



Standards for Accreditation of Oklahoma Schools

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The Mission
of the
Accreditation/Standards Division
of the
Oklahoma State Department of
Education

Service

To increase
student learning and achievement.

Leadership

To promote
the improvement of the common
schools of Oklahoma.

Regulation

To maintain
necessary standards.

OAC 210:15-19-10. Scheduling

- (a) Classroom instruction should be scheduled in keeping with the regular scheduling policy for other subjects in the school curriculum. It is highly recommended that the classroom, simulation (where used), and the behind-the-wheel instruction be integrated to the extent that each phase supplements the other.
- (b) Behind-the-wheel instruction should be scheduled in keeping with the needs of the students and, if possible, should be scheduled the same hour as classroom instruction. However, the driving phase of the class shall begin and end, with all students and the instructor, at the school. **(94)**

OAC 210:15-19-11. Student eligibility

- (a) Students who enroll in Driver and Traffic Safety Education in any public school of this state must show evidence that they are physically and mentally capable of receiving instruction and may profit from the course.
- (b) Any student receiving instruction in Driver and Traffic Safety Education, under the provisions of the law shall be:
 - (1) At least fifteen (15) years of age and a secondary school student.
 - (2) The student shall meet the requirements in (b) (1) of this section while regularly enrolled and certified by an instructor as a student taking a prescribed course of secondary school driver education, to operate a motor vehicle while accompanied by, and receiving instruction from said instructor who is actually occupying a seat beside the driver. **(98)**

OAC 210:15-19-12. Specifications for the vehicle

- (a) All Driver and Traffic Safety Education (D/TSE) vehicles must be equipped with dual controls, sideview mirrors (right and left), and front and rear seat belts for all occupants of the vehicle.
- (b) All D/TSE vehicles shall be clearly identified "Student Driver" on front and back of vehicle in a clearly visible place. It is recommended that the letters be at least 4" high. **(98)**

EARLY CHILDHOOD EDUCATION PROGRAMS

OAC 210:15-11-1. Purpose

The rules and regulations in this Subchapter provide procedures for implementation and continuance of early childhood education programs in accredited Oklahoma schools.

OAC 210:15-11-2. Rules and regulations for early childhood education programs

- (a) The number of children in a group shall not exceed twenty (20). The adult child ratio shall not exceed 1:10. Any enrollment that exceeds ten (10) shall require the employment of a teacher assistant.
- (b) The school district shall ensure the teacher assistant is provided professional development in early childhood education.
- (c) The program shall encourage family involvement to support the child's education experience.
- (d) The learning environment shall:
 - (1) Be arranged to provide for individual and group learning experiences
 - (2) Be equipped with movable furniture of the correct size

- (3) Have adequate materials and supplies available in sufficient quantities to meet the needs of the children in the class
- (4) Have restroom facilities that will accommodate four-year-olds
- (5) Provide for a playground area that is accessible and safe.
- (e) It is recommended that space requirements be based on thirty-five (35) square feet per child, and that the classroom have a sink with running water.
- (f) The curriculum shall be appropriate for the age and developmental level of the students. A process to provide continuity between the early childhood program and the kindergarten program shall be established.
- (g) The school district shall provide for individual student screening and referral for vision and hearing. **(05)**

GIFTED AND TALENTED EDUCATION REGULATIONS AND PROGRAM APPROVAL STANDARDS

OAC 210:15-23-1. Responsibilities of school districts and local boards of education in providing for a gifted and talented program

The local board of education is responsible to provide gifted and talented educational programs for all identified gifted and talented children who reside in the district. Gifted and talented educational programs must include multiple programming options which are matched with each student's identified needs and interests. **(97)**

OAC 210:15-23-1. Definitions

The following words and terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Children who reside in the district" means children who are legally enrolled in the district.

"Students who score in the top three (3%) on any nationally standardized test of intellectual ability" means a composite, total or full scale score in the 97th percentile or above, including the standard error or measure as denoted in each nationally standardized test of intellectual ability technical manual.

"Composite, total or full scale score" means the total of all components or subtest scores as defined in the technical manual of the nationally standardized test of intellectual ability. Subtest scores themselves do not constitute a composite, total or full scale score. **(01)**

OAC 210:15-23-2. Procedural safeguards for the identification of students for gifted education programming

- (a) Gifted and talented children shall be identified consistent with [70 O.S. § 1210.301](#) for the purposes of funding through the annual gifted educational child count.
- (b) Identification procedures are clearly stated and uniformly implemented.
- (c) Student placement decisions in the capability areas are based on multiple criteria.
- (d) Procedures used in the identification process are nondiscriminatory with respect to race, economic background, national origin or handicapping condition.
- (e) Written identification and placement procedures include parental involvement.
 - (1) Parents grant written permission for individual ability testing.
 - (2) Local gifted educational plan includes a procedure for parents to appeal a placement or nonplacement decision with which they disagree.