district level.

**Web-based instruction** uses the World Wide Web as the primary medium of instruction, with a computer serving as the primary tool of instruction. Web-based instruction may be synchronous or asynchronous.

**Two-way interactive video instruction** provides for real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

### Guidelines

Prior to offering an online instructional course, the board of education shall comply with the following guidelines recommend by the State Department of Education:

1. Web-based and two-way interactive video instruction shall be viewed as methods by which the school district can expand the course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the district to bring the world of knowledge to the students.



**ONLINE INSTRUCTION (Cont.)**

2. The board of education will grant students credit for completion of courses offered by means of online instruction. School district policies governing grading scales and credits earned shall be applied to Oklahoma Supplemental Online Course Program courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the supplemental online program shall be treated the same as any other course offered by the district.

3. Only students who are enrolled in this district will be granted access to supplemental online courses.

4. Requests for enrollment in supplemental online courses shall be as follows:

a. Interested students shall be required to fill out a request for enrollment in supplemental online course(s) form.

b. The principal or designee shall evaluate the application and determine whether the supplemental online course is educationally appropriate for the student.

c. If the supplemental online course is not deemed to be educationally appropriate, notification shall be provided to the student in writing as to the reasons in support of the principal's recommendation and the student shall be afforded the opportunity to appeal the principal's decision to the local school board. The decision of the local board with regard to whether a course is educationally appropriate is final and nonappealable. A copy of the notification shall be provided to the Director of Instructional Technology at the State Department of Education.

5. If enrollment in the supplemental online course is allowed, the principal shall appoint a certified staff member to serve as the building level contact person to assist students enrolling in on-line courses and to serve as a liaison to the on-line teachers and provider(s). Students shall have a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment without academic penalty. A written request for withdrawal should be provided to the principal from the student prior to the expiration of the fifteen (15) day period.

6. Students earning credit by means of online instruction shall participate in all require state-level academic assessments in the same manner as other regularly enrolled students within the district. No student shall be allowed to participate in these assessments at a place other than the school site at which the student is enrolled.

7. Courses offered for credit by means of online instruction shall be aligned with the Priority Academic Student Skills (PASS).

8. Student progress shall be monitored on a weekly basis by the supplemental online course provider. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/ course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades. Such attendance/participation reports, progress reports, and grades shall be provided on a regular weekly basis to parents and the school district via electronic format. The district will review progress reports and grades twice per month.

**ONLINE INSTRUCTION (Cont.)**

9. The security of individual student data and records shall be maintained and receive the same protection afforded students under state and federal laws. No individual student data obtained through participation in online instruction courses shall be used for any purposes other than those that support the instruction of the individual student.
10. District level aggregated data obtained through participation in online instruction courses shall be utilized for education purposes only and shall not be provided to commercial entities.
11. All federal and state statutes pertaining to student privacy, the posting of images on the World Wide Web, copyright of materials, Federal Communications Commission rules pertaining to the public broadcasting of audio and video, and other such issues shall be adhered to by the district. (See cross-referenced policies concerning these issues.)
12. Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, bell schedules, school calendars, student behavior, teacher evaluation, textbooks, class periods, student grades and grading policies, teacher load, and instructor employment.
13. Contractual agreements shall be established between the school district and parent(s), or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for course costs and equipment.
14. Instructors of online courses shall be: (a) certified in Oklahoma or another state to teach in the content area of the course offered, or (b) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.
15. Students at remote sites who participate in the online courses offered by the district will be responsible for providing their own equipment and Internet access.
16. Annually, the board of education shall establish fees or charges for the provision of alternative instructional delivery system courses. The district shall not be liable for payment of any fees or charges for any online course for a student who has not complied with district policies and procedures.

**REFERENCE: 70 O.S. §1-111**

***A POLICY ON THIS SUBJECT IS REQUIRED BY LAW.***

## PROMOTION AND GRADING

The Board of Education believes that since each child develops physically, mentally, emotionally, and socially at an individual rate, not all children will complete twelve grade levels of work at the same time. Therefore, for some children, more than twelve years will be necessary.

Grade level placement in the elementary and in the junior high school will be based upon the child's maturity (emotional, social, mental, and physical), chronological age, school attendance, effort, and marks achieved. Standardized test results can be used as one means of judging progress. The grade marks earned by the child throughout the year shall reflect the probable assignment for the coming year. Grade marks will not be used as a means of punishment or reward.

A grade mark on a report card at the end of the grading period shall not fulfill the teacher's responsibility in reporting the child's progress to the parents. Informal notes and personal conferences are necessary to help the teacher and the parents understand the child's development and progress. The parents shall be informed, and a conference scheduled if the parents desire, when it becomes apparent that a child may need to remain at a grade level.

Reduction of grade marks will not be used as a form of discipline under any circumstances.

Upon request of a student, parent or guardian, a student will be given the opportunity to demonstrate proficiency in the Learner Outcomes: State Competencies. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: portfolio, criterion-referenced test, thesis, project, product or performance.

Students demonstrating proficiency in a set of competencies at the 90% level shall be advanced to the next level of study in the appropriate curriculum area(s). This decision will take into consideration such factors as social, emotional, physical and mental growth. The school will confer with parents in making such promotion/acceleration decisions.

Elementary, middle level, or high school students may demonstrate proficiency in the Learner Outcomes: State Competencies for 9-12 High School curriculum areas. Appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.

**REFERENCE:** 70 O.S. §11-103.6

**CROSS-REFERENCE:** Policy EIAE, Proficiency Based Promotion  
Policy EIE, Student Retention

**READING DEFICIENCY PARENT NOTIFICATION**

Date: \_\_\_\_\_

Dear Parent:

Please be informed that your child, \_\_\_\_\_, has been identified as having a substantial deficiency in reading. While the results of the criterion-referenced test are the initial determinant, it is not the sole determiner of promotion and that portfolio reviews and assessments are available. Currently, your child is receiving the following reading instruction services:

\_\_\_\_\_

The following services are proposed supplemental instruction services and supports that will be provided to your child in an effort to remediate the identified area of reading deficiency:

\_\_\_\_\_

The school district recommends the following strategies for you to utilize in helping your child succeed in reading proficiency:

\_\_\_\_\_

Oklahoma law provides that no student may be assigned to a grade level solely on age or other factors that constitute social promotion. Please be advised that your child will not be promoted to fourth grade if the reading deficiency is not remediated by the end of the third grade. Your child may be promoted if "good cause" exists. Oklahoma law identifies "good cause" exemptions for promotion as the following:

- (1) Limited-English proficient students who have had less than two years of instruction in an English language learner program;
- (2) Students with disabilities whose individualized education plans, consistent with state law, indicates that participation in the statewide criterion-referenced tests are not appropriate;
- (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the state board of education;
- (4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
- (5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade; and
- (6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years.

**READING DEFICIENCY, PARENT NOTIFICATION (Cont.)**

If your child is retained, our school district does allow for a midyear promotion in the fourth grade. Such promotion will be considered if your child can demonstrate that he/she is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and the school principal.

If you have any questions, please feel free to contact me as soon as possible.

Sincerely,

\_\_\_\_\_  
Principal

### GRADING

In accordance with the policy of the board of education the following grading system will be used for all subjects, including special education:

99 - 100	=	A+	84 - 85	=	C+
96 - 98	=	A	80 - 83	=	C
94 - 95	=	A-	78 - 79	=	C-
92 - 93	=	B+	76 - 77	=	D+
88 - 91	=	B	72 - 75	=	D
86 - 87	=	B-	70 - 71	=	D-
			70 - Below	=	F

A grade mark of 'I' is an incomplete and will be changed when the course is completed within the time limit set by the teacher.

Teachers who find that an excessive number of students are earning A's and B's may wish to examine and modify their methods of grading. Teachers who find that an excessive number of students are earning D's and F's may wish to examine and modify their methods of grading.

Grading System

Nine Weeks:

Daily work - weekly tests -----	75%
Nine Weeks test -----	25%

Semester:

Two nine week grades -----	60 or 75%
Semester -----	20 or 25%
Optional project -----	20%

Exemption Policy

Students who fulfill the following attendance requirements and earn the following grade point average may be exempt from the semester tests:

Grade Average	Maximum Allowable Absences
A (94 - 100)	3
B (87 - 93)	2
C (80 - 86)	1

In considering days missed, all absences, excused and unexcused will be counted except absences because of school-sponsored activities. An exempted student has the option to take the semester tests. However, the grade mark earned on the test will be included in the overall grade average.

## STUDENT RETENTION (REGULATION)

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

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

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

1. Any student who demonstrates proficiency in reading at the third-grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

2. If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as scoring below proficient on a screening instrument which meets the acquisition of reading skills criteria, the district shall immediately begin a student reading portfolio and shall provide notice to the parent of the deficiency.

3. a. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade, the student may qualify for automatic promotion to the fourth grade upon scoring at the "limited knowledge" level on the reading portion of the statewide third-grade criterion-referenced test.

b. Prior to promotion, however, the district shall provide notice to the student's parent(s) and/or guardian(s) that the child is not yet reading at grade level and provide the parent(s) and/or guardian(s) of the child the option for retention should they so desire. The notice shall contain, at a minimum, the most recently identifiable grade level on which the student is actually proficient, the opportunities for summer reading programs, school and/or community based reading tutoring, vendors which provide reading tutoring and the rights to the continuing intensive remediation pursuant to this paragraph.

c. A student so promoted shall be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which the student is enrolled. An intensive remediation plan shall be developed by a "Student Reading Proficiency Team" composed of:

(1) the parent(s) and/or guardian(s) of the student,

(2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,

**STUDENT RETENTION (Cont.)**

- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist, if one is available.

4. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered that meet the acquisition of reading skills criteria, has not accumulated evidence of third-grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade.

5. a. For the 2013-14 and 2014-15 school years, a student not qualified for automatic promotion under paragraph 4 of this subsection may be evaluated for "probationary promotion" by a "Student Reading Proficiency Team" composed of:

- (1) the parent(s) and/or guardian(s) of the student,
- (2) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- (3) a teacher in reading who teaches in the subsequent grade level,
- (4) the school principal, and
- (5) a certified reading specialist.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellence Act.

6. Beginning with the 2015-16 school year, students who score at the unsatisfactory level on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption as provided in subsection K of this section shall be retained in the third grade and provided intensive instructional services and supports.

7. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law.



**STUDENT RETENTION (Cont.)**

A third grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

- (1) Limited-English-proficient students who have had less than two years of instruction in an English language learner program;
- (2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
- (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- (4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
- (5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and
- (6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two years.

Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;
2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and
3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

**STUDENT RETENTION (Cont.)**

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

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

**MIDYEAR PROMOTION  
FOURTH-GRADE**

A student retained in third grade in accordance with the Reading Sufficiency Act may be eligible for a midyear promotion to fourth grade. The midyear promotion of a retained student will be considered if the student can demonstrate that the student is a successful and independent reader, is reading at or above grade level, and is ready to be promoted to the fourth grade. Tools that may be utilized to reevaluate any retained student may include subsequent assessments, alternative assessments, and portfolio reviews, in accordance with rules of the State Board of Education. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating a level of proficiency required to score above the unsatisfactory level on the third-grade statewide criterion-referenced test and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school district. A midyear promotion shall be made only upon the agreement of the parent or guardian of the student and the school principal.

**REFERENCE: 70 O.S. §1210.508C**

### REPORT CARDS

The Board of Education believes that students and parents should be informed periodically of the student's progress in school work. Therefore, report cards shall be sent to parents or guardians at the end of each nine-week period. The parent or guardian shall be requested to acknowledge receipt by signature and return the card.

Progress reports shall be distributed at mid nine-weeks and additional reports, telephone calls, or personal visits may be scheduled if in the best interest of the student.

**REPORT CARDS  
(REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the reporting of student progress.

1. Report cards or progress reports will be issued to students on the first Wednesday following the end of each nine-week period.
2. Students are expected to share the reports with their parents or guardian.
3. The semester grade is recorded on each student's permanent school record.
4. The school staff and teachers will work with any student receiving a failing grade and will assist the student in determining and solving problems with the particular subject area.
5. The following letter grades will appear on report cards and in the student's permanent record:

94 - 100	A	Excellent
86 - 93	B	Above Average
76 - 85	C	Average
68 - 75	D	Below Average
67 and below	F	Failing

In addition to the above reports, progress reports will be mailed to parents or guardians of students who are failing or at near failure the third and sixth week of each grading period. Reports may also be mailed (at teacher's discretion) reflecting satisfactory progress. Parents and guardians should feel free to discuss their child's progress with teachers and staff by appointment at any time.

### STUDENT PROGRESS REPORT

The following information is one indication of your child's progress during the last six weeks of classroom instruction. Written notification is only a secondary means of communication. Therefore, we encourage you to contact your child's teacher if additional information is needed.

Student's Name \_\_\_\_\_ Teacher \_\_\_\_\_

Address \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

- |                                       |                               |
|---------------------------------------|-------------------------------|
| _____ Does not follow directions      | _____ Follows directions      |
| _____ Does not stay in assigned areas | _____ Stays in assigned areas |
| _____ Misuses Equipment               | _____ Proper use of equipment |
| _____ Late to class often             | _____ Punctual                |
| _____ Forgets instructional materials | _____ Comes prepared to class |
| _____ Other (See below)               | _____ Other (See below)       |

Other:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Principal Counselor

**SUMMER ACADEMY READING PROGRAMS**

The Turkey Ford Board of Education has established a summer academy reading program for students. The summer academy reading program shall:

- (1) provide at least four (4) weeks of tutoring a half (1/2) day each day for four (4) days;
- (2) incorporate the content of a reading program that meets the criteria set forth in the Reading Sufficiency Act;
- (3) are taught by teachers who have successfully completed a professional development institute or program in reading as prescribed by the statutory provisions of the Reading Sufficiency Act; and
- (4) include only eligible students not reading at grade level based on results from an assessment approved by the State Board of Education.

**REFERENCE:** 70 O.S. §1210.508E

### HOMEWORK

The Board of Education believes that homework is an important part of the educational process. Homework shall be related to the school's aims and philosophy of education but its primary objective shall be to aid in the development of the student. The superintendent is directed to establish procedures for the assignment of homework.



## HOMework (REGULATION)

The need for homework, the kind of homework, and the amount of time spent on homework will vary with the student, the home, and the grade level of the student. There are three main purposes for the assignment of homework:

1. Homework may need to be given to ensure satisfactory progress at the student's grade level.
2. Homework may be given to the accelerated student to give enrichment to the student's program. This may include differentiated activities to reflect individual students' varying abilities.
3. Homework may need to be given to the student who has been absent in order to make up work missed so the student will be able to continue working successfully with the rest of the class.

Students should be reminded before they leave each day if they have work to complete at home. However, the students have the final responsibility to get the work done, even if not reminded each day. Parents have a responsibility to check with their child before they leave for school each day to see that their child gets the work to school.

### STUDENT RETENTION

The Board of Education believes the primary goal of the educational process is to educate. Occasionally, it may be necessary for a student to repeat a grade. The superintendent is directed to establish a regulation containing criteria to be used by the administration in considering students for retention.

Students in special education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Placement team.

**CROSS-REFERENCE: Policy EIA, Promotion and Grading**

**STUDENT RETENTION  
(REGULATION)**

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

Students shall be promoted or receive credit for a course of study if a grade average of 70% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through eight must achieve a grade average of 70% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age.

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

**REFERENCE: 70 O.S. §24-114.1**

## GRADUATION REQUIREMENTS

The Board of Education recognizes that a 12 year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study.

Therefore, it is the policy of the board of education that a minimum of twenty (20) units of credit be earned in the subject areas listed below to be eligible for graduation. The following solids are required:

English	4 units
Mathematics	2 units
Science	2 units
American History	1 unit
Oklahoma History	1/2 unit
World History	1/2 unit
 Total	 10 units

The Oklahoma State Regents for Higher Education require that students preparing for college have the following number of requirements for college admission:

- 4 units of English (May not substitute speech)
- 2 units of History (one must be U. S. History)
- 2 units of Lab Science
- 3 units of Math (Must be Algebra I and above)
- 1 unit of Citizenship Skills (economics, government, geography, and non-Western culture)
- 3 units of other courses (from any of the courses listed above, citizenship skills courses, or economics, psychology, sociology, computer science courses or foreign language courses)

The Regents also recommend two units of fine arts courses (art, music, speech, etc.).

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student.

All students are required to be enrolled in at least five solid subjects each semester.

Seniors are required to be enrolled in a full schedule, although this may include a combination of college and local hours if local requirements are met.

A student may not be enrolled in more than two English classes in a semester.

**SCHOOL COUNSELOR**

Turkey Ford Public School does not have a school counselor on staff. The district contracts with area counseling agencies for services.

Counselors are considered valuable members of the teaching team. The counselor is concerned for the welfare of the child, instructional goals of the teachers, and communication between home, school, and the community.

Student referrals to the school counselor are made by the principal, teachers and parents. Parents wishing a conference may contact the counselor and/or the particular organization for scheduling.

**TESTING PROGRAM  
STUDENT SURVEYS  
(REGULATION)**

The board of education recognizes surveys can be a valuable resource for schools and communities in determining student needs for educational services. Such collection of input from students and parents may be used to assist school staff in decision-making related to curriculum and instruction and in program development and operations. To this end, the board supports the use of appropriate surveys in accordance with the guidelines contained in these regulations.

Administrators, teachers, other staff members, and the board of education may use surveys for many purposes, which may include, but are not limited to, the need for student services, the determination of prevailing views pertaining to proposed policies and/or practices, or the determination of student knowledge and/or attitudes related to a specific subject or unit. These are examples of surveys and not intended to be an all-inclusive listing. Administrative approval is required for surveys. Responses will not be used in any identifying manner.

Surveys used in any experimental program or research project will be subject to the requirements outlined in policy found elsewhere in this manual. (See GVA-P.) Parents shall have the right to inspect all instructional material that will be used for a survey, analysis, or evaluation as part of a federal program.

Prior to administering a survey, the board of education must approve all those that are received by the superintendent that include reference to any of the factors listed below. No student may, without prior parental consent, take part in a survey, analysis, or evaluation in which the primary purpose is to reveal information concerning:

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental and psychological problems of the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom students have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;  
or
7. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
8. Religious practices, affiliations, or beliefs of the student or the student's parent.

Prior consent to any such survey, analysis, or evaluation means the prior written consent of the student's parent or guardian or, if the student is emancipated, of the student.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the superintendent of schools and the approval of the board of education as to content and purpose. The results of such approved surveys must be shared with the board of education.

**TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)**

Parents/guardians shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing with a response to be at least two weeks in advance of any survey to be given.

Overall survey results following decisions must be shared with all parties who request such information.

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy and when enrolling students for the first time in district schools. This notification must explain that parent/guardians, or students 18 or older, have the right to "opt the student out of participation," in writing, in the following activities:

1. The collection, disclosure, and use of personal information gathered from students for the purpose of marketing or selling that information. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to students, such as:
  - A. College or other postsecondary education recruitment, or military recruitment;
  - B. Book clubs, magazines, and programs providing access to low-cost literary products;
  - C. Curriculum and instructional materials used in schools;
  - D. Tests and assessments;
  - E. Student recognition programs; and
  - F. The sale by students of products or services to raise funds for school-related activities.
2. The administration of any survey that delves into the restricted sensitive subject areas identified and listed above; or
3. The administration of any non-emergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school not necessary to protect the immediate health or safety of the student or other students and not otherwise permitted or required by state law.

Parents/guardians of a student shall also have the right to inspect, upon request, any instructional material used as part of the educational curriculum.

**Definitions**

The term "survey" includes an evaluation.

The term "invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

**TESTING PROGRAM, STUDENT SURVEYS, REGULATION (Cont.)**

The term "personal information" means individually identifiable information, include a student's or parent's name, address, telephone number, or social security number.

The term "instructional material" means instructional content that is provided to a student, regardless of format. It does not include tests or academic assessments.

These terms do not include ordinary classroom activities or teaching techniques.

***THIS POLICY REQUIRED BY THE  
NO CHILD LEFT BEHIND ACT.***



**TESTING PROGRAM  
(REMEDATION REGULATION)**

In accordance with the policy of the board of education, the following regulation shall govern the skill reinforcement and remediation of students who do not obtain a satisfactory grade under the Oklahoma School Testing Program Act as implemented by this school district in policy EK and subsequent regulations.

Students who do not perform satisfactorily on the tests implemented by this school district under the above referenced policy shall be provided opportunities for remediation.

The regular classroom teacher will be notified of all students making an unsatisfactory score in a specific curriculum area. The teacher will refer to the Criterion Referenced Test (CRT) report regarding specific objectives for which the student scored unsatisfactorily. The teacher will correlate activities within the classroom in relation to the Priority Academic Student Skills (PASS) objectives to assist the student in preparing for future testing.

Students who fail to obtain a satisfactory score will be offered assistance from certified personnel during Expanded Learning Opportunity (ELO) or advisory periods. Students will also be offered the opportunity to work on the computer network integrated learning system (ILS) in basic skill usage on an individual basis at their level of proficiency. Finally, students will be offered assistance through individual subject area review sessions if requested.

A student who is subject to an individualized education plan (IEP) shall be tested only to the extent specified by the student's IEP.

**REFERENCE: 70 O.S. §1210.508**

**FLAGS**

It is the policy of the Turkey Ford Board of Education that the American flag and the Oklahoma flag will be flown at the school during school hours except in bad weather.

The school day will begin with a flag salute. However, foreign exchange students, students formally associated with a religious group whose tenets are not in accord with this practice, and any other students not wishing to recite the pledge will not be requested to salute the flag. A notice to this effect will be posted in a conspicuous place in each school building and/or classroom.

**REFERENCE:** 25 O.S. §91.2  
25 O.S. §153  
70 O.S. §24-106