

**FORT COBB-BROXTON
ELEMENTARY SCHOOL**

ELEMENTARY SCHOOL PHILOSOPHY

The philosophy of the Fort Cobb-Broxtton Public Schools is to provide through the use of allocated resources, all students the opportunity for a comprehensive education with emphasis on basic subjects of Language Arts, Math, Social Studies, and Science. We believe that every student should be provided an atmosphere appropriate for their level, in which academic success is ensured, acceptable social behavior is learned, and special interests are enhanced. Our mission is to make excellence and success a reality in the total educational process for all of our students. We recognize that each level – elementary, middle, and high school – has unique characteristics and requirements, which must be met to foster excellence and success.

The mission of the Fort Cobb-Broxtton Elementary School is designed so that the basic skills are developed during our students’ formative years. This will ensure each individual the opportunity to further their learning throughout the elementary years. We recognize the fact that our students must have the skills and concepts necessary to be successful during the middle school years and have developed our curriculum accordingly. We believe these skills will allow students to attain the confidence and self-respect necessary for continued success in school.

ADMISSION OF PUPILS

A birth certificate is required for each child entering school for the first time. The minimum chronological age for children starting Kindergarten is five years on or before September 2 of that year. The age for children starting first grade shall be six years of age on or before September 2 of that year. An official birth certificate and completed shot record must be shown before the child will be allowed to start kindergarten as state law mandates. Children entering from other schools need to furnish a signed record release and a shot record before enrolling. The following immunization table will show the shots required before entering school.

Pre-Kdg.	Kdg. thru 8th
4 DTP/DTaP/Td	5 DTP/DTaP/Td
3 Polio	4 Polio
1 MMR	2 MMR
3 Hep B	3 HepB
2 Hep A	2 Hep A
Varicella	Varicella

** If the 4th dose of DTP/DtaP and/or 3rd dose of polio vaccine are administered on or after the child’s 4th birthday, then the 5th dose of DTP/DtaP and/or the 4th dose of polio vaccine are not required.

ARRIVAL AND DISMISSAL

Students should not arrive at school before 7:40 a.m. All students who wish to eat breakfast should do so immediately upon getting to school and then assemble in the elementary gym on the south side.

School will dismiss at 3:00 p.m. for bus students and at 3:05 p.m. for town students. Please do not pick your child up early except in emergencies and then only after signing your child out in the elementary office.

ATTENDANCE/TARDINESS

Regular attendance is essential to a student's success in school. When a student is unable to attend school, parents should call in between 8:00 and 8:30 a.m. Parents should give the student's name, teacher's name, and reason for the absence. Most subjects are taught in sequence, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism creates a genuine problem. The only legitimate reasons for school absences are sickness or serious emergencies. The student is required to give advance notice to the school in order to be excused for any other type of absence.

For a perfect attendance certificate, a student must be present all days that school is in session. A student is considered in attendance while on school sponsored activities.

Prompt arrival at school is expected of all students. Late arrival disrupts class and causes loss of instruction time. Any student who arrives at school after 8:05 a.m. is considered tardy. Any student who is tardy must get an admit from the office before being admitted to his/her class. School begins at 8:05 a.m. each school day.

In accordance with the policy of the Board of Education, adopted 6-9-97, this regulation shall govern attendance, absenteeism, and tardy in grades Kindergarten through Fifth.

Each student is required to attend class a minimum of 90% of the time in order to receive credit for that class. A maximum of 10 days a semester may be missed for excused absences, school activities, absences by arrangement, unexcused absences, or truancy.

Students are required to attend school from 8:05 until 3:05 each day. Parents who often check their children out of school early, may force that child to miss more than 10 days of a particular lesson (Math, Reading, etc.) causing them to not get credit for that class.

Students who are absent from class shall be required to make up the work missed. Arrangements for doing make-up work must be made prior to the absence, when possible, or not later than the day the student returns to class.

When a student is absent, the parent or guardian should call the office (643-2334) before noon the day of the absence if possible. Otherwise the student must bring a note from the parent or guardian explaining the absence.

Each three tardies during a nine-week period will be considered one absence.

The following are examples of absences:

AVOIDABLE

Vacations
Trips for Visits

UNAVOIDABLE

Personal Illness
Medical Appointments

BAD WEATHER

At times it becomes necessary to cancel school or turn out early due to adverse weather conditions. To make calling the school or school officials unnecessary, and for your convenience, please tune to the following television or radio stations:

KFOR TV – CHANNEL 4 ;KOCO TV – CHANNEL 5; KWTW --CHANNEL 9
KRPT RADIO – 98.5 FM Anadarko
SCHOOL MESSENGER INSTANT BROADCAST

In case of early dismissal, students will be allowed to use the telephone if they are unsure of what to do or where to go.

BICYCLES – MOTOR VEHICLES

The school assumes no responsibility for bicycles. When traveling to and from school, students must obey all traffic regulations. Provisions have been made for students in grades K-5 to park their bicycles at the northeast corner of the school. Bicycles are not to be ridden off school grounds during the day without prior approval of the principal. Elementary students (K-5) are not to drive a motorized vehicle to school at any time.

BUS CONDUCT AND ROUTES

The following rules have been established in order to ensure the safety of all students who ride buses:

1. Use only the bus and bus stop assigned.
2. Orderly behavior is required at the bus stops.
3. Remain seated, facing front, when the bus is in motion.
4. Talk quietly and make no unnecessary noises.
5. Do not talk to the driver unless it is necessary.
6. Keep head and arms inside the bus.
7. Do not throw anything in or out of the bus.

Infractions of the above rules will be brought to the attention of the parents. Misconduct may result in the student losing bus riding privileges. Building principals will handle bus discipline problems.

Bus evacuation drills will be held each semester. Bus routes and stops are planned and established by the administration. Safety, economy, efficiency, and allocation of resources are some of the considerations which must be evaluated in determining bus operation policies. Parents who wish to make requests for changes in routes or stops should contact the school transportation director. Students and parents are encouraged to notify the school immediately of any safety hazards, which they have observed during bus operations.

CAFETERIA RULES

The same general rules for behavior apply in the cafeteria as in the classrooms. Students are to remain quiet in line and keep hands to themselves. Classes will sit together under the supervision of their teacher (K-5).

A nutritious breakfast and lunch is served each day in the school cafeteria. Breakfast and/or lunch may be purchased on a daily, weekly, or monthly basis. One milk is served with each meal. Soft drinks are not allowed in the cafeteria. Those who cannot drink milk for health reasons must have a note from a doctor and they will be served water as a substitute.

Free or reduced meals are available to all that qualify. Free or reduced forms are available to all parents on enrollment day. Please study this information. It could be helpful to your family and to the school.

All students that do not qualify for free or reduced price meals will be required pay in advance for meals. Pre-payment will be \$50.00 per student. When a student's account balance reaches \$15.00 remaining an additional payment will be required. Prices for eating in the cafeteria during the upcoming year are:

Breakfast:	\$.30/reduced	\$1.30/student	\$2.00/adult
Lunch:	\$.40/reduced	\$2.35/student	\$3.25/adult

CARE OF SCHOOL PROPERTY

A modern, fully-equipped school building designed for beauty and utility is a part of the heritage of the student body. It belongs to many generations and is not the sole property of any annual group of students. Thus it is the privilege and obligation of the student body to appreciate fully, use carefully, preserve faithfully, and pass to future generations, the buildings, its grounds and its equipment, without blemish.

Any property destroyed, defaced, or broken will be either replaced by/or charged to those causing the damage, accidents excluded.

COLORS AND MASCOT

The Fort Cobb-Broxtton colors are royal blue and white, and the mascot is the Mustang. We encourage our students to identify with these symbols as a representation of our school pride and spirit. Students are encouraged to participate each time we have a school color day.

DRESS CODE

We take pride in the appearance of our students. Your children's dress reflects the quality of the school, of their conduct, and of their school work.

1. Most of the clothing is acceptable for school wear as long as it is neat and clean and of proper fit.
2. Obscene or vulgar clothing of any kind may not be worn.
3. Emblems, words, or letters with immoral, subversive, suggestive connotations, or advertisements shall not be worn.
4. No clothing or jewelry promoting the use of/or advertisement of alcohol, tobacco, or drugs may be worn.
5. Shorts may be worn by students in grades K-5. The legs of the shorts must be as long as the fingertips when the hand is straight down at the side.
6. No halter tops, tube tops, crop-tops, or mesh shirts may be worn.
7. Hats, caps, scarves, or bandanas used as headwear shall not be worn in the school building.

ELECTRONIC DEVICES

Electronic devices such as **cell phones**, cassette players, head phones, radios, or other electronic devices are to be used at the discretion of the classroom teacher or Admin./teacher on duty. Cell phones are not to be used for personal calls and text during class at any time. Devices used without permission can be subject to be taken until the end of the day.

EXTRA-CURRICULAR ELIGIBILITY

Before an elementary student may participate in Basketball, 4-H activities, music trips, or school sponsored field trips, he/she must:

1. Attend school at least ½ day the day prior to the school activity.
2. Maintain a passing grade in all subjects in order to participate.
3. Any student who fails a class for two consecutive weeks and is still failing the 3rd week will be ineligible to participate in any school activity during the third week and until the grade returns to passing.
4. Parents and students will be notified if there is a possibility of a student failing a class. The teacher will notify the parents by phone or by mail.

EMERGENCY DRILLS

Fire drills, tornado drills, and bus evacuation drills are conducted and emergency procedures are posted within each classroom. Classroom teachers are responsible for covering the information of fire and tornado drills with their students and bus drivers are responsible for covering the evacuation drill with their riders. Drills are held twice during each semester.

FIELD TRIPS

Educational field trips may be taken toward the end of the school year under the supervision of the teachers. Only children who are members of the class will be allowed to participate. Appropriate dress as determined by the nature of the field trip and the teachers involved will be required. Any child being sent to the office three or more times during that nine weeks will not be allowed to go on the field trip.

Signed medical release forms must be on file in the principal's office before your child can go on any school-sponsored field trip.

GRADES

Report Cards are given out at the end of each nine-week period. The first three times the report card should be signed and returned to the child's teacher. Grades on the report card will reflect the grading scale listed below.

90-100 - A

80-89 - B

70-79 - C

60-69 - D

0-59 - F

Report Cards will be given out on the Wednesday following the end of each nine-week period.

HEAD LICE

If it is felt that lice are present in the school, a screening will be made by school officials. If it is determined that a student or students has/have an active infestation, the student's parent or guardian will be asked to come to school and take the student home.

House Bill #1550, passed by the Oklahoma Legislature May 7, 1984, provides that, any child prohibited from attending school due to head lice, shall present to the appropriate school authorities, before said child may enter school, certification from a health professional or an authorized representative of the State Health Department, or will require the parents to present to them the empty bottle of shampoo used. The health Department will also require the parents to bring the child back one week later after shampooing the second time.

HOMEWORK

Homework is the assignment and preparation of work to be completed outside of the classroom. It will be assigned in such a way as to ensure student growth and development and to reinforce, supplement, and complement the learning taking place in the classroom. Homework may also be the completion of assignments started in school, drill or practice work, or individual projects for self-growth. Parents can help their children by arranging a quiet, comfortable place for the students to work and by seeing that assignments are completed.

LIBRARY

Children are permitted to visit the library during school hours. Books may be checked out for up to two weeks and may be rechecked one time. Lost books must be paid for.

MARKED CLOTHING

Please mark all your child's clothing and personal articles with his/her name plainly - especially coats, hats, overshoes, gloves, gym clothing, shirts, and tennis shoes.

Personal articles and articles of clothing are often turned into the office. Every effort is made to find the owners, but sometimes this is to no avail. Please check with the school if your child has lost or found something.

MEDICATIONS

Students needing occasional medications for colds, ear aches, and sore throats are to take those medications at home if possible. Medication that is prescribed three times a day can be given before the student comes to school, after school, and again at bedtime.

If a student must bring medication to school, the following requirements must be met:

1. Medicine must be clearly identified as to the name and type of medication.
2. Medicine must be in original container.
3. Must carry a prescription label with the child's name, drug identity, dosage instructions, doctor's name, and prescription date.
4. Prescription must be current.
5. A note, dated and signed by the parent, must accompany the medication giving specific instructions for dispensing the medication.
6. No more than one week of medication may be sent at one time.
7. Refrigeration is available.
8. Medication will be given by school personnel.

Self-administration of inhaled asthma medication by a student for treatment of asthma is permitted with written parental authorization. The parent or guardian of the student 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 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.

The parent, guardian, or person having legal custody of the student is responsible for informing the designated official of any change in the student's health or change in medication.

MONEY

When it is necessary to send money to school, please send the correct amount by check if possible and in an envelope. For students in grades PK-2, with older brothers and sisters, please send the money with them.

PARENT-TEACHER CONFERENCES

Teachers have preparation periods every day where they would be free to visit with parents. If you need to confer with your child's teacher, please contact the elementary office. When your child is gone to music or PE would be a good time to visit with his/her teacher. Other times to conference would be before or after school. Please call ahead of time to confirm a visit with your child's teacher. This year's Parent-Teacher Conference Days will be posted on the school calendar and website.

PARENT VOLUNTEERS

Our school considers its parent volunteers as a very special resource. Parents are encouraged to help in all classrooms, programs, and extra-curricular activities. Please call the school if you have time or skills you can donate to make our school a better place for students to learn and grow.

PARTIES

Each room will have four parties during the school year – Halloween, Christmas, Valentine's Day, and Easter. Parents are encouraged to volunteer to help with one party. If all parents take a turn and if parties are not extravagant, costs can be held to a minimum. Please do not bring preschool children to the parties.

Occasionally, parents ask if they can bring treats to celebrate their child's birthday. This is permitted within certain guidelines; there must be enough treats for the entire class, arrangements must be made with the teacher ahead of time, and only the last 15 minutes of the day will be used.

Please do not send party announcement to school to be handed out for private parties. All foods must be from a commercial bakery.

PICKING UP CHILDREN

It is necessary for you to come by the office when you want to pick up your child early. Please do not pick up your child during the day, except at regular dismissal time, without notifying the office. Because of the times we live in and the need for security for all children, your child will only be allowed to go where you have designated, unless you send a note or call the office.

Students should bring a note from home for all of the following reasons:

1. If a child is to ride a bus other than the one he/she normally rides, he should bring a dated note to his teacher. The teacher will sign it and give it back to the child. The child will then give the note to the driver as he boards the bus.
2. If the child is to go somewhere other than where he normally goes after school, he should bring a dated note stating where he is to go.
3. When the child is absent or tardy, he should bring a note from the parent to be given to the teacher explaining the reason for the absence. This note should be brought the day the child comes back to school, or the parent may call the school office.

PROFICIENCY BASED PROMOTION

Upon request of a student, parent, or guardian, a student will be given the opportunity to demonstrate proficiency in the academic areas of our school curriculum. Proficiency will be demonstrated by some means of assessment or evaluation appropriate to the curriculum areas.

The opportunity for proficiency assessment will be provided on the Wednesday preceding enrollment and the Friday following the last day of school. Students who wish to take the exam must be legally enrolled in the local school district.

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

Elementary students who have demonstrated proficiency in the school curriculum and who have been advanced to the next level of studies will have the appropriate notation made on their school transcripts.

PROMOTIONS AND RETENTIONS

It is the goal of the Fort Cobb-Broxton Elementary Faculty that all children succeed. Sometimes, however, the best way to succeed is to repeat a grade. Promotions and retentions are based on an evaluation of academic, physical, social, and emotional growth. The primary reasons for considering retention are:

1. Physical or social immaturity.
2. Indifference or lack of effort on the part of a capable student.
3. Frequent or long absences.

Retention is usually considered as a more positive alternative during the First and Second Grades. Parents can assume their child will be promoted unless the alternative of

retention has been discussed during the school year. Parents will be involved in any retention decision.

If a parent does not agree with the retention, the parent must then sign a letter stating his objection. The letter will state that the parents take responsibility for the child's further level of academic achievement.

RESTRICTION ON NEW ENROLLEES

Students will be denied enrollment in Fort Cobb-Broxtton Schools while under suspension, expulsion, or other related action from another school district.

SAFETY

The safety of children coming to school, while at school, and on the way home, is always of great concern. Our school stresses safety, not only at school, but at home and away.

You can help a great deal if you will point out the dangers of walking to school and of the dangers of riding buses to school. Talk to your child and point out where to cross streets and where to load onto a school bus.

SCHOOL RULES

Students are discouraged from:

1. Fighting
2. Trading/Selling
3. Name calling
4. Cursing
5. Throwing things
6. Chewing gum and eating in class
7. Defacing school property
8. Running in the halls, restrooms, or classrooms
9. Linger in the restrooms
10. Stealing
11. Bringing animals or toys to school without permission
12. Using tobacco in any manner
13. Drinking or handling intoxicating beverages
14. Leaving school grounds without permission
15. Bringing weapons to schools
16. Making rude or discourteous comments to others
17. **Wearing Shoes with Wheels**

SCHOOL SUPPLIES

A list of school supplies for each grade will be given out on enrollment day. Students are not to buy or sell supplies to or from each other at school. This applies not only to supplies but also to anything a student might want to buy or sell.

JOM supplies will be available for all students who qualify if funds are available. These supplies will be handed out the first day of school and extra supplies will be given out as needed by the students.

Pre-Kindergarten students need only to pay a fee of \$15.00 per semester for their supplies. The teacher will see that each child has everything they need to do each day's lesson.

SCHOOL TESTING

Fort Cobb-Broxton Elementary is using the Iowa Test of Basic Skills (ITBS), the Otis-Lennon Scholastic Aptitude Test (OLSAT), and the Oklahoma Priority Academic Student Skills (P.A.S.S.) assessment. All grades K-5 will be evaluated during the spring of the school year. Grades K-2 will take the ITBS, Grade 4 will take the OLSAT, and Grade 3-5 will take the OK P.A.S.S.

These tests will measure specific skills performance within the state mandated curriculum. The ITBS and the OK P.A.S.S. will be Criterion-Referenced Tests of these subjects:

Math – Science
Reading – Writing
U.S. History/Government
Geography
Culture/Arts

All students failing the criterion-referenced tests shall receive remediation.

Testing points out educational strengths and weaknesses a student might have. In an effort to better educate our students, we will use the test results information and teacher suggestions to provide appropriate settings and materials for our students. Parents will be notified when achievement tests will be given. We suggest that parents make a special effort to see that students are properly prepared and rested during the test week for optimum test results.

STUDENTS HURT AT SCHOOL

The parent will not be notified on minor injuries unless the parent has requested this to be done in writing.

With injuries of a more serious, but not life-threatening, nature, an attempt will always be made to notify the parent either at home or at work. If a decision is to be made about further medical treatment, this will be the parents' decision.

In those cases when a student is seriously hurt or is thought to possibly be seriously hurt and the parent or other designated person cannot be reached, the school will take whatever action it deems necessary for the well-being of the student.

Please sign the medical release form and return it to the school. This will be filed in the student's records for emergency use, should it be necessary.

STUDENTS SICK AT SCHOOL

If a student becomes sick at school and does not feel like staying, the parent will be notified either at home or at work. If the parent cannot be reached the school will notify the person or persons listed on the enrollment form. It is important that you always list someone for the school to notify if you cannot be reached.

STUDY SKILLS

Specific skills and techniques can make learning easier and more enjoyable. The following are student guidelines for achieving good study habits:

1. Come to class prepared with pencil, paper, and other necessary materials.
2. Be an active participant in class. Listen well and take part in class.
3. Ask questions to clarify problems.
4. Plan your day and schedule time for homework.
5. Use what is learned and apply it to new situations.
6. Strive to do the very best that is possible from you. Just “getting by” is not a worthwhile goal.

SUBSTITUTE TEACHERS

Every student will periodically be taught by a substitute teacher. The most common reason for using substitute teachers occurs when the regular teacher is ill. However, substitutes are also used when regular teachers are on leave for personal business, professional training, or for family emergencies. Students are expected to be extra courteous to substitute teachers. Any misconduct in the classroom or lack of respect for a substitute teacher will be dealt with immediately.

SUSPENSIONS AND APPEALS

Any pupil who is guilty of violating the regulations of the Fort Cobb-Broxtton Elementary School may be suspended by the principal for a short term (10 days or less) or an extended term (not to extend for the current semester and the succeeding semester).

The student has the right to appeal all short-term suspensions to a committee composed of teachers or administrators. The committee will investigate the matter, determine the guilt or innocence of the pupil and the reasonableness of the suspension. The decision of the committee will be final.

On long term suspensions the pupil has a right to appeal the decision to the board of Education within 2 days of the suspension. This appeal will be in writing and will be giving to the Superintendent. The Superintendent and Board will investigate and their findings and decisions will be final.

TELEPHONE USE

It is impossible to permit unlimited use of the school telephone because too many children place unnecessary calls. Please communicate with your child before school so that your child will know what he/she is going to do when school is out. The teacher will decide if the child’s reason for wanting to use the telephone is justified and will give the child permission to do so if justified. Incoming calls to teachers will be taken and referred to the teacher. If it is the teacher’s preparation period, he or she will be called to the telephone. Otherwise, the teacher will return the call when he/she is free.

VALUABLES

Common sense and consideration is the best guide in determining whether or not to bring personal possessions to school. The school administration and staff cannot be responsible for valuables which students bring to school. It is recommended that students leave all valuables at home. If special circumstances make it necessary for a student to bring substantial cash or other important possessions to school, these items can be safeguarded by leaving them at the principal's office.

VISITATION

Every parent is encouraged to get acquainted with his/her child's teacher and become familiar with the school environment. Also, feel free to come to school and eat lunch with your child on occasion (Adult lunches are \$2.60).

No pre-schoolers, friends, cousins, etc are allowed to visit school with our students during the school day. Students from other schools will not be permitted to visit the Fort Cobb-Broxtton Elementary School.

WITHDRAWAL FROM SCHOOL

When a student must withdraw from school, for any reason, the student must report to the principal's office on the last full day of attendance or as soon as knowledge of withdrawal is made and be given a withdrawal sheet.

- The withdrawal sheet must be signed by each of the students' teachers and an estimated grade is assigned for the class.
- All texts and school property must be returned.
- All financial obligations must be met.
- When completed, return form to the office.
- A parent or guardian must also sign to take the student out of school.

A copy of the withdrawal sheet can be taken to the new school for enrollment purposes.

FORT COBB-BROXTON ELEMENTARY DISCIPLINE POLICY

The school's primary goal is to educate, not to discipline. However, when an individual student comes in conflict with the rights of others, corrective actions are necessary for education for the benefit of students. Fort Cobb-Broxtton Schools will not tolerate disruptive acts that interfere with the tranquility of the school, the safety of its students, or the damaging of property.

Students, while enrolled in the Fort Cobb-Broxtton Schools, shall be under the supervision of and accountable to school personnel. This supervision shall include going to and from activities.

The following schedule is an aid to teachers and administrators in control and discipline. However, every possible incident cannot be spelled out, therefore, teachers

and administrators may discipline or control incidents that may arise. They will do so in a responsible manner.

DISRUPTIVE OR INTERFERING BEHAVIOR

A disruptive or interfering act shall be defined as, but not limited to, inciting, encouraging, promoting, or participation in activities, which interfere with the due process of the educational program of the school. The following activities are examples of behaviors that will constitute disruptive behavior activities:

Disruption of class or assembly
Bus/Playground misconduct
Cafeteria misconduct
Disrespect or disobedience to school personnel
Harassment and/or intimidation, verbal or physical, of students or school staff
Fighting
The use of obscene, lewd, or profane language (visual or auditory)
Theft or inappropriate use of personal or school property
Group violence
Possession, use, or being under the influence of drugs or alcohol
Possession of deadly weapons (knives, clubs, guns, etc)
Distribution of obscene material

Administrative response to student misconduct is a matter of directly influencing the morale of the entire student body. As such, all punishment should be based on a careful assessment of the circumstances surrounding each infraction. Examples would be the students' attitude, the offense and the effect on others. Therefore the discipline steps will depend on the severity of the action.

GENERAL GUIDELINES FOR DISCIPLINE

1. Classroom teachers will handle problems in their classrooms, the bathroom, the lunchroom, the hallways, the auditorium as well as on field trips and other educational outings.
2. Students will be sent directly to the office from the playground or other areas for: fighting, cursing, or showing disrespect to peers or any school employee.
3. Special classroom teachers or sponsors will handle their own discipline unless offenses are severe as stated in #1 above. Examples of special classes are: music, P.E., Title I, Special Education, 4-H, etc.
4. Playground duty personnel or other duty personnel will take care of minor problems as efficiently and effectively as possible using consistent techniques decided on by all elementary personnel. Examples: Sitting on steps for 5-10 minutes, removal from slab or other part of playground, removal of certain equipment. Duty personnel include: bus drivers, morning duty, lunch and breakfast duty, noon and afternoon playground duty, bus duty, and detention duty.

5. Any student in detention who becomes a discipline problem will be sent to the office immediately.
6. Teachers who place students in their classroom detention will remain in the room with them. Anyone in detention will stay in their seat and work at their desk for the entire period as set by the teacher.
7. Academic problems should be kept separate from the discipline problems.
8. Class meetings will be held by the principal during the first few weeks of school to discuss the discipline plan with all students.
9. 20 school days without referral to the principal allows the student to move one step back on the Principal's Discipline Plan (May move back only once).
10. The assertive discipline plan is for use by regular teacher referrals from their classrooms at school or school activities.
11. In extreme cases, action caused by the student in the opinion of the principal, the student may be placed at any of the Steps of the Principal's Discipline Plan or suspended for the remainder of the current semester.
12. Any action that the punishment is explicitly stated in the student handbook will be enforced. Those include:
 - a. Possession, use, or under the influence of any narcotics, stimulants, depressants, tobacco, or alcohol.
 - b. Possession of deadly weapons.
 - c. Any student may be suspended or disciplined for violation of any statute, city ordinance, or any other act, whether or not such action by the student occurred during school hours, or on school grounds, or a school activity which is determined to be adverse to the normal operations of the school or which represents a clear and present danger to the school, its employees, students, or Board of Education.

CLASSROOM DISCIPLINE POLICY K-5 (Covers a 1-week period)

When problems arise while the classroom teacher is in direct control of their class, students will be placed on a classroom discipline policy, which will have four steps. When a student reaches step IV, he or she will then be sent to the principal and placed on the Principal's Discipline policy. Below are the four steps a student will go through in his/her classroom:

Step I:

Warning by the teacher (Parents may need to be notified if problem is severe).
Discipline sheet filled out by the teacher.

Step II:

One day of noon detention*. (Parents will be notified that their child is having problems in class).

Step III:

Student will be given a choice of 3 days noon detention* or corporal punishment** in the form of 1 lick by the principal. (Parents will be notified and permission obtained if corporal punishment is chosen and a conference will be requested with the parents before the student has further problems, which will

place him/her on, step IV). A discipline sheet will be filled out by the teacher.

Step IV:

Discipline sheet filled out by the teacher and student brought to the office.
Principal will notify parents by mail that their child has been placed on Step I of the Principal's Discipline Policy.

*- All detentions from this policy will be enforced by the classroom teacher in their rooms. Teachers will remain in their rooms and students will remain in their desks and perform academic tasks as set forth by the teacher.

** - All corporal punishment will be given only with parental permission and will be witnessed by another teacher or administrator and the parent if they choose to be present.

PRINCIPAL'S ASSERTIVE DISCIPLINE PLAN STEPS (K-5)

Step I:

- A. Student will be placed in either Noon Detention or In-School Suspension.
- B. Noon detention will be 3 days; In-School Suspension will be 1 day.
- C. The student's parents will be notified by mail that their child is now on Step I.
- D. Appropriate punishment will be set by the principal.

Step II:

- A. Student will be placed in In-School Suspension, Noon Detention, receive Corporal Punishment, or be placed in Saturday School.
- B. In-School Suspension will be for 2 days, Noon Detention will be for 5 days and the Corporal punishment will be 1 lick by the principal.
- C. The student's parents will be notified by phone or mail that their child is on Step II.
- D. Appropriate punishment will be set by the principal.

Step III:

- A. Student will be placed in In-School Suspension, Noon Detention, receive Corporal Punishment, or be placed in Saturday School.
- B. In School Suspension will be for 3 days, After-School Detention will be for 2 days and the Corporal Punishment will be 2 licks by the principal.
- C. The student's parents will be notified by phone or by mail that their child is on Step III. Conference will be scheduled with parents.
- D. Appropriate punishment will be set by the principal.

Step IV:

- A. Student will be placed in either Out of School Suspension or will receive Corporal Punishment.
- B. Out of School Suspension will be for 3 days and the Corporal Punishment will be 3 licks.
- C. The student's parents will be notified by phone or by mail that their child is on Step IV.
- D. Appropriate punishment will be selected by the student and/or his parents.

Step V:

- A. Student will be placed in Out of School Suspension.

- B. Out of School Suspension will be for 10 days.
 - C. Parents will be notified by certified mail that their child has now reached Step V.
- Step VI:
- A. Student will be suspended from school for the remainder of the current semester.
 - B. No semester grades will be given.
 - C. Parents will be notified by certified mail that their child has been suspended.

**Regulations for after-school detention and Saturday School*

1. After school detention will last from 3:00-3:45. Saturday School times TBD.
2. Parents will be notified one day before student begins after school detention so parents can arrange transportation.
3. Student will be given written class work to complete during the time spent in detention.
4. Students not completing the assignment will be given another day of after school detention.
5. If the student fails to attend, or is tardy to detention, disciplinary action will be taken as follows: The first absence or tardy will result in one additional day of detention being added; the second will result in two days being added and a third will result in the student being placed in out of school suspension for 3 days.

***Regulations for Corporal Punishment*

1. Corporal Punishment will be given only after parental permission is obtained.
2. Corporal Punishment will be witnessed by another teacher or administrator.
3. The parent may choose to witness corporal punishment given to his/her child.
4. Corporal Punishment will be used as a last resort or as a student or parental choice as an option to other discipline measures.
5. Corporal Punishment will be performed in an office or empty classroom and not in front of class of students.
6. From 1-3 licks will be administered when using corporal punishment, depending on the severity and the Step that student is on at that time.

****Alternative Punishments*

In administering discipline, consideration should be given to alternative methods of punishment to ensure that the most effective discipline is administered in each case. In all disciplinary action, the administration should be mindful of the fact that they are dealing with individual personalities. The administration should consider consultation with parents on disciplinary measures that might prove most effective in particular instances.

FEDERAL FAMILY EDUCATION RIGHTS AND PRIVACY ACT

The Federal Family Education Rights and Privacy Act provides for access by parents to permanent school records and an opportunity to challenge any contents which

the parents may deem to be inaccurate, misleading, or inappropriate. The following procedures concerning individual student records comply with the federal guidelines and will be used in the Fort Cobb-Broxtton Schools.

Parents are requested to schedule in advance a meeting to review their child’s school records. The review of these records shall occur with a staff member, principal and parents present.

Outside of the Fort Cobb-Broxtton school officials, school records will be released to other agencies or individuals only with the written consent of the parents. An exception to this would occur in the case of a subpoena or court order for the records.

**ANNUAL NOTIFICATION OF THE RIGHTS
OF
STUDENTS AND PARENTS
UNDER
PUBLIC LAW 93-380**

The Fort Cobb-Broxtton Public Schools guarantee confidentiality of testing information and records in compliance with the guidelines of the Family Education Rights and Privacy Act of 1974. In compliance with the April 6, 1977 memorandum regarding the Public Notice and Confidentiality of Records, each building principal is responsible for the records of handicapped children.

The building principal is the official custodian of cumulative records, responsible for the sorting, filing, distribution and maintenance of such records.

The school district has a policy of “controlled access” to student records. Those educators who have a legitimate need and parents and students eighteen years of age and over shall have access to their child’s records.

The official custodian of a student’s record is authorized to release such record to either parent whether custodial or non-custodial. If there is a legal decree prohibiting the release of a student’s record to a non-custodial parent, proof of such a decree must be filed by the custodial parent with the official custodian of the student’s record.

The following educational student records are maintained by the Fort Cobb-Broxtton Public School:

<u>RECORD</u>	<u>LOCATION</u>	<u>CUSTODIAN</u>
Cumulative Folders (K-5) Permanent Record Cards	Offices	Principals
Cumulative Folders (6-12) Permanent Record Cards	Office	Counselor
Achievement Tests Scores K-5	Offices	Principal
6-12		Counselor
Standardized Reading Test Scores K-5	Office	Principal
6-12	Office	Counselor
Enrollment Cards K-12	Offices	Principals
Attendance Cards K-12	Offices	Principals

Cumulative folders will be stored for a five-year period then destroyed. Cumulative records for students who have attended Fort Cobb-Broxtton Schools but have not graduated from Fort Cobb-Broxtton High School, will be kept on file in the Counselors office until the student would have graduated and then destroyed.

Permanent Record Cards will be stored in the School Offices. The procedure for parents or eligible students to review student records as provided under P.L. 93-380, Subpart C, Sections 99.20-99.22:

Step 1 – Parent of eligible student makes a written request to review or examine student records to person in charge of records as published.

Step 2 – Person in charge of student records notifies parent or eligible student within 10 days of receipt of request of time and date for the review of student records.

The procedure for parent or eligible student to challenge the content of student records as provided under P.L. 93-380, Subpart C, Section 99.20-99.22:

Step 1- Parent or eligible student makes a written request to the Superintendent requesting a formal hearing.

Step 2- Superintendent must notify parent or eligible student of the time and place of hearing within 10 days of receipt of written request.

Step 3- If the matter is not resolved to the parent or eligible student's satisfaction; they may file a complaint with HEW under 93-380, Subpart E, Section 99.63.

It is the policy of the Fort Cobb-Broxtton Schools that the charges for reproduction of educational records not exceed the actual cost for copying, if it is determined that a cost should be charged. Fort Cobb-Broxtton Schools does not designate any student record information as public directory.

Official records, files, and data of handicapped children will be maintained as confidential and shall be reviewed in the presence of the teacher, school counselor or principal. The rationale for the policy is that misinterpretations of school records, test results, or school personnel comments can be as damaging to the pupil as incorrect or misleading information.

The Fort Cobb-Broxtton Board of Education has appointed each building principal as a record custodian who will be responsible for seeing that all personally identifiable information is secure and that no unauthorized individual or agency will be given such information without written parent permission.

Records of handicapped children will be kept in the Principal's or Counselor's office and will be secured in a locked area. All confidential records will be kept in a separate folder and not in the child's regular school cumulative folder.

All confidential records, except the information needed on transcripts, will be destroyed when their usefulness is over. This would be at the end of the student's public school education (13 years of school or 21 years of age), death of the child or other legitimate reason. Parents will be notified 60 days before destruction and will be offered the opportunity to obtain a copy of the documents.

Additional copies of the foregoing policies regarding educational records will be available to the parent or eligible student at any public school site.

NONDISCRIMINATION POLICY

It is the policy of the Fort Cobb-Broxtton Public School to provide equal opportunities without regard to race, color, national origin, sex, age, qualifying handicap or veteran in its educational programs and activities.

This includes, but is not limited to, admissions, educational services, financial aid, and employment.

Inquiries of this policy may be referred to Fort Cobb-Broxtton Public School, Box 130, Fort Cobb, Oklahoma 73038.

The school does not discriminate on the basis of race, color, national origin, sex, age, qualified handicap or veteran.

ASBESTOS MANAGEMENT PLAN

The Asbestos Hazard Emergency Response Act of 1986 requires that buildings in our school be inspected for asbestos and a management plan written to document this. A copy of this plan is available in the Superintendent's office if you wish to see it.

REPORTING STUDENTS UNDER THE INFLUENCE OF OR POSSESSING NONINTOXICATING BEVERAGES, ALCOHOLIC BEVERAGES, OR CONTROLLED DANGEROUS SUBSTANCES

It shall be the policy of the Fort Cobb-Broxtton Board of Education that a teacher who has reasonable cause to suspect that a student may be under the influence of, or said student has in his/her possession: (1) Nonintoxicating beverages, (2) alcoholic beverages, or (3) a controlled dangerous substance, as the above are now defined by state law, shall immediately notify the principal of the suspicions, and he will notify the superintendent and a parent or guardian of the student about the matter. Any teacher making such a report shall be immune from all civil liability.

Any student possessing or being under the influence of a nonintoxicating beverage, alcoholic beverage, or a controlled dangerous substance on school premises, at or on the way to a school function, or while in transit under the authority of the school, shall be suspended from school for the remainder of the semester and/or the following semester with rights of appeal according to state law.

TOBACCO

24/7 Tobacco-Free School

The use of a tobacco product shall be prohibited 24/7 in or on an educational facility that offers an early childhood education program or in which children in grades kindergarten through twelve are educated. The use of a tobacco product shall also be prohibited 24/7 in school vehicles, and at any school-sponsored or school-sanctioned event or activity.

1. "Educational facility" is defined as any property, building, permanent structure, facility, auditorium, stadium, arena or recreational facility owned, leased, or under the control of the school district.
2. "School Vehicle" is defined as any transportation equipment or auxiliary transportation equipment as defined in 70 O.S. § 9-104.
3. "Chewing tobacco" is defined as any Cavendish, twist, plug, scrap, and any other kinds and forms of tobacco suitable for chewing.
4. "Smoking tobacco" is defined as any granulated, plug cut, crimp cut, ready rubbed, and any other kinds and forms of tobacco suitable for smoking in a pipe or cigarette.
5. "Tobacco product" is defined as any bidis, cigars, cheroots, stogies, smoking tobacco and chewing tobacco, however prepared. Tobacco products shall include any other articles or products made of tobacco or any substitute thereof. Tobacco product will also include any vaping product.

Signs will be posted in prominent places on school property to notify the public that smoking or other use of tobacco products is prohibited.

Students are also prohibited from possessing tobacco on, in, or upon any school property. If students are found to be carrying cigarettes or other tobacco products, the tobacco product will be confiscated. Students who choose to violate this policy may be placed in up to 3 days of ISD or other corrective actions plans deemed appropriate by administration. Corrective actions may include mandatory participation in tobacco cessation programs.

DANGEROUS WEAPON ENFORCEMENT SEARCH AND SEIZURE POLICY

It is the intention of the Fort Cobb-Broxton board of Education to provide a safe, orderly education climate for the students. Students shall not have any reasonable expectation of privacy towards school administrators, or teachers in the contents of a school locker, desk, or other school property. School personnel shall have access to school lockers, desks, and other school property in order to properly supervise the welfare of pupils. School lockers, desks, and other areas of school facilities may be opened and examined

by school officials at any time and no reason shall be necessary for such a search. Any pupil found to be in possession of a dangerous weapon would be suspended by the superintendent or principal for a period of one calendar year for the violation of the weapons-free school policy. Any such suspension may be appealed to the board of education. Fort Cobb-Broxtton will refer to **Section 1031. Weapons Prohibited - School Property and Vehicles. (21 O.S. § 1280.1)**

DEALING WITH PROBLEMS

Since public schools are a concern of practically every citizen, they are also a prime target for a great deal of criticism.

Most criticism stems from a lack of knowledge and understanding of the program of instruction in schools. It is the responsibility of parents who have children in school to understand the programs and policies so that they may help to eliminate misunderstandings.

If you have a concern that your child is not being dealt with in a fair manner, please observe the following procedures that are standard in any school district:

1. Check with the teacher to find out what is going on and to resolve the conflict.
2. If you have not gotten satisfaction from the teacher, contact the principal.
3. If you get no help from the principal then contact the superintendent.
4. If your problem is not resolved at this point, it is appropriate to take your concern to the next regularly scheduled meeting of the school board. Contact the superintendent's office and ask to be put on the agenda.

If you have questions about any phase of school operations, please check with the school. We will be pleased to discuss any concern or question with you.

REVIEW OF CURRICULUM

Parents will have the option of viewing all sex education and AIDS education curriculum before it is used in the elementary school. Parents will be notified prior to the beginning of classes and may choose to exempt their children from such programs by signing them out of these classes. The sex education program at our school will promote abstinence.

EMERGENCY PROCEDURES

SIGNALS: STORM- Steady Ring (Take cover as explained below)
FIRE- Series of Short Rings (Evacuate as explained below)
ALL CLEAR- Given by Principals ONLY

Procedures:

1. Classes should all be organized to take care of themselves in the event a sponsor might be unable to lead them.

2. Panic and hysteria must be avoided. Reassurance by teachers may be the first step necessary.
3. No student shall be released in an emergency except directly to a parent or guardian.
4. Following an emergency, teachers shall be responsible for their groups until they can be returned home or placed under other custody.

UPON HEARING SIGNAL:

STORM: All students shall be moved to the storm shelter located in the High School building. All students will kneel facing the wall with their heads down and protected by their arms and hands.

FIRE: Each teacher is completely responsible for the group under their supervision at the time of the emergency. In no case shall running inside or outside the building be allowed. In no case is anyone to be released from custody. All groups shall be marched in single file through the nearest exit and to the school grounds just north of the basketball slab. Each teacher shall immediately check the number of his or her group and report anyone missing immediately. All groups shall be held separately in this area until notified by school officials or emergency personnel.

ELEMENTARY CURRICULUM OVERVIEWS FOR GRADES K-5

In 1990, the Oklahoma Curriculum Committee established by the Oklahoma Legislature presented the original core curriculum to the Oklahoma State Board of Education. The review and revision of that curriculum was mandated by House Bill 1017 and initiated by the State Board of Education in 1992. The resulting Priority Academic Student Skills (P.A.S.S) represent the basic skills and knowledge all students should learn in the elementary and secondary grades. P.A.S.S will form the basis of student achievement testing in grades 5, 8, and 11 at the state level.

The following curriculum overviews incorporate the mandated P.A.S.S skills into our local curriculum to ensure that our students have the opportunity to learn the necessary skills that will help them become successful during their junior and senior high years.

PRE-KINDERGARTEN

Pre-kindergarten is a self-contained program with a morning and afternoon session. This program is designed to give students a jumpstart on their education. Students will develop social skills as well as basic education skills.

Pre-kindergarten is designed to expand on prior knowledge of school routine* and basic skills** needed to have a successful educational future. The curriculum is learned at the student's pace to ensure learning in all areas***.

*- such as lunch room behavior, physical education, and music classes.

** - such as writing name, tying shoes and using scissors.

***- All skills taught during this year will be needed and expanded upon during each of elementary grades.

KINDERGARTEN

Kindergarten is a self-contained program with all day classes. Students will develop skills in Math, Reading, Language Arts, Science and Social Studies. Physical Education and Music classes are provided and Art is incorporated into the core curriculum.

Fine and Gross motor skills are being developed during play time, physical education and class time. Students in the Kindergarten classes learn to observe, listen, recognize, identify, construct, match and describe things that relate to the skills to be taught in all curriculum areas.

All skills taught during this grade will be re-taught and expanded upon during each of the elementary grades.

FIRST GRADE

Each First Grade class reviews and re-teaches what was learned during Kindergarten and progresses on so that each child has an opportunity to develop and improve his/her skills in all curriculum areas.

READING

Students are grouped according to basic skill level and sight word vocabulary. Oral reading, Silent reading, Comprehension and Vocabulary Skills are practiced each day using a variety of teaching methods and materials.

MATH

Basic addition and subtraction facts and concepts are taught by using manipulatives, flash cards, speed tests and lots of practice. Counting and writing numbers to twenty, place values to one hundred, time and money concepts are a few of the skills taught in First Grade math.

HANDWRITING

How to hold and position the pencil is an important skill that is taught in the handwriting classes. Placement of words and numbers on paper follow in sequence and are taught throughout the year.

LANGUAGE

In the beginning of language, we discuss three units of readiness—listening and learning, letters and words, and ready to write. Students tell and write the parts of a story, main idea and details. Next they learn how to write sentences and identify nouns, verbs and adjectives. Writing activities include group stories, thank you letters and book reports.

SCIENCE

Science is taught through lecture, reading, discussions and experiments. Plants, animals, colors, shapes, sizes, earth, sky, weather and careers are a few of the subjects covered.

SOCIAL STUDIES

In social studies we begin discussing each person as a unique individual. We discuss families, homes, and schools in our society. We also discuss the basic needs of people. We discuss the states, flag, multi-ethnic groups of people, history and holidays. We finish by discussing maps and globes.

Physical education, music and art are also taught in the First Grade.

SECOND GRADE

Each second grade class builds on the skills and concepts that have been taught in the previous grades. In addition to the core curriculum listed below, second graders are able to participate in P.E., Music and art classes.

READING

Second grade reading skills will be taught to increase levels of difficulty and to encourage and develop an overall appreciation and likeness for reading. Reading relates to other curriculum areas and emphasis will be placed on reading in all areas. Methods and materials used to teach reading skills include: textbooks, workbooks, flash cards, worksheets, oral reading, reference materials and listening tapes.

MATH

Student success in math depends on the basic foundations established in earlier grades. Children in the second grade will develop the addition, subtraction, multiplication and division skills necessary to be ready for third grade math by becoming involved in a variety of methods that will teach these skills. To develop a better concept in math these methods are often used: textbooks, flash cards, manipulatives, modules, board work, speed tests, graphs and charts.

LANGUAGE

Purpose of the Language Arts program is to make students fluent users and writers of the English Language. This is being accomplished through the following methods: Group and individual writing assignments, listening activities, flash cards, creative writing assignments, worksheets on parts of speech, and board work.

SOCIAL STUDIES

The skills that are taught to second graders include the study of families, neighborhoods, communities, and states. Getting along and America long ago are just a few of the units that are covered in the second grade. Map and globe skills are taught and tests given to determine how much of the information the students have retained.

SCIENCE

To reach a high level of achievement in science we must focus on learning and teaching the processes of science as well as the content. Areas that are taught include observing, grouping, what is alive, animals, water and air, plants and the land around us. Methods used to teach these skills include: experiments, gathering information, problem solving and using texts and workbooks.

THIRD GRADE

The Third Grade class builds on the skills and concepts that have been taught in the previous grades. In addition to the core curriculum listed below, third graders are able to participate in P.E., music and art.

READING

Reading instruction in the third grade consists of many approaches. Lessons are introduced using the chalkboard and overhead projectors. Textbooks, workbooks and skill sheets are used to teach the skills that are covered each week. Individual and group reading is teacher led with each student reading orally and silently. Reading is emphasized in all curriculum areas and the library is used for reading for information and for enjoyment.

MATH

Math in the third grade is taught by using many methods and materials in which the skills and concepts learned previously are reviewed and expanded upon. Computers, flash cards, math centers, manipulatives and board work are a few of the materials used to teach skills and concepts to the students as groups and individuals within the classroom. Addition, subtraction, multiplication, division, decimals and fractions are taught in the third grade. These content area skills and concepts are taught according to the mandated P.A.S.S. skills set forth by the State Department of Education.

LANGUAGE ARTS

Language, spelling and handwriting are taught in the third grade by combining the use of textbooks, workbooks, worksheets, discussions and computers. All language, spelling and handwriting skills will build on the skills each student has been taught in the past and will increase the student's knowledge of the language arts field by using the P.A.S.S. regulations. Areas covered in language arts include parts of speech, sentence structure, writing sentences, paragraphs and stories, vowel-consonant patterns, definitions, proper handwriting strokes and pencil positions.

SCIENCE

Third grade science involves studying plants and animals, matter and energy, observing our earth and its neighbors, and our health. Each of these areas are studied in depth and the careers that can be found in each of these areas are discussed at the end of each unit. Students learn about science by discussion, observing, experimenting and researching in the library. Each student is encouraged to participate in the elementary science fair in the spring.

SOCIAL STUDIES

Third grade social studies involves studying the communities and how they differ from local to multi-cultural communities around the world. Laws and government in our communities are discussed and citizenship is taught within the class. Learning about various areas they are studying. In addition to the text, students learn from newspapers, videos and field trips.

FOURTH GRADE

Each fourth grade class builds on the skills and concepts that have been taught in the previous grades. In addition to the core curriculum listed below, fourth graders are able to participate in physical education, music and art.

READING

Much emphasis is placed on reading in the fourth grade. Students are expected to improve their reading skills for oral and silent reading. Reading for enjoyment is encouraged and the library is used for this purpose as well as reading for information. Reading is important in all curriculum areas and time is allotted for all students to read during class. Comprehension skills are expected to improve in all aspects of the students reading.

MATH

Math in the fourth grade is taught using many different methods and materials. Students are taught using flash cards, speed tests, fact sheets, board work and manipulatives. This is in addition to the use of texts and workbooks. Content areas include place value to one million, estimating, rounding to larger numbers, addition, subtraction, multiplication, division along with their properties and rules, basic geometry, fractions, decimals, measurement and time.

LANGUAGE ARTS

Language, spelling and handwriting are taught in the fourth grade by combining the use of many different materials and methods. Areas that are covered in the fourth grade language program include the types of sentences, parts of speech, sentence structure, writing letters, stories, descriptions, paragraphs, and research reports. Spelling is taught through the use of pronunciation skills, vowel-consonant patterns, definitions, and use of the word in sentences. Handwriting must be legible and is emphasized in all curriculum areas.

SCIENCE

Fourth graders study about the plant and animal world, heat, electricity and magnetism, rocks, minerals, weather and the solar system. Students will also spend time studying the sense organs and using food. Science careers and the people in these scientific fields are also studied. Computers, experiments, student-made models, field trips and group work assist in the teaching of science skills.

SOCIAL STUDIES

Social studies skills include studying about the different regions of the earth. Students learn about the people and places located within a grassland, a mountain area, a desert area, a polar area, and a tropical region. Students will learn about the earth as an ecosystem and about living in a community in America. In addition to the above skills, students will spend time learning about maps and globes.

FIFTH GRADE

The fifth grade class uses the skills and concepts that students have previously learned to build upon. During the fifth grade, the basic core curriculum listed below will be taught to all fifth grade students. In addition, students will have physical education, accelerated math, accelerated reading, and Study Island computer tutorial.

READING

The fifth grade reading program has been designed to give every student an opportunity to be touched through reading. Students are taught folk literature, modern classics, and information selections. This class integrates reading, writing, speaking and listening. The goal of this class is to help students learn a strategy for identifying and applying skills in any setting.

MATH

Students are taught to use higher order thinking skills to verbalize and justify concepts and strategies. Students will review the 1 and 2 digit multiplication and extend this to include 3 digit problems. They will also study 1 and 2 digit divisors, factor trees, multiples of numbers, areas, perimeters, volumes, geometric figures, fractions and ratios.

LANGUAGE ARTS

Fifth grade students will study all areas of sentences, parts of speech, literature, compositions, and poetry. They will also study capitalization, punctuation, usage and study skills. The students will express their knowledge of each concept by evaluating daily written assignments, work sheets, related resource material and pre-test and post-test scores.

SCIENCE

Science in the fifth grade will acquaint students with the life process common to all living things, introduce them to the classification of animals, and expose them to the ecological relationship between living and non-living things. Students will be able to recognize basic units of matter and the physical changes that matter undergoes. Students become familiar with the properties of electricity and its sources. Finally, students discuss basic earth and space concepts and the forces that shape the earth and cause its weather.

SOCIAL STUDIES

Fifth grade students are taught the geography of the United States. The students will study the states and capitals and the events that led up to the present. Citizenship will be taught in the fifth grade.

ANTI-BULLYING POLICY

The purpose of this policy is to promote consistency of approach and to create a climate in which all types of bullying are regarded as unacceptable.

AIMS

- To promote a secure and happy environment free from threat, harassment and any type of bullying behavior.
- To take positive action to prevent bullying from occurring through a clear school policy on Personal and Social Development.
- To show commitment to overcoming bullying by practicing zero tolerance.

- To inform pupils and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- To make staff aware of their role in fostering the knowledge and attitudes that will be required to achieve the above aims.

BASIC BELIEFS

Fort Cobb-Broxtton Schools should be a safe and pleasant place to be for all members of the school community – including students, teachers, parents and visitors.

Bullying is not acceptable at Fort Cobb-Broxtton Schools.

It can be a criminal offence if there is physical violence or threats, and anyone over the age of 10 may be dealt with by the law.

Bullying is any cruel or hurtful behavior by one person or group towards another. It includes:

- Physical violence (e.g. pushing, punching, hitting)
- Leaving someone out of activities on purpose
- Spreading rumors and name calling
- Damaging, removing or hiding belongings
- Racist and sexist remarks and put downs
- Forcing someone to do something they don’t want to do
- Humiliating or ridiculing someone
- Invasion of personal space

WHAT THE SCHOOL WILL DO

- Provide a safe, secure environment for students, teachers, other staff and visitors.
- Provide a supportive environment, which encourages positive relationships between students, their parents/guardians and teachers.
- Include material on bullying tolerance, pro-social behaviors in the curriculum.
- Respond to all reports of bullying within the school community.

WHAT THE STAFF WILL DO

- Implement procedures to confront bullying in any form.
- Listen to all parties involved in incidents.
- Investigate as fully as possible.
- Take appropriate action, or to refer the matter to building principal for further action.
- Record and inform parents of bullying incidents.
- Promote the use of a range of teaching and learning styles and strategies that challenge bullying behavior.
- Promote open management styles, which facilitate communication and consultation throughout the education service.
- Foster by example the values we as a school believe in.
- Promote the use of interventions, which are least intrusive and most effective.
- Monitor the extent to which the above are being carried out by:
 - * Regular discussions between administration, staff, pupils and parents.
 - * Recording incidents of bullying in a discipline file.
 - * Retaining records for monitoring purpose.

WHAT THE STUDENTS WILL DO

- Be strong in rejecting bullying behavior. Don't allow yourself to become a victim.
- Do not tolerate bullying behaviors within your friendship group.
- Talk about bullying openly.
- Do not bully others yourself.
- If you see bullying taking place, tell someone you trust.
- If you are being bullied tell someone you trust, e.g. parent, teacher, peer support leader.

WHAT THE PARENTS WILL BE ENCOURAGED TO DO

- Get the story. Discuss the incident with your child. Listen to your child's opinions and feelings.
- Support your child. Talk through the situation and agree upon what action will be taken. Assure them that they have done the right thing in reporting the bullying accident.
- Do not attempt to sort out the bullies yourself. This may worsen the situation.
- Make an appointment with the Principal or the Principal's nominee. Without an appointment the school may not be able to investigate the situation, and your meeting may not be as useful as you would like it to be.
- At the meeting calmly present the concern and explain that you are hoping to work out some solution with their help. All parties should work together on the problem.