

Students

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REQUIREMENTS FOR GRADUATION

GRADUATION REQUIREMENTS (Beginning with Class of 2025)

The Altus Board of Education recognizes that a 13-year course of study in certain specific subject areas has proven to be beneficial in assisting students to become productive citizens and to prepare for advanced study. Therefore, it is the policy of the board of education that a minimum of 24 units of credit be earned in the subject areas listed below to be eligible for graduation. Students, in order to graduate from an Oklahoma public school, will be required to complete the “college preparatory/work ready curriculum units or sets of competencies” at the secondary level. A student will be allowed to enroll in the core curriculum in lieu of the requirements of the college preparatory/work ready curriculum upon the written approval of the parent or legal guardian of the student. Current state graduation requirements will be deemed to be the “core curriculum” option.

College Preparatory/Work Ready Curriculum – Option 1

Language Arts/English (4 units) To include Grammar, Composition, Literature, or any English course approved for college admission requirements.

Mathematics (3 complete courses – 3 units)

Limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements.

Science (3 complete courses – 3 units)

Limited to Biology, Chemistry, Physics or any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements.

Social Studies (3 units)

Three units or sets of competencies of history and citizenship skills, including one unit of American History, ½ unit of Oklahoma History, ½ unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, Psychology and Sociology, or non-Western culture and approved for college admission requirements.

2 units of the same World or non-English Language or 2 units of Computer Technology

Approved for college admission requirements, whether taught at a high school or a technology center school, including computer programming, hardware, and business computer applications, such as Word Processing, databases, spreadsheets, and graphics excluding keyboarding or typing courses.

Additional Course (1 unit)

One unit selected from the courses listed above or career and technology education courses approved for college admission requirements.

Capstone (½ unit)

In addition to the curriculum requirements. All seniors shall complete the requirements for Bulldog Capstone which will include the requirements for personal

financial literacy passport as set forth in the Passport to Financial Literacy Act, CPR/AED Awareness training as required by Oklahoma HB1378 and ICAP requirements which is a process that helps students engage in academic and career development activities.

1 Unit of Fine Arts

Including but not limited to music, art, and Performing/Applied Arts.

Other electives (to total 23 units)

Including other core curriculum to meet requirements for admission to OK colleges and universities set by the Oklahoma State Regents for Higher Education.

Core Curriculum for High School Graduation – Option 2

Language Arts/English (4 units)

1 unit of Grammar and Composition

And

3 units which may include American Literature, English Literature, World Literature, Advance

Mathematics (3 complete courses – 3 units)

1 unit of Algebra I

2 units which may include: Algebra II, Geometry or Geometry taught in a contextual methodology, Trigonometry, Math Analysis or Pre Calculus, Calculus, Statistics and/or Probability, Calculus, Computer Science I and II, Intermediate Algebra, mathematics of Finance, Contextual mathematics courses that enhance technology preparation whether taught at a comprehensive high school or a technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education or other mathematics courses with content and/or rigor equal to or above Algebra I or a science, technology, engineering and math (STEM) block course.

Science (3 complete courses – 3 units)

Biology or Biology taught in a contextual methodology. 2 units in the areas of Life, Physical, or Earth Science or Technology which may include but are not limited, to the following courses: Chemistry, Physics, Biology II, Chemistry, Physical Science, Earth Science, Botany, Zoology, Physiology, Astronomy, Applied Biology/Chemistry, Applied Physics, Principles of Technology, qualified agricultural education courses (including but not limited to Horticulture, Plant/Soil Science, and Animal Science) contextual science courses which enhance technology preparation whether taught at a comprehensive high school, or technology center school when taken in the eleventh or twelfth grade, taught by a certified teacher and approved by the State Board of Education and the Altus Public School Board of Education or other science courses with content and/or rigor equal to or above Biology or a science, technology, engineering and math (STEM) block course.

Social Studies (3 units)

½ unit of Oklahoma History

1 unit World History, Geography, Economics, Anthropology, or other Social Studies courses with content and/or rigor equal to or above United States History, United States Government and Oklahoma history.

1 unit United States History

½ unit United States Government

Capstone (½ unit)

In addition to the curriculum requirements. All seniors shall complete the requirements for Bulldog Capstone which will include the requirements for personal financial literacy passport as set forth in the Passport to Financial Literacy Act, CPR/AED Awareness training as required by Oklahoma HB1378 and ICAP requirements which is a process that helps students engage in academic and career development activities.

Fine Arts (1 unit)

Including but not limited to Music, Art, and Performing/Applied Arts.

Other Electives (to total 23 units)

Including other core curriculum to meet requirements for admission to OK colleges and universities set by the Oklahoma State Regents for Higher Education.

Credit may be given for the above-referenced classes when the courses are taken in the seventh or eighth grades if the teachers are certified or authorized by law to teach the subjects for high school credit and the required course rigor is maintained.

Courses offered by a supplemental education organization that is accredited by a national accrediting body and that are taught by a certified teacher, and which provide for the teaching and learning of the appropriate skills and knowledge in the OAS may, upon approval of the State Board of Education and the school district board of education, be counted for academic credit and toward meeting state graduation requirements.

No student will be allowed to receive credit more than once for completion of the same unit or sets of competencies. All the above-referenced classes may or may not be offered by the district. However, sufficient courses shall be offered to allow students to meet the graduation requirements during the secondary grade years of the student.

The remaining units need to consist of coursework designed to meet the individual needs and interests of the student. However, all students in grades nine through twelve are required to enroll in a minimum of six periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes.

Students who transfer into this school district from out of state after their junior year of high school shall not be denied, because of differing graduation requirements, the opportunity to be awarded a standard diploma. This applies to students who would be unable to meet the specific graduation requirements listed above without extending the date of graduation. Exception from the graduation requirements will be based on rules established by the State Department of Education. All exceptions and

the reasons therefore shall be reported to the State Department of Education on or before July 1 of each year.

All course credit earned through examination by students in required curriculum areas shall be appropriately noted on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation, credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferrable to or from any other school district within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation count toward meeting the requirements for the high school diploma.

All students shall be required to receive instruction in cardiopulmonary resuscitation (CPR) and the awareness of the purpose of an automated external defibrillator at least once between ninth grade and high school graduation. A school administrator may waive this requirement for an eligible student who has a disability. A student may also be excused from this requirement if a parent or guardian of the student objects in writing.

Each student must complete an Individual Career Academic Plan or ICAP. Students will be required to complete mandatory components each year along with an internship or mentorship to compete before graduation.

All students must pass the U.S. Naturalization Test.

For those graduating after July 1, 2018, 1 additional unit selected from the above categories or career and technology education courses, currently enrolled course, Advanced Placement courses or International Baccalaureate courses approved for college admission requirements; and/or 1 unit or set of competencies of speech.

Science

For those graduating after July 1, 2018, 3 units or sets of competencies of laboratory science approved for college admission requirements;

1 unit or set of competencies of life science, meeting the standards for Biology I:

1 unit or set of competencies of physical science, meeting the standard for Physical Science, Chemistry or Physics; and

1 unit or set of competencies from the domains of physical science, life science or earth and space science such that content and rigor is above Biology I or Physical Science.

Language Arts

4 units or sets of competencies

1 unit of Grammar and Composition and 3 units which may include: American Literature, English Literature, World Literature, Advanced English Courses, other English courses with content and/or rigor equal to or above grammar and composition

Social Studies

3 units or sets of competencies

1 unit of United States History, ½ to 1 unit of United States Government, ½ unit of Oklahoma History, ½ unit to 1 unit which may include: World History, Geography, Economics, other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History.

Mathematics

3 units of sets of competencies

1 unit of Algebra I and

2 units which may include: Algebra II, Geometry, Trigonometry, Math Analysis or Pre-calculus, Statistics and/or Probability, Calculus, Intermediate Algebra, Mathematics of Finance

Contextual mathematics courses that enhance technology preparation whether taught at a (1) comprehensive high school, or (2) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the district board of education

Mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the district board of education

Other mathematics courses with content and/or rigor equal to or above Algebra I

A science, technology, engineering and math (STEM) block course.

The Arts and Computer Education

Those graduating after July 1, 2018 will be required to earn 1 unit or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music and 1 unit or set of competencies of computer technology, whether taught at a high school or a technology center school, including computer programming, hardware and business computer application, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing classes

Foreign Language

All students are strongly encouraged to complete two units or sets of competencies of foreign language classes

Electives (5 ½ units or sets of competencies)

In addition to the curriculum requirements, students shall complete the requirements for a personal financial literacy passport as set forth in the Passport to Financial Literacy Act.

Students who start ninth grade prior to or during the 2016-2017 school year will be required to complete an assessment in order to graduate with a standard diploma. The assessment required will be one that is required or has been required by the Oklahoma School Testing Program or alternate assessment as approved by the superintendent. The highest-achieved score on the assessment and any business and industry-recognized endorsements attained will be reflected on the student's transcript.

High School – Classification of Students

Beginning in the Fall (2023-2024) and all years thereafter, to graduate from Altus High School in grades 9, 10, 11 and 12, promotion to the next grade shall be based upon the student's accumulation of credits earned and core subject area courses successfully completed toward graduation.

Students must meet the following credit totals and the mandatory subject area requirements. Core areas include English, Math, Science and Social Studies.

<u>Grade</u>	<u>Credit Requirements</u>
9th	0 – 4.5 credits
10 th	5 – 9.5 credits
11 th	10 – 15.5 credits (10 credits must include five credits in core areas)
12 th	16 – (16 credits must include six credits in core areas) In addition, students must be enrolled in all remaining courses required for graduation.

Students that have not graduated after four years will be considered 5th year Seniors and will be referred to possible alternate placement.

Beginning with the class of 2022, Advanced Placement courses and Western Oklahoma State College Biology and Statistics will be credentialed with an A = 5.0, B = 4.0, C = 3.0, and D = 1.0. All other classes will be credentialed with an A = 4.0, B = 3.0, C = 2.0, and D = 1.0. Valedictorian, salutatorian, or top ten recognition will be based on cumulative G.P.A.

REFERENCE: 70 O.S. § 11-103.2c
 70 O.S. § 11-103.6
 70 O.S. § 1210.508
 70 O.S. § 1210.523
 70 O.S. § 1210.199

GRADUATION CEREMONY POLICY

The Altus Board of Education recognizes that graduation ceremonies are important events for our students, patrons, guests, and community. Students who have not met state mandates or local school district graduation requirements may not be allowed to participate in the graduation ceremony. In order to participate in the graduation ceremony a student must be in good standing. Students who have not conformed with student discipline policies, those that have been charged, are under investigation, or have been convicted of a crime, and those that have unpaid fines or fees to the school district are not in good standing. To ensure that graduation ceremonies are enjoyable for all participants and spectators, the board enacts the following policies:

1. A student shall be a graduate of this school district and entitled to a high school diploma whenever that student has successfully completed the minimum number of credits established by the district for graduation, demonstrates mastery of the state academic content standards as required by state law, and completes graduation exercises in accordance with this policy.
2. Students are considered as students of this district until graduation ceremonies have been completed. The graduation process is "completed" when the student has exited the premises.
3. Students participating in graduation ceremonies will be required to abide by the school's discipline code as outlined in the student handbook. In addition, students shall not engage in any disruptive activity that substantially interferes with the graduation process or the rights of other individuals.
4. Students who can verify their enrollment in a tribe (CDIB card) will be allowed to wear an eagle feather and have beading around the edge of the mortar board. Students who do not qualify for a CDIB card but do qualify under federal law will not be allowed to wear a feather, but will be allowed to have beading on the mortar board. The beading shall be attached to the mortar board and shall not exceed 1/2 inch over or 1/2 inch under the edge of the mortar board. There will be no alterations to the robe and only school issued cords and sashes may be utilized in the graduation ceremony.
5. The administration may impose discipline on any student who commit such acts. It is recommended the administration take necessary steps to impose discipline as soon as is convenient after completion of graduation exercises.

COURSE CREDIT AT TECHNOLOGY CENTER

Sophomores, Juniors or seniors enrolled in Altus High School and a state accredited technology center shall receive and have transcribed high school credit for mathematics and/or science classes successfully completed at the technology center if taught by a teacher certified in the secondary subject area.

VALEDICTORIAN, SALUTATORIAN, AND “TOP TEN” SELECTION

The valedictorian of Altus High School must be in attendance in the Altus Schools three of the last four nine weeks periods of the eleventh grade year and the entire twelfth grade year.

The following method will be used to determine the valedictorian(s) of Altus High School:

1. Semester grades for grades nine through the first semester of grade twelve will be included with an average of the third nine weeks grades of grade twelve in determining the valedictorian of the graduating class.
2. Only those classes that count toward honor roll recognition will be used to calculate the GPA in determining the valedictorian honor.

The same calculations will be used to determine the salutatorian and “Top Ten” seniors.

Beginning with the class of 2004, students wishing to be considered for valedictorian, salutatorian or top ten recognition must have completed on the high school campus (10-12) seven Pre-AP or AP courses with one each coming from the four core areas of Language Arts/English, Mathematics, Science and Social Studies. Beginning with the class of 2007, students wishing to be considered for valedictorian, salutatorian, or top ten recognition, must have completed ten Pre AP/AP classes, with one course each from the four core areas mentioned above taken on the campus.

Program for Education of Gifted and Talented Students

Mission Statement

Gifted and talented students must be encouraged and allowed to excel in a program that challenges students to think, learn, and grow. The Altus Public Schools' Program for the Education of Gifted and Talented Students shall provide opportunities for full development of the educational potential of each student in the program.

Definitions

By Oklahoma state law, gifted students are defined as those "having demonstrated potential abilities of high performance capability and needing differentiated or accelerated education or services" (70-1210.301). Students shall be served who have scored at or above the 97th percentile on a nationally standardized test of intellectual ability or specific academic ability taken at the completion of the first grade. Students in first grade will be identified as potentially gifted based on team evaluation in lieu of standardized testing. Said definition of gifted and talented students may also include those who excel in one or more of the following areas (State Law, Section 904):

- a. creative thinking ability
- b. leadership ability
- c. visual and/or performing arts ability, and
- d. specific academic ability

An educational program for gifted students "means those special instructional programs, supportive services, unique educational materials, learning settings, and other educational services which differentiate, supplement, and support the regular program in meeting needs of gifted and talented children." (70-1210.301)

Talented students are defined as those students who have exhibited high achievement in visual and/or performing arts. These students will be identified by competitions, demonstrations, auditions, and portfolios.

Identification

Multi-criteria evaluation procedures are used for the purpose of identification and placement of students in the gifted and talented program. No single criterion or cut-off score is used to exclude a student from placement. Identification will be an ongoing process extending from school entry through grade twelve. Data will be collected on nominated students to aid in making decisions for selection of students who are in need of gifted educational programming. Data will be obtained through a variety of procedures and from many independent sources. To allow for the unbiased assessment of all cultural and economic backgrounds, committee decision for placement may be made based on referral, student product or performance, appropriate checklists and other relevant information. The site committee chaired by an educator with training in gifted education and including administrators, teachers, and/or counselors collects and analyzes data, maintains appropriate records, and makes professional decisions on placement of students. The committee may authorize the use of alternative assessment procedures when appropriate for a student. Parental permission for intelligence testing is necessary.

Screening and nomination procedures of students for possible placement in the program will include:

1. Referrals by parents, teachers, peers, or self.
2. Group Achievement test scores.
3. Classroom performance and work samples.

Students who are nominated for the gifted program who do not have current standardized test qualifying scores will be given a nationally standardized intelligence test. In the event that the student does not qualify, the parents may request a second test. A different nationally standardized intelligence or abilities test would then be administered. Students who score at or above the 97th percentile on either test will automatically be placed with parent permission. Nationally standardized test results are valid for a minimum of three years and may be valid for the student's educational experience. When a student is nominated for the gifted program, they will be further evaluated using the following:

1. Naglieri nonverbal assessment
2. Slosson SIT-R3 revised intelligence test
3. Woodcock-Johnson test of cognitive abilities
4. C-TONI (Comprehensive Test of Non-Verbal Intelligence)
5. WISC IV (Wechsler Intelligence Scale for Children)

This type of evaluation will be consistent for all students following completion of the first grade. Children in the first grade will be evaluated by the classroom teacher using the following criteria:

1. Classroom Performance
2. Teacher observation
3. Work samples and achievement

Gifted students who demonstrate a need and would benefit from enrichment will be provided for in the regular classroom at the first grade level.

Talented students will be identified through high achievement in visual and performing arts competition through the following:

1. Demonstrations
2. Auditions
3. Portfolios

Instructionally useful information about individual students obtained during the identification process is communicated to the appropriate members of the instructional staff regardless of final placement.

Placement

Students who score at the 97th percentile or above on a nationally standardized test of intellectual or specific academic ability will be automatically placed in the gifted program with the permission of the parents, according to state mandated guidelines. Those students who do not automatically qualify for the gifted program will be considered for placement by an evaluation team consisting of an administrator, gifted teacher, and referring teacher. At this time, the pertinent information would be considered and placement would occur only at the recommendation of the evaluation team. Parents may appeal a placement decision with which they disagree. Appeal will be made to the site committee. Further appeals may be made to the district program coordinator. Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members of the instructional staff regardless of final placement. Upon recommendation, a meeting consisting of the student, parents, and the gifted teacher would be

scheduled by telephone and or writing at which time the program would be explained, questions answered, and an eligibility statement signed by those present. Students may not be placed without the written permission of a parent.

Students will be placed in the talented program upon the recommendation of the evaluation team consisting of an administrator, appropriate visual and/or performing arts teacher, and the referring teacher. Students will not be placed in the program without parent permission.

Student Evaluation

Students in the gifted and talented programs will be evaluated individually at each nine-week grading period. A checklist of expectations for achievement within the program will be sent to the parents.

Students enrolled in pull-out programs will not be held responsible for regular classroom assignments that are completed during enrichment activities. Re-evaluation for continued participation in the program may occur in the following instances:

1. Decline in classroom performance.
2. Parental request.
3. Inability of the student to perform well within the program

Evaluation of the appropriateness of students' placement may be requested at any time by the members of the evaluation team, the student's current classroom teacher, or parents.

Prior to any change in a student's placement, conferencing with student and parents, counseling and consideration of available programming options will be considered. Classroom teacher, counselor, parents, or student may ask for the conference or counseling at any time, and student performance will be examined. Program options are listed under program descriptions. Removal from the program will not be completed without a conference and written notification for parents.

Confidentiality

All records are confidential and may not be obtained without the written consent of the parents. Confidential records include test results and documentation relating to placement. Records of placement decisions and data on all nominated students are kept on file for a minimum of five years after the student has left the school system.

Transfers

Students transferring to the Altus District who have qualified at a previous school will be enrolled in the gifted and talented program and re-evaluated by the standards used within the district. The evaluation team will review the student's records, tests will be given if necessary, and the student will be placed in accordance with the policy of this district.

Notification of Parents

Following completion of the evaluation process, parents will be notified in writing of the results. Parents whose child does not qualify for the program will be given the opportunity to view their child's records and obtain copies if they so desire.

Parents whose child is recommended for placement will be notified by the gifted or talented teacher assigned to the school their child attends. A placement meeting will be scheduled by telephone or writing. At that time, they will receive copies of the program policy and state laws concerning the education of the gifted and talented. Copies of their child's confidential files may be obtained upon the parents' request. The fall of each year parents will be given a summary of the program to be offered their child.

Program Description

The Altus Gifted and Talented Program consists of differentiated education. It includes multiple programming options and curriculum which is modified in pace, breadth and depth. The curriculum for the gifted and talented extends and/or replaces the regular curriculum. Curriculum is differentiated in context, process and/or product. Processes for these students stress creativity and higher level thinking skills. The student's placement in the programming options is based on their abilities, needs and interests. Curriculum is planned to assure continuity from elementary through high school and closely follows the State Standards scope and sequence. Students will be provided an appropriate differentiated education within three weeks of the beginning of the school term.

Elementary students who qualify for the gifted program will be served with a pull-out program with the exception of the first grade students who will be served within the classroom. Regular teachers, in conjunction with the gifted or talented teacher, would determine those students who demonstrate a need for differentiated activities and would provide those activities within a classroom setting on the basis of classroom performance, teacher observation, and work samples. Those students recommended for enrichment placement in grades 2-6 would be served in a pull-out program stressing creativity and higher-level thinking skills with the amount of weekly class time increasing at each respective grade level.

Elementary gifted students, second through eighth grade, will be given the following options:

- proficiency based promotions,
- individualized instructions,
- continuous progress,
- instructional groups,
- visually talented art classes,
- curriculum compacting, and
- dual enrollment.

Classroom teachers will provide additional educational experiences and opportunities which supplement the curriculum in depth, breadth and pace.

Qualifying students in grades 7-8 will be served through the above list, and will also be served in

- Pre-Advanced Placement classes,
- accelerated core classes (i.e., Algebra I at eighth grade), and
- honors program scheduled similar to elective courses.

The program at these respective grade levels will best be described as enrichment classes which will allow the students to make some decisions as to the areas and depth of studies.

Gifted students at the high school (9-12) will have the following options: Independent Study as an elective, Advanced Placement courses, concurrent enrollment, contests, and mentorships. Some students accomplish the mentorships in vocational careers; however, other areas could be included such as attorneys, law enforcement, recreation, architecture, banking, teaching, radio/television, art/music, environmental specialists, biological/physical science, etc. Advanced content courses such as AP and Pre-AP will be noted on the student transcripts.

The elementary visually talented students will be served in the regular classroom during the school year and by a visiting art teacher. They will receive encouragement and occasional training from advanced students and performing arts instructors. Talented students from grades 7-12 will be encouraged to enroll in electives that will enhance their talents. Talented students will receive additional training and/or assistance to polish their performing arts. They will be encouraged to enter appropriate competitions and transported as board policy permits.

Program Evaluation

A systematic plan for on-going evaluation is part of program planning and implementation. An on-going evaluation process will be established by the Altus Gifted and Talented Advisory Committee on Gifted Education. Each site plan will provide an evaluation process. Previous evaluations will be the basis for site planning. Students, teachers, parents, and administrators will annually evaluate gifted educational programming at each site. Evaluation results will be communicated on a timely and meaningful way to program decision makers at the site level, the district level and, as appropriate, to students, parents and the public.

The evaluation process will assess each of the following components: student identification, instructional program, professional development, teacher selection, community involvement, program management, and the evaluation process. The evaluation process will focus upon the appropriateness of educational programming provided for gifted and talented students. The plan for evaluation will be developed which specifies data to be collected and personnel responsible for analysis of the data. The data for evaluation will be obtained from a variety of instruments, procedures and information sources. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.

Local Advisory Committee

The Altus Gifted and Talented Advisory Committee members will be appointed by the Board of Education upon the recommendation of the superintendent. The committee will consist of at least three but no more than eleven members, at least one-third of whom shall be selected from a list of nominations submitted by associations whose purpose is advocacy for gifted and talented children [70 O. S. 1210.308 (A)]. The committee will broadly represent the community and will consist of parents and community members. Altus Schools will provide staff that has training in gifted education for the advisory committee.

The first meeting will be called by the superintendent no later than October 1 of each year. At this meeting, the committee will elect a chair and a vice-chair. The committee will meet at other times during the year as necessary in meeting space furnished by the district. All meetings will be subject to provisions of the Oklahoma Open Meeting Act.

The advisory committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted educational programming, assist in the preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education [70 O.S. 1210.308 (C)].

Staff Qualifications

Gifted and talented program coordinators will hold a valid Oklahoma teaching certificate. Teachers of gifted students will hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program. Teachers whose duties include direct involvement with gifted and talented students shall then participate in in-service training or college training designed to educate and assist them in the area of gifted education each year.

Gifted and talented coordinators and administrators responsible for gifted educational programming shall participate in in-service training or college training designed to educate and assist them in the area of gifted and talented education to include the educational needs of gifted students each year.

The superintendent or the district coordinator for gifted and talented programming will be responsible for working with the local advisory committee, overseeing the site coordinators and site plans, and filing such reports and information as are required by the State Department of Education relative to gifted and talented programming.

The principal or site coordinator for gifted and talented programming will be responsible for working with the site committee, coordinating gifted educational programming related to the site gifted plan and completing such reports and information as required by the district coordinator for gifted and talented programming.

The site committee on gifted and talented programming will work with the site coordinator to develop the site gifted plan each year. The site gifted and talented specialist or designee is responsible for coordinating the site programming options.

Under the direction of the district coordinator for gifted and talented programming, an organizational document will be developed at each site which clearly delineates roles, responsibilities and coordination procedures in regard to educational programming options.

Delivery is addressed by both the regular classroom teachers and the gifted and talented education specialist. They work closely together to implement appropriated flexible pacing, plan enrichment, coordinated resources and facilitate academic/social support when needed. The gifted and talented education specialist provides professional support through modeling, consultation, co-teaching, collaborative problem solving, in-service training and assists classroom teachers in finding and securing resource materials and/or resource persons. The gifted and talented education specialist is responsible for coordinating gifted student identification, monitoring student progress and record maintenance. Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum has been and continues to be modified in pace, breadth and depth.

Budget

Each site coordinator for gifted and talented educational programming, in conjunction with the site committee and administration will prepare a budget for educational programming as a part of the site gifted and talented plan. The district coordinator will compile the site budgets and will prepare, in conjunction with the superintendent and local advisory committee, a district budget for gifted and talented programming. The district budget will be prepared on forms required by the State Department of Education and submitted as required.

An expenditures report for the previous school year will be submitted by the superintendent to the State Department of Education by August 1 of each year as required by 70 O.S. 1210.307 (D). The report will outline the expenditures made by the district during that year for gifted child educational programming. [70 O.S. 1210.307 (D)] The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.

PUBLIC KINDERGARTEN

To be admitted to Altus Public Schools kindergarten, a child must be five (5) years of age before September 2. Birth certificates or other acceptable documents will be required.

A local education agency shall be prohibited from charging local tuition to a transitioning military child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent. 70 O.S. Section 510.1.

To insure acceptance into the Altus Public Kindergarten in September, a child living in Altus in April should preenroll during the announced April registration period at the elementary school where their child will be attending. Those moving to Altus during the summer will be permitted to enroll without preenrollment. Parents who will be out of town on the April enrollment dates may enroll their children in advance at the elementary school of their choice. Kindergarten teaching staff will be employed on the basis of this preenrollment each year.

Students living in the rural areas of the Altus School District are subject to the same bussing policies as students within city limits.

Only those children living in base housing, Rivers employees' children or students with a parent working full time for AAFB either military or civilian will be accepted at Rivers Elementary School. All others should enroll at their neighborhood elementary schools.

ALTUS SCHOOL DISTRICT OPEN TRANSFER POLICY

Transfer of students into Altus Public Schools. Oklahoma law is changing effective January 1, 2022. The district's transfer policy will be adopted by the board of education and information will be published on the district's website this fall which will address the transfer of students into Altus Public Schools. Until January, those interested in transferring into Altus Public School District should contact _____ for information.

DISCIPLINE POLICY

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

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

The teacher or administrator shall have the same right as a parent or guardian to control and discipline a child while the child is in attendance in the Altus Schools or in transit to or from the school or while attending or participating in any school function authorized by the school district (70 O.S. 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 judgement of the teacher or administrator the behavior of a student constitutes unacceptable behavior in the following areas, corrective action will be taken. These examples are not intended to be exhaustive, and the exclusion or omission of examples of unacceptable behavior is not an endorsement or acceptance of such behavior.

1. Unexcused lateness to school
2. Unexcused lateness to class
3. Contempt or disrespect for authority
4. Cheating on schoolwork
5. Cutting class
6. Leaving school without permission
7. Refusing detention and/or in-school supervision
8. Truancy
9. Profanity or vulgarity
10. Possessing, selling, or using alcoholic beverages or other mood-altering chemicals.
11. Stealing – Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, school employee, or the school during school activities.
12. Extortion

13. Assault, physical and/or verbal
14. Fighting
15. Possession of weapons **or other items with potential to cause harm**
16. Distributing/possessing obscene literature
17. Destroying/defacing school property
18. Any violation of local, state or federal statutes.
19. Physically aggressive behavior toward a teacher or other school employee is not acceptable. Should this occur and it is determined that bodily harm was intended, the principal will expel the student for at least the remainder of the current semester and may expel the student for the remainder of the 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 judgement and discretion of the administrator and/or faculty member to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parent
3. In-school supervision
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat or class assignment

8. Temporary removal from class
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by his or her behavior
11. Corporal Punishment
12. Restriction of privileges
13. Referral to police
14. Referral for counseling
15. Suspension
16. Alternative Placement
17. Other appropriate disciplinary action as required and as indicated by circumstances **which may include, but is not limited to, removal from eligibility to participate or attend extracurricular activities as well as removal from the privilege of attending or participating in the graduation ceremony, school dances, prom, prom activities, and/or class trips.**

MISCONDUCT:

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

DETENTION:

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

IN-SCHOOL SUPERVISION:

Students who are suspended from the regular school program may be assigned to the in-school supervision 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 building principal will determine the necessity of sending a student to in-school supervision and the duration of the punishment.

The primary purpose of this program is to allow most student offenders to remain in school and keep up academically while in detention.

ALTERNATIVE PLACEMENT:

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

SUSPENSION:

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

Class Assignments During Suspension:

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. For suspension of more than five days the district is required to provide an educational plan for students. The plan will be customized for the student and the student shall receive credit for work satisfactorily completed in accordance with 70 O.S. Section 24-101.3.

Students who are on suspension will not be allowed to attend any school functions during the suspension period or enroll in any other Altus Public School.

DUE PROCESS: Appeals procedure for suspension.

- Step 1: If the student or parent wishes to appeal a suspension, they must notify the principal within 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. This 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.

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

Legal Authority for Suspension

A. Authority to Suspend

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

1. In buildings where assistant principals are not provided and the principal is absent, the superintendent or his/her designee, or another principal from one of the district schools, shall come to the school where a student is presenting a discipline problem, assist in the resolution of the problem, and be authorized to make suspensions in the absence of the principal (Reference: O.S. 70-24-102).

SUSPENSION OF SPECIAL EDUCATION STUDENTS:

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

1. When suspension of less than ten (10) days from school is necessary, the due process procedures established for regular students shall be followed.
2. For suspension of over ten (10) days or an accumulation of ten (10) days, these additional procedures shall be followed:
 - a. schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition;
 - b. when the behavior is related to the handicapping condition, and a change in program or removal from the current program is recommended, the IEP must be revised to reflect the change in placement;
 - c. the school must provide an alternative program (i.e., IEP revision home-based, etc.);

- d. When the behavior is not related to the handicapping condition, the procedures established for regular students shall be followed.
3. In an emergency situation in which the student is endangering himself or others, the school has the authority to remove the student from school immediately. However, the IEP/Placement team must convene as soon as possible after an emergency removal to determine further appropriate action. In any event, the district's disciplinary 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, 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)

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

SEARCH OF VEHICLES:

Students having vehicles at school are governed by the vehicle policy established by the Altus Public Schools and published in the Student Handbook.

Being allowed to park on school property is a privilege which may be taken away from a student. Any student who brings a car onto school property is agreeing that such vehicle will not contain any items which school rules do not allow in the school or on the school property. The student further agrees that if the administrators or teachers have reasonable suspicion to believe that items which should not be on school property are in the student's vehicle, the student shall unlock the vehicle for school inspection and consent to a search of the vehicle by school authorities. Failure to abide by these rules shall be grounds to revoke the parking privileges of the student and may result in other disciplinary action against the student.

Crimes or Threats

Oklahoma law requires school personnel to notify DHS and law enforcement if a threat has occurred on school premises and the student involved is under the age of 18. If the student is 18 or older, law enforcement will be contacted.

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8. Truancy
9. Profanity or vulgarity
10. Possessing, selling, or using alcoholic beverages or other mood-altering chemicals.
11. Stealing – Possession of missing or stolen property if the property is reasonably suspected to have been taken from a student, school employee, or the school during school activities.
12. Extortion

13. Assault, physical and/or verbal
14. Fighting
15. Possession of weapons **or other items with potential to cause harm**
16. Distributing/possessing obscene literature
17. Destroying/defacing school property
18. Any violation of local, state or federal statutes.
19. Physically aggressive behavior toward a teacher or other school employee is not acceptable. Should this occur and it is determined that bodily harm was intended, the principal will expel the student for at least the remainder of the current semester and may expel the student for the remainder of the 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 judgement and discretion of the administrator and/or faculty member to determine the appropriate remedial or corrective action in each instance.

1. Conference with student
2. Conference with parent
3. In-school supervision
4. Detention
5. Referral to counselor
6. Behavioral contract
7. Changing student's seat or class assignment

8. Temporary removal from class
9. Requiring a student to make financial restitution for damaged property
10. Requiring a student to clean or straighten items or facilities damaged by his or her behavior
11. Corporal Punishment
12. Restriction of privileges
13. Referral to police
14. Referral for counseling
15. Suspension
16. Expulsion
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.**

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

DETENTION:

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

IN-SCHOOL SUPERVISION:

Students who are suspended from the regular school program may be assigned to the in-school supervision 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 building principal will determine the necessity of sending a student to in-school supervision and the duration of the punishment.

The primary purpose of this program is to allow most student offenders to remain in school and keep up academically while in detention.

ALTERNATIVE PLACEMENT:

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

SUSPENSION:

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

Class Assignments During Suspension:

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 ten days. For long-term suspensions, school assignments, including tests, may or may not be made available for the students. During long-term suspensions, grades may or may not be recorded and 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 procedure for suspension.

- Step 1: If the student or parent wishes to appeal a 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. This 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, timelines will be adjusted to meet the time restrictions on a case by case basis.

Legal Authority for Suspension

A. Authority to Suspend

A Principal or his/her designee has the initial responsibility and authority to suspend a student.

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:

1. When suspension of less than ten (10) days from school is necessary, the due process procedures established for regular students shall be followed.
2. For suspension of over ten (10) days or an accumulation of ten (10) days, these additional procedures shall be followed:
 - a. schedule an IEP meeting to determine if the student's behavior is the result of the handicapping condition;
 - b. when the behavior is related to the handicapping condition, and a change in program or removal from the current program is recommended, the IEP must be revised to reflect the change in placement;

- c. the school must provide an alternative program (i.e., IEP revision home-based, etc.);
 - d. When the behavior is not related to the handicapping condition, the procedures established for regular students shall be followed.
3. In an emergency situation in which the student is endangering himself or others, the school has the authority to remove the student from school immediately. However, the IEP/Placement team must convene as soon as possible after an emergency removal to determine further appropriate action. In any event, the district's disciplinary 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, 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)

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

school personnel, shall be seized, identified as to ownership if possible, and held for release to proper authority.

Any student found to be in possession of dangerous weapons, controlled dangerous substances, or other unlawful or prohibited items may be suspended by the superintendent for a period not to exceed the current school semester and the succeeding semester. Such suspension may be in addition to any civil or criminal liability.

SEARCH OF VEHICLES:

Students having vehicles at school are governed by the vehicle policy established by the Altus Public Schools and published in the Student Handbook.

Being allowed to park on school property is a privilege which may be taken away from a student. Any student who brings a car onto school property is agreeing that such vehicle will not contain any items which school rules do not allow in the school or on the school property. The student further agrees that if the administrators or teachers have reasonable suspicion to believe that items which should not be on school property are in the student's vehicle, the student shall unlock the vehicle for school inspection and consent to a search of the vehicle by school authorities. Failure to abide by these rules shall be grounds to revoke the parking privileges of the student and may result in other disciplinary action against the student.

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

CORPORAL PUNISHMENT

Corporal punishment is prohibited in PK due to our collaboration with Head Start. Corporal punishment cannot legally be administered to students in DHS custody as per state law. In addition, the district shall follow state and federal law prior to imposition of corporal punishment on those students who have an IEP.

Corporal punishment for students in all grades shall be administered by the principal/assistant principal of the school. No corporal punishment shall be administered without a teacher or other administrator as witness. Corporal punishment shall not be administered in the presence of other students. If possible, the parent(s) or legal guardian shall be notified that corporal punishment is being planned.

We recognize that for those exceptionally few persons who cannot or will not respect themselves or the rights of others, a policy of discipline must be established and enforced. We believe, however, that the responsibility of establishing and maintaining an atmosphere conducive to learning in our schools rests also on concerned parents, students, faculty members, and administrators.

DANGEROUS WEAPONS

WEAPONS-FREE SCHOOL

It is the policy of this school district to comply fully with the Gun-Free School Act.

1. Any student in this school district who uses or possesses a firearm at school, at any school-sponsored event, or in or upon any school property including school transportation or school-sponsored transportation may be removed from school for one full year or longer.

The superintendent or designee may modify the provisions of this policy on a case-by-case basis.

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

Such firearm or weapon will be confiscated and released only to a law enforcement authority.

2. Oklahoma Statutes, Title 21, Section 1280.1 prohibits any person to have in such person's possession on any public or private school property or while in any school bus or vehicle used by any school for transportation of students or teachers any firearm or weapon as defined in Title 21, Section 1272. In addition to those items specifically referenced in statute, the district defines dangerous weapons below:

A dangerous weapon includes, **BUT IS NOT LIMITED TO**, a pistol, revolver, rifle, shotgun, air gun or spring gun, B-B gun, stun gun, hand grenades, fireworks, slingshot, bludgeon, blackjack, brass knuckles or artificial knuckles of any kind, nun-chucks, dagger, bowie knife, dirk knife, butterfly knife, any knife, regardless of the length or sharpness of the blade, any knife the blade of which can be opened by a flick of a button or pressure on the handle, any pocketknife, regardless of the length or sharpness of the blade, any pen knife, "credit card" knife, razor, dart, ice pick, explosive smoke bomb, incendiary device, sword cane, hand chains, firearm shells or bullets, garrotes, choking devices, mace, pepper spray, and any item whose principal purpose is for use as a weapon, whether offensive or defensive, and any replica or facsimiles of any of the foregoing items, or any item or instrumentality which is used to threaten harm or is used to harm any person or any chemical, material or substance which can cause an irritation to or reacts with human tissue, or any chemical, material or substance used, given, applied to or administered to another person without that person's consent. THE FOREGOING LIST OF "DANGEROUS WEAPONS" IS DESCRIPTIVE AND BY WAY OF EXAMPLE ONLY AND IS NOT TO BE CONSIDERED AN EXCLUSIVE OR LIMITING LIST OF DANGEROUS WEAPONS. IT WILL NOT BE A DEFENSE TO ANY DISCIPLINARY ACTION UNDER THIS POLICY THAT THE STUDENT POSSESSING THE DANGEROUS WEAPON DID NOT KNOW THAT IT IS A

DANGEROUS WEAPON, BUT SUCH CLAIM OF A LACK OF KNOWLEDGE MAY BE CONSIDERED IN MITIGATION OF ANY DISCIPLINARY PENALTY.

Students with disabilities are subject to this policy and will be disciplined in accordance with the Individuals with Disabilities Act and Section 504 of the Rehabilitation Act. If the violation is found by the student's IEP team to be unrelated to the student's disability, the student may be suspended for up to 45 calendar days at the discretion of the superintendent. If the student's IEP team determines that the violation is related to the student's disability, the student may be suspended for up to ten days and placed up to 45 days in an alternative educational setting. The school district must take immediate steps to remedy any deficiencies found in the child's IEP or placement, or the implementation of the IEP. The child must be placed in an appropriate setting determined by the IEP team and continue to receive special education and related services.

An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms or archery equipment. (See Note 2, below.)

Any student who violates this policy will be subject to discipline which may include suspension for the remainder of the semester and the entire succeeding semester or up to one full calendar year or longer (for firearms) or for any term less than one calendar year (for weapons other than firearms) as determined by the superintendent or the superintendent's designee. Disciplinary action will be determined on a case-by-case basis.

Students found to be in violation of this policy shall be referred to the appropriate criminal or juvenile justice system. Any firearms found on the premises shall be reported to law enforcement and will immediately be turned over to local law enforcement as per state law requirements.

REFERENCE: 18 U.S.C. § 9.1
21 O.S. § 127 1, § 1280.1

NOTE 1: The district is required to include, in each application to the State Department of Education for assistance under the Elementary and Secondary Education Act of 1965, a description of the circumstances surrounding any expulsions imposed under this policy, including the name of the school; the number of students expelled from the school, and the type of weapons concerned.

NOTE 2: Firearms and weapons are allowed on school property and deemed not in violation as follows: A gun or knife designed for hunting or fishing purposes kept in a privately owned vehicle and properly displayed or stored as required by law, or a hand gun carried in a vehicle pursuant to a valid handgun license authorized by the Oklahoma Self - Defense Act provided such vehicle containing said gun or knife is driven onto school property only to transport a student to and from school and such vehicle does not remain unattended on school property; a gun or knife used for the purposes of participating in the Oklahoma Department of Wildlife Conservation certified hunter training education course or any other hunting, fishing, safety, or firearms training courses, or a recognized firearms sports event, team shooting program or competition, or living history reenactment, provided the course or event is approved by the principal or chief administrator of the school where the course or event is offered, and provided the weapon is properly displayed or stored as required by law pending participation in the course, event, program, or competition; and weapons in the possession of any peace officer or other person authorized by law to possess a

weapon in the performance of his/her duties and responsibilities. Although state law allows weapons on school premises, federal law dictates that students in possession of a firearm on school premises are to be suspended for one calendar year. The administration may modify this on a case-by case basis.

CHEMICAL ABUSE

Alcohol and/or Drug Abuse Policy:

Alcohol and/or drug abuse shall be defined as sale, possession, use and/or being under the influence, while under the supervision of the school or in attendance at any school related function, of non-intoxicating beverages, alcohol, controlled dangerous substance, or any compound, liquid, chemical narcotic, drug, vegetable, fruit, or other substance which:

1. Contains ketones, aldehydes, organic acetones, ether, chlorinated hydrocarbons (e.g gasoline, glue, fingernail polish, white out, etc.) or some other solvent releasing toxic vapors, or
2. Causes or can cause conditions of intoxication, inebriation, excitement, elation, stupefaction, paralysis, irrationality, dulling of the brain or nervous system or otherwise changes, distorts or disturbs the eyesight, thinking process, judgement, balance, or coordination of an individual.

Student Suspension for Alcohol and/or Drug Abuse:

A. First Offense:

"Whenever it appears to any public school teacher that a student may be under the influence of nonintoxicating beverages as defined in Section 163.2 of Title 37 of the Oklahoma Statutes, alcoholic beverages as defined in Section 506 of Title 37 of the Oklahoma Statutes or a controlled dangerous substance, as defined in Section 2-101 of Title 63 of the Oklahoma Statutes, the teacher shall report the matter, upon recognition, to the school principal or his/her designee. The Altus Public Schools campus police will be notified at this point for assistance. If the student is found to be under the influence, the principal or designee shall immediately notify the superintendent of schools or designee and a parent or legal guardian of the student of the matter." (Reference: O.S 70-24-138)

Upon proof of guilt, a student that is a first time offender will be suspended for one semester. The principal will inform the parent(s) both verbally, when possible, and by letter that the student has been suspended for alcohol and/or drug abuse. The notification will include the length of the suspension and will ask both parent(s) and student to meet with the principal or his/her designee. Illegal drugs and/or paraphernalia will be turned over to the local law enforcement agency through the Altus Public Schools campus police.

A suspended student, who is a first time offender for possession of, or for being under the influence of drugs as defined above, could be readmitted conditionally to a school after ten days if these conditions are met:

1. The student must be involved in or enrolled in counseling with a counselor or agency approved by the school. Parents' involvement, although not required, is strongly requested. During the period of counseling, reports on the progress of the student will be provided to the principal. These progress reports are to be signed by the counselor.

2. Upon proof of compliance with number one above, the student would be readmitted on probationary status and would stay on probation as long as counseling continues. Counseling, upon successful completion, would be terminated by the counselor. A statement of release, signed by the counselor, must be submitted to the principal. Probationary status would include the student's signing and abiding by a contract stating that he understands that violations of school rules which would normally lead to a short-term suspension.

B. Second and Subsequent Offenses:

Upon commission of a second offense, the District Attorney's Office will be requested to file the appropriate legal action upon signed complaint. (Reference O.S. 70-24-102). This policy applies to both regular and special education students. The special education review committee will meet following the suspension. **A second offense will result in suspension from the school for a minimum of a semester's length of time.**

C. Sale of Controlled Substances

Sale of any of the substances listed in the preceding paragraphs shall result in suspension for a minimum of one semester. Notification will be sent to the Board of Education, police, District Attorney, and parent(s) or guardian(s) of the student. A second offense will result in suspension from the school for a minimum of a semester's length of time.

Drug Paraphernalia: possession of any article used for taking drugs or in selling drugs. (Wireless Telecommunication Devices in the possession of a student without official permission may be considered as drug paraphernalia.)

Suspensions for possession of drug paraphernalia include:

1st offense: 5-10 days out of school suspension/Alternative Placement

2nd offense: 10 days out of school suspension/Alternative Placement

3rd offense: suspension for one semester.

Tobacco:

"Any minor being in possession of cigarettes or cigarette papers, cigars, snuff, chewing tobacco, or any other form of tobacco product, and being by any police officer, or teacher in any school, asked where and from whom such cigarettes, cigarette papers, cigars, snuff, chewing tobacco, or any other form of tobacco product were obtained who shall refuse to furnish such information, shall be guilty of misdemeanor and upon conviction, thereof before the district court, or any judge of the district court, such minor being of the age of sixteen (16) years or upwards shall be sentenced to pay a fine not exceeding five dollars (\$5.00) or to undergo an imprisonment in the jail of the proper county not exceeding five (5) days, or both; if such minor shall be under the age of sixteen (16) years, he or she shall be certified by such magistrate or justice to the juvenile court of the county for such action as said court shall deem proper." (Reference: 21-O.S. 1981-1242 as amended by H.B. 1104).

Student who are found to possess tobacco or vaping devices will be disciplined by the administration. The determination of punishment shall be made on a case by case basis.

VANDALISM

Any student involved in any acts of vandalism on Altus Public Schools' property will be subject to the following procedures:

1. Any such act of vandalism will be reported to the Board of Education, the police, the District Attorney, and the parent(s) or guardians of the student.
2. The Altus Public Schools will request the District Attorney's Office to file appropriate charges based upon a signed complaint.
3. Student disciplinary measures will be determined on a case by case basis.
4. The student will not be allowed to return to school in any event until arrangements for restitution are made with a designated school official.

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. 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, in-school supervision, alternative placement, or suspension. Where appropriate, police authorities may be contacted. Students in violation of the discipline policy may be disallowed to 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 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.

**REFERENCE: 70 O.S.§ 24-101.1,ET SEQ.
70 O.S.§ 24-102**

CROSS – REFERENCE: Policy FO, Student Discipline

ELEMENTARY SCHOOL ATTENDANCE POLICY

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 or guardian will receive notification that will include the following:

- Site cover letter
- State warning letter
- Student Information System Report

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. (Per semester)

Third Action

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

NOTE

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

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

Absences will be considered excused if the absence meets any of the reasons set forth in Oklahoma law for excused absences. It is recommended that communication be made to the school district as soon as possible prior to the absence to ensure that the absence is listed as excused. The district understands that some emergency situations may preclude advance notice from being made. Absences for non-school trips, vacations, or those reasons not listed in statute shall be treated as unexcused absences.

PRE-SCHOOL ATTENDANCE

First Action

When a pre-school 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 or guardian will receive notification that will include the following:

- Site Cover Letter
- Student Information System Report

SECOND ACTION

When a student has ten days of unexcused absences, it will result in that student losing their pre-school slot in Altus Public Schools.

NOTE

When the number of absences due to illness has exceeded the days allowed, in order for further absences to be considered excused, a doctor's verification may be required.

REQUIREMENTS FOR ADMISSION OF STUDENTS

It shall be unlawful for a parent, guardian, custodian or other person having control of a child who is five (5) years or older, unless such child has been screened as provided for in Section 1210.282 of this title and such child is determined not to be ready for kindergarten, and under the age of eighteen (18) years, to neglect or refuse to cause or compel such child to attend and comply with the rules of some public, private or other school, unless other means of education are provided for the full term the schools of the district are in session.

CUSTODIAL PARENT

No student is to leave school except by permission of the principal, and, with the exception of illness, only upon the personal or written request of the parent or guardian.

A school cannot prevent a child from leaving the premises with his or her natural parents unless notice of a court order indicating specific custody is on file in the principal's office.

SOCIAL CLUBS OR SECRET ORGANIZATIONS

The Altus Board of Education will follow the existing state regulations regarding any fraternity, sorority, secret society, club or group which does not provide an opportunity for all students to belong or to participate.

Such organizations are to have no connection with the school in any way. Initiation or other demonstrations of such organizations will not be permitted. Also the dissemination of materials advising of activities of such organizations will not be permitted in the schools. It is not considered advisable for faculty members to serve as sponsors.

It is the policy of the Altus Board of Education that the schools' gymnasiums are not to be opened to school dances, and that faculty members are not required by the Board of Education or superintendent to serve as chaperones for school dances when held in other locations in the community. It shall further be the policy of the Altus Board of Education that the school facilities are not to be opened to school dances except that which has already been granted to the Parent Activity Council.

ENROLLMENT OF MILITARY CHILDREN

It is the policy of the Altus Board of Education that the residence of any military child for school purposes shall be the legal residence of the parents, guardian, or person having legal custody who holds legal residence within the district as defined in 70 O.S. §1-113 (C). Provided that such parent, legal guardian, person, or institution having legal custody contributes in a major degree to the support of such child. A special power of attorney, relative to the guardianship of a child of a military family and executed under applicable law shall be sufficient for the purposes of enrollment and all other actions requiring parental participation and consent.

Upon enrollment, the school district shall request official records from the sending school district. Until such time as those records are received, the school district shall enroll and appropriately place the student based upon information provided by the parent or guardian pending validation by official records. The school district shall initially honor the placement of the student in educational courses based upon the student's enrollment in the sending school district and/or educational assessments conducted at the school in the sending state if the courses are offered. The school district reserves the right to perform subsequent evaluations to ensure appropriate placement.

Students shall be allowed to continue their enrollment at grade-level in the receiving district commensurate with their grade level from the sending school, regardless of age. This could result in underage military children being enrolled in kindergarten and/or first grade.

The school district shall waive specific course requirements for graduation if similar course work has been satisfactorily completed in another school district or the district will provide reasonable justification for denial. Special provisions exist in law with regard to options for graduation for military students transferring at the beginning of his/her senior year.

HIV POLICY FOR STUDENTS

The Board of Education of the Altus Public Schools believes that its primary responsibility is to provide the opportunity for an education to each school-age child who resides within this district and who is qualified under Oklahoma law to attend school.

A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection shall not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity.

Every employee has a duty to treat as highly confidential any knowledge or speculation concerning the HIV status of a student or other staff member. Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

All health records and other documents that reference a person's HIV status will be kept under lock and key. Access to the confidential records is limited to those named in written permission from the person (or parent or guardian), and to emergency medical personnel. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.

ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS)

The Altus Board of Education believes that its primary responsibility is to provide the opportunity for an education to each school-aged child who resides within this district and who is qualified under Oklahoma law to attend school.

Acquired Immune Deficiency Syndrome (AIDS) is a disease in which the body's immune system is impaired by the Human Immunodeficiency Virus (HIV). The virus leaves its victim unable to fight off infections. As a result, persons with AIDS are susceptible to serious secondary infections, such as pneumonia and certain malignancies. Some, but not all, persons infected with HIV develop AIDS.

To assist the school district and infected students, it is the policy of this board of education that students who have contracted AIDS, or students who are infected with HIV will not be denied educational opportunities.

REFERENCE: 63O.S.§1-502.2

07/13/09

Revised 08/10/21

AIDS PREVENTION EDUCATION FOR STUDENTS

The Altus board of Education recognized that Acquired Immune Deficiency Syndrome (AIDS) prevention education should be integrated into the health and family life curriculum, but may also be applied to other curriculum areas. Therefore, AIDS prevention education will be taught according to the following schedule.

Students shall receive aids prevention education:

1. At the option of the school district, a minimum of once during the period from grade five through grade six.
2. A minimum of once during the period from grade seven through grade nine.
3. A minimum of once during the period from grade ten through grade twelve.

The district's AIDS education program must address, at a minimum, the nature, transmission, prevention, and effects of the disease. The program shall be provided in a sequential manner in all grades, taking into consideration the age and maturity of the students and the subject matter of the course. Development of the program should take into account the instructional needs of all students in the district.

The superintendent shall ensure that the information presented as part of the AIDS program is articulated in such a way that transition from grade to grade in the elementary schools and from elementary to secondary approaches to the material will be appropriate for all students.

The superintendent shall ensure that all staff involved in teaching the AIDS education program are properly certified and adequately prepared to teach the material. As necessary, appropriate staff training shall be provided. All employees shall have training in universal precautions.

The district may develop its own AIDS prevention education curriculum and materials (with the approval of the State Department of Health for medical accuracy) or will use the curriculum developed by the Oklahoma State Department of Education.

AIDS prevention education shall specifically teach students that:

1. Engaging in homosexual activity, promiscuous sexual activity, intravenous drug use or contact with contaminated blood products is now known to be primarily responsible for contact with the AIDS virus;
2. Avoiding the activities specified above is the only method of preventing the spread of the virus;
3. Sexual intercourse, with or without condoms, with any person treating positive for human immunodeficiency virus (HIV) antibodies, or any other person infected with HIV, places that individual in a high risk category for developing AIDS;
4. Abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact; and
5. That artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease.

The district will make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students

who will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. At least one month prior to teaching AIDS prevention education in any classroom, the district shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

REFERENCE: 70 O.S. §11-103.3

ATTENDANCE WAIVER FOR AIDS PREVENTION EDUCATION

No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation

I do not wish _____
Student's Name

a student at _____
Name of School

to participate in AIDS prevention education.

Parent's or Guardian's Signature

Date

(This form should be returned to the office of the principal of the school the student attends)

WITHDRAWAL FROM SCHOOL

The Board of Education realizes that a student may need to withdraw from school because of residence relocation or other valid reason. In such a case, the student must notify the principal who will assist the student with out-processing. All district-owned books, supplies, equipment, etc. must be returned to the teachers who distributed them. A clearance slip with the appropriate teachers' signatures must be returned to the principal's office. Any refunds due will be made at that time.

State law requires records to be forwarded within three business days. Cannot hold based upon fees/fines.

On a quarterly basis as scheduled by the State Department of Education, the superintendent will notify the Department of the name, address, race and age of any student dropping out from school during the preceding quarter. A dropout is any student who is under the age of nineteen (19) and has not graduated from high school and is not attending any public or private school or is not otherwise receiving an education pursuant to law for the full term the schools of the district in which the student resides are in session.

REFERENCE: 70 O.S. 35e

STUDENT PRONOUNS USAGE

NOTIFICATION

No school district, and no employee of the district or its schools, shall encourage, coerce, or attempt to encourage or coerce a minor child to withhold information from the child's parent(s) or guardian(s).

The School District shall disclose to a student's parent(s) any information known to the district or its employees regarding material changes reasonably expected to be important to parent(s) regarding their child's health, social or psychological development, including identity information. Such disclosures shall occur within thirty (30) days of learning the information and may include referrals to appropriate counseling services that the parent(s) or guardian(s) may use at their discretion.

"Identity information" means information, including but not limited to,

- 1) Any names or pronouns used by a student at school;
- 2) Any social transition or other transition to a gender that differs from the student's sex.

LEGAL REFERENCE: Oklahoma Accreditation Standard 210:10-2-3

SEXUAL HARASSMENT OF STUDENTS

The policy of this school district forbids discrimination against, or harassment of any student on the basis of sex. The Board of Education will not tolerate sexual harassment by any of its employees of students. This policy applies to all students and employees including non-employee volunteers whose work is subject to the control of school personnel. Policy is in place that applies to sexual harassment of employees.

1. Sexual Harassment: for the purpose of this policy, examples of sexual harassment include, but are not limited to:

- A. Verbal or physical sexual advances, including subtle pressure for sexual activity, touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented "kidding," "teasing," double meanings, and jokes.
- B. Demeaning comments about a girl's ability to excel in a class historically considered a "boy's" subject, privately talking to a student about sexual matters, hugging or touching a student inappropriately may constitute sexual harassment.
- C. Writing graffiti which names a student or otherwise identifies a student is potentially slanderous and constitutes sexual harassment. Graffiti of any kind will not be tolerated on school property. The superintendent is directed to cause any graffiti or unauthorized writings to be removed immediately.
- D. Use of e-mail, the internet, or technology may constitute sexual harassment as much as use of in-person, postal mail, handwritten or other communication.

Any of the aforementioned conduct that effectively deprives a student of equal access to educational opportunities or benefits provided by the school.

2. Sexual Harassment is defined as conduct on the basis of sex that satisfies one or more of the following:

- A. An employee of the school district conditioning the provision of aid, benefit, or service of the school district on a student's participation in unwelcome sexual conduct. This is referred to as quid pro quo sexual harassment:
- B. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a student equal access to the school district's educational program or activity: or
- C. Sexual assault, date violence, domestic violence or stalking as defined by federal law.

3. Specific Prohibitions

- A. Administrators and Supervisors
 - 1. It is sexual harassment for an administrator, supervisor, support employee, or teacher to use his or her authority to solicit sexual favors or attention from students.

2. Administrators, supervisors, support personnel, or teachers who either engage in sexual harassment of students or tolerate such conduct by other employees shall be subject to sanctions, as described below
3. The school personnel has or will have a negative impact on the educational process of the school or constitutes an illegal or inappropriate relationship with a student may subject the employee to disciplinary action which could include termination of employment. Any romantic or sexual affiliation between school personnel and students, including students who are up to the age of twenty (20) is a crime in the state of Oklahoma.
4. Notice of this policy and grievance procedure, including how to file or report sexual harassment and how the district will respond shall be provided to applicants for admission and employment, students, parents or legal guardians, and unions or professional organizations holding agreements with the school district.

5. Reporting Allegations of Sexual Harassment

- A. It is the express policy of the Board of Education to encourage student victims of sexual harassment to come forward with such claims.
 1. Students who feel that administrators, supervisors, support personnel, teachers, or other students are subjecting them to sexual harassment are encouraged to report these conditions, or have their parents report these conditions, to the appropriate administrator or teacher. If the student's immediate administrator or teacher is the alleged offending person, the report will be made to the next higher level of administration of supervision or to any responsible adult person. The employee to whom the report was made will provide notice of the report to the Title IX coordinator. The Title IX coordinator should then provide the appropriate paperwork to the student or parent/guardian so that the student (complainant) may file a formal complaint with the Title IX coordinator by mail, e-mail or as directed by the Title IX coordinator.
 2. Every attempt will be made to maintain confidentiality; however, absolute confidentiality cannot be guaranteed because of due process concerns that arise in sexual harassment investigations. No reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.
- B. Upon notice from an employee that a student or parent/guardian has reported possible sexual harassment, the Title IX coordinator will promptly contact the student (alleged Victim) to discuss the availability of supportive measures, consider the student's wishes with regard to supportive measures, and explain the process that will be involved with a formal complaint.

6. Grievance Procedure

- A. Equitable Treatment. Both the alleged victim (complainant) and the alleged respondent (respondent) will be treated equitably by the school district.
- B. Objective Evaluation of Evidence. All evidence both inculpatory and exculpatory will be evaluated objectively. Credibility determinations will not be made based upon the party's status as complainant, respondent, or witness.
- C. Conflict of Interest. Any person serving as the Title IX coordinator, investigator, decision-maker, or any person designated to facilitate the process shall not have a conflict of interest against complainants and respondents generally or against the particular complainant and respondent.
- D. Presumption. There will be a presumption that the respondent is not responsible for the alleged conduct until a determination is made at the conclusion of the grievance process.

- E. Timeless. The grievance process will proceed in a timely manner. Any delay in the process for good cause such as law enforcement involvement, absence of a party, witness or advisor, translation, or accommodation needs will be documented, and written notice provided to both parties explaining the reason for the delay.
- F. Possible outcomes. A description or listing of possible disciplinary outcomes and remedies that may be implemented following a determination of responsibility must be provided to both parties.
- G. Standard of Review. The school district will utilize (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility.***The Standard selected by the school district will need to be the same standard that is applied to all formal complaints including those against employees.
- H. Privileged Information. The school district will not require, allow or use evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

7. Written Notice. Upon receipt of a formal complaint, the school district will provide written notice to all known parties in sufficient time to give the respondent time to prepare a response before an initial interview. The written notice must include:

- A. Notice of the grievance process, including any informal resolution process:
- B. Notice of the allegations, including sufficient details to allow the respondent to prepare a response. A statement that the respondent is presumed not responsible for the conduct and that responsibility will be determined at the conclusion of the grievance process:
- C. Notice of the parties' right to have an advisor and to inspect and review evidence. The advisor may but is not required to be an attorney.
- D. Notice of any provision in the student discipline code that prohibits knowingly false statements or providing false information in the grievance process.

If in the course of an investigation, the school district obtains additional information about the respondent or complainant that was not included in the original written notice, notice of the additional allegations must be provided in writing to both parties.

8. Investigation of the Allegations. The district will designate an investigator to conduct a thorough investigation of allegations. Contact information for the investigator will be provided to both the complainant and the respondent.

- A. The burden of proof and of gathering evidence remains on the school district.
- B. An equal opportunity will be provided to both parties to present witnesses and evidence during the investigation.
- C. Neither the complainant or respondent will be prohibited from discussing the allegations or gathering and presenting evidence to the investigator.
- D. Both parties will have the opportunity to have other present during interviews or related proceeding. This may include an advisor who may but is not required to be an attorney.
- E. Written notice of the date, time, participants, purpose and location of any investigate interview, hearing or other meeting shall be provided to the party who is invited or expected to attend.
- F. Both parties and their advisors, if any will be provided an opportunity to review all evidence that is directly related to the allegations in the formal complaint. This would include any evidence on which the school district does not intend to rely and any exculpatory or inculpatory evidence from any source. Such evidence must be provided prior to the completion of the final investigation report and in time to give the parties at least ten (10) days to prepare a written response, which the investigator must consider prior to completing the investigation report.

- G. A written investigation report will be provided that summarizes the relevant evidence. This report will be provided to the parties and their advisors, if any, for their review and written response at least ten (10) days before a hearing or determination of responsibility.

9. Hearing, The Title IX coordinator will determine whether a live hearing is necessary on a case-by-case basis if both parties request or consent to such a hearing (the live hearing component is optional for K-12 schools). Regardless of whether a live hearing is held, or a written hearing is conducted, each party will have ten (10) days from the receipt of the investigation report to submit written, relevant questions that the party wants asked of another party or witness. Both parties will be provided with the answers and follow up questions. Federal law determines when questions regarding a complainant's prior sexual behavior or sexual predisposition are considered relevant in a hearing provided by a school district.

10. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence standard) or (a clear and convincing evidence standard) to determine responsibility, and will issue a written determination of responsibility that:

- A. Identifies the allegations that potentially constitute sexual harassment;
- B. Describes the school district's procedural steps taken from the receipt of the complaint to the determination;
- C. Includes findings of fact to support the determination;
- D. Includes conclusions regarding applicability of the discipline code to the facts;
- E. Includes a statement of and rationale for the result as to each allegation, including a determination of responsibility, any sanctions, and whether remedies to restore or preserve equal access to the school's educational programs or activities will be provided to the complainant; and
- F. The procedures and permissible basis for appeals

11. Appeals. Within ten (10) days of a determination of responsibility, dismissal of a complaint or any allegations therein either party may appeal for one of the following reasons:

- A. A procedural error affected the outcome.
- B. New evidence that was not reasonably available at the time of the determination and could affect the outcome:
- C. Conflicts of interest on the part of the Title IX coordinator, investigator or decision maker that affected the outcome.

If an appeal is made, the school district will provide written notice to both parties of the appeal. Both parties will be provided an equal opportunity to submit a written statement in support of or challenging the determination within ten (10) days of the written notice to both parties of the appeal being filed. The appeal will be heard by an appeal decision maker who is not the Title IX coordinator, the investigator or the original decisionmaker. The appeal decisionmaker cannot have conflict of interest or bias against complainants and respondents generally or the particular complainant and respondent. The appeal decisionmaker will receive training as mandated by law. The decisionmaker will be provided with ten (10) days of the deadline for written statements supporting or challenging the initial determination. The written decision will be provided simultaneously to both parties.

11. Recordkeeping. The school district will keep records related to reports of alleged sexual harassment for a minimum of seven (7) years. Records maintained will include investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken including supportive measures. Records will document in each instance that the school district's response was not indifferent and that measures were taken to restore or preserve equal access to educational programs or activities. If the school does not offer supportive measures in response to a report, the records should document why the response was not clearly unreasonable under the known circumstance.

The district will also post the training materials used to train Title IX coordinators, investigators, and decisionmakers on the district website at altusps.com. These materials will also be available to the public.

12. Retaliation. The board of education prohibits retaliation by the school district or any employees of the school district against any person for the purpose of interfering the Title IX right or because the person has participated or refused to participate in any manner in a proceeding under Title IX regulations. Complaints of retaliation will be addressed under the district's grievance process.

Charging a person with a discipline violation or code of conduct violation based on a person's knowingly making materially false statement in bad faith in an investigation is not retaliation.

REFERENCE: Title VII of the Civil Rights Act of 1964
42 U.S.C. § 2000e-2
29 C.F.R. § 1604.1 et seq.
U.S. Department of Education of , OCR, Title IX Regulations Addressing Sexual Harassment.

SEXUAL HARASSMENT INCIDENT REPORT FORM

Date: _____ Time: _____ Room/Location: _____

Student (s) Initiating Alleged Sexual Harassment:

_____ Grade _____ Class: _____

_____ Grade _____ Class: _____

Student (s) Affected:

_____ Grade: _____ Class: _____

_____ Grade: _____ Class: _____

Check all spaces below that apply. Adult stated or identified inappropriate behaviors as:

- | | |
|--|---|
| <input type="checkbox"/> Name Calling | <input type="checkbox"/> Spitting |
| <input type="checkbox"/> Stalking | <input type="checkbox"/> Demeaning Comments |
| <input type="checkbox"/> Inappropriate Gesturing | <input type="checkbox"/> Stealing |
| <input type="checkbox"/> Staring/Leering | <input type="checkbox"/> Damaging Property |
| <input type="checkbox"/> Writing/Graffiti | <input type="checkbox"/> Shoving Pushing |
| <input type="checkbox"/> Threatening | <input type="checkbox"/> Hitting/Kicking |
| <input type="checkbox"/> Taunting/Ridiculing | <input type="checkbox"/> Flashing a Weapon |
| <input type="checkbox"/> Inappropriate Touching | <input type="checkbox"/> Intimidation/Extortion |
| <input type="checkbox"/> Other _____ | |

Describe the incident:

Witnesses Present: _____

Physical evidence: Graffiti _____ Notes _____ E-mail _____ Web sites _____ Video/audio tape _____

Staff Signature _____

Parent (s) contacted : Date _____ Time : _____

Administrative response taken:



WRITTEN NOTICE TO KNOWN PARTIES REGARDING ALLEGATIONS OF SEXUAL HARASSMENT

On the ___ day of ___, 20___, the district received formal notification of an allegation of sexual harassment. The respondent is presumed not responsible for the conduct. Responsibility will be determined at the conclusion of the grievance process. Both parties are entitled to have an advisor and to review and inspect evidence. The district's student discipline policies prohibit making false statements or providing false information in the grievance process. Both parties will be treated equally during the investigation and process to resolve the allegations. The district's grievance procedure is located at policy FB, a copy of which is attached to this correspondence, and includes the following steps:

1. Informal resolution. If the parties' consent, informal resolution procedures may be utilized to resolve the allegation.
2. Notice and Summary of Allegations. (Sufficient details must be included here to allow the respondent to prepare a response).
3. Investigation of Allegations. The school district has designated _____ to act in the role of the investigator. Contact information is as follows: _____.
4. Interviews. Interviews may be scheduled in accordance with school district policy.
5. Evidence. Both parties will have the right to review all evidence that is directly related to the allegations in the complaint.
6. Report. A written investigation report will be provided to both parties at least ten days prior to a hearing or determination of responsibility.
7. Hearing. The Title IX coordinator will determine on a case by case basis as to whether the hearing will be a live hearing or whether it will be a written hearing.
8. Determination of Responsibility. A decisionmaker, who is not the Title IX coordinator or the investigator, will apply (a preponderance of the evidence or a clear and convincing evidence standard) to determine responsibility and will issue a written determination.
9. Appeals. An appeal may be filed by either party in accordance with district policy.

Records of this allegation will be maintained for a minimum of seven (7) years.

At this time, the respondent may prepare a written response before an initial interview. The interview is tentatively scheduled for _____, and will be held at _____, If you have any questions, please contact me at _____.

Sincerely,

Title IX Coordinator

Written Report

On the ____ day of _____, 20____ and allegation of sexual harassment was provided to the school district.
The allegations were as follows _____.

I conducted an investigation into the allegations as follows:

Sincerely

Investigator

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