ALTUS PRIMARY

STUDENT HANDBOOK



"Learners Today…Leaders Tomorrow"

2026-2027

Altus Primary School

1200 Glenda
(580) 481-2185 • Fax (580) 481-3057

Faculty and Staff

Principal: Cheryl Anderson
Assistant Principal: Mindy Hawthorne
Secretary: Leslie Jameson
Secretary: Lydia Salaiz

Aides
Mariah Flores
Selena Garcia
Araseli Granado
Danelle Guzman
Kyra Hinckley
Jordan Lee

Computer Lab Assist.
Christina Collins

Cooks
Angel Lambros, Manager
Jessica Arroyo
Mayra Marrero
Mary Strom

Cafeteria Clerk
Ruth Ortega

Counselor
Carrie Gann

School Family Specialist
Mandy O'Neil

Custodians
Richard Bennett
Robert Lee

EL
Christine Wilson
Atenas Bedolla, Aide

Librarian/GT
Kaylee Christenson
Nancy Boone, Aide

Music
London Hopkins
Katie Paxton, Aide

Nurse
Jamie Griffis

P.E.
Kennedy Lewallen
Denise Wilmes, Aide

Special Education
Shannon Cansler
Linaya Gonzalez
Madison Mowdy
Tanya Buchanan, Para
Devon Cheek, Para
Klara Gallagher, Para
Jamie Johnson, Para
Amanda Logsdon, Para
Corey Whitley, Para

Speech
Tye Hurst
Grace Hill, Aide
Ashley Thompson, Aide (Virtual)

STEAM Instructor
Jennifer Bourland

Title 1 Reading
Denise Barton
Candace McMahan
Leslie Conrad, Aide
Belen Granado, Aide

First Grade
Brandi Backman
Shelby Clark
Alex Cole
Denise Hobbs
Mandy Hopkins
Anna Matthews
Rhianna Perez
Cindy Rabalais
Journey Rocha
Victoria Wall
Lauren Westervelt

Second Grade
Marissa Abney
Lavon Coufal
Norma Crispin
Priscilla Gallagher
Brandee Grivois
Callie Henson
Jeanne Herring
Taylor Nelson
Hannah Ramirez
Marlie Robinson

Where all students and staff work together in a safe and healthy environment, fueled by positive attitudes, assuring the opportunity for all students, according to their abilities, to become successful, productive citizens.



“Have you read with your child today?”

The Altus Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, age, qualified handicap, or veteran status.

Inquiries concerning application of this policy may be referred to the principal by phone at (580) 481-2185 or by mail at

Altus Primary School
1200 Glenda
Altus, OK 73521



Welcome to Altus Primary! We are looking forward to the opportunity to work with your child. The faculty and staff at Primary are dedicated to providing a positive educational experience for all our students. Our wish is that we can help your child to excel to his/her greatest potential.

Our teachers are excited about working with your child this year. We have a well-rounded curriculum with emphasis in the areas of reading and math to maximize the educational achievements of our students. Our school, which maintains a one-to-one digital initiative providing iPads for each student, enhances instruction through internet access and the implementation of the Response to Interventions (RTI) process. RTI is about matching students' needs with high quality researched based educational practices and interventions in measuring student progress and performance to make the best education decisions for all students. Our school library has a circulation system that is completely automated with thousands of books and materials available. All children will participate in music and physical education classes along with two recesses each day. Our counselor will be involved in classroom group guidance and available to students on a full-time basis.

Our students and teachers at Primary support our community and will be involved in several meaningful projects this year. Students will be involved in local food drives, Animal Shelter Supply Drive, and other worthy community services.

You can help your child succeed by becoming involved in your child's education and school. The best way to assist your student is to read with them at least twenty minutes daily. I invite you to attend the Parent Teacher Conferences and the family activities. Your participation will play an important role in your child's educational career.

Once again, welcome to Altus Primary. Working together as parents and educators, we can make your child's first and second grade experiences some of the most memorable of their school career.

Sincerely,
Cheryl Anderson, Principal

SCHOOL TIME SCHEDULE

7:45 Teachers on duty

7:50 Bell rings to admit students into classroom

7:55 Tardy bell rings; instruction begins

3:05 Class work ends; students dismissed

ARRIVAL/DISMISSAL/HOURS OF SUPERVISION

There will be a teacher on duty at 7:20 a.m. Students not riding an Altus Public Schools Bus should not arrive at school before 7:30. All students should be dropped off at the far south entrance on Glenda, while bus students will be dropped off at the main entrance. Students who are dropped off after 7:50 a.m. need to enter through the ***main entrance***. Parents wishing to walk their child to class are welcome to do so, however, they will need to enter through the south door before 7:50 and the main door after 7:50. Visitor badges are located at the main entrance. For the safety of your child, do not drop off in the staff parking lot.

Dismissal of students is at 3:00 p.m.

Exit doors are as follows:

Backman, Clark, Cole, Hopkins, Perez, Rabalais - East door by staff parking lot on Asalee
Hobbs, Matthews, Rocha, Wall, Westervelt – Cafeteria North Door
Abney, Coufal, Grivois, Ramirez – West Door 1
Crispin, Gallagher, Henson, Herring, Nelson, Robinson – West Door 2

All students must be picked up by 3:15. Any student not picked up will be brought inside the school at the main entrance. Teachers will try to contact the parents or the emergency contacts listed on the enrollment form. Failure to pick up students in a reasonable time could result in further action being taken, such as Department of Human Services and/or Altus Police Department being contacted. Altus Primary provides after school daycare for a fee. Habitual late pick up would result in that child being placed in the afterschool daycare and charged a drop-in fee.

LUNCH AND RECESS TIMES

Morning Recess
8:15-8:35 / 8:40-9:00 / 9:05-9:25

1st Lunch Period	10:30 – 11:00	2nd Lunch Period	11:00 – 11:30	3rd Lunch Period	11:30 – 12:00
Recess	10:05 – 10:25	Recess	10:35 – 10:55	Recess	11:05 – 11:55
4th Lunch Period	12:00 – 12:30	5th Lunch Period	12:30 – 1:00		
Recess	12:35 – 12:55	Recess	12:05 – 12:25		

Afternoon Recess
1:00-1:20 / 1:25-1:45 / 1:50-2:10 / 2:15-2:35

ACTIVITIES

Notes will be sent home to inform parents of various school activities. Our Altus App, Primary Facebook page, and our school website will also include activities and other important announcements throughout the school year.

ADDITIONAL EDUCATIONAL SERVICES

Title 1 School (provides extra reading), after school daycare (home assistance), 1:1 iPads with various educational technology programs, benchmark testing (quarterly). All students receive visual art enrichment, character lessons, parent/family engagement activities and a book fair (twice yearly). The following educational services are also available providing the criteria is met: enriched students, EL services, special education services, kidz club (after school) and summer school.

ALTERNATIVE PLACEMENT

Alternative Placement is the supervision of a student who needs time to reflect on his/her behavior. Student can be placed in "AP" by the principal or his/her designee. Students in "AP" will be given the opportunity to complete daily assignments in a designated area in the building and possibly returned to the classroom after appropriate behavior has been displayed by student.

ASBESTOS HAZARD EMERGENCY RESPONSE NOTIFICATION

Under AHERA 40 CFR Part 763 Altus Schools has asbestos-containing materials. Periodic surveillance of the facilities is conducted during January and July with 3-year re-inspections conducted tri-annually. Building occupants and workers shall be informed when response actions take place. Management plans for the facilities that contain asbestos are available for review in the superintendent's office and at each school's administration office.

ASSESSMENTS

All teachers will use multiple assessments throughout the year to determine the skill level of each child in Reading, Math, and Writing. This will include benchmark testing data, progress monitoring data, intervention data, pre/post test data, and classroom assessments. Each teacher will be ready to show documentation to the administration of each type of assessment upon request. Literacy First and Amira assessments will be used to determine eligibility for Reading Sufficiency. The Response to Intervention (RTI) team will require that teachers keep current class data sheets and student folders. This information must be used when planning lessons. Interventions will be implemented for those students in need of extra instruction in math, reading, and writing. The assessment information will be utilized to assist in planning classroom instruction. Student Portfolios will be developed and maintained for each second grade regular education or IEP student to assist with "good cause" exemptions for third grade promotion if State Testing results require this.

ATTENDANCE/ABSENCES/MAKEUP WORK

*** Informational letter will be passed out during Meet the Teacher and Parent Orientation.**

First Action
When a student has been absent from school four or more days or parts of days within a four-week period without a valid excuse the parent/guardian will receive notification that will include the following:

- Phone call
- Student information system report
- Site informational letter
- Site warning letter
- DA warning letter

Second Action
When a student has ten days or parts of days of unexcused absences, it will result in filing with the District Attorney's office.

Third Action
Excessive excused or non-excused absences could result in student retention.

NOTE
Notification will be sent to parents of students who are frequently absent due to illness when the number of absences has exceeded ten days. In order for further absences to be considered excused, a doctor's verification may be required.

Students will be permitted to make up classwork missed because of an excused absence. Make-up work will not be permitted for truancy (unexcused absences).

Absences will be considered excused for the following reasons providing communication is made to the school **on the day of the absence**: illness, bereavement, family emergencies, recognized religious holidays, and doctor or dentist appointments with a valid verification note. All other absences are considered unexcused.

ATTENDANCE, TARDIES, ABSENCES, AND MAKEUP WORK

Definitions
Absence – If a student comes to school after 9:15 a.m. it is considered half a day absent in the morning. If a student leaves before 1:45 p.m. it is considered half a day absent in the afternoon.

Attendance – Regular attendance is a necessary part of the learning process and is a key to getting a good education. The educational experience consists of more than merely taking tests. Daily classroom participation, interaction with the teacher and other learners, and receipt of instruction is necessary to acquire desired knowledge and skills.

Excessive Absences – If a child is absent without valid excuse for four or more days or parts of days within a fourweek period, or is absent without valid excuse for ten or more days or parts of days within a semester, schools are required by law to report these excessive absences to the Department of Human Services and District Attorney.

Notification of Absence from School - If your child is ill or must be absent from school for any reason, please notify the office at 481-2185. The office is open at 7:30 a.m. Please call as early as possible. If for some reason a parent/guardian contact has not been made regarding a student's absence by the end of that school day, the student will be considered truant.

Make-up Work - Students will be allowed to make up the classwork missed due to an excused absence. Each student will be given the number of days absent plus one day to finish any make-up work. Any work that is not turned in on time will have a zero recorded for that assignment.

Tardies – Students arriving to school after 8:00 and before 9:15 a.m. must receive a tardy slip from the office. Those students who leave after 1:45 p.m. are considered tardy in the afternoon.

Truancy – An absence without parent/guardian or school consent and appropriate notification made to the principal.

THE DISTRICT ATTORNEY AND DEPARTMENT OF HUMAN SERVICES WILL BE NOTIFIED IN A TIMELY MANNER REGARDING ALL TRUANCY PROBLEMS. PLEASE HAVE YOUR CHILD IN SCHOOL EACH DAY. THEY MUST BE HERE TO LEARN.

BICYCLE SAFETY

Riding bicycles to and from school can be dangerous. Strict safety practice by the students is required. No unsafe practices will be tolerated. Bicycles are to be walked on school property during the school day, and bikes are to be kept in the racks provided on the north side of the building. All bikes should be locked to the racks. NO SKATEBOARDS OR SCOOTERS ARE ALLOWED.

BREAKFAST AND LUNCH PROGRAM

The students receive a free breakfast and lunch. Cafeterias in each of the schools offer well-balanced diets. Children enjoy breakfast and lunches that comply with the regulations set forth through the Child Nutrition Programs of the State Department of Education. Students may purchase extra milk if they choose during lunch. A parent may purchase lunch and eat with their child, during lunch hours, but due to the new breakfast in the classroom program, not at breakfast.

Lunch	
Extra Milk	50¢
Non School Employee	$5.50

Students may whisper while eating, however, excessive or loud talking will not be permitted. Students should keep their hands, feet, and other objects to themselves. There will be staff in the cafeteria to monitor student behavior. Once student trays are empty, they are dismissed for recess.

Policy 700.710

STUDENT MEAL CHARGES

The district is committed to ensuring that all students receive the nutrition they need to engage in active learning during the school day. In accordance with applicable federal guidance from the United States Department of Agriculture (USDA), this policy is intended to serve the purposes of meeting student needs, while maintaining the fiscal integrity of the district's school food service account.

Students paying full or reduced price for meals who do not have money in their account or in hand to cover the cost of a meal at the time of service will be permitted to charge a meal. However, these students will be denied permission to charge a la carte or "extra items", such as a second milk, additional meal, or additional entrée.

"Students are responsible to pay in full for any meal charge accrued against their meal account." A maximum limit of $25 dollars charge may be accrued against a school meal account. After this the student will be offered a designated alternate meal such as a meat or cheese sandwich with milk for lunch and a breakfast grain item with milk for breakfast.

If a financial hardship exists, parents and families are encouraged to apply for free or reduced priced lunches for their child. Applications are available at schools and the district Board of Education Office.

Parents/guardians will be notified on a regular and consistent manner that a school meal debt has been accrued through means such as verbal, e-mail, phone call, letters relayed at parent/teacher conferences or low balance due to notice from the school district. Charges that place the student in a negative status at any time during the school year remain the parent's responsibility.

Employees of the district will be expected to maintain a positive meal account balance or opt to pay cash for all meals.

A copy of this policy will be given to each parent/guardian at the start of each school year and posted on our website. All School personnel will also be notified of this policy.

**This institution is an equal opportunity provider.*

Revised 07/09/19
07/10/08

BULLYING

All staff is trained to identify and recognize the signs of bullying and the proper procedures to follow. This training is provided yearly.

Senate Bill 992 ----- "Bullying Bill" Addressing this type of attitude.

For any student who is identified as displaying this type of behavior, they will be dealt with immediately.

Step One: The parent/guardian will be notified of the infraction if the teacher or principal feels it is necessary. This will be done by means of a telephone conversation, with the parent having the option to come to the school should they choose to do so. The teacher may request a conference with the parent, depending on the nature of the incident.

Step Two: Depending on the severity of the infraction, the type of discipline will be discussed.

Options: This would be dependent upon the nature of the infraction.

Also see pages 31-32

BUS TRANSPORTATION

Bus transportation is provided to students in certain designated areas. Transportation of students by method of school bus should be considered a privilege provided, not a right; therefore, students should be aware that privileges may be lost if they are abused. It is important that every student be entitled to a safe trip to and from home. Unsafe bus behavior is not tolerated. Only regularly scheduled bus students are to ride the buses. Each bus driver will establish rules for the bus in accordance with the district transportation manual. If the behavior of a student becomes such that it jeopardizes the safety of other students or is not in accordance with policies set forth in the bus transportation guidelines, the student may be denied bus riding privileges. No busing will be provided for pre-school children.

Elementary Students

For students in kindergarten through 4th grade the procedures below will be applied:

1st Offense – Upon the first offense of unacceptable conduct, the principal will counsel the student and inform the parent.

2nd Offense – Upon the second offense, the principal will notify the student and parent that the student is suspended from school bus riding privileges for three (3) days. The student will be transported home on the last day he/she rides the bus.

3rd Offense – Upon the third offense, the principal will notify the student and parent that the student is suspended from school bus riding privileges for seven (7) days.

4th Offense – Upon the fourth offense, the principal will notify the student and parent that the student is suspended from school bus riding privileges for ten (10) days.

5th Offense – Upon the fifth offense, the principal will notify the student and parent that the student is suspended from school bus riding privileges for twenty (20) days.

6th Offense – Upon the sixth offense, the principal will notify the student and parent that the student is suspended from school bus riding privileges for the equivalent of one semester (87 days).

If a student shows an uncontrolled malicious disregard for the safety and well-being of the passengers and driver, it is possible that immediate suspension from the bus and school may occur without going through the procedures above.

The same rules of conduct expected at school and in the classroom shall apply for the student on the school bus.

Bus conduct procedures involving identified special needs students are determined individually on a case-by-case basis.

CHILD FIND

"All children with disabilities, residing in Oklahoma, whether attending public schools, private schools or being home-schooled, should be identified, located, and evaluation."

Oklahoma law requires Altus Public Schools to locate all children, ages 3-21, who are suspected of having a disability and may require special education and/or related services. Services are available for the following disability categories: Developmental Delay, Specific Learning Disability, Speech / Language Impairment, Hearing Impairment / Deafness, Intellectual Disability, Other Health Impairment, Visual Impairment, Emotional Disturbance, Autism, Traumatic Brain Injury, Orthopedic Impairment, Deaf-Blindness, and Multiple Disabilities. Persons knowing of a child, ages 3-21, whom they believe may qualify for preschool or school-age classes for children with disabilities may receive further information by contacting Michelle Green, director of Special Education, at 580-481-3089 or 580-481-3088.

Translators will be provided for parents / guardians who do not speak English.

ENCONTRAR NIÑOS

"Todos los niños con discapacidad, con demicilio en Oklahoma, si asisten a escuelas públicas, escuelas privadas o ser educado en casa, deben ser identificados, localizados y evaluados."

La ley de Oklahoma requiere Altus las Escuelas Públicas de localizer a todos los niños, las edades 3-21, que so sospecha que tienen una discapacidad y puede necesitar educación especial y / o servicios relacionados. Los servicios están disponibles para las categorías de discapacidad siguientes: retraso en el desarrollo, discapacidad especifica de aprendizaje, del hable y Deterioro del lenguaje, discapacidad auditiva / sordera, discapacidad intelectual, otros deterioros de la salud, las deficiencies visuales, trastornos emocionales, autismo, lesión cerebral traumática, Impedimento Ortopédico, Sordo – Ceguera y discapacidades múltiples. Las personas que a sabiendas de un niño, las edades 3-21, los cuales creen que pueden calificar para la escuela preescolar o – las clases de edad para los niños con necesidades especiales pueden recibir más información poniéndose en contacto con Michelle Green, Director de Educación Especial, en el 580-481-3089 o 580-481-3088.

Los traductores se proporcionan para los padres / tutores que no hablan Inglés.

CLOSED CAMPUS

Altus Primary School is a closed campus. During the noon period, students will be restricted to the school campus. However, a parent/guardian may pick up their child during the lunch period. A parent will be allowed to take his/her child only. Be sure to sign your child out and back in at the office. Students who are late returning to class from lunch will be given an unexcused tardy.

COMPUTERS

Computer education has become an important part of our curriculum and a part of the Oklahoma State Competencies. Altus Primary has one computer lab available for students. There is also internet access in each classroom with iPads and computers available for students.

Students using the school internet must have permission from their parent/guardian on file. This may be found on the enrollment form. Violation of District Policies and Procedures may result in cancellation of computer use privileges

and/or disciplinary action. Computer vandalism will result in cancellation of District Computing Resource privileges and/or other disciplinary action.

COUNSELOR

Our counselor provides counseling services throughout the year and coordinates many programs and activities. Parents, teachers, or students may request services from the counselor for individual counseling, behavior modification techniques, classroom activities, and other needs.

DISCIPLINE

The philosophy of discipline for Altus Primary is as follows: elementary teachers and administrators will make every effort to use positive reinforcement, provide a pleasant environment, and maintain parental contact to ensure appropriate behavior of each child. These actions tend to minimize students' discipline problems. Refer to Discipline Policy in Board of Education Policies 700.150 or page 26-31 of the student handbook.

DISMISSAL OF SCHOOL DUE TO SEVERE WEATHER OR OTHER CAUSE

On occasion weather or other unforeseen cause merits dismissal of school or requires a late start time. All communication from the Board of Education to the schools will be done on the following media sources: Radio station KWHW 1450 AM, KEYB 107.9 FM, and KSWO Television, channel 7. A district-wide message will be sent out via text message/email/phone call/app notification from the Board of Education to all parents/guardians notifying them of school dismissal. Altus Public Schools' automated dialer will also be calling the phone numbers we have on file. Please contact the office with any updated phone numbers as they become available.

DRESS CODE

Students are encouraged to come to school in comfortable and clean clothes. Appropriate dress as determined by the staff and administration of Altus Primary is required at all times. Please make sure that shirts and tops with "sayings" printed on them are in good taste. Parents will be notified if clothes are inappropriate and/or distracting to other students. The dress code is as follows: no short shorts, no halter tops, no showing belly buttons, no shoe skates, no sagging, no gang-related clothing, no alcohol or drug advertisements on shirt, no obscene shirts, and no mesh tops. Hats of any kind, pajamas or house shoes are not allowed at school unless prior approval has been obtained from the principal. Piercing is limited to the ears only. **A good rule to follow is if you are not sure, don't wear it.** Athletic shoes are encouraged for recess and physical education classes for student personal safety.

EARLY CHECKOUT OF STUDENTS

Our time with your child is valuable. We are all concerned about quality education for each of our students. Please try to schedule appointments and trips at a time that will not conflict with the learning. **Any visitors picking up a child must present identification, sign the student out and we will call for your child.**

At Primary the well-being and safety of your child is most important to all of the faculty and staff. Because of this we are asking your cooperation with the following policy.

Parents who need to pick up children during school hours need to sign the students out through the office and present proper identification. School personnel will send for student to be dismissed while they are being signed out. Please do not call ahead to have your child dismissed from class early only to sit at the front and wait on you; they would miss much valuable learning time from the classroom.

Picking child up early from school counts as a tardy or half day absence

Absence – If a student leaves before 1:45 p.m. it is considered half a day absent in the afternoon.

Tardies – Those students who leave after 1:45 p.m. are considered tardy in the afternoon.

1. For all scheduled appointments notify the teacher of the time your child should be dismissed to the office. You may do this by sending a note to your child's teacher.
2. For emergencies or unexpected circumstances notify the office by phone or in person.

EL (ENGLISH LEARNERS) AND BILINGUAL CLASSES

EL (English Language Learner) are students who do not speak English as their primary language and who have a limited ability to read, write or understand English. This program provides instruction in English, with support of native language as needed, to allow the student to progress effectively through the educational system.

Bilingual students are ones who speak two or more languages and can be eligible for this pull-out program if they meet criteria.

A migrant student is a child whose parent or guardian is a migratory agricultural worker or fisher who has moved from one school district or school administrative area to another during the regular school year. The child must have had his education interrupted as a result of this move. The move must have been to enable the child, the child's guardian, or a member of the child's immediate family, to obtain temporary or seasonal employment in an agricultural or fishing activity. Certain criteria has to be met in order to be designated as migrant.

ENRICHMENT CLASSES

Primary students who qualify for enrichment will be served on site. Those students who are recommended for enrichment placement in grades 1-2 will be served in a weekly pull-out program by our librarian. Board Policy will establish guidelines for this program.

EXTENDED DAY CARE PROGRAM

Altus Primary provides an after-school program for students of working parents. The program hours are from 3:05 p.m. until 5:45 p.m. on school days only. There will be no extended day services on parent/teacher conference days, early release or non-school days. Please contact the office if you have any questions about this program.

100.250

NOTIFICATION OF RIGHTS UNDER FERPA FOR ALTUS PUBLIC SCHOOLS

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 for the parent or eligible student in order to release any information form 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, within 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. For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may call 1-800-437-0833.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education 400 Maryland Avenue, SW
Washington, D.C. 20202-8520

Revised 03/10/03
Revised 07/12/10

FIELD TRIPS

Field trips are designed to supplement different aspects of the classroom curriculum and to introduce students to the resources of the community. Parents will receive notices of field trips in advance and will be asked to sign field trip permission forms. Bus transportation will be provided by Altus Schools. To insure safety of your child, a power of attorney must be on file in order for your child to participate in any field trip.

FLOWERS

Flowers or balloons will not be delivered to students in class because it is a distraction and disrupts learning. Students will be instructed to pick them up in the office after school.

GRADES

Grading and reporting grades are in many instances the only way we have of informing parents of their children's progress. Every effort will be made to inform parents of student progress through phone calls, weekly grade sheets, notes to parents, conferences, etc. At least two grades per subject will be recorded in the computer by each Friday. Grade sheets will go home with students most Mondays. Parents do have access to the parent portal to review grades.

Teachers in the Altus Schools shall determine grades using the following percent spread:

A	90-100	Music and P.E. will use the following scale:
B	80-89	H High
C	70-79	S Satisfactory
D	60-69	L Low
F	Below 60	U Unsatisfactory

HALLWAYS

Students should walk quietly in a single file line and keep their hands to themselves. No running is allowed.

HANDBOOK

Each family will sign the Verification of Receipt for a Student Handbook (one copy per family) or has internet access to the handbook on the school website. A copy of this list will be on file in the main office.

HOMEWORK

Homework is a valuable educational tool and is important to a student's academic development. Homework is considered work that was not completed in the classroom and is due the next morning. Parents should be aware of and involved with assignments. They should offer encouragement whenever possible. We ask the parents not to do the work for the child. You may assist the student whenever it is deemed necessary. Excessive homework is to be avoided. Homework is to be returned the following day after it is assigned. Students who do not turn in completed homework may have to stay in at recess or may receive a zero for the assignment. Failure to complete and turn in assigned work will be reflected on the academic reports sent to parents at standard intervals throughout the year. If your child is absent from school and you want to pick up their assignments, please call and make that request. All textbooks and homework assignments may be picked up at the front table ***after 3:00 p.m.***

HOUSEHOLD INFORMATION UPDATES

Please let the office know if there has been an address or phone number change. Call our secretary at 580-481-2185 and she will make your updated changes in the student system.

ILL CHILDREN

If your child becomes ill at school, we will contact you. If we cannot reach you, we will use the emergency contact information you have provided. Please remember that we cannot keep ill children at school. ***If your child has had fever they must be fever free for 24 hours without medicine before bringing them back to school.***



IMMUNIZATION

Oklahoma State Law requires that all children be immunized before entering school. A shot record of required immunizations is due upon enrollment. **ALL STUDENTS MUST HAVE A COMPLETED SHOT RECORD BEFORE THEY CAN OFFICIALLY ENTER SCHOOL.**

IPADS

Altus Primary offers our students individual iPads in every classroom. Students will be led and monitored by teachers to instructional sites for daily practice. Students that misuse their iPads can lose privileges.

Care of iPads in the classroom are a responsibility of both students and teachers. The teacher's responsibility is to share correct guidelines and procedures and to monitor students as they use and transport iPads in the learning environment. Guidelines and access should be age appropriate for each grade level of student. iPads are one learning tool that we use, and just like other materials in the classroom, we understand usual wear and tear on devices. Altus Schools asks that you adhere to the following iPad use and guidelines.

- Take good care of iPads and accessories in order to prevent damages to the devices
- Keep the iPad in the protective case at all times
- iPads will be retrieved and returned to the charging cart according to the teacher's directions
- Food and beverages should be kept away from iPads
- Disassembly of any part of the iPad is not allowable
- iPads will not be used in ways that are not educationally appropriate by following the
- Acceptable Use Policy procedures and the teacher's instructions
- Markers, crayons, stickers, or tape will not be used on iPads
- Serial numbers must not be tampered with on the iPads
- iPads are the property of Altus Public Schools and intentional damage and defacing is considered damage to school property
- Contact the teacher immediately if there is a problem or damage to an iPad
- Failure to follow the above guidelines could result in limited use and access to iPad devices in the classroom.

LIBRARY

Altus Primary Library is the home of thousands of books. Our circulation system is automated and we have a full time librarian and library assistant. The students will have literature appreciation and library instruction on a scheduled basis with their classroom. The library is open each day. Students are encouraged to check out books as often as needed.

Teachers may use unscheduled times for class and small-group research projects in the library. Any student may come to the library during the day if they have permission from their teacher and the librarian assistant is available. All students are encouraged to take advantage of the many materials we have available and read as much as possible.

LOST AND FOUND

The lost and found is located in the east hallway. Articles found are to be turned in to the office. Articles not claimed by one week after the end of the school year will be donated to charity.

The hard copy roster **MUST** be returned to the Classroom Flex Carts for accurate meal count entry into Infinite Campus by the Cafeteria Clerk **PRIOR TO LUNCH.** Your school may choose to post the roster near Homeroom Door or other process that works best for you…**PLEASE return the roster right after meal distribution.**

MEDICATION

The school nurse, principal, or his/her designees will only administer medications. The student must have a medication permission and emergency form on file. If indicated on the form, it may be necessary to call the parent before administering any medications. The office cannot assume the responsibility for notifying the student of the time to take medications.

No medication shall be administered unless the parent or guardian of the student requiring the medication has given the school written authorization to administer the medication. The parent or guardian of any student requiring medication during school shall bring the medication to the principal or his/her designee. **Medication cannot be brought to school or sent home with the student.** The parent must complete and sign the "Request for Administration of Prescription and Non-prescription Medication" form. A new form must be completed for each change in medication and renewed each school year.

All medications brought to school by students with the exception of inhalers and epi-pens will be confiscated and the parents will be asked to come to school to pick up the medication. Medication not picked up within two weeks will be destroyed.

MOMENT OF SILENCE

In accordance with Senate Bill 815 and State Statute 70 O.S. 11-101.1 and 70 O.S. 11-101.2, Altus Primary will observe a "Moment of Silence" each day. The moment of silence is for the express purpose of allowing each student to reflect, meditate, pray or engage in other silent activity.

Each morning, staff will lead the student body in the Pledge of Allegiance, Oklahoma Flag Salute, and a Minute of Silence along with daily announcements.

MUSIC

All students will participate in music classes weekly. Various programs will be presented during the school year that your child may be involved in.

PARENT PORTAL

The student information system for the district has changed to Infinite Campus (IC). Through IC, parents will have access to their child's grades, attendance, and other information on a real time basis. If you do not have access to the parent portal you need to call the school at 481-2185.

PARENT'S RIGHT-TO-KNOW

For Advising Parents of the Right to Know Information about a Teacher's Qualifications as Required by ESSA.

At Altus Public Schools, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a District with six Title schools, we must meet federal rules related to teacher qualifications as defined in ESSA. These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teacher,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact the site principal.

This document is also located on the Altus Primary School website

PARENT/TEACHER CONFERENCES

Parents are welcome to come to school and talk with teachers. Appointments should be made to coincide with the teacher's planning schedule. This can be done through the office by calling 481-2185.

In addition, parent conferences will be held on the following dates for the 2026-2027 year:

August 11	8:00 – 3:00	(Meet the Teacher Day)
September 17	3:30 – 9:30	
February 11	3:30 – 9:30	

Our teachers will be sending out sign-up sheets for scheduled conferences. All conferences will be scheduled in fifteen minutes blocks of time. This will allow everyone to participate equally.

PARENT VOLUNTEERS

We encourage our parents to become involved in our various activities. Our volunteer groups have always been willing to help and provide many worthwhile services that enhance our school and learning environment. If interested, please contact your child's teacher or the front office (481-2185). Volunteers will need to complete the APS approval process.

PARENTS SCHOOL ENGAGEMENT POLICY

Title 1 Altus Primary School 2026-2027

As a requirement of the Title 1 Parental Engagement section of the Every Student Succeeds Act, each school year a Parent Engagement Policy will be developed at Altus Primary School by collaborating with staff and parents. Needs assessment for the site was solicited via school wide climate surveys, participation in formal committees, and contributions from interactions with staff. The policy has been made available to our parents through our Primary website and handbook, as well as our beginning of the school year Parent Orientation Meeting. Information was shared with parents about our school's participation in the Title 1 program and to explain the requirements of the program and their right to be involved. The policy describes the means for carrying out the following Title 1 parental engagement requirements:

Engagement of Parents in the Title I Program

To involve parents in the Title 1 program at Altus Primary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title 1 requirements and about the right of parents to be involved in the Title 1 program. This meeting is part of the Parent Orientation schedule of events.
- The school offers a flexible number of meetings for Title 1 parents to attend during the school day, after school, and evenings. We also provide parents the opportunity to attend meetings virtually.
- The school involves parents to assist in developing, reviewing, and improving the Site Plan, School-Wide Plan, Parent Engagement Policy, and Title 1 program. Parents are on our Title 1 committee and parent surveys are given to all parents annually to provide feedback.
- The school provides parents with timely information about our Title 1 programs through newsletters, flyers, communication devices, and IC parent portal.
- The school provides parents with an explanation of the curriculum used in the first and second grades, the assessments used to measure student's progress, and the proficiency levels students are expected to meet in their designated grade level. This is explained at our annual Parent Orientation meeting and by classroom teachers at parent/teacher conferences.
- If requested, the school provides opportunities for meetings with the classroom teacher, Title teachers, Special Education teachers, counselor, and principal to allow parents to participate in decisions relating to the education of their child. This is explained at our annual meeting and during parent teacher conferences.
- Provide parents with a school-parent compact written jointly by parents and staff which outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. At Primary, the compact is given to every student during the scheduled Meet the Teacher day or their initial enrollment day.
- The school provides our parents with materials and training to help them work with their children to improve their children's achievement at the Title 1 meetings and events such as our Family Activities.
- The school distributes information related to school and parent programs, meetings, and other activities to Title 1 parents in a format and language that the parents can easily understand. Primary provides a Spanish speaking interpreter during conferences and meetings when needed.
- The school provides support for parental engagement activities by listening to the survey results from our students, parents, and teachers throughout the school year.
- Altus Primary provides opportunities for the participation of all our Title 1 parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents can understand. We translate flyers, conferences, and meetings for parents when needed.

PARTIES

Two parties are to be given during the year. Fall festival at the end of October and Valentine's Day in February. These will be given by the teacher and room parents. If you are interested in becoming a room parent, contact your child's teacher. The Healthy and Fit Schools/Wellness Act encourages parents to serve healthy snacks whenever deemed possible at school events.

All birthday celebrations, etc. in the classroom need to be coordinated ahead of time with the child's teachers. These parties should be limited to the last few minutes of the school day. Invitations to children's birthday parties are not allowed at school unless an invitation is given to each child in the classroom.

PERFECT ATTENDANCE

In order for your child to receive a perfect attendance certificate they cannot have any absences and no more than three tardies during that time period.

PHYSICAL EDUCATION

All students will participate in physical education (P.E.). It will be taught by a qualified instructor and should be of benefit to every student. A note should be sent from home when your child cannot participate in P.E. because of illness. A doctor's statement may be required for continued illness. **Athletic shoes are required for wear in physical education classes.**

The physical education plan for Altus Primary incorporates into the daily program discussion of the food groups, the importance of proper nutritional meals, and healthy physical activities. The students begin their physical education classes using circuit training activities. These activities are used to strengthen their body's main systems such as respiratory, circulatory, and muscular. Some examples of these exercises/activities are ladder stretches, push-ups, situps, squats as well as jumping jacks. Activities are used to demonstrate that exercise can be fun as well as beneficial to our health. These activities are age appropriate to encourage students to participate. These sports activities include circuit training, volleyball, basketball, kick ball, and track events. These sports also teach character education skills. They improve health by releasing stress and building character through sportsmanship as well as improving leadership. Student's progress is determined by successful participation in class activities and assignments as documented by report card grade.

PLAYGROUND RULES

Use good sense when playing on playground equipment. There are teachers and teacher's aides on playground duty and if students have a need, they should see a playground teacher or aide.

SWING
No standing in the swings.
One student per swing.
No twisting on the swings.
Swing correctly.

SLIDE
One at a time, feet first.

MERRY-GO-ROUND
Students must sit.
standing on merry-go-round.

MONKEY/CLIMBING BARS
Do not stand, crawl or sit on top of the bars.

OTHER EQUIPMENT
Tag on any equipment is not allowed.

CLIMBING WALL
No jumping off wall.

BASKETBALL COURT/BLACKTOP AREA
No running, pushing, or shoving allowed on court or blacktop. No
Teachers will use their discretion whether to allow basketballs
or not, depending on the actions of students at recess.

SOCCER FIELD

1. No climbing, pulling, or hanging on the soccer goals.
2. Do not pick up or throw rocks, dirt, clods, etc.
3. Baseballs and softballs are not allowed.
4. Students should not ride piggyback on other student's shoulders.
5. Stay in the teacher's view when playing.
6. No freeball, dodgeball or wall ball is allowed.
7. No running is allowed on the blacktop.
8. Treat others as you want to be treated.
9. Do not play between buildings during recess where teachers do not have visual contact.
10. When the bell rings, all playing stops and students will get quiet and walk to their designated area to get in their classroom line.

POWER OF ATTORNEY

All students **must** have a Power of Attorney on file to attend any school field trip.

RESOURCE ROOM

Special education classes are available for students to receive individualized special assistance. Various state and federal guidelines must be met.

RECESS

Altus Primary allows our students to participate in recess twice a day to add to their daily physical activities. When the bell rings after recess, students should stop playing and talking. The playground teachers will blow their whistles. At this time, students should walk and take their places in line. Students should be courteous and should obey all safety rules while playing at recess.

REPORT CARDS

Report cards will be issued to students at the close of each nine-week grading period. Report cards will contain academic grades and attendance. Report cards will be computer generated and must be signed by the parent/guardian and returned to the classroom teacher.

RESPONSE TO INTERVENTION

The Response to Intervention (RTI) process is to be implemented in all classrooms. Teachers are expected to maintain and use data obtained through universal screenings, benchmark testing, and progress monitoring to drive their instruction and lesson planning. If you have questions with this process, contact one of our RTI team representatives or title staff.

RETENTION AND PROMOTION

If a student has not made adequate yearly progress in light of his/her potential, the student's academic achievement shall be carefully considered before he/she is retained or promoted to the next grade level of instruction. In addition, the age, physical development, emotional maturity, social adjustment, and attitude of the student shall be reviewed in each case. If, in the opinion of the teacher/school, additional time is necessary for the best development of the student, it shall be recommended in writing that the student be retained. For more detailed information, see Board Policy 700.600 and 700.610.

SAFETY PLAN

Altus Primary's Safety Plan will include severe weather, fire drills, lockdown and intruder drills. These will be conducted during the first and second semester of the school year. At least 10 drills will be practiced throughout the year according to state and local policies.

FIRE DRILL
A fire evacuation plan is posted in each room. Fire drills will be conducted on a regular basis.

EVACUATION PLAN
An evacuation plan is in place should the need arise. Children will be evacuated to the Southside Baptist Church, 1100 Asalee, and may be picked up there.

SEVERE WEATHER PLAN
Designated shelter areas are set aside for each classroom should severe weather occur. Drills will be conducted on a regular basis.

SCHOOL AUTOMATED CALLER
Altus Public Schools' automated dialer will also be used to notify parents/guardians of any unforeseen circumstances. ***The automated caller uses phone numbers on file from the On-Line Enrollment (OLR) so please contact the office with any updated phone numbers as they become available.***

SCHOOL SUPPLIES

Required school supply lists are available on the school website, the board of education, the school site, Wal-Mart, and etc. Primary provides a school store which includes pencils, paper, erasers, etc available for purchase. The school store is available daily, which is located in the breezeway outside the cafeteria.

SEVERE WEATHER

When severe weather occurs, Board of Education officials monitor the situation and work closely with Civil Defense. Children will not be released to leave school unless an authorized adult arrives to pick them up. Buses will not run until all clear sounds. All communication from the Board of Education to the schools will be done on the following media sources: Radio station KWHW 1450 AM, KEYB 107.9 FM, and KSWO Television, channel 7. A district-wide message will be sent out via text message/email/phone call/app notification from the Board of Education to all parents/guardians notifying them of school dismissal. The Altus Public Schools' automated dialer will place calls to the numbers that are on file in the office. Students will not be released to leave the building until an all clear is sounded by officials at the Board of Education.

SPECIAL EDUCATION

It shall be the policy of the Altus Public Schools to follow state and federal laws and regulations with respect to eligibility and placement in special education. Please refer to Policy 200.410, 200.411, and 200.412 in the Altus Board Policy Book.

SCHOOLS IDENTIFY CHILDREN IN NEED OF SPECIAL SERVICES

The Altus Public School District has an ongoing Child Find System. The purpose of the Child Find System is to find any child or youth that may have a disability that requires special education services, in order to provide them with an appropriate public education. The school district is looking for those children and youth, ages birth through twenty-one, who are not currently receiving special education and related services and are suspected of having a disability.

The school district will make sure any child or youth who has a disability that requires special education and related services, is provided an appropriate public education. This education will be at no cost to the parents of the child or youth.

Children and youth with disabilities means (as defined by the Oklahoma State Policies and Procedures for Special Education in Oklahoma) those who have hearing impairments, vision impairments, an emotional disturbance, deafness, blindness (or both), specific learning disabilities, intellectual disabilities, multiple disabilities, speech and/or language impairments, physical disabilities, autism, traumatic brain injuries, or other health impairments. In addition, children and youth with any disability which substantially limits a major life activity may receive modifications and accommodations to allow them access to an appropriate education (Section 504 of the Rehabilitation Act, as amended).

Parents, relatives, private agency employees, and concerned citizens are urged to help the Altus School District find an infant, toddler, child, or youth who may have a disability and need special education and related services. The school district will need to know the name, age, date of birth of the child or youth, and the name, address and telephone number of the child's parents or guardians, the possible disability, and any other relevant information to help determine if special education is needed.

Letters and telephone calls are some of the ways the school districts collect the information needed. The information the school districts collect will be used to contact the parents or guardians of the child or youth to find out if the child or youth needs to be evaluated or referred for special education services.

For information, contact: Altus Schools, Michelle Green, 481-3089

As part of the child find efforts, the school district may use screening information, student records, and basic assessment information collected on all children and youth in their districts to help locate those children and youth who have a disability and need special education.

Educational records containing personally identifiable information collected by schools in the identification, location, screening and evaluation of children are maintained in accordance with the Family Education Rights and Privacy Act (FERPA) and the Oklahoma State Policies and Procedures for Special Education in Oklahoma.

School districts develop and implement local policies regarding the collection, storage, disclosure, and destruction of confidential student records. Parents may obtain a copy of the local policy from the local school administrator.

The rights of parents and children regarding personally identifiable information in accordance with FERPA are as follows:

- To inspect the student's education records;
- To request the amendment of education records to ensure that they are not inaccurate, misleading, or in violation of the student's privacy or other rights;
- To consent to disclose education records, except where consent is not required to authorize disclosure;
- To file complaints with the Family Policy Compliance Office, United States Department of Education, Washington, D.C. 20202, concerning alleged violations of the requirements of FERPA; and
- To obtain a copy of the FERPA policy adopted by the local school district upon request being made to the local school administrator

Before any major identification, location, or evaluation, schools shall provide notice to parents. Accommodations for other languages or means of communication may be provided upon request. Such notice shall occur at least annually and shall include the rights of parents under FERPA.

Altus Schools does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status.

Policy 200.431

STRONG READERS ACT

To identify students who have a reading deficiency including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for reading kills including, but not limited to, Phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;

2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 180 day or 1080 hour school year required by law;

3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction;

4. High-quality instructional materials grounded in scientifically based reading research, and

5. A means of providing every family of a student in prekindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

1. Describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,

2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,

3. Monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs; and

4. Continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments.

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Act.

Beginning with the 2022-2023 school year, any student enrolled in first, second, or third grade who is assessed through the Strong Readers Act and is not meeting grade level targets in reading after the beginning of the year assessment shall be screened for dyslexia, Screening may also be requested for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. § 1210.508A, et seq.

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

Approved 09/09/24

STUDENT OF THE MONTH

Students will be nominated by their teachers for good behavior or achievement and be recognized at the nine-week Altus Primary Bulldog Bash. The following criteria will be used in the selection process:

- The student must exhibit good behavior to include no office referrals for the month of his/her recognition
- Assignments completed on time
- Good citizenship
- Good attendance for the month of his/her recognition

TARDY

Tardiness interrupts your child's instructional time. All students who are tardy in the morning are required to check in at the office and pick up a tardy slip. If you pick up your child(ren) early from school, you must sign them out and it is considered tardy. Tardies are accumulative and can keep a child from receiving a perfect attendance award. Counseling and/or recess detention may be given and served to make up any classwork that was missed during that time. Students arriving to school after 8:00 and before 9:15 a.m. must receive a tardy slip from the office. Those students who leave after 1:45 p.m. are considered tardy in the afternoon.

TELEPHONE

The telephone is available for emergency use only. Students must have permission from the teacher to use the telephone in the secretary's office. Messages for students will be delivered to their teacher. Students with cell phones must keep them in their backpacks and powered off. Cell phone use is not permitted during the school day. All necessary communication should be made by the teacher or office staff.

TEXTBOOKS AND LIBRARY BOOKS

Students are responsible for all textbooks and library books issued to them during the school year. All lost or damaged books must be paid for. All monies collected are recorded and paid to the proper fund for replacement purposes. If a lost book is found, money paid will be refunded.

TITLE 1

Special assistance for all students is provided for students in reading. Our site is considered an all-school title program so that all may benefit.

TITLE 1 AFTER SCHOOL TUTORING

The Title 1 program offers an after-school tutoring service for qualifying students. Certified teachers provide supervised homework help and structured academic activities for those students. This program will be based at Altus Primary School from 3:00-4:00 p.m. Monday through Thursday. Parents will be required to pick students up by 4:00. Student selection will be based on those with greatest need. Further information for qualifying students will be sent by Title teachers to those parents at a later date.

TOYS/PERSONAL ITEMS

Personal items from home, such as toys (Trading cards, fidget spinners, electronics, Legos, etc.) are not to be brought to school – unless it is at the request of the teacher. If the students bring such items they could be taken from them and will be given back on the last day of school or when parents come and pick them up.

Cell phones and communication watches are allowed in the student's backpack with permission from parents and teachers. Phones/watches should be turned off or on silent. If cell phones/watches become a distraction the

teacher may confiscate the phone and turn into principal. Parent will then need to pick up cell phones/watches from the principal.

TRANSPORTATION

Arrangements for after-school transportation should be made before the student comes to school.

VISITORS

All visitors will enter the building through the main entrance and receive a visitor's pass before you can enter the building. When you are finished with your business please discard the visitor pass. This process is for the safety of the staff and students.

VOLUNTEER PROGRAM

Volunteers play an important and valuable role in education. Voluntary assistance in the education of students offers a way for you to become actively involved in your child's school. Volunteers are needed to help in the classroom or to work with individual students. Volunteers are also needed for other jobs such as: making copies, bulletin boards, and making classroom materials. If you are interested in becoming a volunteer, you can contact your child's teacher. Volunteers may be required to have passed a law enforcement background check and receive confidentiality training. Volunteers should wear their volunteer badges at all times while at school. Parents wishing to help in the classroom must have permission from the classroom teacher and principal and must sign a Confidentiality Agreement before helping in the classroom. Please contact the office if interested.

Policy 700.160

WIRELESS TELECOMMUNICATION DEVICES

Wireless telecommunication devices, including but not limited to cell phones and pagers, shall not be used by students on school premises during regular school hours. In no case will a device be allowed which has the capability to take "photographs" of any kind. Principals at the various sites determine regular school hours. If in a student's possession, wireless telecommunication devices shall be turned off during these hours and put away in an inconspicuous place out of sight, for example, in a purse or bookbag.

Student possession of wireless telecommunication devices shall not distract or disrupt the educational environment, including class time, assemblies, lunch, meetings and/or passing between classes in school hallways. Students found to be distracting or disrupting the educational environment will be subject to disciplinary action.

Students found to be in possession of a wireless telecommunications device in violation of the rules shall be subject to disciplinary action under the student discipline policy, including confiscation of the device pending parent/guardian conference, detention, or suspension. Students in violation of the discipline policy may be disallowed from carrying any personal communication device. Where appropriate, police authorities may be contacted.

Pursuant to Oklahoma School Law a student may possess a wireless telecommunication device upon the prior written consent of both a parent or guardian and school principal or superintendent.

Written permission for possession of a wireless telecommunication device shall be valid only for the remainder of the school year in which it is obtained. It is the student's responsibility to provide the consent form each school year to the principal.

Upon reasonable suspicion, the superintendent, principal, teacher, or security personnel shall have the authority to detain and search, or authorize the search of any student or property in the possession of the student for unauthorized wireless telecommunication devices.

Ref. 70.OS., 24-101.1, ET SEQ.
70 O.S., 24-102

WITHDRAWAL OF STUDENTS

If you are moving and are withdrawing your child from school, ***please call or come by the school a few days prior to the withdrawal date.*** This will give ample time to complete the necessary paperwork, etc. All district-owned textbooks and library books must be returned. Your cooperation in this matter would be greatly appreciated. Parents are reminded that transcripts and other records will be forwarded to the new school. ***A picture ID will be required for withdrawals.***

BOARD OF EDUCATION POLICIES

The following pages include Altus Board Policies concerning the discipline and grade placement policies of the district.

"Felony charges may be filed against any person(s) committing an aggravated assault or battery upon any school employee."

The Altus Board of Education does not discriminate on the basis of race, color, religion, national origin, sex, age, qualified handicap, or veteran status.

700.150

DISCIPLINE POLICY

The Altus Public Schools believes that the primary function of the schools is to educate children. We further believe that students have the right to learn free of unnecessary distractions and to attend a school in which an atmosphere conducive to learning exists.

Education includes establishing norms of acceptable social behavior and assisting students in understanding and attaining those norms. From time to time, it will be necessary for the benefit of the individual and of the school for the faculty and administrators to enforce corrective actions for breaches in acceptable behavior.

The teacher or administrator shall have the same right as a parent or guardian to control and discipline a child while the child is in attendance in the Altus Schools or in transit to or from the school or while attending or participating in any school function authorized by the school district (70 O.S. 6114, School Laws of Oklahoma).

Each student shall be treated in a fair and equitable manner. The severity of the disciplinary action will be based upon a careful assessment of the circumstances surrounding each infraction.

The following examples of behavior are not acceptable in society generally, and in a school environment particularly. When in the judgement of the teacher or administrator the behavior of a student constitutes unacceptable behavior in the following areas, corrective action will be taken. These examples are not intended to be exhaustive, and the exclusion or omission of examples of unacceptable behavior is not an endorsement or acceptance of such behavior.

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Contempt or disrespect for authority
4. Cheating on schoolwork
5. Cutting class
6. Leaving school without permission
7. Refusing detention and/or inschool supervision
8. Truancy
9. Profanity or vulgarity
10. Possessing, selling, or using alcoholic beverages or other moodaltering chemicals to include controlled substances

11. Stealing– Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, school employee, or the school during school activities.
12. Extortion
13. Assault, physical and/or verbal
14. Fighting
15. Possession of weapons or other items with potential to cause harm
16. Distributing/possessing obscene literature
17. Destroying/defacing school property
18. Any violation of local, state or federal statutes.
19. Physically aggressive behavior toward a teacher or other school employee is not acceptable. Should this occur and it is determined that bodily harm was intended, the principal can suspend the student for the remainder of the current semester. Student may be suspended for the remainder of the current semester or referred for alternative placement.
20. Smoking and/or vaping
21. Forgery, fraud, or embezzlement
22. Racial discrimination including racial slurs or other demeaning remarks concerning another person's race, ancestry, or country of origin and directed toward another student, an employee, or a visitor
23. Sexual Harassment
24. Gang related activity or action
25. Violations of policy or regulations.

No school board member, administrator or teacher may be held civilly liable for any action taken in good faith which is authorized by law under the provisions of this policy.

In controlling the different forms of disciplinary action, the faculty/administration of the school district will consider the following; however, the school is not limited to these various 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 judgement and discretion of the administrator and/or faculty member to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parent
3. Inschool supervision
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat or class assignment
8. Temporary removal from class
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by his or her behavior
11. Restriction of privileges
12. Referral to police
13. Referral for counseling
14. Suspension
15. Alternative Placement
16. Other appropriate disciplinary action as required and as indicated by 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.

MISCONDUCT:

Students engaging in any act of gross misconduct, including flagrant discourtesy, abusive or vile language, physical abuse, disruptive behavior, or deliberate insubordination, or truancy and/or excessive absenteeism, shall be referred to the principal for appropriated action. Such behavior may be grounds for suspension.

DETENTION:

Detention is defined as a period of time, other than class time, when a student is detained as a disciplinary measure. Detention assignments, when practical, should begin following the infraction. Failure on the part of any student to attend detention may result in further disciplinary action.

INSCHOOL SUPERVISION:

Students who are suspended from the regular school program may be assigned to the inschool supervision center designated by the superintendent. The inschool supervision program will be a highly structured class situation with emphasis being placed on intensive student work. Students who refuse inschool supervision can be alternatively placed from school for as many days as the inschool supervision penalty. When the students then return to school, they will have to complete the inschool supervision penalty before returning to regular classes. The building principal will determine the necessity of sending a student to inschool supervision and the duration of the punishment. The primary purpose of this program is to allow most student offenders to remain in school and keep up academically while in detention.

ALTERNATIVE PLACEMENT:

At the discretion of the administrator and in lieu of the regular school setting, other educational options may be used in place of out of school suspension.

SUSPENSION:

Suspension is defined as removal of a student from school and all school functions for a specified period of time. The principal, or his/her designee, may suspend a student(s) for varying lengths of time depending on the infraction(s). A student can be suspended from one day to a maximum period authorized by law. Parents or legal guardians of the student(s) will be notified of the suspension by mail and by verbal contact, when possible. Students, who are suspended from school, will not be allowed on any school properties or allowed to attend school functions at any time during the suspension period. Failure to comply with this policy may lead to additional suspension.

Class Assignments During Suspension:

Makeup assignments during the period of suspension will be put on a special assignment form. These assignments will be made available to the parent(s) to pick up at the school at a reasonably designated time and place. It is the student's responsibility to complete the assignments during the suspension period. The daily assignments will be made available and are due the day the student returns to school. The daily assignments will be given a check for completion. Uncompleted assignments will earn a 0 (zero) and be averaged with all the other grades earned by the student during the regular school term. Major tests will be taken and given full credit. Students should be prepared to take missed tests upon returning to the school. For suspension of more than five days the district is required to provide an educational plan for students. The plan will be customized for the student and the student shall receive credit for work satisfactorily completed in accordance with 70 O.S. Section 24-101.3. Students who are on suspension will not be allowed to attend any school functions during the suspension period or enroll in any other Altus Public School.

DUE PROCESS: Appeals procedure for suspension.

Step 1: If the student or parent wishes to appeal a suspension, they must notify the principal within fortyeight (48) hours that they intend to appeal. The principal will provide a hearing in which the student and parents may participate. The hearing will be conducted by the principal.

Step 2: If the student and parents involved are not satisfied with the ruling of the principal, an appeal may then be made with the superintendent for another hearing to be conducted by a designated hearing officer. This appeal shall be made in writing within fortyeight (48) hours of the principal's decision. The hearing officer will hear the appeal within five (5) school days after proper notification.

Step 3: If the student and parents are not satisfied with the decision of the hearing officer, an appeal may be made to the Board of Education in the following manner:

1. The notification of appeal must be made in writing to the Board of Education through the superintendent's office, within fortyeight (48) hours after the hearing officer's decision is rendered. The Board of Education will hear the appeal as soon as possible.

2. The student will be advised that he/she may be present at the board hearing, accompanied by a representative to act on his/her behalf. The school official will be afforded the same consideration.

3. The student will be informed of hearing procedures and given reasonable time to prepare for the hearing.

4. During the hearing, the student or his/her legal counsel shall have the right to examine evidence, examine and crossexamine witnesses, and present evidence and testimony on behalf of the student. The school official shall have the same stated right.
5. The decision of the Board of Education will be final.

Suspensions of any length may be appealed, using the procedures listed above, however, timelines will be adjusted to meet the time restrictions on a case by case basis.

Legal Authority for Suspension

A. Authority to Suspend
A Principal or his/her designee has the initial responsibility and authority to suspend a student. Prior to suspending a student out of school the administration shall consider alternative punishments.

1. In buildings where assistant principals are not provided and the principal is absent, the superintendent or his/her designee, or another principal from one of the district schools, shall come to the school where a student is presenting a discipline problem, assist in the resolution of the problem, and be authorized to make suspensions in the absence of the principal (Reference: O.S. 7024102).

SUSPENSION OF SPECIAL EDUCATION STUDENTS:

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

1. When suspension of less than ten (10) days from school is necessary, the due process procedures established for regular students shall be followed.

2. For suspension of over ten (10) days or an accumulation of ten (10) days, these additional procedures shall be followed:

a. schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition;

b. when the behavior is related to the handicapping condition, and a change in program or removal from the current program is recommended, the IEP must be revised to reflect the change in placement;

c. the school must provide an alternative program (i.e., IEP revision home-based, etc.);

d. When the behavior is not related to the handicapping condition, the procedures established for regular students shall be followed.

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

SEARCH OF STUDENTS:

The superintendent, principal, teacher or security personnel of the Altus School District, upon reasonable suspicion, shall have the authority to detain and search or authorize the search of any student or property in the possession of the student when said student 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, controlled dangerous substances, intoxicating beverages, non-intoxicating beverages (37163.11) or for missing or stolen property if said property be reasonably suspected to have been taken from a student, a school employee, or the school during school activities.

The search shall be conducted by a person of the same sex of the student and shall be witnessed by at least one other authorized person, said person to be of the same sex if practicable. The extent of the search shall be reasonably related to the objective of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction. In no event shall a strip search of a student be allowed. No student's clothing, except cold weather outerwear, shall be removed prior to or during the conduct of any warrantless search.

The school employee specified above has the authority to detain the student to be searched and to preserve any dangerous weapons, controlled dangerous substances, intoxicating beverages, non-intoxicating beverages or missing or stolen property that might be in the student's possession.

Any student found to be in possession of dangerous weapons, controlled dangerous substances, intoxicating beverages, nonintoxicating beverages or missing or stolen property shall be suspended from school as provided in board policies and school handbook of the school district.

Students shall be notified that they do 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, which may be opened and examined by school officials at any time, and no reason shall be necessary for such search. Student property may be searched with reasonable suspicion. (H.B. 13431987)

Items that may be seized during a lawful search- in addition to those mentioned in paragraph 1 above– shall include, but not be limited to, any item, object, instrument, or material commonly recognized as unlawful or prohibited. For example: prescriptions or nonprescription medicines, switchblade knives, brass knuckles, billy clubs, and pornographic literature are commonly recognizable as unlawful or prohibited items. Such items, or any other items which may pose a threat to a student, the student body, or other school personnel, shall be seized, identified as to ownership if possible, and held for release to proper authority.

SEARCH OF VEHICLES:

Students having vehicles at school are governed by the vehicle policy established by the Altus Public Schools and published in the Student Handbook. Being allowed to park on school property is a privilege which may be taken away from a student. Any student who brings a car onto school property is agreeing that such vehicle will not contain any items which school rules do not allow in the school or on the school property. The student further agrees that if the administrators or teachers have reasonable suspicion to believe that items which should not be on school property are in the student's vehicle, the student shall unlock the vehicle for school inspection and consent to a search of the vehicle by school authorities. Failure to abide by these rules shall be grounds to revoke the parking privileges of the student and may result in other disciplinary action against the student. Crimes or Threats Oklahoma law requires school personnel to notify DHS and law enforcement if a threat has occurred on school premises and the student involved is under the age of 18. If the student is 18 or older, law enforcement will be contacted.

07/11/11
Revised 08/09/21
07/08/24

700.430

BULLYING

It is the policy of this school district that 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. 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.

As used in the School Safety and Bullying Prevention Act, “bullying” means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or, electronic communication, directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school’s educational mission or the education of any student. 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 or to a delinquency prevention and diversion program administrated by the Office of Juvenile Affairs
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, achievement, 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.

A copy of this policy will be furnished to each student and teacher in this school district.

REFERENCE: 21 O.S. §850.
70 O.S. §24-100.2

REVISED 07/09/07
REVISED 10/14/08
REVISED 09/10/12
REVISED 09/09/13
REVISED 08/14/14

700.431

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION)

The Altus Public Schools' student conduct code prohibits bullying. This regulation further explains the negative effects of that behavior and seeks to promote strategies for prevention.

Statement of Board Purpose in Adopting Policy

The board of education recognizes that bullying of students causes serious educational and personal problems, both for the student-victim and the initiator of the bullying. The board observes that this conduct:

1. Has been shown by national and state studies to have a substantial adverse effect upon school district operations, the safety of students and faculty, and the educational system at large.
2. Substantially disrupts school operations by interfering with the district's mission to instruct students in an atmosphere free from fear, is disruptive of school efforts to encourage students to remain in school until graduation, and is just as disruptive of the district's efforts to prepare students for productive lives in the community as they become adults.
3. Substantially disrupts healthy student behavior and thereby academic achievement. Research indicates that healthy student behavior results in increased student academic achievement. Improvement in student behavior through the prevention or minimization or intimidation, harassment, and bullying towards student-victims simultaneously supports the district's primary and substantial interest in operating schools that foster and promote academic achievement.
4. Substantially interferes with school compliance with federal law that seeks to maximize the mainstreaming of students with disabilities and hinders compliance with Individual Educational Programs containing objectives to increase the socialization of students with disabilities. Targets of bullying are often students with known physical or mental disabilities who, as a result, are perceived by bullies as easy targets for bullying actions.
5. Substantially interferes with the district's mission to advance the social skills and social and emotional well-being of students. Targets of intimidation, harassment, and bullying are often "passive-target" students who already are lacking in social skills because they tend to be extremely sensitive, shy, display insecurity, anxiety and/or distress; may have experienced a traumatic event; may try to use gifts, toys, money, or class assignments or performance bribes to protect themselves from intimidation, harassment, or bullying; are often small for their age and feel vulnerable to bullying acts; and/or may resort to carrying weapons to school for self-protection. Passive-target victims who have been harassed and demeaned by the behavior of bullies often respond by striving to obtain power over others by becoming bullies themselves, and are specifically prone to develop into students who eventually inflict serious physical harm on other students, or, in an effort to gain power over their life or situation, commit suicide.
6. Substantially disrupts school operations by increasing violent acts committed against fellow students. Violence, in this context, is frequently accompanied by criminal acts.
7. Substantially disrupts school operations by interfering with the reasonable expectations of other students that they can feel secure at school and not be subjected to frightening acts or be the victim of mistreatment resulting from bullying behavior.

Bullying often involves expressive gestures, speech, physical acts that are sexually suggestive, lewd, vulgar, profane, or offensive to the education or social mission of this school district, and at times involves the commission of criminal acts. This behavior interferes with the curriculum by disrupting the presentation of instruction and also disrupts and interferes with the student-victim's or bystander's ability to concentrate, retain instruction, and study or to operate free from the effects of bullying. This results in a reluctance or resistance to attend school.

Definition of Terms

1. Statutory definition of harassment, intimidation, and bullying:
   70 O.S. §24-100.3(c) of the School Safety and Bullying Prevention Act defines the term "bullying," as including, but not limited to a pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication, directed toward a student or group of students that results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student that a reasonable person should recognize will:

A. Harm another student;
B. Damage another student's property;
C. Place another student in reasonable fear of harm to the student's person or damage to the student's property; or
D. 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.

2. The "Reasonable Person" Standard

In determining what a "reasonable person" should recognize as an act placing a student in "reasonable" fear of harm, staff will determine "reasonableness" not only from the point of view of a mature adult, but also from the point of view of an immature child of the age of the intended victim along with, but not limited to, consideration of special emotional, physical, or mental needs of the particular child; personality or physical characteristics, or history that might cause the child to be particularly sensitive to efforts by a bully to humiliate, embarrass, or lower the self-esteem of the victim; and the discipline history, personality of, and physical characteristics of the individual alleged to have engaged in the prohibited behavior.

3. General Display of Bullying Acts Bullying, for purposes of this section of the regulation, includes harassment and intimidation, and vice versa. According to experts in the field, bullying in general is the exploitation of a less powerful person by an individual taking unfair advantage of that person, which is repeated over time, and which inflicts a negative effect on the victim. The seriousness of a bullying act depends on the harm inflicted upon the victim and the frequency of the offensive acts. Power may be, but is not limited to, physical strength, social skill, verbal ability, or other characteristics. Bullying acts by students have been described in several different categories.

A. Physical Bullying includes harm or threatened harm to another's body or property, including, but not limited to, what would reasonably be foreseen as a serious expression of intent to inflict physical harm or property damage through verbal or written speech or gestures directed at the student-victim, when considering the factual circumstances in which the threat was made and the reaction of the intended victim. Common acts include tripping, hitting, pushing, pinching, pulling hair, kicking, biting, starting fights, daring others to fight, stealing or destroying property, extortion, assaults with a weapon, other violent acts, and homicide.
B. Emotional Bullying includes the intentional infliction of harm to another's self esteem, including, but not limited to, insulting or profane remarks, insulting or profane gestures, or harassing or frightening statement, when such events are considered in light of the surrounding facts, the history of the students involved, and age, maturity, and special characteristics of the students.
C. Social Bullying includes harm to another's group acceptance, including, but not limited to, harm resulting from intentionally gossiping about another student or intentionally spreading negative rumors about another student that results in the victim being excluded from a school activity or student group; the intentional planning and/or implementation of acts or statements that inflict public humiliation upon a student; the intentional undermining of current relationships of the victim student through the spreading of untrue gossip or rumors designed to deprive the student of awards, recognition, or involvement in school activities; the false or malicious spreading of an untrue statement or statements about another student that exposes the victim to contempt or ridicule or deprives the victim of the confidence and respect of student peers; or the making of false statements to others that the student has committed a crime, or has an infectious, contagious, or loathsome disease, or similar egregious representations.
D. Sexual Bullying includes harm to another resulting from, but not limited to, making unwelcome sexual comments about the student; making vulgar, profane, or lewd comments or drawings or graffiti about the victim; directing vulgar, profane, or lewd gestures toward the victim; committing physical acts of a sexual nature at school, including the fondling or touching of private parts of the victim's body; participation in the gossiping or spreading of false rumors about the student's sexual life; written or verbal statements

directed at the victim that would reasonably be interpreted as a serious threat to force the victim to commit sexual acts or to sexually assault the victim when considering the factual circumstances in which the threat was made and the reaction of the intended victim; off-campus dating violence by a student that adversely affects the victim's school performance or behavior, attendance, participation in school functions or extracurricular activities, or makes the victim fearful at school of the assaulting bully; or the commission of sexual assault, rape, or homicide. Such conduct may also constitute sexual harassment also prohibited by Altus Public Schools.

Procedures Applicable to the Understanding of and Prevention of Bullying of Students

A. Student and Staff Education and Training

All staff will be provided with a copy of the district's policy on prevention of bullying of students. All students will be provided a summary of the policy and notice that a copy of the entire policy is available on request. Altus Public Schools is committed to providing appropriate and relevant training to staff regarding identification of behavior constituting bullying of students and the prevention and management of such conduct.

Students, like staff members, shall participate in an annual education program that sets out expectations for student behavior and emphasizes an understanding of bullying of students, the district's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and will lead to discipline. Students shall also be informed of the consequences of bullying conduct toward their peers.

B. Altus Public Schools' Safe School Committee

The safe school committee has the responsibility of studying and making recommendations regarding unsafe conditions, strategies for students to avoid harm at school, student victimization, crime prevention, school violence, and other issues that interfere with and/or adversely affect the maintenance of safe schools.

With respect to student harassment, intimidation, and bullying, the safe school committee shall consider and make recommendations regarding professional staff development needs of faculty and other staff related to methods to decrease student harassment, intimidation, and bullying and understanding, and identifying bullying behaviors. In addition, the committee shall make recommendations regarding: identification of methods to enhance relationships between students and school staff in order to strengthen communication; and fashioning of problem solving teams that include counselors and/or school psychologists.

In accomplishing its objectives, the committee shall review traditional and accepted harassment, intimidation, and bullying prevention programs utilized by other states, state agencies, or school districts.

Student Reporting

Students are encouraged to inform school personnel if they are the victim of or a witness to acts of harassment, intimidation, or bullying.

Staff Reporting

An important duty of the staff is to report acts or behavior that the employee witnesses that appears to constitute harassing, intimidating, or bullying. Employees, whether certified or noncertified, shall encourage students who tell them about acts that may constitute intimidation, harassment, or bullying to complete a report form. For young students, staff members given that information will need to provide direct assistance to the student.

Staff members who witness such events are to complete reports and to submit them to the building principal. Staff members who hear of incidents that may, in the staff member's judgment, constitute harassment, intimidation, or bullying, are to report all relevant information to the building principal.

Parental Responsibilities

Parent/guardians will be informed in writing of the district's program to stop bullying. An administrative response to bullying may involve certain actions to be taken by parents. Parents will be informed of the program and the means for students to report bullying acts toward them or other students. They will also be told that to help prevent bullying at school they should encourage their children to:

1. Report bullying when it occurs;
2. Take advantage of opportunities to talk to their children about bullying;
3. Inform the school immediately if they think their child is being bullied or is bullying other students;
4. Watch for symptoms that their child may be a victim of bullying and report those symptoms; and
5. Cooperate fully with school personnel in identifying and resolving incidents.

Discipline of Students

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.

The above consequences will be imposed for any person who commits an act of bullying as well as any person found to have falsely accused another as a means of retaliation, reprisal, or as a means of bullying. Strategies will be created to provide counseling or referral to appropriate services, including guidance, academic intervention, and other protection for students, both targets and perpetrators, and family members affected by bullying, as necessary.

Publication of Policy

Annual written notice of this policy will be provided to parents, guardians, staff, volunteers, and students with age-appropriate language for students. Notice of the policy will be posted at various locations within each school site, including but not limited to, cafeterias, school bulletin boards and administrative offices. The policy will be posted on the school district's website at www.altusps.com and at each school site that has an internet website. The policy will be included in all student and staff handbooks.

CROSS-REFERENCE: Policy BDFC, Safe School Committee

Approved 11/0/02
Revised 01/14/2019

700.152

GANG ACTIVITY

It is the policy of this school district that membership in secret fraternities or sororities, or in other clubs or gangs not sponsored by established agencies or organizations is prohibited.

Gangs which initiate, advocate, or promote activities which threaten the safety or well-being of persons or property on school grounds or which disrupt the school environment are harmful to the educational process. The use of hand signals, graffiti, or the presence of any apparel, jewelry, accessory, or manner of grooming which, by virtue of its color, arrangement, trademark, symbol, or any other attribute which indicates or implies membership or affiliation with such a group, presents a clear and present danger to the school environment and educational objectives of the community and are forbidden.

Incidents involving initiations, hazing, intimidation, and/or related activities of such group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to students are prohibited.

Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be subject to disciplinary action including suspension and expulsion.

(9-30-93)

700.600

GRADE PLACEMENT PROMOTION AND RETENTION – GRADES K-8

If a student has not made adequate yearly progress in light of his/her potential, the student's academic achievement shall be carefully considered before he/she is retained or promoted to the next grade level of instruction. The age, physical development, emotional maturity, social adjustment, and attitude of the student shall be reviewed in each case. If, in the opinion of the teacher/school, additional time is necessary for the best development of the student, it shall be recommended in writing that the student be retained. Only in special circumstances should a student be retained past the primary level (K-3) or retained more than once. The purpose of this policy is to provide guidelines for teachers and administrators to follow in determining whether to promote or retain students and to establish a uniform procedure to be followed where retention is appropriate.

1. Any first grade, second grade, or third grade student who demonstrates proficiency in reading at the third grade level through a screening instrument which meets the acquisition of reading skills criteria shall not be subject to retention. Upon demonstrating proficiency through screening, the district shall provide

notification to the parent(s) and/or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention pursuant to this section.

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

3. If a student has not yet satisfied the proficiency requirements of this section prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments administered as required by law, 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.

4. For the 2015-2016 school year, a student not eligible for automatic promotion under paragraph 3 of this subsection and who scores at the unsatisfactory level on the reading portion of the third grade statewide criterion referenced test, may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. For the 2016-2017 and 2017-2018 school years, a student not eligible for automatic promotion as provided for under paragraph 3 of this subsection and who scores at the unsatisfactory or limited knowledge levels on the reading portion of the third grade statewide criterion referenced test may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be 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, and

   (4) 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 the school district superintendent and the principal and the superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed as "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.

5. Beginning with the 2016-2017 school year, students who score below the proficient level on the reading of the statewide third grade criterion referenced test and who are not subject to a good cause exemption as provided in subsection K of this section, and who do not qualify for promotion or "probationary promotion" shall be retained in the third grade and provided intensive instructional services and supports.

6. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law. A third grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

   (1) Limited English proficient students who have had less than two years of instruction in an English Language Learner program;

   (2) Students with disabilities whose Individualized Education Plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

(4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

(5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an Individualized Education Plan which 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 for academic reasons, kindergarten, first grade, second grade, or third grade; and

(6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two years. Requests to exempt students from the mandatory retention requirements based on one of the good cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the Individual Education Plan (IEP), as applicable;

2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and

3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing. In the elementary and middle schools, a placement committee consisting of the principal, counselor, and teacher(s) shall determine if a student is to be assigned to the next higher grade. The committee shall consider standardized test scores and the student's age. Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian(s), 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(s) 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.

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

Revised 3/10/03
Revised 12/14/15

700.610

PARENTAL NOTICE OF UNSATISFACTORY WORK/RETENTION OF STUDENTS

Midway through the grading period, a letter must be mailed to parents of all students who are doing unsatisfactory work or work that the teacher considers below the student's potential. Once a mark is recorded on a report card or permanent record, under no circumstances will the mark be changed unless it was recorded in error.

In addition to the above, after the middle of the third nine-week period, elementary teachers through their principal will contact the parent of each student who is in danger of failing for the year and who may be required to repeat the grade.

The purpose of this contact is to see how the parent and the school can work together to see that the student can progress to the next grade.

By state statutes, the school district will make the final determination as to whether a student will be promoted, retained, or required to attend a transitional class the following year.

Educators will do their best to see that action on whether a student should be retained or not is done in the best interest of the student.

In extreme cases where parents insist that the student be promoted to the next level against the advice of school officials, the parent will be required to sign a form releasing the school of all liability in the future. A copy of the release form will be made a part of the student's permanent records.

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

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

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

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

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

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

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

      (3) a teacher in reading who teaches in the subsequent grade level,

      (4) the school principal, and

      (5) a certified reading specialist, if one is available.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion, the team shall continue to review the

reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria, for the corresponding grade level in which the student is enrolled or transitions to the requirements set forth by the Achieving Classroom Excellent Act.

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

2. The school district shall annually report to the State Department of Education the number of students promoted to the fourth grade as required by law. A third grade student may be promoted for "good cause" if the student meets one of the following statutory exemptions:

   (1) Limited-English-proficient students who have had less than two years of instruction in an English language learner program;

   (2) Students with disabilities whose individualized education plans, consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternate Assessment Program (OAAP);

   (3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;

   (4) Students who demonstrate through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;

   (5) Students with disabilities who participate in the statewide criterion-referenced tests and who have an individualized education plan that reflects that the student has received intensive remediation for reading for more than two years but still demonstrates a deficiency in reading and was previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and

   (6) Students who have received intensive remediation in reading through a program of reading instruction for two or more years but still demonstrate a deficiency in reading and who were previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade for a total of two years. Requests to exempt students from the mandatory retention requirements based on one of the good-cause exemptions shall be made using the following process:

1. Documentation submitted from the teacher of the student to the school principal that indicates the student meets one of the good-cause exemptions and promotion of the student is appropriate. Documentation shall be limited to the alternative assessment results or student portfolio work and the individual education plan (IEP), as applicable;

2. The principal of the school shall review and discuss the documentation with the teacher. If the principal determines that the student meets one of the good-cause exemptions and should be promoted based on the documentation provided, the principal shall make a recommendation in writing to the school district superintendent; and

3. After review, the school district superintendent shall accept or reject the recommendation of the principal in writing.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) NOTICE FOR DIRECTORY INFORMATION

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that Altus Public Schools, with certain exceptions, obtain parental written consent prior to the disclosure of personally identifiable information from a child's education records. However, Altus Public Schools may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Altus Public School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity programs, such as for football, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local education agencies (LEAs) receiving assistance under the *Elementary and Secondary Education Act of 1965* (ESEA) to provide military recruiters, upon request, with three directory information categories – names, addresses, and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

Classroom lists of students, grade level lists of students, and school-wide lists of students will be released to organizations or individuals representing organizations that have a direct affiliation with one or more District schools and/or programs. Examples of such organizations include the PTO or Booster Clubs. Lists of students shall not be released to vendors or others soliciting students for contributions or sales.

Parents wishing to **prevent** release of directory information about their child(ren) (or the student if age18 or older) must return a completed privacy form (available in each school office) to the principal of the school within 10 days of the start of each school year.

The Altus Public School District designates the following items as directory information:

- Student Name
- Address
- Telephone Number
- Electronic Mail Address
- Photograph Not Used in A Disciplinary Manner
- Videotape Not Used in a Disciplinary Manner
- Date of Birth
- Major Field of Study
- Dates of Attendance ("from" and "to" dates of enrollment)
- Grade Level
- Participation in Officially Recognized Activities and Sports
- Height and Weight of Members of Athletic Teams
- Degrees, Honors, and Awards Received
- The Most Recent Educational Agency or Institution Attended
- Student Work for Display at the Discretion of the Teacher (no grade displayed)

- Classroom Lists of Students
- Grade Level Lists of Students
- School-Wide Lists of Students

Laws referenced are: Section 9528 of the ESEA (20 U.S.C. 7908), as amended by the *No Child Left Behind Act of 2001* (P.L. 107-110), the education bill, and 10 U.S.C. 503, as amended by section 544, the *National Defense Authorization Act for Fiscal Year 2002* (P.L. 107-107), the legislation that provides funding for the Nation's armed forces, and section 553 B of the Oklahoma Open Records Act.

Revised 3/10/03

Policy 700.160

PERSONAL ELECTRONIC DEVICES

It is the policy of the Board of Education that a student may possess a personal electronic device while on school premises, or while in transit under the authority of the school, or while attending any function sponsored or authorized by the school upon consent of both the student's parent or guardian, and the superintendent or the superintendent's designee. Students may be issued a device by the school district such as a laptop, tablet or other electronic device. School-issued devices or school-approved devices are exempt from the requirements of this policy and shall be utilized only for educational purposes by students.

Students are prohibited from utilizing cell phones and personal electronic devices while on the campus of a public school district from bell to bell. Exceptions may be made as follows:

1. Emergency use of cell phones or personal electronic devices by students during the school day. Emergency use includes situations where immediate communication is needed for safety or urgent personal matters. This includes, but is not limited to:

    a. Medical Emergencies – Calling 911 or a parent if a student or someone nearby is having a severe health crisis (e.g., asthma attack, allergic reaction, seizure).; or
    b. Natural Disasters or Lockdowns – Communicating with law enforcement or family during events like tornados, fires, lockdowns, or other emergencies affecting the school; or

2. Use of cell phones or personal electronic devices by students who use them to monitor health issues. This includes, but is not limited to, glucose monitoring which may occur multiple times during the school day; or

3. Students with special needs may use cell phones or personal electronic devices during class time or during the school day if their IEP, Medical Plan, or 504 Plan explicitly requires it as assistive technology for medically or educationally necessary purposes. To qualify for this exception, the use must be listed as a documented accommodation necessary for instruction or communication within the student's IEP, Medical Plan, or 504 Plan.

"Bell to bell" means the time between the first bell ringing at the start of the school day to begin instructional time until the dismissal bell at the end of the school day to end instructional time.

"Personal electronic device" means a personal device capable of connecting to a smart phone, the Internet, or a cellular or Wi-Fi network, or directly connecting to another similar device. Personal electronic devices include, but are not limited to, smart watches, smart headphones, laptops, tablets, and smart glasses. Personal electronic devices shall not include school-issued or school approved devices that are specifically limited for use in classroom instruction.

Students found to be using any personal electronic device for any illegal purpose, violation of privacy, or to in any way send or receive personal messages, data, or information that would contribute to or constitute cheating on tests or examinations shall be subject to discipline and the device may be confiscated by the administration of the school district. Any personal wireless communication device that is confiscated will be returned to the student at the end of the school day. Students violating this rule may be disallowed from carrying any wireless telecommunication device following the incident unless the device is utilized to monitor a health condition.

Students found to be in possession of or using a personal electronic device in violation of the rules shall be subject to disciplinary action under the student discipline policy. Punishment for violation will be determined by the administration on a case-by-case basis.

REFERENCE: **70 O.S. §1-126**
70 O.S. §24-101.1, et seq.
70 O.S. §24-102

THIS POLICY REQUIRED BY LAW.

Altus Public Schools Board of Education Policy
Student Personal Electronic Device Use Policy

I. Purpose

In accordance with 70 O.S. § 1-126, this policy establishes a districtwide prohibition on student use of personal electronic devices during instructional hours ("bell to bell") for the 2025-2026 school year. The purpose is to reduce distractions, support student engagement, and promote a safe and focused learning environment.

II. Definitions

A. Bell to bell:

The time between the first bell ringing at the start of the school day to begin instructional time until the dismissal bell at the end of the school day.

B. Personal electronic device:

A personal device capable of connecting to a smartphone, the Internet, or a cellular or Wi-Fi network, or directly connecting to another similar device," including smartwatches, smart headphones, laptops, tablets, and smart glasses, but excluding school-issued or school-approved devices limited to classroom instruction.

III. Policy Statement

It is the policy of the Altus Public Schools that students are prohibited from using personal electronic devices on school campuses during the bell to bell period.

IV. Exceptions

A. Students may utilize personal electronic devices during the instructional day only under limited security- or health-related circumstances, including but not limited to:

1. Emergency Use Authorized Use by School Personnel

   Designated school staff may allow limited use of personal electronic devices in rare or time-sensitive situations if deemed necessary for safety, security, or student welfare. These allowances are at the discretion of school administration and do not constitute standing perrmission. This may include but is not limited to:

   - Threats to student safety
   - Campus emergencies (e.g., lockdowns or natural disasters)

- Urgent communication directed or approved by school personnel

2. Documented Medical or Health-Related Use

   Students who require the use of a personal electronic device as part of a documented medical plan are permitted to do so in accordance with applicable laws and district procedures. This may include, but is not limited to:

   - Continuous Glucose Monitors (CGMs) or insulin pump monitoring apps
   - Epilepsy seizure alert devices
   - Medical alert systems
   - Apps or wearables for auditory, visual, or mobility assistance
   - Requests for health-related exemptions must be:
   - Documented in a student's Individualized Education Program (IEP), Section 504 Plan, or health plan on file with the school nurse or designated administrator
   - Reviewed and approved in coordination with school health personnel and administrators

V. Disciplinary Procedures- <u>Must Adopt This or Create Own Disciplinary Procedures</u>

Violations of this policy will result in disciplinary action and shall be implemented through a progressive discipline model to address noncompliance, ensuring that enforcement is consistent, developmentally appropriate, and focused on correcting behavior while maintaining a productive learning environment.

A. First Offense
   The student shall receive a verbal warning and be reminded of the policy expectations. The incident shall be documented by the staff member.

B. Second Offense
   The personal electronic device shall be confiscated and stored in a secure location. The device may be returned to the student at the end of the school day or, at administrative discretion, released only to a parent or guardian. The parent or guardian shall be notified, and the incident shall be documented.

C. Third Offense
   The student shall be referred to the school administration. A parent or guardian conference may be required. Disciplinary actions may include detention, loss of privileges, or other consequences as defined in the student code of conduct.

D. Fourth and Subsequent Offenses
   Continued violations may result in further disciplinary action, including but not limited to in-school suspension, a behavioral contract, or other appropriate consequences as outlined in the district's discipline policy.

E. Refusal to Comply
   Students who refuse to surrender a personal electronic device upon request shall be referred to administration immediately. Such refusal may be treated as insubordination under the district's discipline code.

F. Restorative Interventions
   When appropriate, restorative practices such as reflective assignments, mediation, or student-led discussions may be used in conjunction with disciplinary consequences to reinforce positive behavior and digital responsibility.

G. Equity and Fairness
   Disciplinary actions shall be applied equitably and without bias. All staff members responsible for enforcement of this policy shall be trained to ensure consistent and fair implementation across all student groups.

VI. Device Storage and Management- <u>Optional</u>

Schools may utilize secure storage methods (e.g., lockers, lockboxes, Yondr pouches, designated storage areas) to manage student devices during the instructional day.

VII. Annual Review

Schools may utilize secure storage methods (e.g., lockers, lockboxes, Yondr pouches, designated storage areas) to manage student devices during the instructional day.

VIII. Legal Authority

This policy is adopted pursuant to 70 O.S. § 1-126, which requires all public school districts and charter schools in Oklahoma to adopt a prohibition on student use of personal electronic devices during instructional hours for the 2025-2026 school year.

Approved by the Altus Public Schools Board of Education on September 8, 2025 Board

President: _____

Superintendent: _____

Legal Reference: 70 O.S. § 1-126

07/10/0
Revised 08/10/21
8/11/25
9/08/25