

Dreams For The Future Start Here

***L. MENDEL RIVERS ELEMENTARY SCHOOL
THOUGHT OF THE YEAR:***



***“Every success story is a tale of constant adaption,
revision and change.”
Richard Branson***

L. Mendel Rivers Elementary Faculty and Staff

300 Veterans Drive, Altus Air Force Base (580) 481-2183 • Fax (580) 481-2124

Principal: Angela Cook

Secretary: Michele Sears **Secretary:** Christine Wilkins

Aides

Paula Davis
Dalonne Grubaugh
Pre-K Judy Porter
Pre-K Delane Sampler
Pre K Linda Smith

Cooks

Diana Cain
Kaela Taylor
Trinda Trejo

Cafeteria Clerk

Christine Wilkins

Counselor

Lori Hayes

Custodians

Maria Atchley
Rich McAdams

Librarian

Krista Salafia
Julie Kyle, Aide

Music

Kristin Stecklein

Nurse

Lauren Tyson

P.E.

Jay Benway

Special Education

Kelly Thompson
Para-pro. Hannah McGuire
Para-pro Malory Pasada
Para-pro. Chelsea Thompson

Speech

Megan Davidson

Enriched Studies

Krista Salafia

Reading

Elisa Kelley

Pre K

Anesha Davis
Tammy Gilliam
Gretchen Street

Kindergarten

Marilyn Bearden
Madison Bridger
Lisa Byrd
Shelia Miranda

First

Haley Jackson
Angela John
Gay Lynn Shaffer
Robin Tyner

Second

Sheila Huckaby
Sara Keele
Candy Morgan
Chloe Peirce

Third

Gwen Brakebill
Daniele Fabis
Bree Ruiz

Fourth

Cassandra Morris
Jennifer Raab
Stephanie Tucker

MESSAGE TO PARENTS AND STUDENTS

Dear Parents and Students,

The Rivers Staff welcomes you to the 2022- 2023 school year. We are looking forward to an exciting year. Rivers School has over the years been recognized as an outstanding Academic School. Over the years this school received an A rating on the Oklahoma School Report Card, named a National Blue Ribbon School by the United States Department of Education and also recognized by the Oklahoma State Board of Education as a High Performing School. We will work again this year to have high expectations and commit to preparing students for success. Discipline, attendance, and effort form the foundation of successful learning and teaching. Students and parents must have a clear understanding of school operations, and educators must clearly communicate expectations for satisfactory performance.

The faculty and staff at Rivers Elementary are dedicated to providing our students with a safe, secure, and caring environment where the highest quality education can be achieved. We believe that parents play a critical role in the success of their children's education and that the home/school partnership is the most important relationship that can be established and maintained for children. When possible and safe, we would like to invite you to serve as a volunteer, room parent, join our PTO and attend Parent Teacher Conferences.

Rivers takes pride in our mission as educators of military connected students. We will always place the education of our students first, never accept defeat, never leave a student behind, guard the American dream of a better life, and will serve our country by being educators. As we work together, open communication is encouraged. We welcome your calls, questions, and involvement in the education and of your child/children at Rivers.

Sincerely,
Angela Cook
Rivers Principal

SCHOOL TIME SCHEDULE

- 7:45 Teachers on duty
- 7:50 Bell rings to admit students into classroom
- 8:00 Tardy bell rings; instruction begins
- 3:00 Class work ends; students dismissed
- 3:15 Teachers off duty

PHILOSOPHY

At Rivers Elementary, our philosophy is to establish a firm foundation on which students build citizenship and gain skills valuable to themselves and society. Through a safe and positive learning environment, we provide opportunities for each child to study in a comfortable surrounding. We encourage cooperation among school, home, and community because we believe the cooperative effort is necessary to the success of the whole individual—intellectually, emotionally, and physically.

Because we are committed to the learning success of each child and believe all children can learn, we challenge each to achieve a level of success in accordance with his or her abilities and potential. By equipping students with knowledge and skills, we strive to prepare all students to become life-long learners and productive citizens in an ever-changing world.

OBJECTIVES

We will know we have accomplished our mission when all students demonstrate they are:

1 Complex Thinkers who continue to develop intellectually by using various learning strategies and resources to reason and make decisions.

2 Accountable Individuals who show responsibility for their physical and emotional actions by applying acquired skills and making positive choices.

3 Community Contributors who cooperate with others, respect others, and accept others, which are necessary to be a contributing member of society.

4 Creative Producers who appreciate and experience creative expression in various areas.

ALTUS PUBLIC SCHOOLS

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (20 USC 1232 g; 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 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 of eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

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

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

1. School officials with legitimate educational interest;
2. Other schools to which a student is transferring;
3. Specified officials for audit or evaluation purposes;
4. Appropriate parties in connection with financial aid to a student;
5. Organizations conducting certain studies for or on behalf of the school;
6. Accrediting organizations;
7. To comply with a judicial order or lawfully issued subpoena;
8. Appropriate officials in cases of health and safety emergencies; and
9. 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 FERPS. 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 use the Federal Relay Service.

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

ASBESTOS STATEMENT

Under AHERA 40 CFR Part 763 Altus Schools has an asbestos-containing material. 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.

CIVIL RIGHTS COMPLIANCE

The Altus School District I-18 hereby gives notice that it does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Inquiries concerning the application of this policy may be referred to the school counselor by phone at (580) 481-2183 or by mail at L. Mendel Rivers Elementary, 3000 Veterans Drive, Altus. OK 73521

ADMINISTERING MEDICATION

Administration of Prescription and Non-Prescription Medication:

The school nurse, principal, or her designee may administer prescription or non-prescription medication, if provided by the parents with correct documentation. The student must have a medication permission and emergency form on file.

No medication shall be administered unless provided by the parent with correct instructions and permission from the doctor. A medical form must be completed before any medicine will be given to a student. All medication must be brought to school by a parent.

All asthma inhalers will be kept with the student. Parents must sign a form indicating that their child will keep asthma inhalers with them in their class.

Please alert your child's teacher and the office staff about severe allergies that affect your child.

ATTENDANCE AND TARDIES

In the case of an absence, please notify the school at 481-2183 as early as possible. Make-up work will be allowed in the case of excused absences. Make-up work may be picked up at the end of the school day in the office. Students should be responsible for asking for work when they return to school. The time limit for turning in make-up work is one day for every day a student is absent. Assignments not made up will be recorded as a zero for the grade. If an absence is due to future events please notify the teacher ahead of time, so you can be provided with a study sheet for subject areas that will be missed. Most class work and assessments will be completed at school when the student returns.

Excessive tardies were a major problem at this school site last year. We certainly understand the occasional reason for being tardy; however, the records indicate that the same students were habitually tardy throughout the school year.

Students are considered tardy after the 8:00 bell rings. When students are late to class it not only causes a disruption in their day, but also the entire classroom. Please help everyone by getting your child to school

on time each day. If a student is tardy they will need to make up any missed work that school day. Students must pick up a tardy or admit slip before they enter class.

Excessive Absences: If a child is absent without a valid excuse for four or more days or parts of days within a four-week 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 District Attorney.

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.

Absences will be considered excused for the following reasons providing communication is made to the school the day of the absence; illness, bereavement, family emergencies, recognized religious holidays, and doctor or dentist appointments. All other absences are considered unexcused. Make-up work will be provided for excused absences.

Because excessive absences cause a severe disruption in student learning, it is important that students be in attendance except for illness and emergencies.

The federal No Child Left Behind Act gives each school site a rating to determine the adequate yearly progress of the school and Oklahoma uses a report card grading system which assigns a letter grade. The factors that are used to determine these grades are test scores, student progress, and student attendance. Please help keep absences to a minimum.

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 7
- Site 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.

CLASSROOM RULES

1 Be respectful of others at all times 2 Follow guidelines set by the school and classroom teacher 3 Use appropriate language and actions 4 Make smart choices.

DETENTION

Detention is defined as a period of time, other than class time when a student is detained. Detention is held in the library. Students are responsible to bring their assignments and complete the work. Students may need this time to complete work or tests after being absent for several days or if homework is incomplete. Students who have been tardy for unexcused reasons for the third time also attend detention. Detention is held during recess.

DISCIPLINE

The philosophy of discipline for Rivers Elementary 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

STUDENT DRESS CODE

Appropriate dress is required at all times. No clothing or anything attached to the clothing that advertises beer, alcoholic beverages, drugs, or has words or statements that are vulgar or suggestive may be worn. 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. Also, see-through clothing, clothing that reveals bare midriffs or backs are not acceptable. Sagging pants will not be permitted at school or school-related activities. Any clothing or hairstyle that causes a disruption to the learning in the school is not permitted. 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 spaghetti straps, no showing belly buttons, no shoe skates, no sagging, no gang-related clothing, no alcohol or drug advertisements on shirts, no obscene or inappropriate shirts, and no mesh tops. Holes in jeans must have cloth under them or located at fingertips. 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.

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.

FINE ARTS

All students in grades K-4 will participate in music education. Music will be taught by a qualified music instructor.

The Fine Arts are organized around four standards:

- Language of the Arts Students will learn to use appropriate vocabulary as it relates to the area of art they are studying.
- History and Culture of the Arts Students will recognize the development of music and the visual arts from a historical and cultural perspective.
- Expression in the Arts Students will perform a variety of music by singing or playing musical instruments.
- Music Appreciation Students will learn to appreciate music and expand their listening beyond music currently familiar to them.

GIFTED AND TALENTED

Multi-criteria evaluation procedures are used for the purpose of identification and placement of students in the gifted and talented program. Students will attend these classes at Rivers.

GRADING SYSTEM AND REPORT CARDS

Report cards are issued to students on the Wednesday following the end of each nine-week grading period. A progress report will also be sent home during the nine weeks period as indicated on the school calendar. The evaluation of student achievement is one of the important functions of the teacher. A EXCELLENT (90-100) H HIGH B GOOD (80-89) S SATISFACTORY C AVERAGE (70-79) L LOW D POOR (60-69) U UNSATISFACTORY F FAIL (BELOW 60)

An honor roll will be published for 4th grade students at the end of each nine- week grading period using the following point value system.

A 4 points B 3 points C 2 points

FOURTH GRADE HONOR ROLLS

Nine- Weeks Honor Roll

1. Fourth grade students must have a 3.0 point average. 2. Art, music, penmanship and physical education grades will not be counted for the nine weeks honor rolls. 3. Any student who makes a "D" or "F" will be automatically disqualified from the nine weeks honor roll.

Principal's Honor Roll (Semester)

Fourth grade students must have a 3.5 grade point average on semester grades to be included on the Principal's Honor Roll.

Superintendent's Honor Roll (Semester)

Fourth grade students must have a 4.0 grade point average on semester grades to be included on the Superintendent's Honor Roll.

Altus Elementary Honor Society (Year)

Fourth grade students who make the nine weeks honor roll for three of the four periods each year will be members of the Honor Society.

Students making the different Honor rolls will be recognized at semester and yearly assemblies.

Recognition of Good Grades

Students who make A's and B's in grades first through fourth will be awarded certificates at the end of each nine-week period.

The school will present reading awards for grades 1st through 4th grade levels at the end of the school year.

GUIDANCE

The purpose of the guidance program is to help each student achieve his/her highest potential mentally, emotionally, and socially. Individual conferences may be requested by the student, teacher, or parent.

HALLWAYS

Children should always walk in hallways, classrooms, or the cafeteria. Students should move in single file order with a teacher in charge when changing classes or leaving the building.

HOMEWORK

Homework is a valuable educational tool. It is important to a student's academic development that parents be aware of and involved with assignments and offer encouragement.

Homework is to be returned the following day after it is assigned. Students who do not turn in homework or complete work will be assigned detention or miss recess in order to complete that work so they do not receive a 0.

ILLNESS, MEDICATION and Covid-19

New additions due to current pandemic: subject to modifications

Oklahoma State Law requires that all student health records are current with documentation of the required vaccines. The school health records are kept by the school nurse and she is required to notify parents to bring shot records to school if they are incomplete. Active records are kept in a safe place in the school office. Health records of transferred or graduated students will be kept on file. If you become ill at school, we will contact parents. If we cannot contact parents, we will use the emergency contact numbers provided on the enrollment cards. The nurse or secretary will treat minor cuts and bruises.

DAILY TEMPERATURE CHECKS - Each morning, families are asked to take their children's temperatures, as a fever of 100 or greater may be an indication of an active case of COVID-19 or other illnesses. If this is the case, please keep your child home to monitor for additional symptoms.

In keeping with the latest guidance from the Jackson County Health Department, [the Oklahoma State Department of Health](#), [the Centers for Disease Control](#) and the [American Academy of Pediatrics](#), masks are welcome and are an option for all students, faculty, staff, and visitors of Altus Public Schools.

Altus Public Schools will continue a layered mitigation process that will include appropriate hygiene practices, proper ventilation, and increased cleaning practices, including the use of electrostatic sprayers. As always, we appreciate our parents/guardians screening their children's symptoms daily as we work together to maintain the healthiest school environment for our Bulldogs.

COVID-19 SYMPTOMS AT SCHOOL

If a teacher suspects that a student may have COVID-19 symptoms, he/she will contact the office to arrange for an adult to come to the classroom and escort the student to an isolation area. The student will be required to wear their mask, if they are not already. Parents will be contacted immediately to pick up their child and seek a medical opinion.

LUNCH AND BREAKFAST

Due to current pandemic: subject to change

Students pay for their lunches in the office. They may pay by the day, week, or month. We encourage you to pay by the week or month. Lunches in the cafeteria are \$3.00 for regular price and \$.40 cents for students who qualify for a reduced price lunch. An extra carton of milk may be purchased for \$.35 cents. Adult school employees may purchase a lunch for \$4.40 and non-school employees may purchase a lunch for \$4.50.

We do not allow charging of meals. If your account runs out of money, your child may eat lunch that day and then bring in payment the next day.

Students are welcome to bring their lunches to school. Remember to prepare lunches that they can easily unpack. If your child forgets his or her lunch and you need to bring it by the school, you may leave it in the office and it will be delivered before lunchtime.

Students have the opportunity to eat breakfast each morning. The cost for breakfast is \$2.50 and the reduced price is \$.30. Adult breakfast for employees is \$2.35 and non-school employees \$3.00. You may pay for breakfast daily, weekly, or monthly. Breakfast is served from 7:35 a.m. until 7:55 a.m. Students are dismissed from the cafeteria at that time.

Applications for the free and reduced meals are available in the school office. Please feel free to fill out an application at any time.

The lunch clerk will collect all money. She is located at the front office.

LUNCH SCHEDULE

Pre K LUNCH	10:45-11:15
Kindergarten LUNCH	10:50--11:20
1 st & 2 ND LUNCH	11:20-11:50
3 RD & 4 TH	11:50-12:20

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.

MATH

The Math instruction at Rivers primarily comes from various resources. The focus of math instruction will concentrate on the following:

- Numbers which includes the whole number operations and relations
- Geometry which includes spatial relations and measurement

These standards are broad and include the application of and define what students should understand and be able to do with numbers and number concepts.

There will be bench marks for skills each nine week period that your child's teacher will inform you of at the beginning of the year that your child must reach. Students are required to learn the math facts appropriate for each grade level. These benchmarks will be a major part of your child's grades reported on the grade card.

MOMENT OF SILENCE

The Oklahoma State Legislature passed a law in the 2002 session that requires each school site to observe a moment of silence each day. The law reads as follows:

"The board of education of each school district shall ensure that the public schools within the district observe approximately one minute of silence each day. A student may engage in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices."

PARENT TEACHER CONFERENCES

Parents are welcome to come to school and meet with teachers during a teacher's conference time. In addition, scheduled parent teacher conferences will be held on the following dates for 2019-2020. September 16, 2021 3:30 p.m. to 9:30 p.m. February 17, 2021 3:30 p.m. to 9:30 p.m.

PARTIES AND INVITATIONS

Due to the current pandemic this is subject to change

The scheduled school parties are in December and February. All parties will begin at 2:15. The school will provide an end of year celebration for the students.

At this time, we are not allowing snacks to be brought in for birthday celebrations. Please do not send birthday invitations to school to be passed out unless every child in the class is invited. Birthday balloons and flowers that are delivered to the school for students will be given to the children at the end of the school day.

PHYSICAL EDUCATION

All students in grades PK-4th will participate in physical education. P.E. will be taught by a qualified P.E. instructor. 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.

The physical education plan for Rivers Elementary 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 systems such as respiratory, circulatory and muscular. Some examples of these exercises/activities are ladder stretches, push-ups, sit-ups, and 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. The activities are designed to improve health by releasing stress and building character through sportsmanship as well as improving leadership. Student progress is determined by successful participation in class activities and assignments as documented by the report card grade.

PLAYGROUND RULES

New additions due to current pandemic: subject to change

1 Stay on assigned playground area 2 Do not climb on fences 3 Only one child to a swing --- Do not stand or lay in the swings 4 No tackle games are allowed 5 No throwing of foreign objects such as rocks, sticks, sand, etc. 6 No games played involving grabbing someone, or pulling on clothing 7 Do not bring any toys from home to use on the playground 8 Use all equipment correctly. 8 Do not stand, crawl or sit on tip of the climbing bars. 9. Do not pick up or throw rocks or dirt. When whistle blows, all playing stops and students will get quiet and walk to their designated area to get in their classroom line.

READING

Reading is such an important skill. Most students who are not reading on grade level by the end of the third grade experience difficulty in school. Because of this, some students do not reach their full academic potential. Having all students reading on grade level by the end of the third grade has become a priority in Oklahoma. Altus Public Schools is committed to having all of our students reading on grade level each year.

Students are given assessments to determine strengths and weaknesses in reading. Mrs. Kelley, the reading teacher, will work with teachers and students using varied strategies to enhance reading skills.

Rivers uses several curriculum sources to teach reading. The focus for reading is to ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex material through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

There will be benchmarks each nine-week period that your child's teacher will inform you of at the beginning of the year that your child must reach. These benchmarks will be a major part of your child's grades reported on the grade card.

Quote

"We can affect the lives of more children, more deeply, for a longer period of time, at less cost, by teaching them to read well by third grade, than by any other single thing we can do in our school systems."

-----Kathleen Dally, Kennewick School

The Reading Sufficiency Act Reading Goal

The reading goal for Oklahoma public schools is as follows:

By July 1, 2008, and each year thereafter, all third-grade students will read at or above grade level by the end of their third-grade year, excluding up to fifteen percent of those students who have an individualized education program excluding those students who are English language learners who have been determined not to be proficient in English as defined by a state-designated English proficiency assessment.

The Reading Sufficiency Act Screening and Assessment Kindergarten, First, Second, and Third Grade Students Each student enrolled in kindergarten, first, second, and third grade of the public school of this state shall be assessed at the beginning of each school year using a screening instrument approved by the State Board of Education for the acquisition of reading skills, including, but not limited to, phonological awareness, phonics, spelling, reading fluency, vocabulary, and comprehension.

For those students at risk for reading difficulties, teacher shall emphasize reading skills as identified in Oklahoma Academic Skills, monitor progress throughout the year, and measure year end reading progress.

Section H, I, and J of Senate Bill 346

H. Beginning with the students entering the first grade in the 2011-2012 school year, if the reading deficiency of a student, as identified based on state approved assessments, is not remedied by the end of third grade, as demonstrated by scoring at the unsatisfactory level on the reading portion of the third-grade criterion-referenced test administered pursuant to Section 1210.508 of SB 346 the student shall be considered for retention upon review by committee.

I. The parent of any student who is found to have a reading deficiency and is not reading at the appropriate grade level and has been provided a program of reading instruction shall be notified in writing of the following:

- Current services

- Description of proposed supplemental instructional services for remediation
- Strategies for parent to use

J. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Safety: FIRE AND LOCK DOWN DRILLS

Fire drills and lockdown drills will be conducted periodically during the school year. They are necessary for the safety of the students, faculty and staff. Everyone should know specific information about what to do during this time. Teachers will go over this information with the class. Evacuation routes are posted in each room. All classrooms and exterior doors will be locked.

Safety: SEVERE WEATHER PROCEDURES

The following procedures will be followed in the event of severe weather.

1 Board of education officials will monitor the situation and work closely with Civil Defense. 2 Parents will be contacted by call or text to keep parents informed 3 Children will not be released to leave school unless a parent or adult with parent permission arrives at school to pick up the child. 4 Busses will not run until an all clear sounds. 5 All schools are equipped with battery operated storm sentry radios. 6 Teachers will remain with students until they are released by the building principal. 7 During threatening weather, students should be moved to interior areas of the school building. 8 Severe weather drills will be conducted during the school year to be prepared for any such emergency.

Safety: PARENT CONTACT SYSTEM

Altus Public Schools has a messaging system which enables the school to contact parents in case of emergencies, school changes, and any other important information by phone, text, and e-mail. You will be asked to complete a form at the beginning of the year to give us that information so you may be notified as quickly as possible. Please help us by keeping your information current.

SCHOOL ARRIVAL

New addition due to current pandemic: subject to change

Altus Public Schools recommends all faculty, staff and students monitor their own temperatures each morning. As students enter the building they will be directed to go to their classrooms or a general area in which social distancing is feasible. Students will not be gathered in large groups to wait for their school day to begin. Parents will not be escorting their children into the building. All parents will be asked to remain in their cars and drive through the drop-off line to ensure a safe exit from and entrance into their family vehicles.

Breakfast students may arrive at 7:35 for breakfast (use the office entrance) and all other students may be delivered to school at 7:45. Our first bell rings at 7:50 for students to prepare for the day. The tardy bell rings at 8:00. Students need to be in class and ready to learn by this time. Teachers are on duty to supervise students until 7:45 a.m. Please do not drop students off before that time.

Pre-K parents who are escorting students may drop students off by the Pre K doors located at the rear of the building. This will be located off of the playground.

Kindergarten parents who are escorting students may drop students off by the Kindergarten doors located at the rear of the building. This will be located off of the playground.

Older students who are attending class may escort younger siblings to class.

For the protection of students and staff doors will remain locked during the day. If a parent/guardian needs to see a teacher they may schedule a time with the teacher. If a student needs to be picked up or items dropped off parents/guardians may go to the office for assistance.

SCHOOL WITHDRAWALS

Parents of students withdrawing from school during the year will need to contact the office in order for records to be prepared. Students must be in attendance through the sixth school day preceding the end of regular classroom instruction during a semester to receive a final grade for work done during that semester. Students checking out of before the sixth day preceding the end of class work will receive a transfer grade of all work completed to that point.

Snacks

New due to current pandemic subject to change

No class-wide snacks will be allowed or distributed at school. Students choosing to bring a snack to school may bring an individually wrapped snack for themselves.

STUDENT DISMISSAL

Pre-school, Kindergarten, First, and Second grade students will be dismissed at the north entrance and Third and Fourth grade students will be dismissed at the office entrance.

Parents are expected to pick their children up before 3:15 p.m. each day. Please do not bring dogs as you drop off or pick up your child. This is a safety issue for the students.

Parents are asked to wait in cars while staff call out students. Parents who are walking students are asked to practice social distancing. All students who are walking will be released by grade level, youth center students will be called out to awaiting workers. Finally, After School Care students will be escorted to workers after all students have been dismissed.

Keep all entrances and sidewalks clear so students can be dismissed out of the building.

STUDENTS LEAVING CLASS EARLY

All students will be checked out through the office if they need to leave school early. Please stop at the office and school personnel will get your child from class. Any time out of class will be noted on the attendance record.

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.

SUPPLIES

New due to current pandemic, subject to change

Sharing of supplies such as crayons, markers, scissors and pencils will not be allowed. Students will keep their individual supplies separated from those of others in individually labeled containers or cubbies. Any manipulatives needed for instructional purposes will be sanitized prior to use by another student.

TECHNOLOGY

Technology will be a part of all subject areas. We are fortunate in Altus Schools to have iPads in the classrooms and also a computer lab for students. This is an exciting time for our teachers and students because we will be integrating technology in the classrooms in various ways.

STUDENT IPAD USE AND GUIDELINES

Care of iPads in the classroom are the 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 the 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.

TELEPHONE USE

The telephone is available for emergency use only. You must have permission from the principal, or secretary to use the telephone. Students will not be called to the telephone except in an emergency. Messages will be delivered to the student's classroom teacher.

TEXTBOOKS and LIBRARY BOOKS

Please help us take care of our resources. Books belonging to the school which are lost, stolen, or damaged shall be paid for by the pupil responsible.

TRAFFIC

There is a parking area on the south side of the building and a few parking spaces on the north side of the building. When delivering your students, you may use the north or south parking lot. Please do your part to keep traffic flowing by using the drop off zones and park in designated areas.

Just as we all wait in line as we follow procedures to enter and exit Altus Air Force Base each day, the school also has some procedures that we ask that you follow. Have your children ready to exit your vehicle when you come to the drop off area. The students need to have all of their belongings ready and goodbyes to brothers and sisters done by drop off time. Remember, you may have a small wait as we safely get your child to and from your vehicle. More than half of our students come from off base so there is a great deal of traffic each day. Please allow yourself enough time so your child will not be late for school. We are happy to assist your child to and from the vehicle. Know that at the beginning of the school year and during bad weather it will take a little longer to get students to the vehicles.

Traffic is very congested at the beginning and end of each day and the safety of the students is the most important issue. Obey the speed limit at all times and be attentive as students enter and exit the building.

There is a drop off and pick up lane on the north side of Rivers and school personnel will assist getting your child to and from your vehicle. We can load and unload 5 to 6 cars at a time. Please follow these guidelines to insure the safety of each child.

- Be patient
- Please do not park your vehicle in the street (When your vehicle blocks traffic it increases traffic congestion and causes unsafe conditions.)
- (You may have to circle around the block)
- Remain in your vehicle while in the loading and unloading zone
- Children will not be allowed to cross the street unescorted by a parent

- Your child should be ready to exit on the right side of the vehicle when you pull up to the drop off space in the mornings. (Have backpacks, lunch money, and goodbyes taken care of before you pull into the drop off line)
- Pull up a safe distance behind the next car as we load and unload your child
- Obey all speed requirements
- Be observant, cautious, and courteous

Students will be monitored and escorted to you or your car. Do not leave your car unattended in the loading and unloading zone. This causes traffic to become congested. Be patient as we get the students safely to you.

We ask that you observe the above safety rules so that all of our students and personnel will be safe each day as we start and end our school day.

VISITORS

New additions due to the current pandemic: subject to be modified

Visitors will be limited or restricted due to the current pandemic. Limitations of visitors for when school zone is at appropriate level for Covid-19 cases. Restricted when school zone is at the recommended restriction level.

It is the policy of the Altus Board of Education that all visitors to any school sign in at the school at the front desk.

It is important that we protect learning time at school. We ask that you not interrupt teaching and learning by going to classrooms. The office staff will be happy to get your child from class or give your child a message. If you need to make an appointment with a teacher, you may leave a message or e-mail the teacher and he or she will set up a conference time.

VOLUNTEERS

Parent volunteers are an important part of Rivers Elementary. Parents donate thousands of hours each year to help our students. If you are interested in becoming a volunteer, you can contact your child's teacher or sign up as a volunteer on PTO projects. We will allow volunteers as it is safe to do so.

Water fountains

New due to the current pandemic: subject to change

As school opens, all traditional "bubble up" water fountains will be disconnected. Most schools now have water bottle filling stations; these will remain connected and available to students and faculty. Students and staff are encouraged to bring filled water bottles or other non-breakable water containers to school with them. Student restrooms will be cleaned multiple times throughout the day by the site custodial staff, who will use portable disinfectant foggers to sanitize the areas. Staff restrooms will also be disinfected periodically throughout the school day.

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 book bag.

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

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.

YOU MAY VIEW THE DISCIPLINE POLICIES AND ANY OTHER BOARD OF EDUCATION POLICY ON THE ALTUS PUBLIC SCHOOL’S WEB PAGE

www.altusps.com

THE OKLAHOMA ACADEMIC STANDARDS, CURRICULUM OBJECTIVES, AND OTHER SCHOOL INFORMATION MAY BE LOCATED AT THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

www.sde.state.ok.us

THANK YOU FOR BEING A PART OF L MENDEL RIVERS ELEMENTARY SCHOOL

DISCIPLINE POLICY

700.150

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. 6-114, 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 judgment 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 in-school suspension
8. Truancy
9. Profanity or vulgarity
10. Possessing, selling, or using alcoholic beverages or other mood-altering chemicals
11. Stealing
12. Extortion
13. Assault, physical and/or verbal
14. Fighting
15. Possession of weapons
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 will expel the student for at least the remainder of the current semester and may expel the student for the remainder of current semester and the full semester (excluding summer school) which follows.
20. Smoking
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 judgment and discretion of the administrator and/or faculty member to determine the appropriate remedial or correction action in each instance.

1. Conference with student
2. Conference with parent
3. In-school suspension
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 clean or straighten items or facilities damaged by his or her behavior
10. Corporal Punishment
11. Restriction of privileges
12. Referral to police
13. Referral for counseling
14. Suspension
15. Expulsion
16. Other appropriate disciplinary action as required and as indicated by circumstances
17. Alternative Placement
18. 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 appropriate 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.

IN-SCHOOL SUPERVISION:

Students who are suspended from the regular school program may be assigned to the in-school suspension center designated by the superintendent. The in-school supervision program will be a highly structured class situation with emphasis being placed on intensive student work. Students who refuse in-school supervision can be alternatively placed from school for as many days as the in-school supervision penalty.

When the students then return to school, they will have to complete the in-school supervision penalty before returning to regular classes.

The principal will determine the necessity of sending a student to in-school suspension 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 suspended.

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 of two semesters. 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:

Make-up 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. Long-term suspensions are those suspensions of more than 10 days. For long-term suspensions, school assignments, including tests, may not be made available for the students. During long-term suspensions, no grades will be recorded and no credit given. School assignments, tests, grades, and credit will be determined through the suspension and/or appeals process. 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 procedures for suspension.

Step 1: If the student or parent wishes to appeal the suspension, they must notify the principal within forty-eight (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. The appeal shall be made in writing within forty-eight (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 forty-eight (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 cross-examine 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 (School laws of Oklahoma, 1992, Chapter I Article XXIV, Section 490).

Suspensions of any length may be appealed, using the procedures listed above, however, timeliness 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.

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. 70-24-102).

SUSPENSION OF SPECIAL EDUCATION STUDENTS:

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

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

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.

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 due- process 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 (37-163.11) 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, and footwear 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, non-intoxicating 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. 1343-1987)

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 to 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.

FELONIOUS ACT:

Any student involved in a felonious act and/or theft (other than drug abuse) while under school supervision or on school property will be subject to the following procedures:

1. Any such act will be reported to the Board of Education, police, and the parent(s) or guardian(s) of the student
2. The Altus Public Schools will request the District Attorney to file appropriate charges.

3. The students will be suspended for a minimum of ten (10) school days and may be suspended a maximum period authorized by law.

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

PROHIBITING HARASSMENT, INTIMIDATION AND BULLYING (REGULATION) 700.431

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 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

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

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.

Approved 11/2/02 Revised 09/10/12 Revised 09/09/13

700.152

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. ADOPTED 09/16/03 REVISED 08/15/13 REVISED 07/14/14

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 age 18 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