SCHOOL CALENDAR

At the regular board meeting in May of each year, the superintendent shall submit to the Turpin Board of Education for its approval a school calendar for the following year. The board may receive input from teachers, students, and the community before final adoption of a calendar. Any changes in the calendar after adoption shall be subject to board approval.

The school calendar shall set forth the following:

Days of attendance for students
Opening and closing dates of school
Holiday and vacation periods
Spring break
In-service days
Organizational meetings for teachers and administrators
Parent-teacher conference days
Other schedules of importance to the staff and public

Upon approval of the calendar by the board, the superintendent will distribute copies of the calendar to staff, news media, and patrons of the school district.

Extracurricular activities scheduling shall be the responsibility of building principals. Principals should work together to avoid schedule conflicts. All activities will be placed on the "master calendar" in the principal's office.

CROSS-REFERENCE: **Policy DEB, Personnel Holidays**
Policy EBM, Attendance/Activities
Policy EC, School Day
Policy EHDA, Summer School
Policy EIAD, Parent-Teacher Conferences

SCHOOL CALENDAR
(REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the school calendar.

The following are minimum requirements:

1. The school year shall be from July 1 to June 30.

2. One hundred seventy-five days of classroom instruction or 1080 hours. 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.

3. Principals shall be at the school by 7:45 a.m. and leave at 4:00 p.m.

4. Teachers shall arrive at the school by 7:50 a.m. and not depart from the school until 10 minutes following final dismissal bell or without authorization from the principal.

ATTENDANCE/ACTIVITIES POLICY

The Turpin 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. Conferences such as FHA, Student Council, etc.
4. District contests for concert band and marching band.
5. FHA leadership.
6. Field trips sponsored by clubs or organizations that are not classified as academic field trips.
7. Band trips, chorus trips, speech and drama trips.
8. State vocational conventions for which no earned right to attend is required (FHA state conventions).
9. 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 DAY

The normal school day for the instruction of students in the Turpin School District shall be in accordance with the Oklahoma Statutes and the regulations of the Oklahoma State Department of Education.

The regular school session may be temporarily altered by the board upon recommendation by the superintendent when the best interests of the district and the students would be served.

The superintendent may close schools, delay the opening of schools, or dismiss school early for emergency reasons to protect the health and safety of students and staff. However, any deviation that decreases the school day to less than six hours will be reported to the Department of Education, Accreditation Section within 72 hours.

The superintendent is directed to prepare a regulation which defines the school day for the various classes.

REFERENCE: 70 O.S. §1-111
Department of Education, Administrator's Handbook
Atty. Gen. Op. No. 81-152 (Aug. 10, 1983)

SCHOOL DAY
(REGULATION)

ELEMENTARY SCHOOL DAY:

The school day at the Elementary School shall begin at 8:10 a.m. and end at 3:18 p.m.

Student will be admitted to the building at 8:00 a.m..

JUNIOR HIGH/HIGH SCHOOL:

The school day at the High School shall begin at 8:10 a.m. and end at 3:18 p.m. The school day shall consist of 7 class periods.

Students will be admitted into the building at 8:00 a.m.

Students may not leave the school without permission from the building principal. Students absent without permission are truant and will be disciplined.

Any deviation of the normal school day due to fire or severe weather will be reported to the Department of Education, Accreditation Section, within 72 hours.

CLASS SCHEDULES: STUDENT

Students are required by law to complete core curriculum requirements, which are outlined in 70 O.S. 11-103. The district is responsible for providing each student with a free, appropriate, public education. The district will offer all of the enumerated courses on a four-year rotation.

It is the policy of the board of education that any changes to class schedules for students must be made during the first week of school. Class scheduling is an important and complex process. Although every effort will be made to accommodate the student, changes in class schedules may not be possible because of class loads. Students who desire a change in their class schedule must obtain teacher and parent/guardian approval. If the change will eliminate a mandatory core curriculum class from the student's schedule, the student and the parents of the student will be provided with a statement informing the student and parent that the class may not be offered again at a time that is convenient for the student. If the student takes the class via concurrent enrollment after dropping the class at the local site, the student, and the student's parents shall be responsible for all costs associated with the class. The request must then be submitted to the appropriate counselor for consideration. The student will be informed if the change can be made but must adhere to the original schedule until notified.

SCHOOL VOLUNTEERS

The Turpin 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.

REFERENCE: Board Minutes dated September 5, 1995

CROSS-REFERENCE: Policy EHAA, Family Involvement

PARENT VOLUNTEER PROGRAM
(REGULATIONS)

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.

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.

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.

LETTER TO PARENT VOLUNTEERS

I appreciate your willingness to give of your time and abilities to help us better serve the students in our school district and it is my desire that we further develop and foster a cordial, cooperative relationship between home and school. Below are listed a few guidelines to help prevent problems before they arise:

1. Information about individual students must be kept confidential.

2. Student behavior is normally better for the teacher when the parent is not present; therefore, I prefer that volunteers work with classes or grades other than their child's.

3. A volunteer's concerns about a teacher should be taken to that teacher or to the principal or both, but not addressed in front of students.

4. Appropriate attire and appearance is expected.

Improvements to the volunteer program will be made in an ongoing process. Suggestions will be discussed and considered. Thanks for your participation!

_____

Principal

LIBRARY SELECTION POLICY

The Turpin Board of Education and the media staff of the Turpin 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.

2. Concepts, content, and vocabulary should be appropriate for the potential user.

LIBRARY SELECTION POLICY (Cont.)

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 Turpin Public Schools, become the property of the Turpin 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:

_____ _____

_____ _____

_____ _____

TEXTBOOK SELECTION POLICY

It is the policy of the Turpin Board of Education to appoint a committee for the purpose of selecting textbooks to be used in this school district. The principal or a curriculum specialist shall serve as chairperson of the committee.

The superintendent is directed to prepare a regulation implementing this policy and establishing procedures to be followed by the committee in the selection of textbooks. The administration will ensure that all textbooks necessary for completion of assigned work are routinely available to every student.

REFERENCE: 70 O.S. §16-111

TEXTBOOK SELECTION COMMITTEE
(REGULATION)

In accordance with the policy of the board of education, this regulation shall govern the textbook selection process for this school district.

The textbook selection committee members will be appointed on an ad hoc basis as needed and will not be compensated. The committee will be composed of at least three but not more than nine members. The committee shall have one lay person from the community with the remainder of the members being teachers employed in the district, a majority of whom shall be classroom teachers. The superintendent, or the superintendent's designee (who shall be a principal or a curriculum specialist), will serve as the chairperson.

The committee will review examination copies of each textbook in those subject areas where a need has been determined to exist. The examination copies may be obtained by communication such need to the State Department of Education. Only examination copies of textbooks selected by the State Textbook Committee will be reviewed by the textbook selection committee.

Only textbooks appearing on the multiple list selected by the state Textbook Committee will be adopted by the District.

Following the committee's review, the superintendent will requisition the textbooks recommended by the committee from the State Department of Education.

SCHOOL LIBRARY

It is the policy of the Turpin Board of Education that efforts be made to staff and maintain a school library adequate for the needs of students and teachers.

The superintendent is directed to develop a regulation governing the use of the library and materials.

SCHOOL LIBRARY (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of the school library and materials.

1. Borrowed books are due two weeks from the date they are checked out.

2. Students may check out a maximum of two books from the library at one time. Permission may be obtained from the librarian to borrow additional books if needed for reference or a special project.

3. Books may be barrowed for one additional check out period unless someone is on a “request list” for the book.

4. Students with overdue books will not be allowed to check out additional materials. Notice of overdue books shall be posted and passed to classroom teachers. A fine will be charged for each day a book remains overdue, excluding weekends and holidays.

5. Borrowers will be charged replacement costs for all books or materials, which are lost or destroyed. If the book is lost, payment for replacement will be necessary. Refunds will be made if the book is returned in good condition before the end of the school year. If the book is damaged please do not try to repair it. Bring it to school so the media specialist can determine if the damage can be repaired and if any other consequences will occur.

6. Encyclopedias and other reference books or materials may not be removed from school premises. A photocopy of a specific article may be obtained from the librarian.

7. Magazines, newspapers, and other periodicals may not be removed from the library and must be returned to the proper rack, shelf, or table.

8. Students will not be admitted to the library while classes are in session without a hall pass signed by their teacher.

9. Quiet and orderly conduct in the library will be enforced by the library staff.

10. Audio-visual equipment and materials may be checked out by teachers only. Teachers may request equipment for student use.

11. The use of library equipment and materials shall be pre-arranged with the librarian including any after school hour uses.

12. Students and their parents/guardians shall be informed that it is a misdemeanor under Oklahoma law to remove or attempt to remove any library material from the premises of a library facility without authority; or to mutilate, destroy, alter or otherwise damage, in whole or in part, any library materials, or to fail to return any library materials which have been lent to said person by the library facility, within seven days after demand has been make for the return of the library materials.

13. The Librarian or any person on the library staff will not disclose or permit the revealing of any records or materials which disclose which of its documents or other materials have been loaned to or is being used by any student or group except such information may be disclosed to (a) persons action within the scope of their duties within the school district, (b) persons authorized to inspect such records, in writing, by the student or group, or (c) by order of court.

INTERNET AND OTHER COMPUTER NETWORKS
ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Turpin 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.

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.

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 Turpin 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 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 Untangle 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.

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.

CODE OF CONDUCT FOR INTERNET AND OTHER COMPUTER NETWORK ACCESS

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Illegal activities are strictly prohibited.
7. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
8. No charges for services, products, or information are to be incurred without appropriate permission.
9. Be aware that electronic mail is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities may be reported to the proper authorities.
10. Do not use the network in such a way that you would disrupt the use of the network by other users.
11. Respect the privacy of others. Do not read the mail or files of others without their permission. All communications and information accessible via the network should be assumed to be private property. Copyright and licensing laws will not be intentionally violated.
12. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
13. Report security problems to the supervising teacher or system administrator.

INTERNET FILTERING
(REGULATION)

The Internet changes rapidly, making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. Additionally, staff members have the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should be viewed as only one of a number of techniques used to manage student access to the Internet and encourage acceptable usage. Filtering should not be viewed as a foolproof approach to preventing access to inappropriate material and should be used in conjunction with:

Educating students to be "net-smart;"

Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;

Using "Acceptable Use Agreements;"

Using behavior management practices for which Internet access privileges can be earned or lost; and

Appropriate supervision, either in person and/or electronically.

The placement of filters on district computers/computer systems is viewed as an exercise of the board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with district schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the following categories shall be blocked. This list may be update/modified as required.

____ **Nudity/Pornography**

- ____ Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- ____ Provocative semi-nudity (e.g., lingerie models)
- ____ Sites which contain pornography or links to pornographic sites
- ____ **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

____ **Sexuality**

- ____ Sites which contain material of a mature level (elementary/middle school levels)
- ____ Images or descriptions of sexual aids
- ____ Descriptions of sexual acts or techniques
- ____ Sites which contain inappropriate personal ads

INTERNET FILTERING, REGULATION (Cont.)

____ **Violence**

- ____ Sites which promote violence
- ____ Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- ____ Graphic autopsy or crime-scene images

____ **Crime**

- ____ Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
- ____ Illegal file archives (e.g., software piracy)

____ **Drug Use**

- ____ Sites which promote the use of illegal drugs
- ____ Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- ____ **Exceptions:** Material with valid educational use (e.g., drug-use statistics)

____ **Tastelessness**

- ____ Images or descriptions of excretory acts (e.g., vomiting, urinating)
- ____ Graphic medical images outside of a medical context
- ____ **Exception:** Graphic medical images within a medical context

____ **Language/Profanity**

- ____ Passages/words too coarse to be softened by the word filter
- ____ Profanity within images/sounds/multimedia files
- ____ Adult humor (e.g., sexually or racially tinged)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

____ **Discrimination/Intolerance**

- ____ Material advocating discrimination (e.g., racial or religious intolerance)
- ____ Sites which promote intolerance, hate, or discrimination

____ **Interactive Mail/Chat**

- ____ Sites which contain or allow inappropriate e-mail correspondence
- ____ Sites which contain or allow inappropriate chat areas

INTERNET FILTERING, REGULATION (Cont.)

____ **Inappropriate Banner Acts**

____ Advertisements containing inappropriate images

____ **Gambling**

____ Sites which allow or promote online gambling

____ **Weapons**

____ Sites which promote illegal weapons
____ Sites which promote the use of illegal weapons

____ **Other Inappropriate Material**

____ Body modification: tattooing, branding, cutting, etc.

____ **Judgment Calls**

____ Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Procedure for Suggesting Sites be Blocked

If district staff members observe a site which they believe to contain inappropriate material according to the above criteria, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

REFERENCE: **Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).**
Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g), parent and student privacy and other rights with respect to education records, as amended 11/21/96.
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et seq.

INTERNET ACCESS CONDUCT AGREEMENT

I, _____, understand and will abide by the district's terms and conditions for Internet access. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. **Should I commit any violation, my access privileges may be revoked and school disciplinary and/or appropriate legal action may be taken.**

User's Signature: _____ Date: _____

Status: Student _____ Staff _____ Patron _____ Phone No. _____

Parent or Guardian: (If applicant is under 18 years of age, a parent or guardian must also read and sign this agreement.) As the parent or guardian of this student, I have read the terms and conditions for Internet Access. I understand that the school district is providing this access for educational purposes only and hereby give my permission to grant access for my child and will accept responsibility for supervision when my child is not in a school setting.

Parent or Guardian (please print): _____

Signature: _____ Date: _____

This agreement is valid for the _____ school year only.

ELECTRONIC MAIL

The Board of Education is committed to the establishment and maintenance of a quality and equitable electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching, and the efficient receipt and transmission of announcements and information.

The superintendent, or designee, will serve as coordinator of the district's electronic communications system.

The district will cooperate fully with local, state, and federal officials concerning inquiries relating to the misuse of the district's electronic communications system.

The district will provide for qualifying students, staff, and school board members to access the district's electronic communications system. If a remote location, such as a home, is used to access the system, any line charge expense incurred will be the responsibility of the user.

Electronic mail is not to be considered confidential. Therefore, information of a confidential nature should not be uploaded into the system. E-Mail messages are subject to district review at all times.

The system administration will not intentionally inspect the contents of electronic mail unless such contents are suspected of containing defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, offensive, or illegal material. The administration will cooperate with all legal authorities to prosecute offenders to the full extent of the law.

The district's electronic communications system will not be used for political or religious purposes.

The superintendent or designee will provide employee training for the proper use of the system and will ensure appropriate supervision, training, and authorization of students using the district's electronic communications system.

Persons not affiliated with this school district who request guest accounts will be referred to the superintendent or designee. Guest accounts will be granted or denied on a case-by-case basis consistent with the district's needs, resources, mission, and goals.

Messages on the system will normally be retained by the system until deleted by the recipient. A canceled account will not retain its E-Mail. Members are expected to remove old messages in a timely fashion and the system administrator will have the authority to remove messages not regularly deleted by the members.

The superintendent will be responsible for disseminating, interpreting, and enforcing this policy.

REFERENCE: 21 O.S. §1040.75

CROSS-REFERENCE: Policy DOBC, Disciplinary Procedures, Certified Employees
Policy EFBC, Computer Use
Policy EFEA, Using Copyrighted Materials
Policy FO, Student Discipline

USING COPYRIGHTED MATERIAL

It is the intent of the Turpin Public Schools to adhere to the provisions of the copyright law (Title 17 of the U.S. Code) as they affect the district and its employees. While the law identifies some "fair use" provisions, it also defines specific restrictions on the reproduction of copyrighted materials. A copyright is a property right; willful infringement of a copyright can result in criminal prosecution. It is the position of Turpin Public Schools that copyrighted materials, whether they are print or nonprint, will not be duplicated unless such reproduction meets "fair use" standards or unless written permission from the copyright holder has been received. Illegal copies of copyrighted materials may not be made or used on district equipment.

Congress has identified four criteria to be balanced in considering questions of "fair use:"

1. The purpose and character of the use, including whether such is of a commercial nature or is for nonprofit educational purposes;

2. The nature of the copyrighted work;

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

4. The effect of the use upon potential market for or value of the copyrighted work.

In an effort to discourage violation of the copyright law and to prevent such illegal activities:

1. All employees will be advised of this policy; and

2. Employees who willfully disregard the district's copyright position are in violation of board policy; they do so at their own risk and assume all liability responsibility. The legal and/or insurance protection of the district will not be extended to anyone who violates the fair use standards of this policy.

USING COPYRIGHTED MATERIAL (REGULATION)

In accordance with the policy of the board of education, the following regulation shall govern the use of copyrighted material by employees of this school district.

Television/Video and Audio

1. Off-air recordings of broadcast programs available to the general public without charge may be used once to meet instructional objectives in a classroom and repeated once for reinforcement during a 10-day period following the broadcast.

   If you are seeking written permission from the copyright owner to keep and use the program in teaching/-learning activities, the recording may be retained an additional 35 days. If permission is not granted, the tape must be erased. Schools may not build library collections of off-air recordings without permission of copyright owners.
2. Programs recorded from pay television channels (HBO, Cinemax, Disney, etc.) do not qualify under "fair use" guidelines and may not be recorded or used in the classroom.
3. Teachers must file formal requests for off-air taping as principals and library media specialists may not make such requests on their behalf.
4. Off-air recordings of broadcast programs may be taped only once for or by a teacher, regardless of the number of rebroadcasts in the same or succeeding years.
5. Off-air recordings must meet the tests of spontaneity:
   A. the copying is at the instance and inspiration of the individual teacher, and
   B. the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
6. A videotape marked "For Home Use Only" may be used in school only in a regular instructional situation by a classroom teacher in a face-to-face setting to meet an instructional objective. It may not be used for entertainment, filler, or any other purpose without prior permission of the copyright owner. Face-to-face teaching exemptions apply if all of the following requirements are met:
   A. Performance must be given by an instructor or student;
   B. Performance must take place at a non-profit educational institution;
   C. Performance must be part of a regular instructional activity limited to when instructor and students are in a face-to-face situation;
   D. Performance takes place in a classroom or in a similar place devoted to instruction;
   E. Performance must utilize a lawfully-made copy.
7. Audio and video tapes on preview must not be copied and must be returned or purchased after a reasonable evaluation period.
8. Audio and video tapes may not be borrowed from other school districts and used in the classroom.
9. It is not legal to make a "shelf" or archival copy of any audio/visual material or duplicate any material on another format without written permission from the copyright owner.

Computer Software

1. All software purchased by the district for classroom, lab, media center, and office use remains the property of the district and may be used only in school-sponsored programs and activities. No employee or student may make a personal copy of any district-owned software.
2. Illegal copies of copyrighted software programs may not be made or used on school equipment.
3. Legal copies of copyrighted software programs must observe software licensing agreements of copyright holders and must be obtained and made by the Turpin Public Schools' authorized representative(s).
4. One archival, or backup, copy of copyrighted software purchased by or donated to the office may be made, unless an applicable licensing agreement prohibits copying for any purpose.
5. Multiple loading of software is prohibited unless written permission has been obtained or unless the software is advertised as multi-load.
6. Use of software on a networked computer system is prohibited unless written permission is obtained or unless the networked version is used. Instructional software must be approved by the district software curriculum committee and administrative software must be approved by the director of data processing.
7. Installation of public domain software is prohibited on any district computer.
8. Computer software developed by Turpin Public Schools employees and students on equipment owned by the district and/or during the school day is the sole property of the district. Distribution of such software by the individual without written permission of the district is strictly prohibited.
9. Software on preview must not be copied and must be returned or purchased after a reasonable evaluation period.
10. The superintendent or designee may sign district duplication rights agreements or licenses for software for schools within the district.
11. Employees of the district shall not encourage or allow any student to surreptitiously or illegally duplicate computer software or access any database or electronic bulletin board.
12. The data processing department is solely responsible for the duplication of all computer software licensed for district-wide use.
13. The legal, ethical, and practical problems caused by software piracy will be taught in all schools in the district.
14. A teacher or student may download to the printer bibliographic citations or full text of a document identified during a search of DIALOG, Wilsonline, etc., as the terms of the school's contract with the vendors specify. It is assumed that the user will require no more than 20-30 citations, will be using a legitimate password or subscription for invoice purposes, and has local approval to order, receive, and provide payment for a full-text document or citations.
15. Without the express consent of a database vendor, a teacher or student may not keep archival copies of downloaded works or make commercially available the downloaded material.

Internet

1. The rights of the owner of copyrighted material on the Internet are exactly the same as the rights for the owner of traditional materials.
2. The rights of the copyright holder include:
   A. The sole right to make copies;
   B. The sole right to distribute copies;
   C. The sole right to produce derivative copies;
   D. The sole right to perform or display a work publicly.
3. All the criteria for "fair use" apply to works on the Internet just as they apply to other materials.

Print/Graphics

No charge shall be made to the student beyond the actual cost of the photocopying.

1. Prohibited copying
   A. The reproduction of copyrighted, consumable materials such as workbooks, exercises, activity sheets, standardized tests and test booklets, answer sheets, and other such materials is specifically prohibited by the copyright law. Once the ditto ink is depleted from a purchased ditto master, no further copies are to be made.
   B. Copying shall not
      1. substitute for the purchase of books, publishers' updates or reprints, or periodicals;
      2. be directed by higher authority.
   C. Copyrighted comic strip or cartoon characters may not be reproduced or altered for use on bulletin boards, hallways, cafeteria walls, publications or school uniform/clothing.
   D. Copying of the same item may not be repeated from term to term (school semester or school year).
2. Permissible copying
   A. A single copy may be made of any of the following by or for a teacher for scholarly research, teaching, or preparation to teach a class:
      1. a chapter from a book;
      2. an article from a periodical or newspaper;
      3. a short story, short essay, or short poem;
      4. a chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.
   B. One transparency for classroom instruction may be made from consumable materials such as workbooks, exercises, activity sheets, and other such materials.
   C. Multiple copies of nonconsumable materials for classroom use or discussion may be made by or for the teacher giving the course, provided that
      1. the copying meets the tests of brevity, spontaneity, and cumulative effect as defined below;
      2. each copy includes a notice of copyright; and
      3. no more than one copy per pupil in a course is made.

Definitions

1. Brevity
   A. Poetry: (1) a complete poem of less than 250 words and if printed on not more than two pages, or (2) from a longer poem, an excerpt of not more than 250 words. (Copying may be expanded to permit completion of a stanza.)
   B. Prose: (1) either a complete article, story, or essay of less than 2,500 words, or (2) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Copying may be expanded to permit completion of an unfinished paragraph.)
   C. Illustration: one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
   D. "Special" works (picture books and certain works in poetry and prose that combine language with illustrations and which are less than 2,500 words in their entirety): such "special" works may not be reproduced in their entirety; however, two of the published pages of such a special work may be reproduced.
2. Spontaneity
   A. The copying is at the instance and inspiration of the individual teacher, and
   B. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.
3. Cumulative Effect
   A. The copying of the material is for only one course in the school in which the copies are made.
   B. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)
   C. No more than nine instances of such multiple copying shall be made for one course during one class term (with the exclusion of current news periodicals, newspapers, and current news sections of other periodicals.)

Facsimile Sharing of Prints and Graphics

1. Copyrighted material may be faxed to any person making a legal request.
2. After making a copy of a work and then faxing that copy, it must be destroyed. This complies with the regulation that only one copy of the original work may be in existence.
3. Any faxed material received can be used as resource/research sharing, but not as resource building. No additional copies of the received material may be made.
4. Received faxed material may not substitute for purchasing books or subscriptions.

Music/Theatre

Royalties must be paid, as specified by the publisher, for the public performance of copyrighted plays or music.

1. Permissible copying
   A. Sheet music or plays may be copied only if a purchase order for the materials has been issued but the materials have not yet been received. Once the purchase materials are received, all other copies must be destroyed.
   B. For academic purpose other than performance, multiple copies of excerpts of works may be made provided that
      1. excerpts are not a performable unit (a section, movement, or aria) or more than 10% of the whole work;
      2. no more than one copy per pupil in the class is made; and
      3. the copyright notice appears on the printed copy.
   C. For academic purposes other than performance, a single copy of an entire performable unit (a section, movement, or aria) may be made for the teacher for scholarly research or in preparation to teach a class provided that
      1. the work is confirmed by the copyright holder to be out of print;
      2. the work is unavailable except in a larger work; and
      3. the copyright notice appears on the printed copy.
   D. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added, if none exist.
   E. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teachers.
   F. A single copy of a sound recording (tape, disc, or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)
   G. Copyrighted music recordings may be used as background for a media presentation only if the presentation is required for instructional purposes, and not for entertainment.
2. Prohibited copying
   A. Copyrighted music recordings may not be reproduced from album to tape.
   B. Music or plays may not be recorded from a broadcast.
   C. Copying for the purpose of performance may not be done.

Employees are urged to follow these guidelines and to instruct students in the importance of observing copyright provisions.

Employees are encouraged to seek written permission for use of copyrighted materials which have instructional value but which cannot be purchased because of lack of funds or availability. A request for permission should include:

--Specific description of the item to be copied (title, author, edition, page numbers, frames, excerpts, etc.);
--Type of duplication and number of copies;
--Plans for usage and distribution of copies and the frequency of use.

PERMISSION RELEASE FOR COPYRIGHTED MATERIALS

Date _____

Firm _____

Address _____

School _____

Address _____

Telephone _____

Person making request _____

To Whom It May Concern:

We would like to request permission to copy the following copyrighted materials:

Number of copies to be made _____

Copy medium _____

Use of copies _____

Thank you for your cooperation.

Sincerely,

PRODUCER'S REPLY

Permission is hereby: _____ granted. _____ denied.

Details: (include fees, limitations, etc.)

_____

_____

Signature _____

Title _____

Date _____

CURRICULUM COMMITTEE

The school-wide curriculum committee shall consist of a high school committee and an elementary committee. Each of the committees shall be composed of a minimum of seven members.

The chairperson of the school-wide committee shall be appointed by the superintendent. The principals of the elementary and secondary schools shall be additional members of the elementary or secondary committees as appropriate and of the school-wide committee.

The committees shall meet jointly or separately for the purpose of providing staff input into the review and development of curricula.

CURRICULUM GUIDES AND COURSE OUTLINES

The Turpin Board of Education believes that the choice of subjects is an important decision for high school students to consider. Class advisors shall assist students in making wise and desirable choices.

The superintendent shall prepare a regulation reflecting the courses available to high school students.

HIGH SCHOOL COURSE TITLES

In accordance with the policy of the board of education, this regulation reflects courses available for high school students in this school district and the grades in which the courses are usually taken:

Required Courses	Elective Courses	
Freshmen		
High School English	Band	Vocal
English I	Athletics	Physical Education
Oklahoma/World History	Spanish I	
Pre-Algebra	Art I	Wood I
Algebra I	Home Ec. I	Gen. Bus./Bus. Law
Physical Science	Typing	Family Living
	Business Math	
	Speech	High School Reading
Sophomore		
High School English	Band	Vocal
English II	Athletics	Physical Education
Biology I	Spanish I/II	
Algebra I	Art	Wood II
Algebra II	Home Ec. II	Gen. Bus./Bus. Law
Typing	Computer Apps.	Family Living
	Business Math	
	Speech	Int. Problems
Junior		
High School English	Band	Vocal
English III	Athletics	Physical Education
American History	Spanish I/II	
Algebra I, II, III	Art	Wood III/IV
Typing	Home Ec. III/IV	Gen. Bus./Bus. Law
	Computer Apps.	Family Living
	Business Math	
	Speech	Int. Problems
	Psychology	Sociology
	Zoology	Chemistry
	Physics	Survival
	Welding	AP English
	Accounting I/II	Advanced Math
		Notehand/Business
		Communications

HIGH SCHOOL COURSE TITLES (Cont.)

Senior

High School English
English IV
Democracy
Speech (may substitute for English IV if NOT planning to attend college)

Band
Athletics
Spanish I/II
Home Ec. III/IV
Computer Apps.
Business Math
Speech
Psychology
Zoology
Physics
Welding
Accounting I/II

Vocal
Physical Education

Gen. Bus./Bus. Law
Family Living

Int. Problems
Sociology
Chemistry
Survival
AP English
Advanced Math
Notehand/Business
Communications

BASIC INSTRUCTIONAL PROGRAM - CURRICULUM

The Turpin 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 superintendent, high school principal, elementary principal and counselor in conjunciton with certified staff input, will annually evaluate the curriculum to determine whether each child in the school system is receiving basic skill instructions.

They 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. They may visit with other staff members, students, former graduates, parents, and business people in the community for input into their evaluation.

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 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.
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.

DIPLOMA FOR VETERANS

In order to recognize and pay tribute to veterans who left high school prior to graduation to serve in World War II, the Turpin Board of Education will grant a diploma of graduation to any veteran who meets the requirements as listed below. Such diplomas will be presented in conjunction with appropriate Veterans Day programs.

To be eligible to receive a World War II Veterans high school diploma, a veteran shall:

1. Have been honorable discharged from the Armed Forces of the United States of America

2. Have served a minimum of 18 consecutive months active duty or have been discharged with a service-connected disability between the dates of September 16, 1940, and December 31, 1946, or between the dates of June 27, 1950, and January 31, 1955.

3. Be a resident of the State of Oklahoma.

Additional rules may be imposed by the State Department of Education after consulting with the Department of Veterans Affairs.

MUSIC PROGRAM

The Turpin Board of Education encourages the vocal and instrumental programs of the school.

To insure the most effective use of the program, the superintendent shall prepare rules and regulations to support the program.

MUSIC INSTRUMENT AGREEMENT

I understand and will abide by the district's terms and conditions for the rental of a musical instrument from Turpin Public Schools for my child.

I will pay the $10.00 per year rental fee per instrument the first of the school year for use of the following instrument(s):

_____

_____

Also, I know that I am responsible for the payment of any bills from any damage that is incurred on this instrument during the school year that my child uses it. Exception to this would be damage resulting from vandalism.

Student Name: _____

Parent Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

MUSIC PROGRAM
(REGULATION)

In accordance with the policy of the board of education, interested students are encouraged to participate in the music programs of the school. The following regulation shall apply.

In order to participate students must:

1. Maintain regular attendance in all subjects in which enrolled.
2. Maintain a passing grade in all subjects in which enrolled.
3. Attend all scheduled practice sessions and extra rehearsal sessions when required.
4. Be financially responsible for repair and maintenance of school-owned instruments and equipment.
5. School instruments may be rented for an annual rental fee of $10.00 an instrument per year. Also the parent will be responsible for any necessary repairs that need to be done on the instrument during the year their child has the instrument.

VOCATIONAL PROGRAMS

The Turpin 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 Liberal Area Vocational Technical School in Liberal, KS. This will allow students to acquire skills leading to immediate employment.

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.

The student or parent will be responsible for that part of the tuition which the state does not reimburse to the school.

Student must provide their own transportation.

REFERENCE: 70 O.S. §5-117(C)

AIDS PREVENTION EDUCATION FOR STUDENTS

The Turpin Board of Education recognizes that Acquired Immune Deficiency Syndrome (AIDS) prevention education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas. Therefore, AIDS prevention education will be taught according to the following schedule.

Students shall receive aids prevention education:

1. At the option of the school district, a minimum of once during the period from grade five through grade six.
2. A minimum of once during the period from grade seven through grade nine.
3. A minimum of once during the period from grade ten through grade twelve.

The district's AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students in the district.

The superintendent shall ensure that the information presented as part of the AIDS program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all students.

The superintendent shall ensure that all staff involved in teaching the AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in universal precautions.

The district may develop its own AIDS prevention education curriculum and materials (with the approval of the State Department of Health for medical accuracy) or will use the curriculum developed by the Oklahoma State Department of Education.

AIDS prevention education shall specifically teach students that:

1. Engaging in homosexual activity, promiscuous sexual activity, intravenous drug use or contact with contaminated blood products is now known to be primarily responsible for contact with the AIDS virus;

2. Avoiding the activities specified above is the only method of preventing the spread of the virus;

3. Sexual intercourse, with or without condoms, with any person testing positive for human immunodeficiency virus (HIV) antibodies, or any other person infected with HIV, places that individual in a high risk category for developing AIDS;

4. Abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact; and

5. That artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease.

The district will make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students who will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. At least one month prior to teaching AIDS prevention education in any classroom, the district shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

REFERENCE: *70 O.S. §11-103.3*

CROSS-REFERENCE: **Policy DI, Health, Personnel**
Policy DIAF, Hygiene and Sanitation, Bloodborne Pathogens
Policy FFAAB, Acquired Immune Deficiency Syndrome, AIDS

ATTENDANCE WAIVER FOR AIDS PREVENTION EDUCATION

No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

I do not wish _____
Student's Name

a student at _____
Name of School

To participate in AIDS prevention education.

_____ _____
Parent's or Guardian's Signature *Date*

(This form should be returned to the office of the principal of the school the student attends.)

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 2007-2008 school year.

All students in grades kindergarten through five are required to complete an average of sixty (60) instructional minutes per week of physical education. This includes instruction and practice in basic movement and fine motor skills, progressive physical fitness, and wellness activities through age-appropriate activities. The time students participate in recess shall not be counted toward the sixty minutes per week physical education requirement. 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

Cardiopulmonary Resuscitation Courses

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

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

CROSS-REFERENCE: **Policy FFA, Health: Students**
Policy EHAJ, Health Education

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

SPECIAL SERVICES AND PROGRAMS

In addition to the regular classroom activities, the Turpin school district offers various services necessary to provide a sound and diversified educational program for the children of this district. These services include coordination of the instructional program, counseling of students, psychological services, health services, speech therapy, remedial instruction, and library and audiovisual services.

It is the policy of the Turpin Board of Education, whenever feasible, to provide or use available adequate programs in each of these special service areas:

Coordinating Services

Coordinating services include the following:

1. Working directly with students, teachers, administrators, and the community for the development and improvement of curriculum.

2. Orienting the instructional staff with regard to new curriculum developments and materials by way of demonstrations, exhibits, bulletins, and other leadership activities.

3. Familiarizing new staff members through workshops and in-service activities of existing instructional policies, materials, and procedures.

4. Developing, integrating, and coordinating the subject matter activities in one area of the school system with those of other areas. Every effort will be made to develop sequential programs in all areas of the curriculum.

Guidance and Counseling Services

The primary purposes of the guidance and counseling services are:

1. To assist individual students in realizing their greatest potential in scholastic pursuits, relationships with others, occupational choices, and in the students' role as citizens.

2. To help teachers discover the interests, needs, and abilities of each student so that, in teaching and daily contact with students, teachers may work towards the fullest development of each student. These services will be provided by trained personnel in cooperation with the teachers.

Service Centers

Upon referral by the principal and/or counselor and with the permission of the parent or guardian, the services of the Beaver County Guidance Center are available to students in this district. The services of the Regional Educational Service Center are also available to teachers and students. The addresses for these service centers will be provided upon request.

SPECIAL SERVICES AND PROGRAMS (Cont.)

Health Services

The Turpin school district relies primarily upon the Beaver County Health Department for assistance with school health services. The school will cooperate with all professional efforts to improve and maintain individual and community health and safety. Attention will be given to complying with state immunization requirements for all students. Attention will also be given to health screening tests, communicable disease prevention and control, emergency care of the ill and injured, health counseling, health and safety education, and the maintenance of a healthy school environment.

Speech Therapy

Attention will be given to students in need of speech therapy services in order to provide an opportunity for the students to develop effective means of communication. Services are available to all students in the district through the school's speech pathologist.

Special Education

Attention shall be given to children who lack specific skills or who have lost confidence and interest. Consideration is primarily given those whose need is most severe and who have given an indication of being able to benefit from special help.

Library Services

Library and audiovisual services are provided to supplement and complement classroom teaching and should be incorporated and used by the teacher as integral parts of the instructional program. Services will be provided to all students in the district.

Homebound Instruction

Whenever feasible, instruction will be provided by the district to students who must be taught in their own home or in a hospital. When given, such instruction will be initiated at the request of the parent and upon recommendation of the attending physician and the building principal.

CROSS-REFERENCE: **Policy EFACA, School Library**
Policy EFACA-R, School Library, Regulation
Policy EHBB, Gifted Child Educational Program
Policy EHBC, Exceptional Children, Special Education
Policy EHBF, Homebound Instruction
Policy EJ, School Counselor
Policy EJA, Guidance and Psychological Services
Policy FFA, Health: Students
Policy FFAB, Immunizations, Students
Policy FFC, Nursing Services

EQUAL EDUCATION OPPORTUNITIES

It is the policy of the Turpin Board of Education that the right of a student to participate fully in classroom instruction shall not be abridged or impaired because of age, sex, race, religion, national origin, handicap, pregnancy, parenthood, marriage, or for any other reason not related to individual capability.

Student participation in extracurricular activities shall be dependent upon the maintenance of minimum academic standards established by the board, the student's individual ability in the extracurricular activity, and such other factors as may be determined by the administration.

The administration shall insure that no student suffer discrimination by any school employee or any other student in curricular, cocurricular, or extracurricular activities of the school district.

REFERENCE: **Title 6, Civil Rights Act of 1964; Title 7, Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972: Executive Order 11246, as amended by Executive Order 11375: Title 9, Education Amendments of 1972 (Public Laws 92-318)**

SECTION 504: THE REHABILITATION ACT (REGULATIONS)

In an effort to comply with procedural requirements of Section 504 of the Rehabilitation Act of 1973, it is the intent of Turpin Public Schools to not discriminate on the basis of disability and to ensure that students who are disabled, within the definitions of Section 504, are identified, evaluated, and provided with appropriate educational services.

Section 504 mandates that, "No otherwise qualified individual with handicaps in the United States shall, solely by reason of her or his handicap, as defined in section 706(8) of this title, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance or under any program or activity conducted by any executive agency or by the United States Postal Service." (29 U.S.C. Sec. 794)

Qualification for 504 eligibility is based on the results of an evaluation that accurately and completely assesses the nature and extent of the disability, and provides sufficient information to determine appropriate services. Determination of eligibility and services must be made by a group of persons knowledgeable about the student. A person is considered to have a disability under Section 504 if:

1. The person has a physical or mental impairment which substantially limits one or more of such person's major life activities, including activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

2. Has a record of such an impairment.

3. Is regarded as having such impairment.

Examples of students who might be eligible for special accommodations due to a substantial limitation could be students with conditions such as cancer, juvenile diabetes, asthma, ADD/ADHD, or Tourette's Syndrome. It is the responsibility of the school site team to gather and review data, consider the impact upon the student in the educational setting, and to make the necessary accommodations and/or modifications for the student to receive services comparable to those of his/he non-disabled peers.

For information concerning Section 504 or referral procedures, contact your school counselor or district Section 504 coordinator.

REFERENCE: Public Law 94 – 142 & IDEA 1997

GIFTED CHILD EDUCATIONAL PROGRAMS(REGULATIONS)

In accordance with the policy of the board of education, a local advisory committee (which may or may not be comprised of 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 formulation of district goals and 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.
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
   D. Specific academic ability.
   E. General Int. 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.

PEAK PROGRAM
PARENT VERIFICATION

Dear Parent/Guardian:

Through group and individualized testing and evaluation, the _____ Public Schools considers _____ qualified for the PEAK Program (Providing Enrichment for Accelerated Kids) for the _____ school year.

Please indicate your desire for your child.

_____ Yes, I give my permission for my child to participate in the PEAK Program.

_____ No, although my child is eligible for the PEAK Program, I do not wish him to participate in the program.

Signature of parent/Guardian _____

Date _____

RESPONSIBILITIES FOR GIFTED PLACEMENT

What is to be done	Person Responsible	Timeline
Administration of group tests		
Administration of individual tests		
List all students scoring at or above the 97th percentile rank on standardized tests		
Collect pertinent data		
Notify parents if child is not placed in gifted program		
Process parent's request for additional evaluation		
Hand out parental permission form		
Maintain files containing forms		
Implement appropriate program		

APPLICATION FOR GIFTED PROGRAM

Criteria for Qualification:

1. Student must have a composite score in the top 3% according to nationally standardized tests.
2. School performance will reflect student's participation. For example, attendance, classroom performance, attitude, teacher recommendation.

TO BE COMPLETED BY PARENT:

Date _____

Date of Birth _____ Age _____

_____ Home Phone _____
Student's Name: Last, First, Middle

_____ Work Phone _____
Parent's Name

_____
Address Town Zip Code

Grade Level _____

Has this child attended a Gifted Program? _____
Where? _____

Has this child been accelerated in any grade? _____
If so, where? _____

_____
Parent's/Guardian's Signature

REPORT OF IDENTIFICATION TEAM PLACEMENT FOR GIFTED PROGRAM

Name _____ Date of Birth _____

Age _____ Grade _____ Sex _____

1. Initial Screening

Group Achievement Tests | Results | Date

_____

_____

_____

_____

Group Intelligence Tests

_____

_____

_____

Individual Tests

_____

_____

2. Further Assessment

Application Form, Teacher Referral, Cumulative Grades, Attendance Record

Comments _____

_____

3. Identification Team Decision: _____ Placed _____ Not Placed

_____ Principal

_____ Teacher

_____ Counselor

_____ Coordinator

_____ Teacher

REVIEW OF GIFTED PLACEMENT

Date of Review _____

Child's Name _____ Date of Birth _____

Address _____
P. O. Box or Rural Route City Zip

1. Present Program: _____

_____

2. Assessment of Status: _____

_____

3. Recommendations:

_____ Continue in gifted program next year

_____ Return to full-time regular program

4. Additional comments _____

Placement Committee	Position
_____	Principal
_____	Counselor
_____	Teacher
_____	Teacher
_____	Coordinator

PARENT NOTIFICATION OF SELECTION

Dear Parent/Guardian:

_____ has been selected by the Identification Committee for the Gifted Program as being eligible for participation in the Gifted Program. Participation is based on composite scores in the top 3% on nationally standardized tests. Permission allows your child to take part in the gifted program.

If your child participates in this program, he/she will be responsible for knowledge of content presented in the regular classroom in addition to his/her special interest project in the gifted program.

If you have any further questions about your child's participation in the gifted program, please contact the principal at your child's school.

Sincerely,

Principal

My child _____, _____
name school

_____ (grade)

_____ Has my permission

_____ Does not have permission to participate in the gifted program.

_____ _____
Parent's/Guardian's Signature Date

Return to your child's principal by _____.

PARENT NOTIFICATION OF NONPLACEMENT

Date _____

Dear Parent/Guardian:

_____ has not been placed in the Gifted Program

because _____

_____

Sincerely,

Principal

PLACEMENT LETTER
PARENTAL PERMISSION FORM

Permission to allow _____ to participate in the in the Gifted/Talented Program.

To: _____ Public Schools

From: _____ (Parent/Guardian Name)

Re: The placement of _____ (student name) in the Gifted/Talented Program.

I have seen the program for _____ (student name) as briefly outlined herein and agree with the placement of him/her in the Gifted/Talented Program of _____ Public Schools.

I understand the program may consist of enrichment activities, acceleration, cross-grade grouping, mentorship, academic competitions, independent study, counseling, correspondence, concurrent enrollment, research and technological assistance, and intervention.

I have also been given a copy of and had a conference in regards to the _____ Public Schools' Gifted/Talented policies and procedures.

_____
Parent/Guardian Signature

GIFTED AND ENRICHMENT COMMITTEE IDENTIFICATION RANKING FORM

Student _____ Age _____ Grade _____

School _____ Teacher _____

RANK ORDER	7 (High)	6	5	4	3	2	1 (Low)	
CRITERIA Individual I.Q. Test	128-125	124-121	120-117	116-113	112-109	108-105	104	
Group Achievement (Composite)	99-92	91-84	83-76	75-68	67-60	59-52	51	
Teacher(s) Nomination								
Parent Nomination								
Peer Nomination								
Self-Nomination (Interview/Written Statement)								Total

Other Considerations: (Special Recognition, Awards, Competition, Special Abilities Test, etc.) _____

_____

_____

_____

_____

GIFTED AND ENRICHMENT PROGRAM NOMINATION FORMS

PARENT/GUARDIAN NOMINATION FORM

Student _____ Date _____

School _____ Grade _____

Nominator _____

Why do you think your child should be nominated for the Gifted/Enrichment Program? _____

Please check the degree to which the following items describe your child.

Characteristic	Little	Some	A Great Deal
1. Has lots of ideas.			
2. Read before entering school.			
3. Has a large vocabulary.			
4. Likes to play with older kids.			
5. Is involved in a lot of activities.			
6. Asks many questions.			
7. Is able to concentrate for long periods of time on tasks of interest.			
8. Enjoys solving puzzles and games.			
9. Has collections.			

Additional Comments: _____

PARENT/GUARDIAN NOMINATION FORM
(Grades 1-3)

Name of Student _____ Age _____

Address _____ School _____ Grade _____

Parent's Name _____

Instructions: In relationship to the typical child in your neighborhood, please circle a number for each item which best describes your child: 5--has this trait to a high degree; 4--has this trait more than the typical child; 3--compares with typical child; 2--has this trait less than the typical child; 1--lacks this trait.

1. Has advanced vocabulary, expresses himself or herself well. ---------- 5 4 3 2 1
2. Thinks quickly. ---------- 5 4 3 2 1
3. Recalls facts easily. ---------- 5 4 3 2 1
4. Wants to know how things work. ---------- 5 4 3 2 1
5. Is reading (before starting kindergarten). ---------- 5 4 3 2 1
6. Puts unrelated ideas together in new and different ways. ---------- 5 4 3 2 1
7. Becomes bored easily. ---------- 5 4 3 2 1
8. Asks reasons why--questions almost everything. ---------- 5 4 3 2 1
9. Likes "grown up" things and to be with older people. ---------- 5 4 3 2 1
10. Has a great deal of curiosity. ---------- 5 4 3 2 1
11. Is adventurous. ---------- 5 4 3 2 1
12. Has a good sense of humor. ---------- 5 4 3 2 1
13. Is impulsive, acts before thinking. ---------- 5 4 3 2 1
14. Tends to dominate others if given the chance. ---------- 5 4 3 2 1
15. Is persistent, sticks to a task. ---------- 5 4 3 2 1
16. Has good physical coordination and body control. ---------- 5 4 3 2 1
17. Is independent and self sufficient in looking after himself/herself. ---------- 5 4 3 2 1
18. Is aware of surroundings and what is going on around him/her. ---------- 5 4 3 2 1
19. Has a long attention span. ---------- 5 4 3 2 1
20. Wants to do things for himself/herself early--example: dressing and feeding him/herself. ---------- 5 4 3 2 1

TEACHER NOMINATION FORM

Student _____ School _____

Teacher _____ Grade _____ Date _____

This student is being considered for the Gifted/Enrichment program in our school. Would you please take a few moments to complete this form? Your cooperation is greatly appreciated!

Please rate the student on the following characteristics on a 0-3 points scale.

(0) NEVER (1) RARELY (2) SOMETIMES (3) ALMOST ALWAYS

Characteristic	Rating
1. Displays a great deal of curiosity about many things.	_____
2. Displays a keen sense of humor.	_____
3. Learns quickly and easily.	_____
4. Is persistent in completing tasks of interest.	_____
5. Asks many questions about a variety of subjects.	_____
6. Knows about many different things.	_____
7. Has a large vocabulary that is used correctly.	_____
8. Has a good memory.	_____
9. Has a high motivation to learn.	_____

ADDITIONAL COMMENTS:

_____

_____

_____

_____

TEACHER NOMINATION FORM

Teacher_____ Level _____ Date _____

Compare the students in your class. List below the three students who display the greatest amount of talent or ability in each area.

Intelligence	1 _____	2 _____	3 _____
Creativity	1 _____	2 _____	3 _____
Positive Self-Concept	1 _____	2 _____	3 _____
Athletic Ability	1 _____	2 _____	3 _____
Artistic Ability	1 _____	2 _____	3 _____
Verbal Ability	1 _____	2 _____	3 _____
Problem Solving Ability	1 _____	2 _____	3 _____
Leadership Ability	1 _____	2 _____	3 _____
Reading Ability	1 _____	2 _____	3 _____
Math Ability	1 _____	2 _____	3 _____
Knowledge	1 _____	2 _____	3 _____
Motivation to Learn	1 _____	2 _____	3 _____
Personality	1 _____	2 _____	3 _____
Popularity	1 _____	2 _____	3 _____
Initiative	1 _____	2 _____	3 _____
Awareness of Others	1 _____	2 _____	3 _____
Science Aptitude	1 _____	2 _____	3 _____

REQUEST FOR CHANGE IN PLACEMENT FORMS

Dear _____ :

I/We respectfully request

_____ that _____ be given the opportunity to be served in the Gifted Program.

_____ that _____ be removed from the Gifted Program.

_____ that a meeting be set to discuss the appropriate program and placement for _____.

_____ Parent/Student/Peer/Other
Signature

* * * *

PEAK
(PROVIDING ENRICHMENT FOR ACCELERATED KIDS)

In accordance with the policy of the board of education, the selection of students for the gifted and talented program will be made as follows:

Definition

"Gifted children" means those boys and girls identified in grades 1 through 12 as having demonstrated potential abilities of high performance capability and needing differentiated education or services.

Programming

The PEAK Program (Providing Enrichment for Accelerated Kids) in the _____ Public Schools will be implemented for academically gifted students. The program will be evaluated every two years.

Screening

Phase I - Multicriteria evaluation will include: school grades, teacher nominations, scores from ACT test, and the _____ *(name of test)*. Other sources of nominations will be considered. Students who are considered possible candidates will be given the _____ *(name of test)*.

Phase II - Students scoring in the top 10% (the 90 percentile) on the total battery score on the _____ *(name of test)* will be tested individually using an IQ test of Wechsler or Binet. Students who score in the top 6% (the 94 percentile) in one given area of the _____ *(name of test)* will also be given the individual IQ test of Wechsler or Binet. Scores will be reviewed without the names of students.

Guidelines for Qualification

Students qualifying for the program will be in the top 3% or 97 percentile on a national standardized achievement test or have an IQ of 129 on the Wechsler or 130 on the Binet which will be given through the _____ schools.

Reevaluation of Student

Parents may request their child be reevaluated. In this event, the student will be retested once per year with the parents paying a minimum of $25.00 for cost. Tests will be scheduled in two to four weeks with either a psychometrist or the school counselor depending upon which test will be given. Test results from other sources will not be accepted.

Transfers

Any student transferring to the _____ Public Schools who has been accepted into a former gifted program must be tested in accordance with the guidelines set forth by the _____ school system.

Differentiated Education

The program will provide individualized guided research in an area of interest and/or acceleration, problem solving, creative thinking, and mentorships if resource people are located.

Parent verification

A verification form must be signed by the parent of the qualified student. It will verify that the parent does or does not wish his child to participate in the PEAK Program.

ADVANCED PLACEMENT PROGRAM

The Turpin Board of Education has approved the following criteria for an advanced placement program with the school district.

The advanced placement program is a cooperative effort of the National College Board and the local school board based on the fact that many young people can complete college-level studies in their secondary school. It represents a desire of these schools to foster such experiences. This program is national; its policies are determined by the representatives of member colleges; and its operational services are provided by the Educational Testing Service.

Advanced placement can serve three groups:

1. Students who wish to pursue college-level studies while in high school.
2. Schools that desire to offer the opportunity for their students.
3. Colleges that wish to encourage and recognize such achievement.

Criteria for Course Enrollment

1. Student desire to participate in the advanced placement program.
2. Parent approval for child to participate the program.
3. Teacher, counselor, and/or principal recommendation.

Recommendation will be given for students in the 95% or above on standardized achievement tests in specific course areas.

Grading on Advance Placement Exam

Candidates who take the advance placement examine in May receive an overall grade on a five point scale:

5=extremely will qualified
4=well qualified
3=qualified
2=possibly qualified
1=no recommendation

Advance placement grade reports are sent in early July to the student's home address, the school, and if requested, to the student's college. Students enrolled in advance placement work are not required to take the advance placement exam. However, if college credit is desired, the exam is required. College credit is given only for advance placement exam scores of three and above.

Exam

Most advance placement exams are three hours in duration and are administered at participating secondary schools. All exams contain an essay (problem solving) section and a multiple-choice section.

Payment of exam fees is the sole responsibility of the parent and/or students. Fee reductions are available for students with financial need or those students taking more than one advanced placement testing one year. Advance placement courses are not required to take the exam.

State institutions that use advance placement exam grades in the determination of advance placement and credit are:

University of Oklahoma
University of Oklahoma, Health Sciences Center
Oklahoma State University
Oklahoma State University, Technical Institute
Oklahoma Christian College
Oklahoma Baptist University
S. W. Oklahoma State University
University of Science and Arts of Oklahoma
University of Tulsa
Central State University
East Central University
Eastern Oklahoma State College

SPECIAL EDUCATION

It is the policy of this school district to provide special education to all exceptional children who reside in the school district. This duty will be satisfied by **(use one or more of the following)**:

1. The district directly providing special education for such children.

2 The district joining in a cooperative program with another district or districts to provide special education for such children.

Prior to July 1, 1990, exceptional children shall mean educable mentally handicapped children, trainable mentally retarded children, speech-defective children, emotionally disturbed or perceptually handicapped children, children with special health problems, children requiring the services of a visiting counselor, children with special learning disabilities as a result of neurological impairment, multiple-handicapped children, and other handicapped children of four years of age as of the first day of September of the school year, and on and after July 1, 1990 of three years of age; provided up to July 1, 1991, that there shall be no set minimum age for blind children, partially blind children, deaf and hard-of-hearing children, and low incidence severely multiple-handicapped children, i.e., deaf-blind, retarded-cerebral palsied, autistic, and other children failing to thrive.

Provided, on and after July 1, 1991, children from age birth through two years (0-24 months) of age who meet the eligibility criteria specified in Section 3 of the Oklahoma Early Intervention Act, shall be served pursuant to the provisions of the Oklahoma Early Intervention Act; further provided that any children served shall be bona fide residents of this state, whose conditions are such that it is impractical or impossible for them to benefit from or participate in the regular classroom program of the public schools in the district in which they reside and whose education requires a modification of the classroom program. Provided, that the attendance of said children in special education classes shall be included in the average daily attendance computations for State Aid purposes.

REFERENCE: **70 O.S. §1-107**
70 O.S. §13-101 through §13-113
70 O.S. §18-109.5
Individuals With Disabilities Education Act, 20 USC §1400, et seq.

CRITERIA FOR ELIGIBILITY SPECIAL EDUCATION

The criteria for eligibility to participate in various special education programs offered by Turpin Public Schools is as follows:

Learning Disabilities

A team may determine that a child has a specific learning disability if:

1. The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed below when provided with learning experiences appropriate for the child's age and ability levels; and

2. The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:

   A. Oral expression;

   B. Listening comprehension;

   C. Written expression;

   D. Basic reading skills;

   E. Reading comprehension;

   F. Mathematics calculations;

   G. Mathematics reasoning.

3. The team may not identify a child as having a specific learning disability if severe discrepancy between ability and achievement is primarily the result of:

   A. A visual, hearing, or motor handicap;

   B. Mental retardation;

   C. Emotional disturbance;

   D. Environmental, cultural, or economic disadvantage.

A seventh estimated percentile rank when comparing actual and predicted achievement levels will be considered significant for consideration of learning disability placement in the Turpin school district. Exceptions may be made if observance and other facts contradict the point discrepancy or whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team.

Multi-handicapped

Students will be eligible for services for the multi-handicapped if two or more impairments exist that are so severe that they cannot be served in programs solely for one of the impairments. Evaluation measures will be those deemed appropriate for the individual child and may include, but are not limited to, psychological, developmental, educational, and medical evaluations. Determination that the criteria are met is the responsibility of the placement team. The team shall consider environmental, cultural, and economic disadvantage issues when determining student eligibility under this category.

Intellectually Disabled

Students will be eligible for services for the mentally handicapped if their general intellectual functioning falls in the following ranges: 70-50 Educable and 30-50 Trainable, and/or deficits in adaptive behavior exist, manifested during the developmental period, which adversely affect a child's educational performance. Whatever evaluation instruments are used, no one test shall be used as the sole criterion for determining the child's level of intelligence or learning potential, and exceptions may be made if other observations and facts contradict whatever standard is being used. Determination that the criteria are met is the responsibility of the placement team. The team shall consider environmental, cultural, and economic disadvantage issues when determining student eligibility under this category.

SPECIAL EDUCATION
(REGULATION)

Intellectual Disabilities

1. "Mentally retardation" means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the development period, which adversely affects a child's educational performance. (From *Federal Register*, Tuesday, August 23, 1977, Handicapped Children 121a.5.)

2. The Oklahoma State Department of Education, Special Education Section, divides the mentally retarded into two categories: Trainable Mentally Handicapped (30-50 IQ) and Educable Mentally Handicapped (50-70 IQ). Eligibility is determined by an **individual** psychological test for IQ, plus other tests for academic achievement and/or developmental level. The other Weschler tests (WPPSI, ages 4-6½; WISC, ages 5-15; or WAIS, age 16 and above), or Stanford Binet are most often given. For the severely retarded, such standardized tests may not be possible, so observations with developmental scales may determine mental age.

Trainable Mentally Handicapped are those children with IQ scores from 30 to 50. These children are generally considered for programs in which the curriculum is designed to help a child learn to better care for his or her personal needs at home and school (self-care); get along with others in the home, the school, and the neighborhood; respect property rights; in general, manage his or her own affairs in a social group and in a restricted environment (social adjustment); and to learn to do things, not only for himself or herself, but for others. The child may be able to do simple work under supervision in a sheltered environment. The activities of the curriculum should be selected and designed to furnish experiences that will help toward the realization of the objectives. The TMH program will have a maximum number of ten (10) students in a self-contained class. Services will be furnished by the Turpin Public Schools from birth. Most TMH students will have a full school day. However, the Individualized Education Program team may determine that the very young and/or the very severe will function best in a shortened school day or home-based program.

Educable Mentally Handicapped are those children with IQ scores from 50 to 75. These are children who can be taught some academic work but who are mentally retarded to the extent that their development is hindered in a regular classroom. The curriculum for EMH children should provide realistic educational experiences at each child's level. Special attention should be given to the use of concrete situations in attaining the basic purposes of the education of all American children, namely, self-realization, human relationships, civic responsibility and economic efficiency. It should be understood these children can learn although at a different rate and not as much in depth as the average student. The EMH student should participate in all of the activities of the school, separating them only where it is necessary (such as for basic skills: reading, math, etc.). The EMH student can often take active part in subjects not academic in nature -- physical education (even competitive sports), arts, music and others. EMH students can be served in a self-contained class with a maximum number of students per teacher of fifteen (15), or in a lab program with a maximum total of twenty-five (25) students with no more than ten (10) students per hour/period.

The ability of the majority of the students should determine which type of program is appropriate. On the secondary level, a lab program could assure the students of a least restrictive environment with mainstreaming into regular classes. It must be noted that EMH students must not be scheduled into regular classes that the EMH student is not mentally equipped to handle. Some regular classes may be suitable for EMH students with an adjusted curriculum.

As in all handicapped categories, the eligibility for the category is determined by a team (consisting of the administrator or designee, parent, regular teacher and special teacher). Placement will be decided by the same team that writes the Individualized Education Program (IEP). The student whose IQ falls in the 45-55 range may be categorized as TMH or EMH. This determination is made by the team based on the student's ability and how the student functions in the academic setting.

Learning Disability

According to the Policies and Procedures Manual for Special Education in Oklahoma (1986), the State Department of Education has defined categories of handicapping conditions on pages 7-9. The "Specific Learning Disability" section reads as follows:

"Specific Learning Disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, or mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.

Additional Team Members

In evaluating the child suspected of having a specific learning disability, each public agency shall include in the multidisciplinary evaluation team:

1. The child's regular teacher; or

2. If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or

3. For a child of less than school age, an individual qualified by the State Educational Agency to teach a child of his or her age; and

4. At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

Criteria for Determining Existence of a Specific Learning Disability

1. A team may determine that a child has a specific learning disability if:

   A. The child does not achieve commensurate with the child's age and ability levels in one or more of the areas listed below in this section when provided with learning experiences appropriate for the child's age and ability levels; and

   B. The team finds that a child has a severe discrepancy between achievement and intellectual ability in two or more of the following areas:

      1. Oral expressions;

      2. Listening comprehension;

3. Written expression;
4. Basic reading skills;
5. Reading comprehension;
6. Mathematics calculations;
7. Mathematics reasoning.

2. The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of:

   A. A visual, hearing, or motor handicap;

   B. Mental retardation;

   C. Emotional disturbance; or

   D. Environmental, cultural, or economic disadvantage.

3. Observation

   A. At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.

   B. In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

4. Written Report

   A. The team shall prepare a written report of the results of the evaluation.

   B. The report must include a statement of:

      1. Whether the child has a specific learning disability;
      2. The basis for making the determination;
      3. The relevant behavior noted during the observation of the child;
      4. The relationship of that behavior to the child's academic functioning;
      5. The educationally relevant medical findings, if any;
      6. Whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and
      7. The determination of the team concerning the effect of environmental, cultural, or economic disadvantage.

C. Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusion.

5. For the purpose of offering the most appropriate placement of a student with a specific learning disability, the Turpin Public Schools system shall define a learning disability as a severe discrepancy between a student's expected level of performance and actual level of performance in two areas and, in addition, teachers' referrals, parent-teacher conferences, and the student's academic performance in the regular classroom will be considered. A severe discrepancy will manifest itself, defined by the RESC, as a 7 estimated percentile rank when comparing actual and predicted achievement levels. This will be considered significant for consideration of LD placement in Turpin Public Schools.

Diplomas

1. It is recommended that **diplomas** issued to handicapped students be the same as those to nonhandicapped students. To do otherwise may leave the local school district open for a discrimination complaint.

2. This recommendation is based on the nondiscrimination clause in Section 504 of the 1973 Vocational-Rehabilitation Act and Oklahoma Regulations. The intent is that handicapped students are entitled to receive the same considerations as nonhandicapped students. Therefore, they should not be excluded on the basis of their handicap, from receiving any benefit for which they are otherwise qualified.

3. As long as handicapped students have successfully completed all requirements for graduation as outlined by their IEP teams or regular classes (following the Oklahoma State Board of Education guidelines for high school graduation), they cannot be denied graduation or given inferior diplomas.

Transcripts

A student's transcript must not contain any information that is considered to be confidential. This would include reference to special education placement or categories, special services, test information or reference to handicapping conditions.

Discipline

When considering disciplinary measures for special education students, the following should be considered:

Counseling
"Time-out" area
Restriction from participation in school activities
Staying after school or class
In-school suspension

1. When suspension of less than ten (10) days from school is necessary for the special education student, the following guidelines will be followed:

   A. Conference held with student to:

1. Provide opportunity for student to defend actions,

2. Explain disciplinary measures to student;

B. Notify parent by telephone and confirm conversation by mail.

2. For suspension of over ten (10) days for the special education student, additional procedures should be followed:

   Schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition. When the behavior is related to the handicapping condition, and a change in program or removal from the current program is recommended, the IEP **must** be revised to reflect change in placement. The school **must** provide an alternative program (i.e., IEP revision, home-based, etc.). When behavior is not related to the handicapping condition, the procedures established for regular students should be followed. However, any long-term change in the student's current school program should be recorded in the IEP.

3. In an **emergency** situation where the student is endangering himself/herself or others, the school has the authority to remove the child from school immediately. However, the IEP/placement team must convene as soon as possible after an emergency removal to determine further appropriate action. In any event, the school district's disciplinary due process procedures must be followed.

4. Discipline problems that an IEP team is able to anticipate may be addressed on an individual basis in the child's IEP.

** The Policies and Procedures Manual for Special Education for the State of Oklahoma issued by the State Department shall serve as the standing policy in all other matters concerning procedures for serving special education students.

<u>Grading</u>

1. There is one definite rule for grading students in all special education categories: There must not be any discrimination in the system of grading. That is, if all students in a school are graded by the A, B, C, etc., plan, special education students will also receive A, B, C, etc. In recording grades on a permanent record (such as a transcript), there must not be any reference to the student's placement in special education.

2. P.L. 94-142 is based on an "appropriate education." If this mandate is followed, fair grading should be no problem. Some suggestions:

   A. Grades should never be given as motivation (A's) or punishment (F's).

   B. A student should **earn** the grade. Too easy a program would result in too many A's and too difficult, D's or F's. A program should be planned on the level where the child is functioning but the teacher should always be alert to expand this level upward.

   C. Students should not be placed in academic subject classes beyond their ability because of an inflexible school schedule.

3. Parents must understand grading in special classes. The grade earned may not be comparable to grades earned in regular classes. Parents need to be told where the student is functioning

and what is being learned, rather than relying on the report card "grades" to understand progress.

4. The teacher who has the student for a period should give the grade for that time. If the grade will go on one regular report card, the special teacher and regular teacher should confer. If the regular teacher objects to giving a "passing" grade to a student who is not in his/her class, both teachers could sign the report card. Since separate report cards are given on the secondary level, there should be no problem.

5. A student in special education can get a failing grade. The student cannot fail because the academic level is too high (that is, not an appropriate program) but failing grades may be given because of refusal to do work within capability and for poor attendance. However, when failure does appear, consideration should be given to addressing the problem on the IEP with the idea of alleviating it.

   Example: An LD or EMH student who is working below grade level could receive this grade in reading: B^1--or if arithmetic or math is no problem, a grade of B^2. At the end of the scale, a gifted student might receive a C in his or her class.

It should be noted that this school system has the option of placing a student in a special class, without parental or guardian consent, if a student exhibits a deficit less than 11 percentile in two or more areas, considering teacher referral and student academic performances in the regular classroom.

Turpin Public Schools shall comply with State Department, Special Education Policies and Procedures for due process procedures against parents.

EXTENDED SCHOOL YEAR SERVICES

In recognition that some children need educational services in excess of the 180 days provided during the traditional school year, the Turpin Public Schools has developed an extended school year program in order to provide students with a free, appropriate, public education. Whether a student is entitled to extended year services will be determined on a case-by-case basis. Once a student is deemed to require additional educational services, the student's IEP team will determine what areas of the curriculum will be included in each individual student's extended school year program. This program and its attendant procedures do not supersede or preempt the prerogative of the individualized education planning team. The intent is to assure thorough review and careful consideration of the individual needs of our student population who will benefit from extended school year services.

REFERENCE: 70 O.S. §13-101
300.320 IDEA Regulations

EXTENDED SCHOOL YEAR PROGRAM STANDARDS(REGULATIONS)

In accordance with the policy of the board of education, the following regulations shall govern the standards for the Extended School Year (ESY) program. The school district will strictly follow the requirements as set forth in *Policies and Procedures for Special Education in Oklahoma* and the technical assistance document *Extended School Year (ESY) Services for Children and Youth With Disabilities*.

Individuals over the age of twenty-one and under the age of twenty-six years, who are legal residents of this school district, may be entitled to receive educational privileges and opportunities in order to complete a secondary education program when they have been unable to complete the twelfth grade due to physical disability or military service. Legal residents of this school district nineteen years of age or older, who are not enrolled in a high school program and have not completed the twelfth grade, may attend adult high school completion programs if such programs are established by the school district and approved by the Oklahoma State Department of Education (SDE).

This school district is responsible for providing Free Appropriate Public Education (FAPE) for children ages 3 through 21 years when it is determined by the individualized education program (IEP) team that the services are needed to receive FAPE.

Extended school year (ESY) services are defined as special education and related services provided by this school district to children with disabilities beyond the regular instructional year as a necessary part of FAPE. The type, amount, or duration of ESY services may not be unilaterally limited, but must be determined on an individual basis by the IEP team. The time period during which ESY may be offered may not be restricted, but will be determined on an individual basis by each student's IEP team.

A handicapped student will be eligible for ESY services when it is determined that in the absence of such services the student will regress to such a marked degree that the student will be unable to recoup the loss within a reasonable time. Many factors will be considered in evaluating a student's need for an ESY program. Some of these factors are:

1. **Nature of the Handicapping Condition:** Certain children, by the nature of their handicap, may be predisposed to severe regression and limited recoupment. Such handicapping conditions include autism, severe emotional disturbance, severe or profound mental retardation, degenerative impairments with mental involvement, and severe multiple handicaps. However, ESY services will not be limited based upon particular categories of disabilities.

2. **Severity of Handicapping Condition:** Children more severely handicapped are most likely to need services.

3. **Availability of Home Stimulus During Summer Months:** In many instances it is feasible for a parent to monitor and implement a child's program during the summer break. When such a non-school program can be implemented by the student's parents and/or peers, it may provide a child the dual benefit of a vacation break from school without severe regression.

4. **Other Factors:** Other factors to be considered in determining the need for ESY include, but are not limited to: the degree of the child's disability; the parents' ability to provide education in the home; the child's rate of progress; the child's need for interaction with nondisabled peers and vocational training; and whether the requested services are an integral part of a program for children with similar disabilities.

The following factors **must** be considered by the Individual Education Program (IEP) team in determining need for ESY programming:

Degree of impairment;
Degree of regression;
Recovery time from this regression;
Ability of parents to provide educational structure at home;
Child's rate of progress;
Child's behavioral problems;
Child's physical problems;
Availability of alternative resources;
Ability of the child to interact with children and youth who are not disabled;
Area(s) in curriculum that need continuous attention;

Child's vocational needs;
Whether the requested service is extraordinary for the child's condition, as opposed to an integral part of a program for those with the child's condition; and
Other relevant factors as determined by the IEP team.

Determination of the need for ESY services must be made on an individual basis and addressed appropriately on the IEP.

ESY services may also be appropriate for some children who have received SoonerStart services. To determine need for ESY services, the Individualized Family Service Plan (IFSP) and IEP teams (including family members) will meet and consider all pertinent information including background information, current evaluations, and information provided by SoonerStart. IEP team participants will include:

an administrator or administrative representative;
the child's regular education teacher;
a special education teacher qualified to provide special education in the area of the suspected disability;
the child's parent(s);
the child, as appropriate;
other individuals at the discretion of the parent(s) or this district; and
a member of the multidisciplinary evaluation team or a representative of the district or some other person who is knowledgeable about the evaluation procedures and the results.

ESY Review Procedures

The IEP review may occur at any time the team member(s) considers appropriate. However, a review must occur on or before the anniversary date of the IEP (i.e., at least once a year). The review requires participation of team members as described under Team Participants in this section. Any team member, including a parent, may initiate a review of placement when revision of the IEP is needed. The IEP should reflect the specific amount and type of special education and related services provided to a child at all times.

The educational progress and appropriateness of the placement for each eligible child shall be reviewed on at least an annual basis. The review of the IEP shall be accomplished with reference to the schedules and procedures for evaluation of the goals and objectives specified in the IEP. The IEP team continues to provide: ongoing review of the effectiveness and appropriateness of the child's special education and related services; need for changes in type, frequency, or duration of services; and whether the child's placement continues to be the least restrictive environment or needs to be changed.

A review of placement meeting should occur following reevaluation or consideration of new information concerning the educational program of the child. The purpose of this meeting would be to review the present placement, services and any necessary change in services in relation to the new information.

Extended School Year (ESY) services are provided to children with disabilities who meet requirements of this ESY policy. ESY services must be determined and documented through the IEP. Special education and related services shall be provided beyond the regular instructional year as a necessary part of a free appropriate public education, for individual children determined eligible for ESY. Such determinations shall be made on an individual basis.

All special education students will be considered for an ESY program and screened upon request of a parent or other member of the IEP team. However, because of their propensity toward severe regression and slow recoupment, multi-handicapped and trainable mentally handicapped students will automatically be screened, each year, for the need of ESY.

Data and Evaluation Information to Determine ESY Needs

The IEP team must determine a child’s need for ESY services by collecting, reviewing, and analyzing existing information and pertinent data, including, but not limited to, the child’s disability, educational history, and present levels of performance/educational functioning and needs. Examples of data and information could involve a review of the following:

Criterion-referenced and standardized tests, including pretest and posttest data of a student’s progress;

Functional assessments used in natural environments (e.g., home, community, work, school);

Analysis of data collected on a regular basis;

Evaluations and progress records for related services;

Parent, student, and/or service provider information;

Attendance records;

Behavior and disciplinary records;

Health/medical information;

Interviews with teachers and parents, students; and

Progress reports and assessments to determine the child's performance of IEP annual goals and objectives or benchmarks across time.

Screening Process

1. All special education students will be considered for an ESY program at their annual IEP team meeting and provision will be made on the IEP at that time if the team determines that an ESY program is necessary. Likewise, notation will be made on the IEP if a determination has been made that the student does not need or desire an ESY program.

2. In February, all multi-handicapped and trainable mentally handicapped students will be screened by their teachers and therapists using forms provided by the district.

3. February screening of students with other handicaps will be conducted upon special request by a parent, teacher, or other service provider.

4. All screening forms must be returned prior to the end of the second week in March.

5. The district will compile a list of those students requiring additional consideration and analyze possible service needs.

6. For those students identified as in need of ESY, the district will prepare recommendations as to the nature, duration, and frequency of services needed to assure that significant regression will not occur to such a degree that recoupment cannot be accomplished within a reasonable period of time.

7. At either the spring IEP review or a specially convened IEP team meeting, the team shall be advised of the referral for ESY and the recommendation, if any, that the student be placed in an ESY program for the summer. The advantages and disadvantages of such a program shall be explained to the parent as well as the basis for the referral and recommendation.

If the parent rejects the ESY, such should be recorded on the IEP. If the parent accepts the recommendation for an ESY, the IEP team should complete an amendment to the IEP with regard to services to be provided.

ESY services may be necessary for a free appropriate public education; therefore, procedural safeguards include the right to request a due process hearing. Parents or guardians may request a hearing to challenge the identification, evaluation, or educational placement. Mediation must be available as an option whenever a hearing is requested. However, parents and schools may use mediation to resolve a dispute regarding ESY without a request for a due process hearing.

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 Statues,

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,

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

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 _____ 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, at least three (3) 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. Notices will be sent to the parents and articles 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 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

CROSS-REFERENCE: Policy EHAA, Family Involvement

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.

TITLE I PARENT INVOLVEMENT (REGULATION)

In order to achieve the level of Title I parent involvement desired by the board of education policy on this topic, these regulations guide the development of each school's annual plan designed to foster a cooperative effort among the parents, school, and community.

Guidelines

Parent involvement activities developed at each school will include opportunities for:

volunteering;
parent education;
home support for child's education;
parent participation in school decision-making.

The school system will provide opportunities for professional development and resources for staff and parents/community regarding effective parent involvement practices.

Roles and Responsibilities

1. Parents

   It is the responsibility of the parent to:
   - actively communicate with school staff;
   - be aware of rules and regulations of the school;
   - take an active role in the child's education by reinforcing, at home, the skills and knowledge the student has learned in school;
   - utilize opportunities for participation in school activities.

2. Staff

   It is the responsibility of the staff to:
   - develop and implement a school plan for parent involvement;
   - promote and encourage parent involvement activities;
   - effectively and actively communicate with all parents about skills, knowledge, and attributes students are learning in school and suggestions for reinforcement;
   - send information to parents of Title I children in a format, and to the extent practicable, in a language the parents can understand.

3. Community

   Community members who volunteer in the schools have the responsibility to:
   - be aware of rules and regulations of the school;
   - utilize opportunities for participation in school activities.

4. Administration

   It is the responsibility of the administration to:

   - facilitate and implement the Title I Parent Involvement policy and plan;
   - provide training and space for parent involvement activities;
   - provide resources to support successful parent involvement practices;
   - provide in-service education to staff regarding the value and use of contributions of parents and how to communicate with and work with parents as equal partners;
   - send information to parents of Title I children in a format and, to the extent practicable, in a language the parents can understand.

LIMITED ENGLISH PROFICIENCY INSTRUCTION

The _____ 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.

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.

LIMITED ENGLISH PROFICIENT PROGRAMS
PARENT NOTIFICATION FORMS

Dear Parent/Guardian:
Your child, _____, has been identified as needing help to learn English. We have placed him/her in a _____ (name of program) to help improve his/her English skills. He/she has been identified as a "Limited English Proficient/English Language Learner" (LEP/ELL) student, and in need of help to learn English, because: _____
_____.

Specifically, your child has the following levels of English Language skills: _____
_____.

We determined those levels in the following ways: _____
_____.

The status of your child's academic achievement is: _____
_____.

Please see the attached pages for more specific information on the program we have chosen to improve your child's English skills.
(If applicable: The district offers another program of English instruction. The attached pages explain how the other program is different from your child's program. If this other program is available, you have the right to request that your child be removed from his/her current program immediately and be placed in the other one. If you want to do this, we will assist you in selecting a program for your child.)

We encourage you to become involved in your child's education. You can help him/her to learn English, achieve in his/her other academic classes, and meet the same standards that all students are expected to meet.

The district will hold regular meetings at least twice a year for parents/guardians of English learners, which we encourage you to attend. At those meetings, we will help you understand the goals of your child's program, and assist you in ways to help your children. We are always ready to listen and respond to any questions and recommendations.

Please read the attached pages carefully. If you have any questions about your child's program, of if you would like to change your child's program, we would like you to speak with _____.
All of us in the district are excited about improving your child's English and overall academic skills.

Sincerely,

_____
Building Principal

(Attach other pages as appropriate.)

The following is a sample notification to parents of Limited English Proficient (LEP) students in a question-and-answer format. It is intended to be used in conjunction with a letter similar to the one on the previous page. Questions 5, 6, and 7 should be included only if the district offers more than one LEP program. Question 8 should be included only if the student has an Individualized Education Program (IEP).

Q1.What is my child's _____ (insert name of program) designed to do?

A1.This program is designed to help him/her learn English by _____(describe). It will meet your child's educational strengths and needs by _____describe). It will help your child to be promoted and reach graduation by _____ (describe).

Q2.What results can I expect from my child in this program?

A2.By the time your child finishes this program, we expect that he/she will be able to do the following: _____ _____ *[describe exit requirements, including "Go from this program into a regular classroom at the followingrate:(describerate)." and for secondary school students, "Graduate from high school at the following rate: (describe rate)."].*

Q3.What methods will this program use to help my child improve his/her English language skills?

A3.Your child's program will use the following methods of instruction: _____ *(describe).*

Q4.Does the district offer other programs for English learners different from my child's?

A4.Either "No, we do not." or "Yes, we also offer a (name of other program offered)."

Q5.How is this other program different from my child's program?

Q5.The (name of other program) is different from your child's program in:
Content: _____ *(describe)*
Instructional Goals: _____ *(describe)*
Use of English: _____ *(describe)*
Native Language Instruction: _____ *(describe)*

Q6.Why was my child placed in this program and not a different program?

Q6.We have placed your child in this specific program because _____ *(explain).*

Q7.Can I have my child placed in the other program? How?

Q7.Choose one: (Instead of the Bilingual Education Program, you can request your child be placed in the Free-Standing English as a Second Language Program.) or (Instead of the Free-Standing English as a Second Language Program, you can request your child be placed in the Bilingual Education Program if it is available in your child's school, or offered in a different school in the district.) If you make this request, your child will be removed immediately from the current program. You must then come to your child's school and meet with the principal to discuss the options.

Q8.My child has a disability and has an Individualized Education Program (IEP). How will this English Language program meet his/her special objectives?

Q8.To meet your child's IEP objectives, this English Language instruction program will:_____ (describe).

HOMEBOUND INSTRUCTION

The Turpin Board of Education is aware of the need to provide instruction for students who, for medical reasons, are not able to attend school. Therefore, the district will provide homebound instruction for students who are unable to attend school. The handicapping disability must be certified by a medical doctor and approved by the board of education on an individual case basis.

Grades awarded by homebound teachers will be of the same value as the grades awarded by other teachers.

Requests for homebound instruction will be made to the superintendent. If the request is approved, a teacher will visit the student at home or in the hospital in accordance with the superintendent's procedures for homebound instruction.

ALTERNATIVE EDUCATION

This school district shall provide an alternative education program that conforms to the requirements of state law and rules applicable to alternative education. The program shall:

1. Allow class sizes and student/teacher ratios conducive to effective learning for at-risk students;
2. Incorporate appropriate structure, curriculum, and interaction and reinforcement strategies designed to provide effective instruction;
3. Include an intake and screening process to determine eligibility of students;
4. Demonstrate that teaching faculty are appropriately licensed or certified teachers;
5. Demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students;
6. Reflect appropriate collaborative efforts with state agencies and local agencies serving youth;
7. Provide courses that meet the academic curricula standards adopted by the State Board of Education and additional remedial courses;
8. Offer individualized instruction;
9. State clear and measurable program goals and objectives;
10. Include counseling and social services components with the provision that providers of services are not required to be certified as school counselors;
11. Require a plan leading to graduation be developed for each student in the program, which will allow the student to participate in graduation exercises for the school district after meeting all of the graduation requirements of the school district.
12. Offer life skills instruction;
13. Provide opportunity for arts education to students, including artists in residence programs coordinated with the Oklahoma Arts Council;
14. Provide a proposed annual budget;
15. Include an evaluation component including an annual written self-evaluation;
16. Be appropriately designed to serve secondary school students in grades nine through twelve who are most at risk of not completing a high school education for a reason other than as identified in 70 o.s.&13-10:
17. All students in the alternative education program, who otherwise meet all of the participation requirements, to participate in vocational programs and extracurricular activities, including but not limited to athletics, band, and clubs.

ALTERNATIVE EDUCATION (CONT.)

The alternative education program shall be operational and serving students by September 15, of each school year.

Any equipment or material purchased by the school district with revenue received for students participating in an alternative education program shall be used only in or directly for the alternative education program offered by the district during the hours the alternative education program is in operation. The equipment or materials may be used for other purposes during hours when the alternative education program is not in operation.

If a program will serve fewer than ten (10) students, the alternative education program shall be offered by the district through an interlocal cooperative in which the district participates, unless the program has been granted a waiver from this requirement by the State Department of Education.

COLLEGE COURSEWORK
STUDENT
(REGULATION)

In accordance with the policy of the board of education, this regulation shall govern the concurrent enrollment of any student who wishes to attend college during his or her senior year.

In order to enroll concurrently in college coursework, students must meet the following requirements:

1. Be a junior or a senior enrolled in sufficient credits to complete graduation requirements on schedule.
2. Be enrolled less than full-time. (Fewer than six credit courses).
3. May not exceed full-time college workload of 19 semester credit hours. (One high school credit course shall equal three semester credit hours.)
4. Muast be enrolled in a full daily schedule of at least four units (hours).
5. Must have the written permission of a parent or legal guardian.
6. Turpin High School students who are con-currently enrolled at area college, can receive one high school credit for each college course taken, provided they have administrative pre-approval and are enrolled in state accredited courses.
7. All concurrent courses taken shall be included on the student's transcript.

Dual Credit Courses

Turpin High School seniors may concurrently enroll in college courses and will receive credit for high school core curriculum classes. The students must meet all requirements for enrollment as set forth by the Oklahoma Board of Regents. These classes include College Algebra-Trgonometry, which will count for a high school math credit above Algebra II and College English Comp. I=II, which will cout for a high school senior English credit. Seniors enrolled in these college courses will use the adaptive grading scale listed below.

College Course Grade	Turpin High School Credit Grade
A	A
B	A
C	B
D	C
F	F

INTERNET-BASED INSTRUCTION

Online instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the Turpin 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 enrolloing 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 an 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 issimilar 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 Internet-based 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.

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 inrollment in supplemental online course(s) form.
   b. The principal or designee shall evaluate the applicationa and determine whether the suppolemental 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 princial's decioion 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 notifications shall be provided to the Director of Instrucional 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 shald 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 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 bgy documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, postion/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 incourse activity. Supplemental online course providers hsall make available to students, parents, and the school district reports that reflect daily attendance/participation, progress reports, and grades twice per month.

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 Internet-based 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 I online course for a student who has not complied with district policies and procedures.

REFERENCE: 70 O.S. §1-111

PROMOTION AND RETENTION

The _____ Board of Education believes the primary goal of the educational process is to educate. The board also 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.

Students in special education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Program as created by the IEP team.

Grade level placement in the elementary and in the junior high school will be based upon the child's maturity (emo-tional, 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.

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.

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 Priority Academic Student Skills (PASS). Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: semester test, portfolio, criterion-referenced test, thesis, project, product or performance.

Students demonstrating proficiency in a set of competencies at the ____% 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 PASS Outcomes 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.

The superintendent is directed to establish a regulation containing criteria to be used by the administration in considering students for promotion or retention.

GRADING

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

90 – 100	A
81 - 89	B
74 - 80	C
67 - 73	D
66 and 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 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 test----------75%
Nine Weeks ----------25%

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

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 (Con't)

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

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 ____% 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 ____% 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,

(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. 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.

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.

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

REPORT CARDS

The Turpin 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 of K-6th grade students 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:

93 -100	A	Excellent
84 - 92	B	Above Average
77 - 83	C	Average
70 - 76	D	Below Average
69 and below	F	Failing
	I	Incomplete

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 middle 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.

PROFICIENCY BASED PROMOTION

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.

   A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: portfolio, criterion-referenced test, thesis, project, product or performance. Proficiency in all laboratory sciences will require students to perform relevant laboratory techniques.

   B. Students shall have the opportunity to demonstrate proficiency in the core areas twice each year: once before the beginning of the school term and at the end of the school term as identified in 70 O.S. §11-103.6:

      1. Social Studies
      2. Language Arts
      3. The Arts
      4. Languages
      5. Mathematics
      6. Science

   C. Students may obtain credit by examination in lieu of Carnegie Units for courses, but subject to compliance with the Oklahoma School Testing Program.

      1. Courses not tested under the Oklahoma School Testing Program.

      The school district will make available assessment tools to determine proficiency for credit by examination for courses without corresponding Oklahoma School Testing Program assessments. The assessment tools will be aligned to the school district's curriculum and will accurately measure the student's demonstration of sets of competencies in standards adopted by the State Board of Education.

      2. Courses tested under the Oklahoma School Testing Program.

      If a student seeks to "test out" of a course under the Oklahoma School Testing Program, a student must obtain a score of at least "Proficient" on the Oklahoma School Testing Program assessment corresponding to the course.

   D. Qualifying students are those who are legally enrolled in the local school district.

   E. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.

   F. Students will be allowed to take proficiency assessments in multiple subject areas.

   G. Students not demonstrating proficiency will be allowed to try again during the next assessment period. Failure to demonstrate proficiency will NOT be noted on the student transcript.

   H. Exceptions to standard assessment may be approved for those students with disabling conditions.

2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.

A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social, emotional, and intellectual needs of the student will be used in the consideration of the promotion/acceleration decision.

B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. The statement shall be included in the permanent record of the student.

C. Failure to demonstrate proficiency will not be noted on the transcript.

D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.

E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirement for the high school diploma.

F. Units earned through proficiency assessment will be transferable with students among school districts within the state of Oklahoma.

3. Proficiency assessment will measure mastery of the priority academic student skills in the same way that curriculum and instruction are focused on the priority academic student skills. In other words, assessment will be aligned with curriculum and instruction.

4. Options for accommodating student needs for advancement after demonstrating proficiency may include, but are not limited to, the following:

A. Individualized instruction;

B. Correspondence courses:

C. Independent study;

D. Concurrent enrollment;

E. Cross-grade grouping:

F. Cluster grouping;

G. Grade/course advancement;

H. Individualized education programs.

5. Each year the school district will disseminate materials explaining the opportunities of proficiency based promotion to students and parents in the district. Priority Academic Student Skills and type of assessment or evaluation for each core curriculum area will be made available upon request.

Appropriate notation will be made for elementary, middle level or high school level students satisfactorily completing a 9-12 high school curriculum area. Completion will be noted with a "P" for passing. This unit will count toward meeting the requirements for the high school diploma.

PROFICIENCY BASED PROMOTION
TESTING PROCEDURES

The test adopted by the Board of Education is the Oklahoma Proficiency Test by Riverside Publishing Company through the Oklahoma Test Proficiency Coop. Test packets include teachers' directions for the various grade levels, scoring guides, outcome statements, and technical reports. Tests and answer sheets cover the following subject matter:

Grades 1-7

Reading
Mathematics
Science
Language Arts
Social Studies

Grade 8

Reading
Mathematics
Science
Language Arts
Civics

Grades 9-12

Oklahoma History
U. S. History
World History
Government
World Geography
English I, II, III, IV
General Mathematics
Pre-Algebra
Algebra I, II
Geometry
Spanish I
French I
Physical Science
Earth Science
Biology I
Chemistry I
Physics

All new or currently enrolled students have an opportunity to request a proficiency assessment for the purpose of evaluating appropriate grade or course placement. New students will have thirty (30) days from the enrollment date to request a proficiency assessment. A request may be initiated by a new student or the student's teacher, parent, or legal guardian.

All students shall be provided with at least two (2) opportunities per school year to obtain course credit through examination in each required curriculum area. A request may be initiated by a student or the student's teacher, parent, or legal guardian.

The following are the steps to be taken when a proficiency assessment is requested:

1. Within five days of receipt of a request to demonstrate proficiency, the principal will coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The meeting will be to determine the best possible means of assessing the student's proficiency in the selected area(s), when the assessment will start, where the assessment will take place, and to obtain the parent's or guardian's consent to give the proficiency assessment.

2. The principal will request a proficiency assessment from District Test Cordinator(DTC), giving them the date and areas that are to be tested. DTC will advise the principal when the assessment may be obtained.

PROFICIENCY BASED PROMOTION, TESTING PROCEDURES (Cont.)

3. The principal will go to the DTC office and pick up the assessment the day before testing. The person actually giving the assessment will receive the test and make all necessary preparations for the assessment. No person other than the principal, the test administrator, and the student may see the assessment either before or after the assessment is given.

4. The assessment will be given following the directions of the publisher.

5. After the assessment is completed, it will be scored by the tester and taken to the principal. The principal will then coordinate a meeting with all parties concerned: the principal, parents, counselor, teacher(s), and possibly the student. The purpose of the meeting will be to discuss the results of the assessment. After the meeting the score sheet and the test will be destroyed.

6. Failure to demonstrate proficiency in an assessment shall not be noted on a student's transcript. Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area shall be determined as follows:

    a. The school will confer with the parent or legal guardian in making decisions regarding student placement or promotion. Such factors as social, emotional, and intellectual needs of the student will be considered.

    b. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to be included in the permanent record of the student.

    c. If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

    d. Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

        a. Individualized instruction
        b. Correspondence courses
        c. Independent student
        d. Concurrent enrollment
        e. Cross-grade grouping
        f. Cluster grouping
        g. Grade/course skipping
        h. Individualized education programs
        i. Supplemental online courses

HOMEWORK

The Turpin 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.

HONORS PROGRAM
VALEDICTORIAN, SALUTATORIAN, HONOR STUDENT

It is the policy of the Turpin Board of Education to recognize students of outstanding achievement. The superintendent is directed to establish, subject to approval of the board, criteria for the selection of a valedictorian, salutatorian, and honor student from the graduating senior class and from the eighth grade class.

The valedictorian and salutatorian of the senior class will be recommended for scholarship to the college of their choice.

VALEDIVTORIAN AND SALUTATORIAN (REGULATION)

The valedictorian of the graduating class will be chosen as the person with highest grade point average for the student's freshman, sophomore, junior and senior year. The grades are averaged at the end of the third nine-weeks grading period.

The salutatorian of the graduation class shall be the graduation student having the second highest grade point average.

Grades for all seniors shall be averaged at the end of the last grading period before the end of the second semester. Class ranks will be computed according to these averages, then a final grade point and class rank will be computed at the end of the semester when all grades are recorded on the permanent record.

The valedictorian and salutatorian will be determined by the following grade scale:

A = 4.00 B = 3.00 C = 2.00 D = 1.00 F = 0

Selection of the valedictorian and salutatorian of the eighth grade class will be computed on the grades earned the first and second semesters of the seventh grade and the first semester and third nine-weeks of the eighth grade. Grade points will be computed based on the above scale.

With regards to grade point averages and class rankings, Turpin High School students who are pursing early graduation will be considered members of the class with which they graduate.

SCHOOL HONORS AND OFFICES
(REGULATION)

A student who has all "A's" may be included on the Superintendent's Honor Roll. A student who has no grade below a "B" may be included on the Principal's Honor Roll.

A student residing in the Turpin school district and transportation area and currently in good standing will be eligible for school honors and offices with the following qualifications:

1. All student council officers must have a 3.0 grade average.

2. A student must have a 2.70 GPA or better to serve as a class officer.

3. A student must have passing grades in at least three solid subjects to participate in class, organization, or intra-school activities; e.g. sports, plays, etc.

4. The privilege to hold office and/or to participate in class, school, or organization activities shall be withdrawn from any student who flagrantly violates school policies or regulations. Truancy is considered to be such a violation.

The offices of Senior High Cheerleaders, Junior High Cheerleaders, Drum Major, Flag Girl, and Majorettes will be considered school honors.

HONORS PROGRAM
MEDALS AND CERTIFICATES

The Turpin Board of Education believes that outstanding efforts and achievements should be recognized and rewarded when appropriate.

Therefore, the honors program policy shall include the following guidelines:

1. The public school is a member of the National Honor Society and will adhere to the rules and regulations of that society.

2. Membership in the Oklahoma Honor Society is limited to 10% of the student body. Students whose grade averages are in the top 10% for the current and immediately preceding semesters will be awarded membership certificates.

3. In order to qualify for the superintendent's honor roll, a student must have earned all "A's."

4. In order to qualify for the principal's honor roll, a student must have earned "A's" and "B's."

5. To qualify for any honor roll or award, a student must have earned at least a satisfactory in citizenship.

6. Medals, certificates, and awards for athletics, music, academic subjects, and attendance will be presented at the end of the school year Awards Assembly.

7. The school counselor will compile the honor roll for publication in the local newspaper.

STUDENT RETENTION

The Turpin 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 67% has been achieved for an entire course of study as determined by the teacher.

Students in grades one through twelve must achieve a grade average of 67% 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 Turpin 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 24 units of credit be earned in the subject areas listed below to be eligible for graduation. All students, in order to graduate from an Oklahoma public school, will be required to complete the "college preparatory/work ready curriculum units or sets of competencies" at the secondary level. A student will be allowed to enroll in the core curriculum in lieu of the requirements of the college preparatory/work ready curriculum upon the written approval of the parent or legal guardian of the student. Current state graduation requirements will be deemed to be the "core curriculum" option. The "college preparatory/work ready curriculum" will include the following:

4 units of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

3 units of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3 units of laboratory science, limited to Biology, Chemistry, Physics, or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

3 units of history and citizenship skills, including one unit of American History, one-half unit of Oklahoma History, one-half unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or Non-Western culture and approved for college admission requirements;

2 units of the same foreign or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or technology center school, including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

1 additional unit selected from the above categories or career and technology education courses approved for college admission requirements; and

1 unit or set of competencies of fine arts, such as music, art, or drama, or 1 unit or set of competencies of speech.

In order to graduate from the district with a standard diploma, students shall complete the following core curriculum units at the secondary level:

Language Arts

4 units or sets of competencies
- 1 unit of Grammar and Composition
  - and
- 3 units which may include
  - American Literature
  - English Literature
  - World Literature

Advanced English Courses
Other English courses with content and/or rigor equal to or above grammar and composition

Mathematics
3 units or sets of competencies
1 unit of Algebra I [1]
and
2 units which may include:
Algebra II
Geometry [1]
Trigonometry
Math Analysis or Precalculus
Statistics and/or Probability
Calculus
Computer Science I and II
Intermediate Algebra
Mathematics of Finance
Contextual mathematics courses that enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education
Mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education
Other mathematics courses with content and/or rigor equal to or above Algebra I
A science, technologh, engineering and math (STEM) block course.

Science
3 units or sets of competencies
1 unit of Biology I [1]
and
2 units which may include:
Chemistry I
Physics
Biology II
Chemistry II
Physical Science
Earth Science
Botany
Zoology
Physiology
Astronomy
Applied Biology/Chemistry
Applied Physics
Principles of Technology
Qualified agricultural education courses
Contextual science courses that enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education.

[1] These courses may be taught in a contextual methodology.

Science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education
Other science courses with content and/or rigor equal to or above Biology I
A science, technology, engineering and math (STEM) block course.

Social Studies
3 units or sets of competencies
- 1 unit of United States History
- ½ to 1 unit of United States Government
- ½ unit of Oklahoma History
- ½ unit to 1 unit which may include:
  - World History
  - Geography
  - Economics
  - Anthropology
  - Other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma history

The Arts
2 units or sets of competencies

Electives
8 units or sets of competencies

In addition to the curriculum requirements, students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act.

All students are strongly encouraged to complete two units or sets of competencies of foreign language classes and two units or sets of competencies of physical and health education as part of the core curriculum.

Credit may be given for the above-referenced classes when the courses are taken in the seventh or eighth grades if the teachers are certified or authorized by law to teach the subjects for high school credit and the required course rigor is maintained.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher and which provide for the teaching and learning of the appropriate skills and knowledge in the PASS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting state graduation requirements.

No student will be allowed to receive credit more than once for completion of the same unit or sets of competencies. All of the above-referenced classes may not be offered by the district. However, sufficient courses shall be offered to allow students to meet the graduation requirements during the secondary grade years of the student.

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student. However, all students in grades nine through twelve are required to enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

Students who transfer into this school district from out of state after their junior year of high school shall not be denied, because of differing graduation requirements, the opportunity to be awarded a standard diploma. This applies to students who would be unable to meet the specific graduation requirements listed above

without extending the date of graduation. Exception from the graduation requirements will be based on rules established by the State Department of

Education. All exceptions and the reasons therefore shall be reported to the State Department of Education on or before July 1 of each year.

Every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma.

a. Algebra I;
b. English II; and
c. Two of the following five:
    1. Algebra II,
    2. Biology I,
    3. English III,
    4. Geometry, and
    5. United State History.

To demonstrate mastery, the student shall attain at least a satisfactory/proficient score on the end-of-instruction criterion-referenced tests administered for these courses. The State Board of Education has approved a process for alternative tests and an alternative method for students to demonstrate mastery, including exceptions and exemptions to these requirements for unusual circumstances, as required by law.

Students with disabilities whose individualized education program indicates that they are to be assed with alternative achievement standards through the Oklahoma alternative Assessment Program may be eligible to graduate from a public high school with a standard diploma after failing to meet the end-of-instruction requirements of state law, if a determination is made by the local school district that the student:

1. Obtains a written recommendation from the student's teacher of record in consultation with the teacher in each subject in which the student failed to meet the requirements of the end-of-instruction examination. The recommendation must be supported by the principal by documentation demonstrating the acquired knowledge of the student by alternative measures as required by the individualized education program.
2. Completes remediation opportunities to the extent required by the individualized education program.
3. Retakes the exam in each subject in which the student failed to meet the end-of-instruction requirement if the individualized education program requires retake opportunities.
4. Maintains at least a C average or the equivalent in each subject in which the student failed to pass the end-of-instruction examination.
5. Meets all other district graduation requirements.

End –of-instruction testing shall not be required for those students who qualify as follows:

1. Students who score ten percent(10) above the cut scores approved by the State Board of Education for the American College Testing Program (ACT), the Scholastic Aptitude Test (SAT), ACT plan or Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) alternative tests shall be deemed to have satisfactorily demonstrated mastery of state academic content standard in the subject areas for which alternative tests have been approved and shall be exempt from taking the end-of-instruction criterion-referenced tests in the subject areas of Algebra II, English III, Geometry, or United States History.

2. Students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Level Examination Program (CLEP) or International Baccalaureate (IB)

alternative tests shall be deemed to have satisfactorily demonstrated mastery of state academic content standards in the subject areas for which alternative tests have been approved and shall be exempt from taking the end-of-instruction criterion-referenced tests in the subject areas of Algebra II, English III, Geometry, or United States History.

3. Students who have a score that is equal to or above the cut scores approved by the State Board of Education for the Advanced Placement course exams, ACT, Workkey's job skills assessment, College-Level Examination Program (CLEP) or International Baccalaureate (IB) alternative tests shall be deemed to have satisfactorily demonstrated mastery of state academic content standards in the subject areas for which alternative test have been approved and shall be exempt from taking the end-of-instruction criterion-referenced tests in the subject areas of Algebra II, English III, Geometry, or United States History.

All course credit earned through examination by students in required curriculum areas shall be appropriately noted on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation, credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferable to or from any other school district within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation count toward meeting the requirements for the high school diplom.

Beginning with the 2015-2016 school year, all students shall be required to receive instruction in cardiopulmonary resuscitation (CPR) and the awareness of the purpose of an automated external defibrillator at least once between ninth grade and high school graduation. A school administrator may waive this requirement for an eligible student who has a disability. A student may also be excused from this requirement if a parent or guardian of the student objects in writing.

SCHOOL COUNSELOR

The school counselor is a member 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 and teachers. Parents wishing a conference may contact the counselor from 8:00 a.m. to 9:00 a.m. each school day. Students may make arrangements to visit the counselor through their homeroom teachers.

GUIDANCE AND PSYCHOLOGICAL SERVICES

The guidance and psychological services of Turpin Public Schools shall meet state requirements in cooperation with the Regional Educational Service Center and encompass the following purposes, objectives, and activities:

1. A program for testing students in Turpin Public Schools to identify students with outstanding aptitudes and abilities related to educational and career planning progress will be developed.

2. The services will make available to the students and parents such educational and career information as may be essential for them to understand the various educational and career opportunities and requirements related to the choice of educational programs and careers.

3. Individual counseling will be provided to help the students and parents develop a better understanding of the students' educational and occupational strengths and weaknesses; to help them relate abilities and aptitudes to educational and career opportunities and requirements; to help them make appropriate educational plans including the choice of courses in the secondary school and the choice of an institution providing training above and beyond the high school; to stimulate a desire in the students to utilize aptitudes in attaining appropriate educational and career goals.

4. Individual cumulative folders will be maintained to provide teachers and school administrators such information about individual students or groups of students as may be necessary to enable them to plan curricular and instructional programs appropriate to the educational needs of the student body and to the manpower needs of the state and nation.

5. Counseling will be provided to the individual students regarding personal, social, and emotional problems. The counselor will recognize that many cases require professional psychiatric referral and will assist the students and parents in receiving these services.

TESTING PROGRAM
(REMEDIATION 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

READING SUFFICIENCY TESTING

Reading sufficiency testing will be conducted in this school district to ensure that each student has attained the necessary reading skills upon completion of the third grade.

Every student enrolled in kindergarten, first, second, and third grades shall be assessed for the acquisition of reading skills for the grade level in which enrolled. Except for students who are on an individualized education program, have limited English proficiency, or for whom English is a second language, any student found not to be reading at the appropriate grade level shall be provided a reading assessment plan. The plan shall include a program of instruction in reading designed to enable the student to acquire the appropriate grade level of reading skills. The plan shall also include, but not be limited to:

1. Additional in-school instructional time sufficient for the development of reading and comprehension skills of the student;

2. Tutorial instruction as needed after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day school year required by law;

3. The five essential elements of reading instruction: phoneme awareness, phonics, spelling, reading fluency and comprehension.

The program will be continued until the student is determined not to be in need of remediation.

The district reading sufficiency plan shall be adopted and annually updated, with input from school administrators, teachers, students, and parents, and if possible a reading specialists, and which shall be submitted to and approved by the State Board of Education as a part of the Comprehensive Local Education Plan. This plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized.

A committee will be established at each school site to determine the reading assessment plan for each student for whom a plan is necessary. The committee shall be composed of educators and, if possible, shall include a certified reading specialist. A student's parent or guardian shall be included in the development of a plan for that student.

A new reading assessment plan shall be developed and implemented for any third grade student in need of remediation as determined by multiple ongoing assessments and reading assessments administered in the Oklahoma School Testing Program. If possible, a fourth-grade teacher shall be involved in the development of the reading assessment plan. The new plan shall include specialized tutoring and may include a recommendation as to whether the student should be retained in the third grade at the close of the year. The student's parent or guardian shall be included in the retention consideration.

Results of reading assessments shall be made a part of the permanent record of each student.

REFERENCE: 70 O.S. §1210.508

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

GRADUATION POLICY

The Turpin Board of Education recognizes that graduation ceremonies are important events for our students, patrons, guests, and community. Students who have not met state mandates or local school district graduation requirements may not be allowed to participate in the graduation ceremony. In order to participate in the graduation ceremony a student must be in good standing. Students who have not conformed with student discipline policies, those that have been charged, are under investigation, or have been convicted of a crime, and those that have unpaid fines or fees to the school district are not in good standing. To ensure that graduation ceremonies are enjoyable for all participants and spectators, the board enacts the following policies:

1. A student shall be a graduate of this school district and entitled to a High School Diploma whenever that student has successfully completed the minimum number of credits established by the district for graduation, demonstrates mastery of the state academic content standards as required by state law, and completes graduation exercises in accordance with this policy.

2. Students are considered as students of this district until graduation ceremonies have been completed. The graduation process is "completed" when caps and gowns have been turned in to the responsible party after the last graduation program and the student has exited the premises.

3. Students participating in graduation ceremonies will be required to abide by the school's discipline code as outlined in the Student Handbook. In addition, students shall not engage in the following conduct during graduation exercises:

   A. Throwing caps or other objects in the air; or,

   B. Engaging in any disruptive activity that substantially interferes with the graduation process or the rights of other individuals.

4. The administration may impose discipline on any student who commits any act referred to in (3) above. It is recommended the administration take necessary steps to impose discipline as soon as is convenient after completion of graduation exercises.

MILITARY RECOGNITION

The legislature of the state of Oklahoma has designated the second Tuesday of April as the Oklahoma National Guard and the 45th Infantry Division Appreciation Day. The school district may consider planning an event to show appreciation for the brave and courageous deeds exhibited by the members of the Oklahoma National Guard and 45th Infantry Division.

The legislature of the state of Oklahoma has also designated the date of November 11 as "Veterans Day" and the week in which November 11 falls is hereby designated "Celebrate Freedom Week" for the public schools of Oklahoma. If the date of November 11 falls on a Saturday or Sunday or if classes are not in regular session, Veterans Day will be observed on the preceding school day. If Veterans Day falls on a Sunday, the following week will be Celebrate Freedom Week.

The Turpin Board of Education shall ensure that on Veterans Day each school in this district will conduct and observe an appropriate program of at least one class period to remember and honor American veterans. If scheduling allows, the schools may choose to have a moment of silence beginning at 11:00 a.m. on November 11 of each year. This activity is intended to serve to educate students about the termination of World War I at 11:00 a.m. on November 11, 1918.

During Celebrate Freedom Week, students in grades three through twelve shall study and recite the following text:

> "We hold these truths to be self-evident, that all mean are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

Students may be excused from the recitation of the text set forth above if:

1. The parent or guardian of the student submits to the school district a written request that the student be excused;
2. As determined by the school districts, the student has a conscientious objections to the recitation; or
3. The student is the child of representative of a foreign government to whom the United State government extends diplomatic immunity.

REFERENCE: 70 O.S. §24-152

FLAGS

It is the policy of the Turpin Board of Education that the American flag and the Oklahoma flag will be flown at the school during school hours except in bad weather. An assigned custodian will be responsible for raising and lowering the flags.

The school day will begin with a flag salute. However, foreign exchange 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.

CONSTITUTION

It is the policy of the Turpin Board of Education that the school district will comply with a federal requirement to teach students about the United States Constitution on Septermber 17 ("Constitution Day") of each year. The school district shall utilize rules of the United States Department of Education to ensure that this education is provided.

Reference: **Federal Appropriations Bill, signed December 3, 2004**

SCHOOL ASSEMBLIES

The Turpin Board of Education believes that a student's education will be enriched through the occasional assembling of the student body to observe science demonstrations, listen to lectures, participate in class plays, and other similar activities.

Assemblies will be held during the school hours and will be a part of the school program. The assemblies shall be planned by the school administration. All students and teachers will attend unless excused. Teachers are expected to sit with their respective calls or sponsored class.

ANIMALS IN SCHOOL

It is the policy of the Turpin Board of Education that students will not bring animals onto school premises except in connection with an organized and approved school activity, or as otherwise authorized by the appropriate building principal. Written permission must be obtained from the appropriate building principal before animals are brought to school or to any school activity.

Authorized animals must be adequately housed and cared for while on school grounds. Only the teacher, or students designated by the teacher, is to handle the animals. If dogs are allowed to be on school grounds by the principal, the dogs must be leashed at all times and not permitted to run at large.

If animals are to be kept on school grounds on days when classes are not in session, arrangements must be made for their care.

If a staff member or student has been bitten by an animal and the skin has been pierced, the incident must be reported immediately to the school office by the student or the supervising adult. The principal will notify public health authorities and cause the animal to be impounded for observation. Public health authorities will determine the appropriate term of confinement of the animal and method of observation.

Service animals perform some of the functions and tasks that individuals with disabilities cannot perform themselves. Service animals are not pets. There are several kinds of service animals that assist individuals with disabilities. Examples include, but are not limited to, animals that:

1. Assist individuals who are blind or have sever sight impairments,
2. Alert individuals with hearing impairments to sounds,
3. Pull wheelchairs or carry and pick-up items for individuals with mobility impairments, and
4. Assist individuals with mobility impairments with balance.

The district shall not assume or take custody or control of, or responsibility for, any service animal or the care or feeding thereof. The owner or person having custody and control of the service animal shall be liable for any damages to persons, premises, property, or facilities caused by the service animal, including, but not limited to, clean up, stain removal, etc. If a service animal is not “house broken” the service animal will be denied access to school district property.

If, in the opinion of the Superintendent or designee any service animal is out of control in the school setting or during District transportation, the matter shall be immediately reported to local law enforcement. The parent or guardian of the student having custody and control of the service animal will be required to remove the service animal from District premises immediately.

MOMENT OF SILENCE

It shall be the policy of this Turpin Board of Education that no sectarian or religious doctrine shall be taught or inculcated into the curriculum or activities of the school. However, those students who wish to do so may participate in voluntary prayer so long as it is during non-instructional time and does not interfere with the rights of other students.

Each school site within the district shall observe one minute of silence each day for the purpose of allowing each student to meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their choice. All school personnel are to afford these options to all students, who will individually make the selection as to which of these behaviors they will engage in during the moment of silence. These options will also be included in the student handbooks.

The minute of silence will be held at the start of the school day. The Minute of silence will be announced over the intercom at the appointed time.

If the district or a school employee is sued for providing a moment of silence to students, the district must notify Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant in an action related to this statutory requirement.

RELIGIOUS OBSERVANCES AND DISPLAYS

It is the policy of the Board of Education that no religious belief or non-belief will be promoted by the school district or its employees and none will be disparaged. The district will encourage all students and staff members to appreciate and be tolerant of each other's religious views. The district will use all opportunities to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background, or religious beliefs.

The district recognizes that one of its educational goals is to advance the students' knowledge and appreciation of the role that our religious heritage has played in the social, cultural, and historical development of civilization.

Therefore, the practice of the district will be:

> The several holidays throughout the year which have a religious and a secular basis may be observed in the schools.
>
> The historical and contemporary values and the origin of religious holidays may be explained in an unbiased and objective manner without sectarian indoctrination.
>
> Music, art, literature, and drama having religious themes or basis are permitted as part of the curriculum for school-sponsored activities and programs if presented in a prudent and objective manner, and as a traditional part of the cultural and religious heritage of the particular holiday.
>
> The use of religious symbols such as a cross, Menorah, crescent, Star of David, crèche, symbols of Native American religions or other symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature. Among these holidays are included Christmas, Easter, Passover, Hanukkah, St. Valentine's, St. Patrick's Day, Thanksgiving, and Holloween.
>
> The school district's calendar should be prepared so as to minimize conflicts with religious holidays of all faiths.

If is also the policy of this board of education that religious literature, music, drama, and the arts will be included in the curriculum and in school activities provided that it is intrinsic to the learning experience in the various fields of study and is presented objectively.

The emphasis on religious themes in the arts, literature, and history will be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies should never foster any particular religious tenets or demean any religious beliefs.

Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs or non-beliefs about a religious theme will be accommodated. For example, students are free to express religious belief or non-beliefs in compositions, art forms music, speech, and debate.

Because the baccalaureate service is traditionally religious in nature, it will be sponsored by agencies separate from the district.