

Fairland Elementary



**202 West Washington
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Mission Statement:

It is the goal of Fairland Elementary School to provide the skills necessary for our students to become life-long learners and be able to adapt to an ever changing world.

Fairland Public Schools

ADMINISTRATION:

Superintendent	Mark Alexander	676-3811
Elementary Principal	Angela Wade	676-3224
High School Principal	Jerry Johnson	676-3246

SPECIAL EDUCATION DIRECTOR:

Tammy Powell	676-3224
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COUNSELOR:

Gary Graham	676-3224
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FOOD SERVICE:

676-3811

TEACHERS:

Pre-Kindergarten	Mrs. Goforth	Special Education	Mrs. Detherage Mrs. Schertz
Kindergarten	Mrs. Looper Mrs. Ridgley	Speech	Mrs. Powell
First Grade	Mrs. Brown Mrs. Richardson	Reading Specialist	Mrs. Goins
Second Grade	Mrs. Brock Mrs. Moncada	Library Art Education	Mrs. Hitchcock Mrs. Heilig
Third Grade	Mrs. Caudill Ms. Detherage	Music Education	Mr. Sturgeon
Fourth Grade	Mrs. Bowers Mrs. Mishmash	Physical Education	Mrs. Brixey Mr. Henry
Fifth Grade	Mrs. Esh Mrs. Jacobs	Computer Education	Mr. Goins

TO OUR STUDENTS AND PARENTS

The success that students will enjoy this year will depend upon their willingness to work hard on academic assignments and to participate in programs and activities provided by the school. We live by the motto, "Work hard...Play hard!" Fairland Elementary has long history of academic success. The key to this success is and always will be students, parents and teachers working together to achieve common goals.

Each student is encouraged to establish his or her own personal goals for the year. Staff members are here to assist students in reaching those goals.

It is our hope that each day will be enjoyable and academically rewarding to every child who attends our school. If for some reason an issue arises, please contact your child's teacher or the principal to discuss ways to correct the problem.

ELEMENTARY CREED

I am a Fairland Owl.

It is important for me to be the best Owl I can be.

To accomplish this, I will be courteous and polite.

I will shows others respect so they will respect me.

I will work hard and stay with the task until I am finished.

For this is my strength and shows my intelligence.

I will be neat in everything I do.

For this shows my true feathers.

These tasks will make me the best Owl I can be.

I will be wiser because of them

This will make my peers, my parents and my school proud of me.

I am proud to be a Fairland Owl!

Home-School Compact:

As the staff of Fairland Elementary,
We agree to:

- Hold high expectations for ourselves, students, and other staff members.
- Show respect for all students.
- Help to determine the educational needs of your child.
- Adjust the instructional program to meet the academic needs of your child.
- Provide a safe and orderly school environment.
- Seek your cooperation as parents to work as partners in the school.
- Provide frequent assessment and continuous feedback on how your child is progressing academically.

As a parent of Fairland Elementary,
I agree to:

- Make sure my child is on time and prepared everyday for school.
- Monitor out-side activities.
- Know how my child is doing in school by communicating with teachers.
- Monitor my child's homework and make sure study time is in a quiet place.
- Help my child to accept consequences for negative behavior.
- Limit TV viewing and read together daily with my child.
- Schedule a conference with the teacher about concerns with schoolwork and behavior.
- Check with my child daily for information sent home from school that will be useful.

As a student of Fairland Elementary,
I agree to:

- Come to school ready to do my best and to be the best.
- Listen, and follow directions.
- Know that I can learn, and that I will learn.
- Share papers with my parents and return signed papers to my teacher.
- Allow the teacher/staff to help me work through my problems.
- Be respectful of all staff members of Fairland Elementary School and of myself.
- Be honest and respect the rights of others.
- Ask for help when I don't understand.
- Read at home with my parents.

School: _____

Parent: _____

Student: _____

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Non-Discrimination

The Fairland Board of Education is committed to a policy of non-discrimination in relation to race, religion, sex, age, national origin, alienage, disability, or veteran status. This policy will prevail in all matters concerning staff, events, student, the public, employment, educational programs and services, and individuals, companies, and firms with whom the Board does business.

Admission

Admissions to elementary school: A child must be four years of age by September 1 if the child attends the Pre-Kindergarten Program. A child must be five years of age by September 1 to attend Kindergarten. Kindergarten students will be given a screening test. Results will be discussed with parents. Enrollment for these two programs will be in the month of April.

A child entering must present his/her birth certificate, social security card, and an up-to-date immunization record to enroll. If the child has Native American ancestry and has a Certificate Degree of Indian Blood Card this could be used to benefit the schools Native Education Programs.

Students who have not attended Fairland Elementary or were not enrolled in the last term should pre-enroll at least one week prior to the first day of school.

Students entering Fairland Elementary from a non-accredited school will be given the Fairland Competency Test for grade placement and must score 70% or above.

Parents should report immediately all changes in home telephone numbers, home addresses, and names of persons to be reached when a student is ill or hurt.

Parent/Teacher Council

The purpose of this organization is to create the best possible learning environment for the children of Fairland. Information concerning regular meetings of this organization will be sent home with your child. Your participation in the clubs activities are welcomed and greatly appreciated. For more information contact the elementary office.

Immunizations

Any minor child, through the parent, guardian, or legal custodian of the child, may submit to the health authority charged with the enforcement of the immunization laws of this state:

1. A certificate of a licensed physician as defined in Section 72512 of Title 59 of the Oklahoma Statutes, stating that the physical condition of the child is such that Immunization would endanger the life of the child; or
2. A written statement by the parent, guardian or legal custodian of the child objecting to immunization of the child; whereupon the child shall be exempt from the immunization laws of this state. (70-1210.192)

Arrival/Departure

The Breakfast Program begins at 7:30 A.M. Students not participating in the Breakfast Program do not need to be at school until 7:55 A.M.

Students should depart at the appropriate bell. Students who do not ride the bus home will not be allowed to leave until their designated bell. This is for the safety of the students.

Students should go directly "home" after school. Students are not allowed to stay on the grounds and play. The grounds are closed to the public during the school year until 5:30 p.m. The grounds are open to the community from 5:30 p.m. - 9:00 p.m. Students playing on the grounds at this time do so at their own risk and without school supervision. Students who do not conduct themselves appropriately after hours will be banned from using the playground after hours.

Cafeteria

The Fairland School District provides a hot breakfast and lunch program. A self-serve salad bar is provided during lunch time for grades second and up. Students are encouraged to make wise, balanced choices. Students must choose portions from at least three of the five main food groups. Milk may count as one of the child's food groups. Children may have a second helping if they have "cleaned" their tray. We encourage proper table manners. Students are responsible for picking up their trash. Food may not be taken from the cafeteria. Food should not pass from tray to tray.

Sack lunches are permissible. No glass bottles or containers should be sent to school. **Soft drinks cannot be consumed in the school cafeteria.**

Prices:

- Regular Breakfast - 75 cents
This includes milk and juice.
- Elementary Student Lunch - \$1.20
This includes milk or juice.
- Adult Lunch - \$2.35
- Extra milk/juice - 35 cents per carton

Procedures:

1. Free/Reduced meal applications will be distributed with enrollment papers and beginning of the year items. We encourage the return of these applications.
2. Students will not be allowed to eat school meals unless they pay on a daily basis or carry a credit balance. Exceptions are if the students have a current free meal application on file.
3. Elementary students that do not pay daily or have a credit balance will be asked if they brought their lunch. If the student does not bring their lunch, a sandwich and milk will be given.
4. You should pay any charge that you have accrued at the end of the school year; however, if this does not happened the previous year charges will be carried over to the current year and are required to be paid.

Visitors

All parents/visitors are required to report to the office when coming to school for any purpose. If for any reason parents or designated others must pick a student up before school is over, they must come in and check the student out in the school office. No student visitors will be allowed.

Parents are encouraged to confer with their child's teacher. Conferences should be scheduled before or after school or during the teacher's planning period. If a conference is needed, please call first to schedule an appointment. Parent-Teacher conferences are scheduled approximately two times a year. Check your school calendar for these dates.

Classroom visits are encouraged. A request should be made prior to the day of observation. All requests will need to go through the building principal.

Attendance, Absence & Make-Up Work

The school law provides that all boys and girls between the ages of 5-18 must attend school unless they have finished high school. The attendance officer will check all absences and if necessary file a case against the parent or guardian of any child who is habitually absent.

In order for a student to receive a passing grade, the student must be in attendance 90 percent of the semester period. If the absences of a student exceed nine absences in a single class, that student will not receive a passing grade. Absences because of school activities, illness substantiated by a medical doctor's or dentist's statement, religious observance of a holiday or those deemed unavoidable by the principal will not be counted against the 90 percent attendance requirement. If a student goes to a medical doctor or dentist, they must have a note from that physician/dentist office by the second day the student returns to school or no medical absence will be granted. Extended illness such as chicken pox, mononucleosis, etc., will also be marked medical upon review of the building principal. Death in family will not count toward

90 percent attendance requirement.

For each day absent the student will be allowed **two** days to make up work missed. For each day absent due to scheduled school activities, the student will be allowed one day for each day missed to make up work assignments or tests from the teacher.

A student who has not been in attendance 90 percent of the grading period and/or has not made up the work missed may receive an “F”. After the ninth absence students must have a doctor's note or it will be considered unexcused. Dr.'s notes for absences must be turned in within 48 hours upon return.

Tardy Policy

Students are considered tardy if they are not seated in the classroom and ready to begin when the tardy bell rings (8:00 AM), or if they leave before the last dismissal bell of the day. Excessive tardiness is considered truancy and will be reported to the District Attorney's office.

Moment of Silence

It shall be the policy of the Fairland 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 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. The minute of silence will be held at the start of the school day.

Health Related Items

Student Insurance:

Student insurance forms will be sent home with all students the first week of school. If you do not receive one, please contact the school office. The school cannot assume responsibility for student accidents. The insurance is policy is optional and will be explained in the brochures sent home.

Medication:

Prescribed medication must be kept in the office at all times. All medicine must be brought into the office by the guardian. No medication is to be kept in lockers or carried around by students. Medication that is to be given longer than ten days will require a written statement from a physician. A Medication: Administering To Students Authorization form **and** a Parental Authorization To Administer Medicine form must be completed and signed by the parent or guardian must accompany the medication. Students will not be given internal medicine (including aspirin) without parent permission. Students who have headaches frequently should provide their own medicine, accompanied by parent permission and guidelines.

Head lice

To comply with the state law and accordance with the recommendations of the Oklahoma State Department of Health, the following will be required of a student with head lice:

- Absence of crawling forms
- No nits present
- Continual problems will require a signed statement from a physician stating they are no longer afflicted with head lice. Since there is a compulsory attendance law, a student should not miss more than 1 day of school because of treatment of head lice.

**MEDICATION: ADMINISTERING TO STUDENTS
AUTHORIZATION**

Name _____ Grade _____

Teacher _____ Teacher _____

Time to be administered _____ a.m. _____ p.m.

Date from _____ to _____

TO PARENT/GUARDIAN/INDIVIDUAL ASSUMING PERMANENT CARE AND CUSTODY: Is the medication that you wish administered to your child prescription medicine? _____. If so, please provide the name of the medical doctor who prescribed the medication. _____

Is the child's disability or illness such that the medication must be self-administered by the child (asthma, etc.)? _____. If so, the student's medical doctor should include a statement to that effect in the child's prescription. The parent or guardian must provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication.

Prescription medication must be furnished by the parent or guardian with the original label prepared and attached by a pharmacist. The label must reflect the name, strength, and dosage of the medication and whether or not the medication may be self-administered by a minor. Non-prescription medication must be in the original container that must reflect the name and strength of the medication.

This form must be signed by the parent/guardian of the child named herein. The signature of the prescribing physician may be required at the discretion of the medication administrator.

Signature of Parent/Guardian/Individual Assuming
Permanent Care and Custody

Date _____

Physician's Signature
(required for self-administration of medication)

Date _____

PARENTAL AUTHORIZATION TO ADMINISTER MEDICINE

TO: _____
(Principal)

(School)

I am the parent with legal custody, the legal guardian, or individual assuming permanent care and custody of _____, a student attending this school. This student requires medication at intervals during the school day.

I hereby give my consent and authorize and request the school principal, or _____ (an employee of the school district designated by the principal and me) to:

_____ Administer _____, a non-prescription medication that I am hereby supplying you, in accordance with the written instructions of the child's physician that is attached hereto.

_____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the directions for the administration of the medicine listed on the label of the vial.

_____ Administer _____, a filled prescription medication that I am hereby supplying you, in accordance with the written instructions of the physician prescribing the medicine, which is attached hereto.

_____ Permit the student to retain the medication on the student's person since the medication must be administered at unpredictable intervals throughout the day. A physician's statement that the student is capable of, and has been instructed in the proper method of, self-administration of medication is attached.

I understand that under state law, the board of education, the school district, or the employees of the district shall not be liable to the student or the student's parent or guardian for civil damages for any personal injuries to the student which result from acts or omissions of school employees in administering the medicine I have hereby authorized or from the self-administration of medication by the student.

Dated this _____ day of _____, _____.

(Parent with Legal Custody, Guardian, or Individual Assuming Permanent Care and Custody)

(Address)

WITNESS:

SELF-ADMINISTRATION OF INHALED ASTHMA MEDICATION

In compliance with state law, the Fairland Public Schools permits the self-administration of inhaled asthma medication by a student for treatment of asthma. The parent or guardian of the student must provide the district written authorization for the student to self-administer the medication. The parent or guardian must also provide a written statement from the physician treating the student that the student has asthma and is capable of, and has been instructed in the proper method of, self-administration of medication. Additionally:

1. The parent or guardian must provide the school with an emergency supply of the student's medication to be administered as authorized by state law.
2. The school district will inform the parent or guardian of the student, in writing, and the parent or guardian shall sign a statement acknowledging, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
3. Permission for the self-administration of asthma medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the above requirements.
4. A student who is permitted to self-administer asthma medication shall be permitted to possess and use a prescribed inhaler at all times.
5. Definitions:
 - A. **Medication** means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label.
 - B. **Self-administration** means a student's use of medication pursuant to prescription or written direction from a physician.

Telephone

Students will not be allowed to call during class unless it is an emergency. Messages will be taken by the office and delivered to the student before the student leaves school. Students are not allowed to use any telephone unless they have permission from the office or teacher.

Special Education

The Fairland School District is prepared to meet the needs of disabled children. Parents or guardians of disabled children may contact the Special Education Director at 676-3224.

Parties

There are three parties scheduled during the school year: Halloween, Christmas, and Valentines. Arrangements for parties are to be made through the classroom teacher. All other parties must be approved. Students may celebrate birthdays if the parent and teacher make arrangements prior to that day. Birthday parties are usually held the last fifteen minutes of the day. Any food or treats sent to school must be prepackaged / store bought. Children who do not wish their child to participate due to personal or religious beliefs may pick their child up before the party with no penalty of absence.

Request for Teacher

Parents may request a particular teacher in grade levels K-5. The request should be based on the need of the student. Requests must be made between April 1st and May 1st. Request must be made in writing. Request forms may be obtained from the office. The form should be mailed or hand delivered to the attention of the building principal. The request will be considered and effort will be made to oblige. No request is guaranteed.

Placement of Multiple Siblings

Placement of siblings in a grade will be addressed on a case by case basis. Parental preference will be taken in consideration.

Student Dress

Students of Fairland Elementary are expected to dress appropriately and neatly and conduct themselves in a manner that will reflect credit to themselves, their family, and their school. Any student coming to school without proper attention given to the dress code will be sent home to prepare accordingly. Please find listed below some general rules for student appearance.

1. No student shall wear shorts, flip flops, sandals, etc. from Thanksgiving until after spring break. Students must wear socks with shoes during this period.
2. No part of a student's stomach should be revealed.
3. No cleats, house shoes, or skating type shoes are to be worn.
4. No clothing bearing suggestive or unpatriotic words or symbols, drug advertising, or alcohol advertising is to be worn.
5. Boxer shorts, tube tops, bandannas, head scarves, chains, cut-offs, mesh garments, saggy pants are unacceptable.
6. Fourth and fifth grade students cannot wear halter tops or spaghetti strapped shirts.
7. Pajamas cannot be worn unless the principal approves for a "special" day.
8. No hats (for boys or girls) should be worn inside the school building unless approved as a "special" day by the principal..
9. Parents should place names in clothing items that could be lost or misplaced.
10. No body piercing (exception: ear piercing).
11. No extreme hairstyles or color allowed.
12. Students will follow personal hygiene practices in a way that will not create a disruption in the classroom.
13. Students should wear athletic shoes at school for physical education class.

Other attire not listed may be deemed inappropriate because student dress should be modest and in such a style that does not cause a distraction. Any class time the student misses to change clothing will be counted as an unexcused tardy or absence. The **final** decision on appropriate dress will up to the discretion of the principal.

Student Loss

It is not the responsibility of the school for loss of items brought from home by the students. While playing, students may have a tear in clothing or personal item broken. The school district prohibits children from bringing toys, such as dolls, radios, roller blades, computer games, etc. Items possessing a monetary or personal value should be left at home.

Posters/Sales

Students should obtain permission from the principal to post any type material at the school. No items are to be sold without permission from the principal.

Library/Textbooks

Materials and books are to be checked and returned by standard procedures. Magazines, reference books, audio-visual materials, and equipment may not be checked out of the center.

Students are responsible for any material they check out. Lost books must be paid for by the student. Students who deface or destroy a book will either be fined or pay for the book. This will be at the librarian's discretion.

Students will be assigned one textbook per class. If that book is lost or stolen student must pay **replacement** cost before obtaining another book. If books are returned or found later, the student will be reimbursed for payment previously made.

School / Parent Communication Folder

Communication between home and school is essential. To assist in this area, students will receive a weekly folder each **Monday**. The folder will contain graded assignments, school information, etc. Parents need to review the contents of the folder, sign the front, and return it on Tuesday.

Progress Reports

Students' progress will be reported by grade cards each quarter, mid-quarter progress reports, and parent - teacher conferences. Parents are encouraged to arrange individual conferences throughout the school year to keep informed about their child's progress. Parents may access student grades on line. Contact the school office for more information.

Grades

Students are **not** to grade other student's papers.

Grades will be recorded as A,B,C,D,F,S,N, and U. Grades are assigned in grades 2-5. Pre-Kindergarten, Kindergarten, and First grade report student progress by checklists.

Grading Scale:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 or Below = F

Promotion and Retention

The Fairland 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 rate. Therefore, for some children, more than twelve years will be necessary to achieve the minimal standards or an appropriate education.

Grade level placement in the elementary will be based upon the child's maturity (emotional, social, mental, and physical), chronological age, school attendance (90%), 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.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not receive a passing grade 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) or guardian's 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 a child's progress to the child's parent(s) or guardian. Informal notes and personal conferences are necessary to help the teacher and the parent(s) or guardian understand the child's development and progress. The parent(s) or guardian shall be informed, and a conference scheduled if the parent(s) or guardian desire, when it becomes apparent that a child may need to remain at a grade level.

Upon request of a student, or the student's parent(s) or guardian, a student who has been recommended for retention, is failing a grade, or seeks advancement will be given the opportunity to demonstrate proficiency in the Oklahoma Academic Standards for the applicable grade level or course. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum area, for example: semester tests, portfolio, criterion-referenced test, project, or performance.

Students scoring advanced on the end of the year State test may qualify to take advanced level course work. Students will need to obtain teacher, principal, and parent /guardian consent. A second option for advanced coursework will be students who demonstrate proficiency in a set of competencies at the 70% 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 second option requires principal and parent /guardian consent for promotion/acceleration.

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

Students entering the first grade, if the reading deficiency of a student, as identified based on assessments administered as provided for in subsection B of this section, is not remedied by the end of third grade, as demonstrated by scoring "unsatisfactory" on the reading portion of the statewide third-grade criterion-referenced test or does not meet the guidelines that the State mandates to be proficient, the student shall be retained in the third grade.

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. Any student who demonstrates the required proficiency level on a state and district approved screening instrument pursuant to subsection B of Oklahoma state statutes shall not be subject to the retention guidelines found in this section. Upon demonstrating the proficiency through the 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 .
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 pursuant to subsection B the district shall immediately begin a student reading portfolio as defined by state guidelines. Parents/Guardians will be notified 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 "proficient" 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 parent(s) and/or guardian(s) of the child that the child is not yet reading at grade level in reading 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 (optional), 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 and 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 2016-2017 school year, a student not qualified for automatic promotion under paragraph 4 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 (optional), 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 principal and district superintendent. Both must approve 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. Students who score unsatisfactory or do not meet the RSA status on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption shall be retained in the third grade and provided intensive instructional services and supports.

7. Each school district shall annually report to the State Department of Education the number of students promoted to the fourth grade pursuant to paragraphs 1 and 3 of this subsection. Following each school year, each school district shall report the number of students promoted to a subsequent grade pursuant to the provisions in paragraph 5 of this subsection. The State Department of Education shall publicly report the aggregate and district specific number of students promoted on their website.

8. Nothing shall prevent the school district from applying the principles of paragraphs 4 and 5 of this subsection in grades kindergarten through second grade.

- (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 pre-kindergarten, 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 pre-kindergarten, 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.

MIDYEAR PROMOTION FOURTH-GRADE

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

Technology

Fairland Elementary has computers and internet capabilities in every classroom. Students are provided computer instruction weekly in school's computer lab. Students in grades 3-5 have a 1:1 program. With this educational opportunity also comes responsibility. It is extremely important that the following rules are followed:

The Internet is a privilege, not a right. Inappropriate use will result in the educational tool being revoked, denied, or suspended. The teachers and principal will deem what is inappropriate use and their decision is final. It is important that the staff, students, and parents read the ethic code, because misuse will result in discipline actions being taken.

Rules and Code of Ethics

As a computer user I agree to follow the rules and code of ethics in all my work with computers at Fairland Public Schools.

1. User will not waste supplies such as paper, printer ink, etc.
2. User will use only "school-appropriate" language and information.
3. User will use only "school-appropriate" Internet sites. No Chat Rooms, Facebook, Youtube, etc. E-mail is for authorized programs supervised by teachers.
4. Do not use computer devices or USB drives from home in school computer.
5. Students are not permitted to change configuration. (Screen savers, shortcuts, etc.)
6. User will not attempt to harm or destroy the hardware/software of a computer in any way.
7. User will not vandalize the data of other students. **User will take financial responsibility for cost incurred due to inappropriate use.**
8. User will not violate software copyright laws, which includes downloading shareware.
9. User will not give out any personal information about themselves or anyone else.
10. User realizes that electronic email will not be private: system operators will have access to all mail. Files stored on school-based computers will not be private. Administrators and staff members may review files and messages to maintain system integrity and insure that users are acting in a responsible manner.

11. **User will not be allowed on any computer within Fairland School District without a signed User Agreement on file.**

Agreement:

I understand that using network services within Fairland School District is a privilege and not a right. My use of this privilege may be suspended or revoked by the school at any time if I do not follow the terms of the Acceptable Computer Use Policy.

An application for computer and internet use will be sent home at the beginning of each school year for the student and parent/guardian to sign.

Emergency Procedures

During drills, the teacher is required to take roll of her class.

Fire/Evacuation Drill:

Alert - **Voice command through intercom / Flashing lights and ringing**

All Clear - One long continuous ring

Exit building to previously designated areas. Listen quietly for roll call and additional instructions.

Tornado Drill:

Alert - **Voice command through intercom**

All Clear - One long continuous ring.

Students should move to designated areas with a large hard textbook and wait quietly for instructions. In their designated area, the students should kneel and cover their heads with the book. Students should remain quiet and wait for additional instructions.

Lock Down:

Alert - **Voice command through intercom**

All Clear - One long continuous ring.

During lock down procedures teachers and staff are to do the following:

Students should move under desks or to the safest area of the room. Students should stay close to the ground, remain still, and quiet. Keep students in classrooms. Lock inside door of room with key, if possible. Turn off all lights.

Transportation

All buses used by the Fairland Schools must meet State Department of Education requirements and operate in cooperation with the regulations. Questions concerning routes are referred to the superintendent's office: 676-3811.

Field Trips

Parents may accompany their child on "most" school related field trips. Prior arrangements with the classroom teacher need to be made. Parents accompanying will be asked to help chaperone and/or be responsible for small groups; therefore, no siblings will be allowed on the bus. **No students can be checked out to attend a sibling's field trip.** Students should ride the bus to the activity.

Bus Riders

Riding the bus is a privilege. The bus is an extension of the classroom. If a student's conduct is unbecoming or in any way endangers the welfare of other students, this privilege can and will be taken away.

The driver is the person in charge of the bus. Students should show respect and be courteous at all times.

Bus Rules:

1. Obey the bus driver.
2. Walk as you get on and off the bus.
3. Keep the aisle clear of books and bags.
4. Talk quietly. No disrespectful language.
5. Keep all body parts inside the windows.
6. Stay in your seat, sit on your bottom, and face the front of the bus. Students should refrain from any type of horse-play. The safety of all depends on the driver being able to concentrate.
7. Cross the street carefully. Students should go at least ten feet in front of the bus, stop, and wait for the bus driver to signal, then cross the road.
8. No electronic devices should be brought to school or be on the bus.

Bike Riders

No bicycle shall be ridden on the school grounds. When a student reaches the campus on a bike, they should get off the bike and walk it to the designated area. Bicycle should be placed in the bike racks and locked.

Skateboarding/Roller Skating

Skateboarding or roller skating on school property is prohibited.

Guidance Counseling

The guidance program is provided to help each student to achieve his or her highest growth mentally, emotionally, and socially. We try to reach this in several ways:

1. Helping the new student feel at home in our school with new teachers and friends.
2. A testing program which is designed to help the student learn as much as possible about his or her strengths and weaknesses.
3. Career awareness and exploration is provided.
4. Decision-making process is encouraged.
5. Individual counseling upon request.
6. Group (classroom) guidance and activities are provided.

Student Behavior

The school's primary goal is to educate, not discipline. When the behavior of an individual student comes in conflict with rights of others, corrective actions are necessary for the benefit of the individuals and of the school.

All students will be treated fairly and in an equitable manner. Disciplinary action will be based on a careful assessment of the circumstances surrounding each infraction.

The following consequences will be used for students who continue to have poor work habits or behavior problems. The school staff is not limited to these alternative methods, nor does this list reflect an order or sequence of events in disciplinary actions.

Discipline Action List

1. Conference with student
2. Noon Detention
3. Referral to counselor
4. Behavioral contract
5. Conference with parents
6. Changing seat assignment
7. Requiring the student to make financial restitution
8. Requiring the student to clean or straighten items/facilities damaged
9. Restriction of privileges
10. Involve law enforcement
11. Referring the student to appropriate social agency

- 12. Suspension (10 days or less)
- 13. Expulsion (more than ten days)
- 14. In School Suspension
- 15. Saturday School
- 16. Any other disciplinary action deemed appropriate to the situation.

Examples of infractions:

Minor Infractions

Tardiness
 Running in the hall
 Pushing and Shoving
 Disrupting Class
 Crowding in line
 Improper Dress
 Wearing hats in building
 Eating food in unauthorized place

Major Infractions

Truancy
 Vandalism
 Possession of knives, guns, cigarette lighters, etc.
 The use and/or possession of tobacco products
 Open defiance
 Breaking the rules repeatedly
 Talking back to teachers
 Using bad language
 Using alcoholic drinks
 Fighting
 Using non-prescribed drugs
 Indecent exposure
 Leaving classroom without permission

Minor Infractions:

Lunch Detention

A lunch detention is given when a child is not being productive and/or is being a behavior problem. A noon detention is held for the child's entire lunch period. The child will bring their food tray and work into the designated room for the entire recess/lunch period. The principal has the option have assigning an After School detention or Saturday Detention if the situation warrants. When a child receives several detentions within one quarter of the school year, the child has had several consequences but shows no real desire to improve. This requires a more serious consequence. If a child has had several detentions with little to no improvement, the parent will be contacted and asked to meet to develop a plan of action.

To keep parents informed, the school will send a sign and return behavior report for each detention assigned home with the child (or the principal will call the parent). A note from the principal must be brought back signed by the parent/guardian on the next school day. If the note is not brought back or not signed the child will receive another detention.

Major Infractions:

1) Suspension from school

- a) Parents will be called to pick up child from school. Parents will be notified in writing if they are unable to be reached by phone or no phone is available.
- b) The school will provide three days work. The student will receive credit for the work if it is returned and completed on the notified "day of return" following the suspension.
- c) Parents must accompany the child to the school following the suspension for re-entry on the "day of return."

Suspension

The principal shall have the authority to suspend any student who is guilty of any of the following acts while in attendance at Fairland Public Schools, in transit by school transportation, under school supervision to or from school and functions authorized by the school district:

- A. Conduct calculated to disrupt the operation of the school
- B. Immorality or profanity
- C. Conduct which jeopardizes the safety of others
- D. Possession, threat, or use of a dangerous weapon
- E. Violation of written school rules, regulations, or policies
- F. Assault and battery
- G. Possession of any narcotic drug, stimulant, barbiturate, alcohol, tobacco, hallucinogen, or controlled substance
- H. Truancy
- I. Continued willful disobedience
- J. Notwithstanding any of the foregoing, and because of the disruption it poses to the educational process, all students are subject to disciplinary action, including suspension, for threatening, coercing, or harassing any school employee at any time
- K. Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, a school employee, or the school during school activities
- L. Adjudication as a delinquent for a violent or non-violent offense

If for any reason a school administrator finds it necessary to suspend a pupil, the following procedures will be accorded as minimum requirements of the due process clause of the Fourteenth Amendment of the constitution of the United States.

- A. Immediate removal of a student whose conduct disrupts the academic atmosphere of the school, endangers fellow students, teachers, or school officials, or damages property.
- B. Immediate notice to the student and parents of the reason(s) for the removal from school. The proposed suspension shall be given within 24 hours.
- C. No later than 72 hours after the actual removal of the student from school, the student and his/her parents must be given an opportunity to be present at a hearing before the suspension committee. The committee will determine if a suspension should be imposed. Such a hearing, which is not a judicial proceeding, must provide at a minimum:
 - 1. Statement in support of the charge against the student upon which the hearing is conducted.
 - 2. Statement by the student and others in defense of the charges and/or explanation of the student's conduct.
 - 3. The administrators are not required to permit the presence of counsel or follow any prescribed judicial rules.
 - 4. The administrator shall, within 72 hours, advise the student and parents by letter of his decision and reason thereof.

Appellant Procedure:

Any student who has been suspended under the steps listed above, or the student's parent(s), may appeal the suspension to the suspension committee if the period of suspension is ten days or less, or to the board of education if the suspension is for more than ten days. The following procedures shall govern the appellant process:

- 1. The student, or the student's parent(s), shall notify the superintendent as soon as possible following the suspension or the notice of the intent to suspend of their intent to appeal the suspension.
- 2. Upon receiving notice of a student's or parent(s)' intent to appeal, the superintendent shall advise the suspension committee (short term) or the president of the board of education (long term). The appeal shall be heard within ten days from the date the notice of intent is filed with the superintendent. The superintendent, at his/her discretion, may permit the suspended student to attend classes pending the outcome of the appeal.

3. During the hearing of the appeal, the student may be represented by legal counsel or other adult representative: may examine witnesses on his/her own behalf; cross examine opposing witnesses, and offer other evidence in the student's behalf including his/her own testimony.
4. The suspension committee (short term) or the board of education (long term) shall uphold the suspension, modify the terms of the suspension, or overrule the suspension. The student and the student's parent(s) shall be notified within five school days of a decision.
5. Decisions of the suspension committee may not be appealed to the board of education if the suspension is less than ten days.

Appeal For Reinstatement

Students who have been suspended for the remainder of a semester, or more, may petition the superintendent for reinstatement. The superintendent may, in his/her discretion, schedule an informal hearing with the concerned principal. At the hearing, the student may present evidence of attitude or behavior modification which would support reinstatement. The superintendent and the principal may recommend the reinstatement of the student or denial of reinstatement and submit a written report of the informal hearing to the board of education. The board shall take whatever action it deems appropriate.

Suspension Appeals Committee

A suspension appeals committee is hereby established which will consist of three administrators and two teachers. The members of the committee will be appointed by the superintendent.

Suspension Policies

Before a student is suspended out-of-school, the principal shall consider and apply, if appropriate, alternative in-school placement options that are not to be considered suspension, such as placement in an alternative school setting, reassignment to another classroom, or in-school detention. If alternative in-school placement options are considered inappropriate, the principal must provide written justification which will become part of the student's permanent record. A student suspended out-of-school shall be placed in a supervised, structured environment in either a home-based school work assignment setting or another appropriate setting in accordance with a plan prescribed by the school administration that provides education in accordance with the support regulations.

Parent/guardian will be provided a copy of the education plan and will bear the responsibility of monitoring the student's educational progress until the student is readmitted to school

The educational plan will be assembled by the teachers and principal. It must be requested by the parent/guardian of the suspended student before the sixth school day of suspension.

The request must be in writing with a signature of parent/guardian and date. Upon completion of request for the education plan by the parent/guardian the building principal will make available the plan to the parent/guardian. The student's work must be picked up and returned to the principal's office by the parent/guardian as specified in the educational plan.

The parent/guardian must present all evidence of compliance with the educational plan. This would include, but not limited to assignments, completed work, projects assigned and completed, test completed and graded, etc. Copies of all work plus a list of assigned activities will be included.

Work completed under an educational plan can merit no grade higher than a "C/70% ". If all these conditions are met and a passing grade(s) assigned after review of core teachers, then academic credit will be given to the student.

This policy applies to out-of-school suspension unless it is suspension for possession of a dangerous weapon or a controlled substance. This exception applies to any "dangerous weapon" and is not restricted to possession of a firearm. If this should occur Fairland School District will not provide a continuance of this or any other educational plan while student is in out-of-school suspension.

Students on out-of-school suspension for five days or less will not be provided with an educational plan nor will a student be allowed to make-up assignments during time of suspension. Days absent, under suspension, will be unexcused absences.

Students on out-of-school suspension for over five days will be allowed to make-up work in the core academic classes under an education plan. Core units shall consist of English, Math, Science, Social Studies, and the Arts for grade completion in K-8 and for graduation in grades 9-12.

Students with out-of-school suspension will not be permitted to participate in or attend any extracurricular activities during suspension. Suspended students will not be on school grounds except if parent/guardian is with student to confer with office personnel. Any violation of this policy may result in further disciplinary action.

A student who has been suspended for a violent offense which is directed towards a classroom teacher shall not be allowed to return to that teacher's classroom without the approval of that teacher.

**REQUEST FOR HEARING BEFORE THE
SUSPENSION APPEALS COMMITTEE**

NAME OF STUDENT: _____

DATE: _____

NAME AND ADDRESS OF PARENT/GUARDIAN:

Phone numbers where Parent/Guardian may be reached:

Home: _____

Office: _____

Other: _____

Statement of appeal (please provide as detailed a statement as is possible and feel free to attach supplemental pages if necessary for a complete understanding of your concerns): _____

Please identify any documents or other materials which support your appeal. If documents or materials are in your possession, please attach copies: _____

Please identify what action or relief you are seeking: _____

**NOTICE OF HEARING ON A SUSPENSION
BEFORE SUSPENSION APPEALS COMMITTEE**

TO: _____

SUBJECT: _____

Please be advised that, pursuant to your request as received by the administration office, a hearing before the Board of Education has been set for _____ at _____, o'clock, the _____ day of _____, 20____, in the Teacher's Conference Room, at which time evidence will be heard and a final determination rendered as the action taken by the administration of this school.

Your child is charged with violating the following school regulation: _____

Oklahoma School Laws, Section _____.

Those witnesses who will testify on behalf of the administration are: _____

Those witnesses who will testify on behalf of the student are: _____

Your and/or your child may have legal counsel present at the hearing.

Superintendent

Disclaimer

The preceding discipline steps are meant as a guide only. In severe or unusual cases, the judgment of the administrator will take precedence.

Seizure and Search

The superintendent or, principal, teacher, or security personnel of any public school in the State of Oklahoma, upon reasonable suspicion, shall have the authority to detain and search or authorize the search, of any pupil or property in the possession of the pupil when said pupil is on any school premises or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school, for dangerous weapons or, controlled dangerous substances, as defined in the Uniform Controlled Dangerous Substances Act, intoxicating beverages, low-point beer, as defined by Section 163.2 of Title 37 of the Oklahoma Statutes, or for missing or stolen property if said property be reasonably suspected to have been taken from a pupil, a school employee or the school during school activities. The search shall be conducted by a person of the same sex as the person being searched and shall be witnessed by at least one other authorized person, said person to be of the same sex if practicable.

Pupils shall not have any reasonable expectation of privacy towards school administrators or teachers in the contents of a school locker, desk, or other school property. School personnel shall have access to school lockers, desks, and other school property in order to properly supervise the welfare of pupils. School lockers, desks, and other areas of school facilities may be opened and examined by school officials at any time and no reason shall be necessary for such search. Schools shall inform pupils in the student discipline code that they have no reasonable expectation of privacy rights towards school officials in school lockers, desks, or other school property.

(70-24-102)

Special Programs

Student Recognition:

Fairland Elementary believes in developing the whole child; therefore, we have developed a variety of programs to try and reach all our children.

Star Students

Star Students is a program designed to recognize students with outstanding behavior. One student will be chosen each month from each classroom. Students will be selected on the basis of their behavior. Students who are chosen will receive a prize and certificate.

Other programs are as follows:

- Science/Media/Art Fair
- Young Authors / Writing Awards
- Academic Competitions
- FSN Newscast
- Track and Field Day
- Safety Patrol
- Honor Roll Parties
- Special Olympics
- Soft Seven
- Accelerated Reader
- Owl Camp
- Reading Sufficiency
- Fairland Elementary Little Theater (Grades 4-5)
- Mighty Milers (Grades 4-5)

Monthly Assemblies

Assemblies will take place in the gym. Students will state the Pledge of Allegiance, School Creed, and sing a song together. A segment will be designated to recognizing students. General announcements will be made. Assemblies will be led by each classroom. The duty of leading the assembly will rotate from class to class.

Missing Work

Home work is considered a vital part of the educational experience. Students are expected to develop good work habits. This requires a partnership between the school and home. Students in grades three, four, and five who do not complete work in compliance with classroom requirements will follow the Zeros Aren't Permitted guidelines.

ZAP (Zeros Aren't Permitted)

Step One:

Student's work is incomplete for class.

- Teacher sends ZAP notice home with student.

Step Two:

Student returns signed notice and completed work to the classroom teacher by 8:00 a.m

- Process Ends!
- 10% off the grade earned is deducted.

Student fails to return signed notice.

- Student assigned noon detention.
- Parent is notified via phone or text.

Step Three:

Student fails to complete homework.

- Parent is notified. Student is assigned a noon detention.

Step Four:

Student reports to ZAP and fails to complete assignment.

- Saturday school is assigned.

Step Five:

Student fails to complete work in Saturday Session.

- The student will be assigned ISS until the student is caught up.

*Other:

- If a student returns assignment before assigned ZAP day, they would not have to attend ZAP. They would lose the corresponding percentage off.
- 10% will be deducted each day the assignment is late with a maximum of 50% being deducted.
- Students who were assigned three days of zap notices in one week will receive a Saturday Session.

Gun-Free Schools

It is the policy of Fairland Elementary to comply with the Gun-Free Schools Act.

1. Any student in this school district who has a firearm at school, at any school sponsored event, or in or upon any school property including transportation or school sponsored transportation will be removed from school for not less than one full calendar year.

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

Such firearm or weapon will be confiscated and released only to proper legal authorities.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person, except a peace officer or other person authorized by the board of education of the district to have in such person's possession or any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers a weapon as defined below:

"...any pistol, revolver, dagger, bowie knife, dirk knife, switchblade knife, spring-toy knife, sword cane, knife having a button, spring, or other device in the handle of the knife, blackjack, loaded cane, billy, hand chain, metal knuckles, or any other offensive weapon."

Any student who violates Section 2 of this policy will be subject to discipline which may include suspension up to one full calendar year (for firearms) or for any term less than one calendar school year (for weapons other than firearms) as determined by the superintendent or superintendent designee.

Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act if any such student are determined to be in violation of this policy.

The superintendent or designee may modify the provisions of this policy on a case by case basis. However, any substantial modification must be reported to the board of education at its next meeting. Reference: 18 U.S.C., 921 21 O.S., 1280.1

Wireless Telecommunications Devices

Elementary students are discouraged to bring these items to school. A parent may fill out a request form if there are specific reasons for the child to need an exception made. If the parent and principal agree that one may be brought, the child must check in any wireless telecommunication device to the office or classroom teacher immediately upon arrival. If it is not approved and checked in, the device will be taken away for parents to pick up the first time. Any time the student is found with a wireless device after this will result in disciplinary action.

Public Notice

Family Educational Rights and Privacy Act

In an effort to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), Fairland Public Schools (I031) would like to notify parents and eligible students of their rights under FERPA.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

*Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

*Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

*Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, with a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

1. The right to inspect and review the student's education record.
2. The right to exercise a limited control over other people's access to the student's education record.
3. The right to seek to correct the student's education record; in a hearing if necessary.
4. The right to report violations of the FERPA to the Department of Health, Education and Welfare.

5. The right to be informed about FERPA rights.

Copies of the Fairland School FERPA policy may be examined in the office of the superintendent or special education director. Reproduction of the policy is possible upon request at a charge of 10 cents per page. The district will arrange to provide translations to non-English speaking parents in their native language.

GRIEVANCE PROCEDURE FOR FILING, PROCESSING AND RESOLVING ALLEGED DISCRIMINATION COMPLAINTS (Students and Employees)

I. DEFINITIONS

- A. Discrimination Complaint: A written complaint alleging any policy, procedure or practice which discriminates on the basis of race, color, national origin, sex (including sexual harassment) or qualified handicap.
- B. Student Grievant: A student of the School District who submits a complaint alleging discrimination based on race, color, national origin, sex (including sexual harassment) or qualified handicap. A parent's complaint shall be treated in the same manner as a student's complaint.
- C. Employee Grievant: An employee of the School District who submits a complaint alleging discrimination based on race, color, national origin, religion, sex, age (including sexual harassment) or qualified handicap.
- D. Title IX, ADA, Title VII and 504 Coordinator(s): The person(s) designated to coordinate efforts to comply with and carry out responsibilities under Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, Title VII of the Civil Rights Act of 1964, as amended, Section 504 of the Rehabilitation Act of 1973 and any other state and federal laws addressing equal educational opportunity. The Coordinator under Title IX, ADA, Title VII and 504 is responsible for processing complaints and serves as moderator and recorder during hearings. The Coordinator of each statutory scheme may be the same person or different persons.
- E. Respondent: The person alleged to be responsible for the violation contained in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisory responsibility for procedures and policies in those areas covered in the complaint.
- F. Day: Day means a working day when the School District's main administrative offices are open. The calculation of days in complaint processing shall

II. PRE-FILING PROCEDURES

- A. Prior to the filing of a written complaint, the student or employee is encouraged to visit with the building principal or the District's Title IX, ADA, Title VII or 504 Coordinator, as applicable, and reasonable effort should be made at this level to resolve the problem or complaint.

III. FILING AND PROCESSING DISCRIMINATION COMPLAINTS

- A. Grievant: Submits written complaint to the Coordinator, as applicable, stating name, nature and date of alleged violation; names of persons, responsible (where known) and requested action. Complaint must be submitted within 30 days of alleged violation. Complaint forms are available from the office of the District's Title IX, ADA, Title VII and 504 Coordinator
- B. Coordinator: Notifies respondent within 10 days and asks respondent to:
 1. Confirm or deny facts;
 2. Indicate acceptance or rejection of student or employee's requested action; or
 3. Outline alternatives.
- C. Respondent: Submits written answer within 10 days to the applicable Coordinator.
- D. Coordinator: Within 10 days after receiving respondent's answer, applicable Coordinator refers the written complaint and respondent's written answer to the principal or other designee. The Coordinator also schedules a hearing with the grievant, the respondent and the principal or other designee.

- E. Principal, Grievant, Respondent and Coordinator: Hearing is conducted.
- F. Principal: Issues within 10 days after the hearing a written decision to the student or employee, respondent and applicable Coordinator.
- G. Grievant or Respondent: If the Grievant or respondent is not satisfied with the decision, they must notify the applicable Coordinator within 10 days and request, in writing, a hearing with the Superintendent.
- H. Coordinator: Schedules within 10 days of request a hearing with the grievant, respondent and Superintendent.
- I. Superintendent, Grievant, Respondent and applicable Coordinator: Hearing is conducted.
- J. Superintendent: Issues a written decision within 10 days following the hearing.
- K. Grievant: If the grievant or respondent is not satisfied with the decision, they must notify the applicable Coordinator, in writing, within 10 days and request a hearing with the board of education.
- L. Coordinator: Notifies Board of Education, in writing, within 10 days after receiving request. Coordinator schedules hearing with the board of education. Hearing is to be conducted within 30 days from the date of notification to the board of education.
- M. Hearing held by the Board, Grievant, respondent and applicable Coordinator and the Board issues a final decision at the hearing regarding the validity of the grievance and any action to be taken.

IV. GENERAL PROVISIONS

- A. Extension of time: Any time limits set by these procedures may be extended by mutual consent of the parties involved. The total number of days from date that complaint is filed until complaint is resolved shall be no more than 180 days.
- B. Access to Regulations: Upon request, the school district shall provide copies of any school district regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified handicap or veteran status.
- C. Confidentiality of Records: Complaint records will remain confidential, to the extent allowed by law, unless permission is given by the parties involved to release such information. All complaint records will be kept separate from any other records of the school district. No complaint record shall be entered in any personnel file unless adverse employment action is taken against an employee. Complaint records shall be maintained on file for three years after complaint resolution.

GRIEVANCE COMPLAINT FORM

1. Name and Address of Charging Party (Grievant):

2. Date: _____

3. Phone numbers where Grievant may be reached:

Home _____

Office _____

Other _____

4. Statement of grievance (please provide as detailed a statement as is possible and Feel free to attach supplemental pages if necessary for a complete understanding Of your concerns)

5. Please identify any documents or other materials which support your grievance. If documents or materials are in your possession, please attach copies to this grievance

6. Please identify what action or relief you are seeking as a result of this grievance.

Signature of Grievant

IF, AS A RESULT OF A DISABILITY, YOU NEED ASSISTANCE IN COMPLETING THIS FORM PLEASE CONTACT THE DISTRICT’S ADA COORDINATOR FOR ASSISTANCE OR ACCOMMODATION.

FAIRLAND PUBLIC SCHOOLS

SECTION 504 PROCEDURES

The Fairland School District recognizes its responsibility to children who are or may be “disabled” under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) or the Individuals with Disabilities Education Act (the “IDEA”). The Fairland School District also recognizes that Section 504 potentially encompasses a larger segment of the student population than the IDEA due to 504’s broad definition of the term “disability.” To ensure that all School District employees know what to do when they suspect that a student’s difficulties in the regular education environment are the result of a disability, the Fairland School District adopts the following definitions and procedures.

Under Section 504, an “individual with a disability” is a person who (a) has a physical or mental impairment, which substantially limits one or more major life activities, (b) has a record or history of such an impairment or (c) is treated by others as having such in impairment. A “physical or mental impairment” means (a) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any

mental of psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, specific learning disabilities. The types of “major life activities” referred to (a) are caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, working and learning. A “qualified individual with a disability” is an individual with a disability who is (a) of an age during which nondisabled persons are provided educational services or (b) of an age during which Oklahoma law or the IDEA requires educational services for disabled persons.

The Fairland School District must provide every “qualified individual with a disability” a free appropriate public education. A “free” education means the provision of educational and related services without cost to disabled students or their parents except those fees that are charged to all students. An “appropriate” education means the provision of regular or special education and related services that are designed to meet the individual educational needs of disabled students.

If a school district employee suspects that a student may be a “qualified individual with a disability”, he or she will advise the designated building representative. The building representative will convene a meeting that includes persons knowledgeable about the child, the meaning of evaluation data and placement options. The team need not include the child’s parent or guardian. The team will try to determine, based on all available data, whether the child is or is not disabled. In making this decision, the team will draw upon information from a variety of sources, including aptitude and achievement tests, teacher recommendations, the child’s physical condition, social or cultural background and adaptive behavior. All information will be documented. The team may determine that it has insufficient information upon which to base a decision. In that case, the team will complete a referral for evaluation and a parent permission form to send to the parent.

If the team determines that a medical evaluation is necessary to determine the existence of a physical or mental impairment (or the appropriate placement or program for a disabled student), the team will include that evaluation on its referral. If the team refers the student for a medical evaluation, the School District must pay for the evaluation. On the referral, the team will be specific about the scope of the evaluation to avoid physician referrals for additional medical evaluations that may cause disputes over payment responsibility. If the team determines that a medical evaluation is unnecessary and the parent or guardian disagrees or if the parent is dissatisfied with the results of a medical evaluation obtained by the School District, he or she can obtain an independent evaluation and request an administrative due process hearing to seek reimbursement from the School District.

If the team determines that a child is or may be disabled, it will also discuss modifications that can be made in the regular education environment to address the child’s disability. These modifications can include but are not limited to schedule and assignment modifications, adaptive furniture and equipment and special seating arrangements. If modifications are appropriate for the child, the team will complete an “accommodation plan”, listing the modifications to be provided, the person(s) responsible for implementing each component of the plan and the starting and ending dates for each component. The plan will be sent to the parent with a copy of the attached form letter and list of parental rights. If the team has identified a need for further evaluation, it will also include the completed referral and parent permission form. Following completion of the evaluation, the team will follow the procedures ordinarily used by the school district to review the evaluation results.

The team will implement the accommodation plan immediately, even if it also referred the child for evaluation. Modifications made in the regular classroom environment do not constitute a special education placement, so the child parent or guardian need not approve the plan. However, the parent does have the right to notice of the child’s identification as a disabled or potentially non-disabled person and to request an administrative due process hearing to contest the child’s identification. The parent also has the right to review the accommodation plan and to request an administrative due process hearing to contest the plan if the parent believes that it does not provide

a free appropriate public education. The team will review the accommodation periodically and will advise the parent or guardian in writing of any changes in the plan.

The Fairland School District must educate disabled students and provide them nonacademic and extracurricular services and activities with non-disabled students to the maximum extent appropriate to the needs of the disabled student. The term “extracurricular services and activities” includes meals, recess, counseling, physical recreational athletics, transportation, health services, recreational activities and school-sponsored special interest groups or clubs. The team may determine that a disabled student cannot receive a free appropriate public education just through modifications in the regular education environment. However, the team can remove a disabled student from the regular education environment only after notice to the parent and only if it can demonstrate that the child cannot be educated satisfactorily in the regular education environment using supplementary aids and services. For example, the team may determine that regular classroom placement is inappropriate to the needs of a disabled student because he is a danger to himself or others or because he is unduly disruptive in the regular classroom environment and because the danger or disruption cannot be adequately minimized by using supplementary aids and services. In all cases, the team will thoroughly document the reason(s) for the removal of a disabled student from the regular education environment. The child’s parent or guardian has the right to notice of the child’s proposed placement in special education (and to other significant changes in his or her placement) and to request an administrative due process hearing to contest the proposed placement (or significant change in placement).

If the team proposed special education placement for a disabled student, it will follow the procedures used by the school district for students identified as disabled under the IDEA, including its IEP team, annual review and evaluation procedures.

Section 504 Referral Form

Date of Referral: _____
Student's Name: _____
School: _____
Grade/Class: _____
Date of Birth: _____
Address: _____
Phone: _____

Teacher: _____
Age: _____

Reason(s) for Referral:

Pre-Referral Actions to Address Concerns:

Person Making Referral: _____

Section 504 Evaluation Report

Date of Report: _____
Student: _____
Address: _____
Phone: _____
School: _____
Grade: _____
Parent: _____

cc. Parents
Section 504 Coordinator
Principal
Educational Record

Area(s) of Concern:

Area(s) Evaluated:
Area: _____
Evaluation method: _____
Evaluator: _____
Findings:

Area(s) Evaluated:
Area: _____
Evaluation Method: _____
Evaluator: _____
Findings:

Evaluation Committee Members:

PARENT NOTICE
 PERMISSION FOR 504 EVALUATION

STUDENT NAME: _____ DOB: _____ AGE: _____ GRADE: _____

ADDRESS: _____

PHONE: _____ SCHOOL: _____

1. NOTICE:

a. A referral for a 504 evaluation has been initiated in order to determine the cause, extent or possible remediation for a suspected physical or mental impairment. The reasons for this referral are:

b. Other options considered and general education intervention procedures employed:

c. Other factors relevant to proposed evaluation:

d. Proposed Assessment/Techniques/Personnel:

Assessment Area	Evaluation Techniques	Possible Evaluation/ Consultation Personnel
Medical: Specify	Questionnaire	Physician
Other:		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

e. Date/time of 504 Conference Committee Meeting: _____
 (Refer to Notice of 504 Conference Committee Meeting).

2. PERMISSION:

The evaluation will be conducted within () instructional days of parent permission (which begins the date the form (signed) is received by the principal). A 504 conference will be held to discuss the evaluation and any educational program recommendations. I understand the reasons for the referral and the description of the evaluation process and have checked the appropriate box below:

_____ Permission is given voluntarily to conduct the evaluation process as described.

_____ Permission is denied.

_____ Interpreter Needed (Specify) _____

_____ I have received a written copy of the Notice of Parent/Student Rights in Identification, Evaluation and Placement of disabled Individuals explained to me by: _____

 Parent/Guardian's Signature Date

 Principal Date

 Other Date

SECTION 504 ELIGIBILITY DETERMINATION

Name _____ DOB _____ Grade _____

School _____ Date of Meeting _____

1. Why is the team considering this student for 504 eligibility?
2. Does this student have or appear to have a physical or mental impairment which substantially limits one or more of the major life activities listed below?

A “physical impairment” means any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine.

A “mental impairment” means any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities.

Yes ___ No ___ If the answer is yes, identify the impairment and check the activity that it limits:

Impairment:

Walking _____	Performing manual tasks _____	Talking _____
Hearing _____	Seeing _____	Learning _____
Working _____	Caring for self _____	Speaking _____

3. Identify the documentation and rationale supporting the team’s determination in 2.

If the answer to 2. Is yes, the student is a qualified with a disability under Section 504. The student is entitled to a free appropriate public education, including special education and related services.

- (a) If the School District will serve the child in a special education setting during any portion Of the school day, the team will prepare an Individualized Education for the child.

If the School District will serve the child only in a regular education setting, the team will prepare an “Accommodation Plan” identifying the modifications to be made for the child in the regular classroom and the persons responsible for implementing each component of the plan.

- (i) Review date _____ (at least annually)
- (ii) Review meeting coordinator _____

If the answer to 2. Is no, the student is not a qualified individual with a disability under Section 504.

Participants (Name and Position):

The participants should include persons knowledgeable about the child, the meaning of the evaluation data the team used to make its determination and placement options.

sc: Student’s Cumulative File
Parent
Special Services

**POLICY CONCERNING PROCEDURAL SAFEGUARDS
PROVIDED UNDER SECTION 504
OF THE REHABILITATION ACT OF 1973**

The School District will provide the procedural safeguards identified in this Policy whenever a qualified individual with a disability or his or her parent or guardian requests an administrative hearing under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) regarding the identification, evaluation or educational placement of the qualified individual with a disability.

The School District will request that the Oklahoma State Department of Education (“SDE”) appoint a hearing officer to resolve all issues raised by the hearing request, whether those issues involve only Section 504 or both Section 504 and the Individuals with Disabilities Education Act. The School District or its legal representative will also mail the person who requested the hearing the list of due process rights and hearing procedures attached hereto. The School District will afford that person the listed due process rights, and the hearing will be conducted in accordance with the listed hearing procedures.

Any party aggrieved by the hearing decision may request an appeal by sending written notice of his or her intent to appeal to SDE. If the notice is timely, the School District will request the SDE appoint an appeal officer to review the issues raised by the notice. If the appeal officer determines that an appeal hearing is necessary to resolve the issues, the listed hearing procedures will be followed.

If SDE will not appoint a hearing officer to hear all the issues raised by the hearing request, the School District will employ an impartial third party to hear the issues. Any party aggrieved by the hearing decision rendered by a hearing officer appointed by the School District may request an appeal by sending written notice of his or her intent to appeal to the School District. The notice must be received by the School District within 30 calendar days after the appealing party receives the initial hearing decision. If SDE will not appoint an appeal officer to review all issues raised by a timely notice, the School District will employ an impartial third party to review the issues. The School District also has the right to request a hearing under Section 504 regarding the identification, evaluation or educational placement of a qualified individual with a disability. Whenever the School District request such a hearing, the School District or its legal representative will mail the parent or guardian of the qualified individual a copy of the list of due process rights and hearing procedures attached hereto, and the School District will follow the procedures identified in this policy.

**DUE PROCESS
AND
HEARING PROCEDURES**

Due process safeguards have long been a strong component of IDEA. These safeguards provide students with disabilities and their parents with extensive rights. Schools that serve students under 504 are also required by Section 104.36 to establish and implement procedural safeguards related to the identification, evaluation, or educational placement of children. These safeguards must include

- notice
- an opportunity for parents or guardian of the student to examine relevant records,
- an impartial hearing, and
- a review procedure

One of the first things schools need to do when dealing with a child who has been referred for 504 services is to inform parents of their procedural rights. Section 504 regulations describe the following rights for parents and students:

- right to be informed by the district of specific due process rights
- right for the child to have access to equal academic and non-academic school activities
- right for the child to have an appropriate education in the least restrictive setting, which includes accommodations, modifications, and related services
- right to notice regarding referral, evaluation, and placement
- right for the child to have a fair evaluation conducted by a knowledgeable person(s)
- right to an administrative appeals process

- right to examine and obtain copies of all school records

Unlike IDEA, Section 504 does not require consent prior to an initial evaluation or for the accommodation plan. However, it is good practice for the school to request such permission. On the other hand, notice is required. The best advice for schools related to notice and consent is to follow the procedures of IDEA. It is significantly better for schools to do more regarding due process than is required than less. If complaints are filed by parents, schools fare much better if they have gone beyond procedural safeguard requirements and have exhausted efforts to gain parental involvement and consent than if they just meet the minimum requirements.

Complaints under Section 504 have to be filed within 180 days of the reputed violation of the act. Complaints are filed with the Department of Education and should be sent to the Office for Civil Rights of the Department of Education in the region where the school district is located.

The complaint does not have to be on any particular form, but should include the Following information (Underwood & Mead, 1995):

- Name, address, and telephone number of the complaining party;
- The basis for the complaint, such as disability discrimination;
- Names of who has been affected by the discrimination;
- Name and address of the discriminating agency, if known;
- The approximate date of the discriminatory conduct;
- A brief description of what happened;
- Signature of the complaining party.

An administrative investigation follows the complaint.

Unlike IDEA, which requires administrative action before court action, the majority of courts permit individuals to bring actions related to a 504 complaint directly to the court (Underwood & Mead, 1995). However, if parents file a complaint regarding section 504 services, the school district must have in place an impartial hearing procedure similar to the one required by IDEA. This opportunity must be afforded parents if they choose an administrative appeal over immediate court action.

Unlike IDEA, Section 504 regulations do not contain extensive, specific requirements for the hearing process; rather, 504 requires that hearings should be *reasonable*. OCR makes the ultimate determination on whether the hearing process is reasonable.

An IDEA hearing officer may be able to resolve a 504 dispute as part of an IDEA problem; however, if this cannot be done, the school must have another system in place to handle 504 complaints (Underwood & Mead, 1995).

When at all possible, schools should avoid Section 504 complaints and due process hearings. Regardless of the outcome of the complaint, schools and families have to work together to try to provide an appropriate education to children. Unfortunately, most complaints and hearings exacerbate adversarial relationships between school personnel and family members, making it even more difficult to meet the needs of the child in the future. There are several things that schools can do in an attempt to avoid complaints and hearings. These include (Podemski, et al., 1995):

1. Focus on the child. Make an attempt to provide appropriate programs for children. Parents must attempt to be objective in reviewing the child's program.
2. Involve parents. Have a positive attitude about involving parents; make Extra efforts to get parents involved in programming decisions. Parents should attempt to get involved with school personnel prior to the complaint or hearing.
3. Be sure that assessment does not discriminate and addresses the student's needs.
4. Document everything. Proper documentation helps all parties keep events in perspective.
 - document phone calls
 - keep copies of letters and notices

- make a record of face-to-face conversations
- send important material by registered mail

Attempt to mediate. If a disagreement can be worked out, it generally is better for all parties, especially the child.

Regardless of efforts to prevent complaints and hearings, they often occur. In these instances, there are several things that should be done in preparing for a hearing.

These include (Podemski, et al., 1995):

1. Hire an attorney. Schools generally fare better in appeals procedures when they have attorneys representing their views.
2. Determine the key issues in the case. Hearings can deteriorate too many side issues without an effort to focus on the key points of the case.
3. Review Section 504 and other regulations. A review of regulations can help schools understand their responsibilities related to a specific case.
4. Understand the ground rules. School personnel must understand how hearings are conducted and be prepared to present their case in the best manner possible.
5. Prepare for the hearing. School personnel need to prepare for the hearing by organizing their case and adequately preparing their witnesses.
6. Anticipate the other party's case. Schools will do better in hearings if they understand the arguments that will be brought forth by the other party so they can be prepared to respond to various issues.

Hearing preparation is an extremely important part of the impartial hearing process. During preparation for a hearing, school personnel may realize that the legal issues support the parents' point of view and therefore attempt to mediate the conflict. Without this realization, a great amount of time, effort, and resources may be wasted.

Of course, the primary reason for preparation for an impartial hearing is to enable the school to be prepared to present its best case. There are some situations where the intent of 504 is not best served simply because the school was not prepared and did not present a sound case to the hearing officer.

The table on the following page depicts a checklist that school personnel can use in preparation for a 504 hearing.

Harassment/Bullying

It is the policy of this school district that threatening behavior, harassment, intimidation, and bullying of students by other students, personnel, or the public will not be tolerated. Students are expected to be civil, polite, and fully engaged in the learning process. Students who act inappropriately are not fully engaged in the learning process. This policy is in effect while the students are on school grounds, in school vehicles, at designated bus stops, at school-sponsored activities, or at school-sanctioned events, and while away from school grounds if the misconduct directly affects the good order, efficient management, and welfare of the school district. Threatening behavior, harassment, intimidation, and bullying of students by electronic communication is prohibited whether or not such communication originated at school or with school equipment, if the communication is specifically directed at students or school personnel and concerns harassment, intimidation, or bullying at school.

Harassment is intimidation by threats of or actual physical violence; the creation by whatever means of a climate of hostility or intimidation; or use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes but is not limited to harassment on the basis of race, sex, creed, color, national origin, religion, marital status, or disability.

As used in the School Bullying Prevention Act, "harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any

student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation and bullying include, but are not limited to, gestures or written, verbal, or physical acts, or electronic communications. Such behavior is specifically prohibited. In administering discipline, consideration will be given to alternative methods of punishment to insure that the most effective discipline is administered in each case. In all disciplinary action, teachers and administrators will be mindful of the fact that they are dealing with individual personalities. The faculty may consider consultation with parents to determine the most effective disciplinary measure.

In considering alternatives of corrective actions, the faculty/administration of the school district will consider those listed below. However, the school is not limited to these alternative methods, nor does this list reflect an order or sequence of events to follow in disciplinary actions. The board of education will rely upon the judgment and discretion of the administrator to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parents.
3. In-school suspension
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat assignment or class assignment
8. Requiring a student to make financial restitution for damaged property
9. Requiring a student to clean or straighten items or facilities damaged by the student's behavior
10. Restriction of privileges
11. Involvement of local authorities
12. Referring student to appropriate social agency
13. Suspension
14. Other appropriate disciplinary action as required and as indicated by the circumstances which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities and/or class trips.

Harassment set forth above may include, but is not limited to, the following:

1. Verbal, physical, or written harassment or abuse;
2. Repeated remarks of a demeaning nature;
3. Implied or explicit threats concerning one's grades, achievements, etc;
4. Demeaning jokes, stories, or activities directed at the student;
5. Unwelcome physical contact;

The superintendent shall develop procedures providing for:

1. Prompt investigation of allegations of harassment
2. The expeditious correction of the conditions causing such harassment;
3. Establishment of adequate measures to provide confidentiality in the complaint process;
4. Initiation of appropriate corrective actions;
5. Identification and enactment of methods to prevent reoccurrence of the harassment; and
6. A process where the provisions of this policy are disseminated in writing annually to all staff and students.

Prohibiting Harassment, Intimidation and Bullying

Investigation Procedures

The following procedures will be used by any person for the filing, and resolution of a reported incident of harassment, intimidation, bullying, or threatening behavior. The procedures are to be followed by the administration of the school district in an effort to determine the severity of the incident and the potential to result in future violence.

Definitions

1. "Harassment, intimidation, and bullying" means any gesture, written or verbal expression, electronic communication, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to the student's person or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student. Harassment, intimidation, and bullying include, but are not limited to, gestures, written, verbal, or physical acts, or electronic communications.

"Electronic communication" means the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless communication device, or a computer.

"Threatening behavior: means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

Procedures

The procedure for investigating reported incidents of harassment, intimidation, and bullying or threatening behavior, is as follows:

1. The matter should immediately be reported to the building principal. If bullying involved an electronic communication, a printed copy of the communication as well as any identifying information such as email address or web address shall be provided to the building principal. As much detailed information as possible, should be provided to the building principal in written form to allow for a thorough investigation of the matter.
2. Upon receipt of a written report, the building principal shall contact the superintendent and begin an investigation to determine the severity of the incident and the potential for future violence.
3. If, during the course of the investigation, it appears that a crime may have been committed the building principal and/or superintendent shall notify local law enforcement and request that the alleged victim also contact law enforcement to report the matter for potential criminal investigation.
4. If it is determined that the school district's discipline code has been violated, the building principal shall follow district policies regarding the discipline of the student.
5. Upon completion of the investigation, the principal or superintendent may recommend that available community mental health care options be provided to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior. If such a recommendation is made, the administration shall request disclosure of any information that indicates an explicit threat to the safety of students or school personnel provided the disclosure of information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

Hazing

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

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

"Endanger the physical health" shall include, but is not limited to, any brutality or a physical nature, such as whipping; beating; branding; forced calisthenics; exposure to the elements; forced consumption of any

food, alcoholic beverage, drug, or controlled dangerous substance; or other forced physical activity which could adversely affect the physical health or safety of the individual.

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

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

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

A copy of this policy will be furnished to each student and available to every teacher in this school district. (21 O.S. §1190)

Asbestos Hazard Emergency Response Act

The U.S. Environmental Protection Agency has required that all public and private schools inspect all school buildings for the presence of asbestos, and further to develop a management plan which identifies, defines procedures for managing, and schedules re-inspection of all asbestos present in the school. The management plan may be reviewed at your child's school during normal working hours.

General School-wide Procedures

1. **Hallway:** All students should walk quietly in the hallway.

2. **Lunchroom:**

Raise hand and use the following hand codes:

- 1 **May I scrape my tray?**
- 2 **May I have seconds?**
- 3 **May I have water?**
- 4 **May I go to the restroom?**

Use quiet, inside voices.

Stand in single file line

Manners are mandatory. Be polite to classmates and staff.

Do not talk with mouth full.

Do not play with food.

Pick up your table area before leaving.

Make sure milk carton closed before going to scrape tray.

When bell rings, students must remain in seat until dismissed by duty teacher.

Walk outside to playground or clubhouse.

No food can leave the cafeteria.

Balls, ropes, etc. place in corner next to door.

Ice cream and seconds will be determined by the monitor and time available.

Buffet:

Grades 2-5 only

Use a clean boat for seconds.

Do not take more than you can eat (Example: Pickles: only two at a time, Pudding: One spoon full).

Wait your turn.

Do not reach across to the other side to get food.

3. **Playground:**

- a. Absolutely no throwing rocks or debris of any kind.
- b. Do not leave the playground unless you have asked the duty teacher.
- c. Stay in designated playground area (do not enter breezeway, exit outside fence line, etc.)

Sport Field / Court:

Good sportsmanship should be shown at all times.

Everyone is welcome to play.

You cannot exclude someone from playing.

There is no tackling of any kind. Balls should not be thrown at anyone's head.

Rockwall:

Do not pull or push on anyone on the wall

Swings:

No twisting

No jumping out of the swings

Do not walk or stand in close proximity of swings

You cannot "save" swings

Slide:

One at a time

You may only slide on your bottom, facing forward

Merry-Go-Round:

Do not stand

Do not push or pull anyone on it

No hanging, leaning off

Do not jump off when in motion

SeeSaw:

No "bumping" each other

Only two people per seesaw

Do not stand on seesaw

Jungle Gym:

No pushing or pulling anyone

Do not sit on top of monkey bars

One at a time at each station

Bicycles:

No standing

Bus:

Sit only

This is not a climber

Fairland Public School Calendar 2016-2017
Monday-Friday 8:00am-3:10pm
Calendar 2016-2017

August 16	#1 Professional Day
August 17	#2 Professional Day
August 18	#3 Prof Day/Open House
August 19	First Day of Classes
September 5	Labor Day
September 20.....	P/T Conference (3:30-6:30)
September 22	P/T Conference (3:30-6:30)
September 23	No School
October 19	End First Quarter
1st Quarter Days Taught = 43 Days = 17,630 Minutes 3 Professional Days	
October 20 -21	Fall Break
October 24	Begin Second Quarter
November 21-25	Thanksgiving Break
December 16.....	End Second Quarter
2nd Quarter Days Taught = 35 Days = 14,350 Minutes	
First Semester 78 Days Taught =31,980 Minutes 3 Professional Days	
January 2	#4 Professional Day
January 3	Begin Third Quarter
January 16	MLK, Jr. No School
February 7	P/T Conference (3:30-6:30)
February 9	P/T Conference (3:30-6:30)
February 10	No School
February 20	President's Day No School
March 9.....	End Third Quarter
March 10	No School
March 13-17	Spring Break
3rd Quarter Days Taught = 46 Days = 18,860 Minutes 1 Professional Day	
March 20	Begin Fourth Quarter
March 31	No School/Snow Day #1
April 7	No School/Snow Day #2
April 14	Good Friday/No School
April 21	No School/Snow Day #3
April 28	No School/Snow Day #4
May 5	No School/Snow Day #5
May 11	Last Day of School
May 12	Professional Day
#5/Graduation	
4th Quarter Days Taught = 33 Days = 13,530 Minutes 1 Professional Day	