

BILL WALLCE EARLY  
CHILDHOOD CENTER  
Chickasha Public School



STUDENT HANDBOOK

2301 South 16th Street  
Chickasha, OK 73018

Website: [www.chickasha.k12.ok.us](http://www.chickasha.k12.ok.us)

Phone: 405-222-6544 Fax: 405-320-5949

Gretchen Slate, Principal  
[gretchen.slate@chickasha.k12.ok.us](mailto:gretchen.slate@chickasha.k12.ok.us)

Laura Martin, Assistant Principal  
[lmartin@chickasha.k12.ok.us](mailto:lmartin@chickasha.k12.ok.us)

Every Person Matters, Every Moment counts



1

BWECC Office Hours: Monday-Friday  
7:30 A.M.- 3:00 P.M.

2301 South 16th Street  
Chickasha, OK 73018

Phone: 405.222.6544  
Fax: 405.320.5949

District Website: [www.chickasha.k12.ok.us](http://www.chickasha.k12.ok.us)

---

## ADMINISTRATION

Rick Croslin	Superintendent
Jennifer Stegman	Assistant Superintendent/CFO
Pam Ladyman	Assistant Superintendent of Personnel and Student Services
Milton Bowens	Coordinator of Curriculum
Tammy Swinburne	Coordinator of Special Education
Jerry Don Bray	Director of Student Activities
Joe Molder	Director of Technology
Dan Turner	Director of Maintenance and Transportation

## BOARD OF EDUCATION

Zack McGill President, Seat 3

Robyn Morse Member, Seat 4

Laurie Allen Membert, Seat 2

Cara Gerdes Vice President, Seat 1

Dr. Christy 2nd Vice President, Seat 5

The Board of Education meetings are held on the second Monday of every month in the boardroom of the Administration Office at 6:00 P.M.

## CHICKASHA PUBLIC SCHOOLS' MISSION STATEMENT

The mission of Chickasha Public Schools is to create a positive learning environment that establishes higher expectations with all students so they can become productive, contributing citizens.

---

The Chickasha Public School is an equal opportunity employer and will abide by all pertinent State and Federal laws, and all applicable EEOC regulations. Further, no person employed by or served by the Chickasha Public Schools shall be discriminated against based on the grounds of race, color, religion, sex, national origin, qualified disability or veteran. Inquiries regarding the application of this policy may be referred to Jennifer Stegman, Chickasha Public Schools, 900 W. Choctaw, Chickasha, OK, 73018. The telephone is 405-222-6500.

Chickasha Public Schools are committed to the policy that no person shall be unlawfully subjected to discrimination in, excluded from participation in, or denied the benefits of any educational program, extracurricular activity, or employment. District does not discriminate on the basis of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

We have prepared this handbook to answer questions you may have about the school’s rules and procedures and facilitate better understanding among the school, students, and parents. Some district policies are also included. We ask for your cooperation so that we may provide your child with a rewarding and enriching education experience.

**PLEASE TAKE TIME TO READ THIS HANDBOOK THOROUGHLY.**  
**THE HANDBOOK IS SUBJECT TO CHANGE WHEN A BOARD POLICY IS UPDATED**

Please call 405.222.6544 for additional information or clarification. We are always happy to visit with you or help in any way possible. Our office is open from 7:30 A.M. until 3:30 P.M.

**BILL WALLACE EARLY CHILDHOOD CENTER’S MISSION STATEMENT**

The mission of the Bill Wallace Early Childhood Center is to build a safe and healthy environment that will help each student know and reach high expectations in academics and social skills. All children will help each other be the best student that they can be. It is a place where children come first.

**SCHOOL HOURS**

Building open for early students	7:20 A.M.
Breakfast	7:20 A.M.--7:50 A.M.
Classes Start	7:50 A.M.
Pick-up	2:50 P.M.

# BILL WALLACE EARLY CHILDHOOD CENTER EVENTS

## 2024-2025

### 2024/25 Chickasha Instructional Calendar-Option 1

August 2024						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Sept. 2 Labor Day, Oct. 17-18 Fall Break  
 Nov. 25-29 Thanksgiving, Dec. 20-Jan. 3 Christmas, Jan. 20 MLK, Mar. 17-21 Spring Break, Apr. 18 Good Friday

Aug. 15 First Day, Jan. 7 Return Day, May 22 Last Day

Parent Teacher Conferences  
 Sept. 20, Feb. 14

Professional Development  
 Aug. 12-14, Sept. 23, Jan. 6

New Teacher Orientation  
 Aug. 8-9

School Holidays Apr. 4, 11, 25  
 May 2, 9, 16

Aug. 9 Teacher  
 May 23 Workday (170 total) Required

1st 9 wks-Aug. 15-Oct. 16 (43) 2nd 9 weeks-Oct. 21-Dec. 20 (40) 3rd 9 wks. Jan. 7-Mar. 14 (48) 4th 9 wks. Mar. 24-May 22 (37)=168 student days

## GENERAL SCHOOL INFORMATION

ADMINISTRATION RESERVES THE RIGHT TO MODIFY POLICIES AND PROCEDURES IN THE BEST INTEREST OF STUDENTS AND STAFF.

---

### ASSEMBLIES

Assemblies at Bill Wallace Early Childhood Center are considered to be privileges. Throughout the year, special assemblies will be arranged with guests for enrichment/extension activities. Students are expected to act respectful of any guest to the Bill Wallace Early Childhood Center campus.

### ATTENDANCE POLICY

The Chickasha Board of Education believes that in order for students to realize their fullest potential from educational efforts, they should attend all classes when possible. Every student shall attend school regularly. Realizing that some absences may be beyond a student's control, the board has adopted a policy requiring students to be in attendance a minimum of 90% for the school semester/year. It is unlawful for a parent/guardian or other person having custody of a child who is over the age of five and under the age of 18 to neglect or refuse to cause or compel such child to attend or comply with the rules of public schools.

Please contact the Attendance secretary the morning of a student's absence at 405 222-6544.

#### **Absences:**

There are two (2) kinds of absences: **Excused and Unexcused**. An administrator will determine the kind of absence.

1. **Excused Absences** from school will be allowed for the following reasons, providing a phone call to the **Attendance Office** from the parent or guardian is made **on the day of the absence**:
  - Illness
  - Doctor or dentist appointment
  - Funerals
  - Emergencies (Family)
  - Recognized religious holidays
  - Statements or appointment cards from doctor or dentist must be presented to the Attendance Office.
2. **Unexcused Absences/Unverified** are given if no phone call to the Attendance Office is made. If no phone call is received by, at most, two days after an absence, the absence will remain unexcused/unverified. **It is the responsibility of the parent or guardian to call in on time.**

### ATTENDANCE AND MAKE-UP WORK

In accordance with the policy of the board of education, this regulation shall govern attendance and absenteeism in grades Kindergarten through sixth grade:

- Chronic Absenteeism is missing 10% of the school year. Students who miss 10% may not receive credit for the grade level. This includes all absences.
- Students who are absent from school shall be required to make up the work missed. Students are given two days to complete make-up work for each day absent.
- When a student is absent, the parent or guardian should call the attendance office before noon the day of the absence, if possible. Otherwise, the student must bring a note from the parent/guardian explaining the absence.
- Students arriving after the start time will be counted as tardy. Parents must sign in all tardy students.
- Students arriving after 9:10 A.M. will be counted absent for the morning. Students leaving school before 1:40 P.M. will be counted absent for the afternoon. This will be counted against perfect attendance.

**Regular attendance is expected and necessary to support students as we build a solid foundation.** We are required by law to keep a record of reasons for student absences. **Please call or send a note stating the reason your child is not in school each time an absence is necessary.**

Excessive absences may lead to legal action in compliance with Oklahoma State attendance laws. Upon the 4<sup>th</sup> day of unexcused absences within a four-week period, the matter may be referred to the District Attorney.

## ARRIVAL/DISMISSAL PROCEDURES

### Arrival

- Children eating breakfast may arrive at 7:20 A.M. Breakfast will be served until **7:50** A.M. Students eating breakfast will go directly to the cafeteria and students not eating will be directed to their classroom pods until classes start.
- The bus unloading zone is on the West side of the building located by the circle drive by the gym. This area is for buses only. Please do not park in this area. **Students are not to be dropped off or picked up in this parking lot.** This area is for staff. Please use the parking lot in front of the school if you must park your car and please make sure not to park in the zone marked “handicapped” or “disabled.” Your car may be towed away or ticketed for not obeying the signs.
- Morning car drop off will be at the front entrance. To help with the flow of traffic, we are asking **parents to use 17<sup>th</sup> street and travel down Montana to reach the entrance drive of our school.** Students will be helped out of the vehicle and be directed where to go.

### Dismissal

- **CAR RIDERS:** We are encouraging **parents to enter the school drive by traveling down 17<sup>th</sup> street and going east on Montana to enter the circle drive at the entrance of the school.** We will use a single lane to load on the passenger side to help load students efficiently and safely. Each student will be given a tag with their name and teacher on it, please have this displayed on the dash of your car so we can see it and bring your student to you. **If you come early to pick up your student, please park in the front parking lot and not in our pick up lanes. The West side of the building is not to be used for pickup. Students would have to cross the bus lane, and that could lead to a dangerous situation. Thank you for helping us keep your children safe.** All parents/guardians will be given 2 car tags. Car tags are required by all parents/guardians to pick up their student. Any parent/guardian that does not have their car tag must take their driver's license into the office to receive a slip allowing them to pick up their student.

- **BUS RIDERS** will exit through the gym on the west side of the building.

### BIRTHDAY OR PRIVATE PARTIES

If you would like to invite students to a birthday party, please send enough invitations for the entire class. Parents are allowed to provide the snack for the class. Birthday parties will not be allowed in the classroom.

### BREAKFAST AND LUNCH PROGRAMS

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Each parent will be given an application for free and reduced lunches upon enrollment of their child. We are required to provide each parent this opportunity. A new application **must** be submitted at the beginning of each school year. Should you have a change in your family income or household size you may complete a new application at any time. Contact your school lunch fund attendant, principal, or Food Services at 405-222-6573 for more information.

In accordance with the Federal Healthy Kids Act, we strongly discourage students from bringing soft drinks in their lunches. Instead, we encourage students to make healthy choices when selecting items for their lunches.

### BULLYING, INTIMIDATION, AND HARASSMENT POLICY

Chickasha Public Schools' policy 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 District. The Administration will develop and implement appropriate regulations regarding bullying. [School Board Regulation E1-R1](#)

Harassment is a pattern of repetitive intimidation by threats of or actual physical violence, the creation by whatever means of a climate of hostility or intimidation, or the use of language, conduct, or symbols in such manner as to be commonly understood to convey hatred, contempt, or prejudice or to have the effect of insulting or stigmatizing an individual. Harassment includes but is not limited to harassment on the basis of race, creed, color, national origin, religion, marital status, gender, sexual orientation, or disability.

A. As used in the School Safety and Bullying Prevention Act (70 OK Stat § 70-24-100.3 (2014)):

1. "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;

2. "At school" means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events;
3. "Electronic communication" means the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device, or a computer; and
4. "Threatening behavior" means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

**B.** Nothing in this act shall be construed to impose a specific liability on any school district. Such behavior is prohibited. Harassment set forth above may include, but is not limited to, the following:

- Harm another student;
- Damage another student's property;
- Place another student in reasonable fear of harm to the student's person or damage to the student's property;
- Insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

Any student exhibiting harassment, intimidation, and/or bullying, either verbally, in written form, or by gesture toward another student or school personnel, or others on school grounds, in school vehicles, at designated school bus stops, at school-sponsored activities, or a school sanctioned events shall be subject to the following:

- The student will be referred immediately to a site administrator or his/ her designee for intervention;
- The administrator will gather, evaluate incident information, and document (a) the incident and place the student on probation if found in violation of the above policy, or (b) implementing one or more of the following intervention procedures if they have violated the above policy;
- Conference with student;
- Conference with parent/guardian;
- Detention;
- Referral to a counselor;
- Behavioral contract;
- Changing student's seat assignment or class assignment;
- Requiring a student to make financial restitution for damaged property;
- Requiring a student to clean or straighten items or facilities damaged by the student's behavior;
- Restriction of privileges;
- Involvement of local authorities;
- Refer student to the appropriate agency;
- Suspension;



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 class field trips.

Parents and students can report any unwanted behavior to the school administration using the Stopit App. [Click here for more information.](#)

## BUS TRANSPORTATION

District shall furnish transportation to all resident students in accordance with the law and for students who live more than one and one-half (1½) miles from the school where the student is assigned to attend. All bus riders will ride the buses home daily unless communication from the legal guardian or parent is received in the school office. **Other students may not ride the buses home with bus riders unless the principal has given prior approval. *If transportation changes are needed, please call the office before 1:00 P.M. to ensure the message is given to the student and teacher.***

Transfer students are not given bus transportation privileges. If your student is attending our school on a transfer it is the parents' responsibility to provide transportation to and from school.

- DISCIPLINE PROCEDURES FOR BUS RIDERS

RIDING THE SCHOOL BUS IS A PRIVILEGE AND ALL STUDENTS ARE EXPECTED TO FOLLOW SAFE RIDING PRACTICES.

The following consequences and regulations shall govern the conduct of school bus passengers:

1. Students must board the school bus at designated bus stops and at school bus boarding areas on school premises. Students must remain seated until the bus comes to a complete stop and boarding permission is given by the driver. Seats may be assigned at the driver's discretion. Passengers must be seated immediately. Seats may not be held for later passengers, and must be shared when necessary. Students should maintain appropriate voice volume while on the bus.
2. After the bus is in route, passengers must remain seated until the bus is stopped. Upon exiting the bus, passengers must move away from the bus. The school bus will not move until the passengers can be observed by the driver. If a passenger must cross the street to reach the residence, the passenger will advise the driver.
3. If a student is denied transportation for any reason, the parent(s) will be notified as soon as possible. The bus driver shall not put a child off the bus other than at the student's regular stop without written parental permission.

Failure to follow the bus rider rules may be dealt with as follows:

- 1st Offense: Conference with student, assigned seat at the front of the bus.
- 2nd Offense: 5 days suspension from the bus.
- 3rd Offense: 10 days suspension from the bus.
- 4th Offense: Suspension from the bus for the remainder of the semester.

- VIDEO CAMERAS ON SCHOOL BUSES

The school buses of the Chickasha Public Schools are equipped with on-board video recording cameras to monitor student behavior and assist the district in providing safe transportation to and from school. The school district will use video cameras in conjunction with driver observation to enforce school bus rider rules. Students should be aware that their actions may be recorded at any time during their ride on a school bus.

## CHECKING IN/ATTENDANCE

Students arriving after the school day begins must report to the office and be signed in by a parent/guardian. **If your student will not be in attendance, please contact the school on the day of the absence.**

## CHILD FIND NOTICE

Under the Individuals with Disabilities Education Act and other federal laws, public school districts must make a free appropriate education available to eligible children with disabilities, ages 3 through 21. The types of disabilities covered include autism, deaf-blindness, developmental delays, emotional disturbance, hearing impairment including intellectual disabilities, multiple disabilities, orthopedic impairments, traumatic brain injury, and visual impairment including blindness. Chickasha Public Schools is trying to find students ages 3 through 21 who may have disabilities and who are not currently receiving services. If you would like further information or know of a child who may have a disability who is living in the Chickasha Public Schools District, please contact Tammy Swinburne at 405 222-6500.

## CLASSROOM PARTIES

A minimum of two class parties are held during the year. These parties will be in December and February. If for any reason you object to your child participating in these parties please contact the teacher.

Classes may have additional parties to celebrate goals accomplished and special rewards. These do not always coincide with the times and dates of traditional parties of the past.

- **All food must be in prepackaged containers.** We suggest healthy foods to replace sweets. It is the policy of the board of education that any food brought to the school for such celebrations not be home-prepared. Food should be store-purchased and properly sealed and protected. The seals and wrappings of store purchased food items and drinks should be removed at school and distributed under the direction of the classroom teacher or his/her designee.

## CLASSROOM/SCHOOL BEHAVIOR

We desire that all students accept responsibility for their actions. Expectations are that all students will conduct themselves in a manner that enhances the learning process. Any behavior which is impeding the learning environment of others will be addressed. Please see the Behavior Plan below.

## CRITICAL RACE THEORY

(Board POLicy BR) Chickasha Public School does not discriminate on the basis of race or sex and shall comply with 70 O.S. §24-157 and Oklahoma Administrative Code 210: 10-1-23 in the enactment of this policy. In addition, the provisions provided for herein shall not prohibit the teaching of concepts that align to the Oklahoma Academic Standards. Students, parents, teachers, school staff, and members of the public may file a complaint alleging a violation of 70 O.S. §24-157 or 210: 10-1-23. District designates Jennifer Stegman to receive reports of violations of this policy. District will ensure that the employee is unbiased and free of any conflicts of interest. Jennifer Stegman may be reached via e-mail at [jstegman@chickasha.k12.ok.us](mailto:jstegman@chickasha.k12.ok.us) or via

## DISCIPLINE POLICY

(Board Policy FO) The Chickasha Board of Education believes that the school's primary goal is to educate, not to discipline. However, education includes establishing norms of social behavior and assisting students in understanding and attaining those norms.

The students enrolled in the Chickasha Public Schools will be expected to abide by the rules and regulations set forth by the administration, teachers and Board of Education. The teacher or administrator shall have the same right as the parent or guardian to control and discipline a child while in attendance at school, school sponsored activities, or being transported to or from school or school sponsored activities in district owned transportation equipment. **(The provisions of this policy include behavior at bus stops and children walking to and from school)**. Any student who is found to be guilty of disobeying the rules or showing disrespect for any teacher and/or school property will be subject to disciplinary action. The disciplinary action to be taken will depend on the severity of the violation and the number of times the student has broken the regulation. (70 O.S. 6-114, School Laws of Oklahoma).

- **CONDUCT AND DISCIPLINE PROCEDURES**

The staff at each elementary site works together to make discipline as fair and consistent as possible. Disciplinary actions depend on the nature, frequency, severity, and situation of student misbehavior. Students are expected to obey the rules and all adults responsible for their care. Desirable conduct is rewarded and students should learn that there are positive consequences for good behavior just as there are negative consequences for inappropriate behavior.

Teachers are responsible for establishing rules with students and handling behavior problems. Teachers inform the principal and parent when repeated, dangerous, or severely disruptive conduct occurs. The principal may initiate immediate disciplinary actions if needed or when previous consequences used by the teacher have been unsuccessful.

Students have the right to learn free of unnecessary distractions in a safe and orderly environment. The following rules exist in order to insure these conditions.

According to the 2024 Bill Wallace Collaborative Leadership Behavior Committee, behaviors are divided into three categories: Minors, Middles, and Majors.

Minor Behaviors	Middle Behaviors	Major Behaviors
<ul style="list-style-type: none"> <li>● Failure to complete work</li> <li>● Failure to follow directions</li> <li>● Refusal to obey/Defiant</li> <li>● Pestering</li> <li>● Telling someone to shut up</li> <li>● Finger guns</li> <li>● Drawing guns</li> <li>● Refusal to walk down the hall</li> <li>● Fit throwing (able to be de-escalated)</li> <li>● Inappropriate hand gestures</li> <li>● Showing undergarments</li> <li>● Invading teacher area</li> <li>● Disrespectful to person</li> <li>● Moving around the classroom (not a safety concern)</li> <li>● Throwing objects away from people (not including scissors)</li> <li>● Climbing on tables</li> <li>● Tripping another person</li> <li>● Vulgar language towards a person</li> <li>● Refusal to listen</li> <li>● Refusal to do work</li> <li>● Spitting on the ground and floor</li> <li>● Name calling</li> <li>● Standing on chairs</li> <li>● Vulgar language in conversation</li> <li>● Minor verbal threats</li> <li>● Yelling and screaming (able to be de-escalated)</li> <li>● Teasing</li> <li>● Swatting on bottom</li> <li>● Slap/hit/push/shove without injury</li> <li>● Crying loudly (able to be de-escalated)</li> <li>● Hitting a person with intent to communicate</li> <li>● Kicking a person with intent to communicate</li> <li>● Refusal to follow rules</li> <li>● Playing in the restroom</li> <li>● Talking out of turn</li> <li>● Biting a person without marks</li> </ul>	<ul style="list-style-type: none"> <li>● Fit Throwing (Unable to de-escalate)</li> <li>● Pushing/tipping furniture without injury</li> <li>● Intimidation</li> <li>● Clearing table</li> <li>● Refusing to leave classroom</li> </ul>	<ul style="list-style-type: none"> <li>● Pushing/tipping furniture that causes injury</li> <li>● Forcefully pushing/tipping furniture without injury</li> <li>● Kicking/hitting/pushing a person with intention to hurt and/or injury</li> <li>● Throwing furniture</li> <li>● Throwing feces</li> <li>● Elopement out of the pod</li> <li>● Elopement to the pod</li> <li>● Throwing objects toward people (including scissors)</li> <li>● Bringing a toy weapon to school</li> <li>● Touching inappropriate body parts</li> <li>● Stealing and theft</li> <li>● Bringing a weapon and/or fireworks to school</li> <li>● Indecent exposure</li> <li>● Destruction of classroom/school property</li> <li>● Elopement out of the building</li> <li>● Biting person with marks</li> <li>● Persistent swatting of bottom</li> <li>● Intentionally spitting on a person</li> <li>● Running around the classroom without ability to de-escalate</li> <li>● Choking</li> <li>● Major verbal threats</li> <li>● Yelling and screaming without ability to de-escalate</li> <li>● Pinching</li> <li>● Racism/Discrimination</li> <li>● Refusing to come in from recess</li> <li>● Crying loudly without ability to de-escalate</li> <li>● Scratching</li> <li>● Stalking</li> <li>● Fighting</li> <li>● Bullying</li> </ul>

\*Behaviors will be analyzed upon the discretion and sound judgment of Bill Wallace ECC staff

\*\*Definitions to clarify specific behaviors on page 3

## **Definitions to clarify specific behaviors**

**Disrespectful to Person:** to act in a way that is insulting or offensive to a person

**Intimidation:** to frighten or threaten someone usually in order to persuade them to do something you want them to do

**Fighting:** Mutual participation in an incident involving physical violence.

**Minor Verbal Threats:** verbal or written language to invoke fear upon a person where the threat will not cause serious bodily harm

**Pestering:** To trouble or annoy someone with frequent or persistent requests or interruptions

**Refusal to obey/defiant:** Refusing to follow a request or a specific direction of an adult, posted sign/notice, or campus safety procedure through disobedience, defiance, unruliness, or noncompliance

**Racism/Discrimination:** Prejudice or antagonism by an individual against a person based on their membership in a particular minority group

**Showing undergarments:** The act of intentionally or unintentionally revealing undergarments

**Stalking:** A pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear

**Teasing:** To provoke or make fun of someone

**Bullying:** 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 harm 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.

**Eloping:** Leaving a designated space without permission

**Indecent Exposure:** Intentionally exposing one's private body parts

**De-escalation:** The use of communication or other techniques during an encounter to stabilize, slow, or reduce the intensity of a situation.

## **Minor Behaviors**

In the case that a student is demonstrating a behavior listed as a minor behavior the teacher will follow the following steps.

Step 1: Redirection, Increased Support, and Praise Others

- Redirect the student and remind them of the expected behavior
- Increase proximity to the student and active supervision
- Consider whether the student needs extra support for assigned task
- Acknowledge other students' positive behaviors (Praise around)

If the behavior continues, proceed to step 2. If the student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 2: Teaching expected behavior, and verbal warning

- One on One conversation with the student, redirect, or reteach expected behavior if necessary or deemed appropriate.
- If the behavior continues, Give verbal warning in private by stating the behavior that needs to stop and the consequences that will occur if it continues.

If the behavior continues proceed to Step 3. If the student demonstrates expected behavior, acknowledge with behavior-specific praise.

Step 3: Staff delivers supports/consequences

- Administer the supports/consequences to the student

- Potential supports/consequences include:
  - Apology letter(s) or verbal apology
  - Conference with Parent/guardian
  - Send report home to be signed and returned
  - Calming Corner/Take a Break
  - Temporary loss of privilege/activity
  - Temporary loss of access to items
  - Structured recess (Walking laps, etc...)
  - Buddy teacher “time out”
  - Removed to another location in the classroom
  - Behavior contract/behavior parent/guardian report (Complete with student and send home to parent/guardian)
  - Separation from students
  - Restitution-opportunity to fix it or make it better
  - Repeated practice of desired behavior

Step 4: For each recurring minor behavior, there should be a phone call to parent/guardian for each occurrence, teacher should keep record in student contact form, and document the behavior and interventions in the Bill Wallace Early Childhood Center behavior form. Four or more occurrences of the same behavior will result in an office referral. When students are sent to the office for behaviors exhibited, whether persistent or major behaviors, the student will receive consequences based upon the administrator's discretion and sound judgment.

### **Middle Behaviors**

When a student exhibits a behavior that is classified as a middle behavior, the teacher may choose to utilize their assigned buddy teacher.

- Buddy teachers may be used to assist in the de-escalation of disruptive behaviors or to allow the teacher or child a break to de-escalate.
- Assigned/designated space for student
- Time duration in buddy classroom is limited at 30 minutes per day per student
- Assigned teacher needs to remain the same for student
- Work or calm down strategy book sent with student
- One on one conversation between the buddy teacher and the child needs to take place at one point during their time in the classroom before returning to the student's classroom.
- If the buddy teacher strategy does not work, office referral will be submitted by classroom teacher
- Parent contacted by classroom teacher on the same day

## **Major Behaviors**

When the student is escorted to the office, the administrator will follow the following steps.

### Step 1: Ensure safety

- Ensure all students and staff are safe. Evacuate the area if needed.

### Step 2: Utilize de-escalation techniques to approach the student

- Move slowly
- Speak privately and calmly with the student
- Minimize body language and keep a reasonable distance
- Speak respectfully
- Establish eye level position
- Use brief language
- Acknowledge cooperation
- Withdraw if the situation escalates

### Step 3: Administer consequence

Alternatives to suspension include but are not limited to:

- Mini social emotional learning lesson
- Counseling
- Behavior Monitoring
- Restitution
- Restorative Justice/Logical consequence
- Problem solving/behavior contract
- Loss of Privilege (Recess, Lunch with peers, specials, centers, etc...)

### Step 4: Make necessary contacts/ Follow Ups

- Contact the parent/guardian regarding the incident and consequences administered.
- Contact the referring staff member and follow-up with any necessary staff regarding the incident.
- Document in student management systems if deemed necessary.
- When deemed appropriate, document the behavior with a written notice.

When students are sent to the office for behaviors exhibited, whether persistent or major behaviors, the student will receive consequences based upon the administrator's discretion and sound judgment. Upon assigning a consequence, the parent will be notified and required to sign the Bill Wallace Early Childhood Center Office Guideline. An example of this form is listed below.

**Appeal Short Term Suspensions (Board Policy EK):** A student suspended for a period of ten (10) or fewer school days, following an informal pre-suspension conference with principal or designee, may appeal the suspension as follows:

- A. An appeal to the Principal must be requested in writing to and received by the school principal or designee within two (2) calendar days after the principal's or designee's suspension decision is received by the student or parent and must specify what part of the out-of-school suspension decision is being appealed. The parent/student may appeal one or both of the following:
  - a. The finding of guilt of the charge(s) by the principal or designee for which the student was suspended; and/or
  - b. The reasonableness and length of the suspension.
- B. The suspension decision will become final and unappealable if a request for appeal is not timely submitted.
- C. Upon receipt of the request for an appeal, the Principal shall confirm the suspension falls within the category of suspensions to which an appeal to the Site Committee is authorized. If the Principal or designee determines the period of suspension is greater than ten (10) school days, or if for any reason, the short-term suspension is extended beyond ten (10) school days prior to the committee hearing, the procedures applicable to long-term suspensions must be followed and the student must be given the opportunity to appeal any adverse decision as provided by this policy for long-term suspensions.
- D. The Principal or designee shall appoint a Site Committee to hear the appeal. The Site Committee shall consist of not less than three District employees, who shall be a minimum of two teachers assigned to the school site and an administrator or counselor not involved with the suspension of the student. The Site Committee shall designate a chairperson. No administrator or teacher who witnessed the misconduct or any teacher teaching the student during the current semester shall serve on the Site Committee.
- E. The short-term appeal must be submitted in writing that includes all reasons, rationale, and facts that are deemed appropriate as to the nature of the appeal.
- F. The Site Committee will conduct a full review of the issues appealed. The appeal review will include policies or regulations related to the student's misconduct; read, refer to, or distribute the policy, rule or regulation which the student's misconduct violated; and any statements or submit documentary evidence which support the suspension decision. The student or parent will explain the student's position and/or make statements or submit documentary evidence relating to the appealed issues in writing.
- G. Evidence by witnesses shall be submitted to the Site Committee in writing only. For evidence supplied by student witnesses, the Site Committee shall have the authority to restrict the identity of the student witnesses. In this case, the Principal or designee will inform the Site Committee of the information received from students and explain why the Principal or designee believes that information received is valid and supports the suspension decision
- H. The Site Committee meeting is closed to the public.
- I. Legal counsel is permitted to provide information and documentation for the appeals process that can be reviewed by the Site Committee.



**Appeal Long Term Suspensions (Board Policy EK):** A parent or the student may appeal the suspension decision for a suspension in excess of ten (10) school days first to a District Review Committee then to the Board as follows:

1. An appeal must be presented in writing to and received by the school principal within two (2) school business days after the decision of suspension is received by the parent or student and must specify which part of the suspension decision is being appealed. The parent/student may appeal one or both of the following:
  - a. The finding of guilt of the charge(s) by the principal or designee for which the student was suspended; and/or
  - b. The reasonableness and length of the suspension.
2. The suspension decision will become final and unappealable if a request for appeal is not timely submitted.
3. The principal will contact the Superintendent and the Superintendent or designee will schedule a District Review Committee to hear the appeal. The District Review Committee will consist of three (3) administrator(s) not involved with the suspension of the student and the Superintendent's designee. No member of the District Review Committee shall have been associated with the case in any manner prior to the appeal hearing. The Superintendent's designee shall serve as the chairperson for all appeals to the District Review Committee.
4. The chair of the District Review Committee shall notify the student, parents, and school principal of the date, time, and place of the appeal hearing in writing or by e-mail.
5. The meeting will be electronically recorded and kept on file with the District for two (2) years from the date of the hearing.
6. The District Review Committee meeting is closed to the public.
7. Legal counsel is permitted.
8. The District Review Committee meeting will be held during the regular school hours, Monday through Friday, with reasonable consideration given to accommodate the hours of working parents within this time period, if possible. The District shall attempt to schedule the District Review Committee meeting within five (5) calendar days of receiving the parent/student's written appeal request.
9. At the meeting, the principal or designee will inform the parent of the policy, rule or regulation the student was found to have violated, outline the student's misconduct, and present any evidence or documents which support the suspension decision. The student and parent will be permitted to explain and present any evidence or documents in support of the specified reasons for the appeal listed in the written notice of appeal requesting the appeal.
10. Evidence supplied by witnesses shall be submitted to the District Review Committee in writing only. For evidence supplied by student witnesses, the District Review Committee shall have the authority to restrict the identity of the student witnesses. In this case, the principal or designee will inform the District Review Committee of the information received by students and explain why the principal or designee believes the information received is valid and supports the suspension decision.
11. At the conclusion of the hearing, the District Review Committee will retire to render a decision by a majority vote as to the specified reasons for which an appeal was requested, including the guilt or innocence of the student if that issue was appealed and determine the reasonableness and length of the suspension imposed if that issue was appealed. The District Review Committee's decision shall be to uphold, modify, or revoke the suspension decision of the principal or designee.
12. The hearing chair shall mail, e-mail, or deliver a copy of the District Committee's decision to the parent/student and site principal. The District Review Committee's written decision shall be mailed to the parent by certified mail, return receipt requested. The parent shall be advised of the right to have the suspension reviewed by the Board as provided by this policy.

13. An appeal of the decision of the District Review Committee to the Board must be submitted in writing to and received by the Superintendent or designee within five (5) school days after the decision of the District Review Committee is received by the parent or student and must specify the portion of the District Review Committee's decision which is being appealed. The parent/student may appeal one or both of the following.
  - a. The finding of guilt of the charge(s) by the principal or designee for which the student was suspended; and/or
  - b. The reasonableness and length of the suspension.
14. If no appeal is received within the five (5) school days, the decision of the District Review Committee will be final and unappealable.
15. Each board member will be provided the evidence and witness statements that were presented to the District Review Committee, an electronic recording of the District Review Committee meeting, and the written statements of the student and administration, if submitted.
16. Each Board member shall review the information individually.
17. At the next available Board meeting, an agenda item shall be placed on the agenda to consider and vote on the appeal of the long-term suspension. Board members may vote on the appeal based on their review of the record.
18. If, at the meeting, the Board wants to discuss the appeal among each other, it must be discussed in open meeting unless the student or parent(s) requests such discussion to be in executive session.
19. The Board shall render a decision by voting to uphold, modify, or revoke the decision of the District Review Committee.
20. As soon as possible after the review and/or hearing, the Clerk of the Board shall provide the decision to the parent, student and principal in writing, setting forth the decision of the Board related to upholding, overturning, or modifying the decision of the District Review Committee. The Board's written decision shall be mailed to the parent by certified mail, return receipt requested. The decision of the Board shall be final.

[Student Due Process](#)  
[Right to Appeal](#)

## LEGAL AUTHORITY FOR SUSPENSION

**Authority to Suspend:** A principal or his/her designee has the initial responsibility and authority to suspend a student. 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's 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)

## DISMISSAL AND EARLY CHECK-OUT

We encourage you to try and schedule your child's doctor and dental appointments after school. All children leaving school early must be checked out through the office. (**No early checkout unless approved by the office**). Please do not interrupt the class in progress. We will call the student to come to the office before leaving school.

All bus riders will ride the buses home daily unless communication from the legal guardian or parent is received in the school office prior to 1:00 pm daily.

- **Other students may not ride the buses home with bus riders unless prior approval has been given by the principal.**

- **Students will not be permitted to change their going home procedures (indicated by parents and guardians upon enrollment) unless the school office has been notified by the parent or guardian before 1:00 P.M.**  
(For example: a child who regularly rides a bus home from school will be sent home every day on the bus unless the parent or guardian contacts the office and informs us differently).
- In order to ensure the safety of our students, **we must have a note or phone call from the parent or guardian before we will allow a child to leave school with someone else.**
- If your child is going home with another student, both students must bring a note from their parents.

These measures are for the safety of the students. We appreciate your assistance in helping us keep your children safe.

### DRESS CODE FOR STUDENTS

There exists a correlation between the quality of a student's performance, conduct, and appearance. Therefore, all students are expected to be groomed and dressed appropriately. Clothing and grooming must be such that they do not constitute a health or safety hazard. Grooming and dress must not interfere with educational opportunities of other students.

Principals, in conjunction with sponsors, coaches, or other persons in charge of extracurricular activities, may regulate dress and grooming of students who participate in a particular activity if the principal reasonably believes that the student's dress or grooming creates a hazard, or may prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals. Clothing normally worn when participating in a school-sponsored extracurricular or sports activity may be worn to school when approved by the sponsor or coach (i.e.: cheerleader outfits, pom team and band uniforms, team shirts).

If a student's dress or grooming is objectionable under the above provisions, the principal shall request the student to make appropriate corrections. If the student declines, the principal shall notify the student's parents or legal guardian and request that person to make the necessary correction. If both the student and parent or legal guardian refuse, the principal shall take appropriate disciplinary action. The principal's judgment concerning the appropriateness of clothing is final. Students who violate provisions of the dress code and who refuse to correct the violation may be disciplined by removal or exclusion from extracurricular activities. In extreme cases, students may be suspended until the violation is corrected.

- Under garments may not be visible.
- Vulgar speech, alcohol, and drugs are not protected speech.
- Due to safety concerns, hoods on outerwear can not be worn inside the school building.

### DELIVERY OF NOVELTIES

Flowers, balloon bouquets, novelty items, or gifts **MAY NOT BE** delivered to students at Bill Wallace Early Childhood Center.

### ELECTRONIC DEVICES

Cellphones, iPads, Smart Watches, Gaming Devices, and cameras must be left at home. The school will not be responsible for searching for or replacing such items that are brought to school.

## EMERGENCY DRILLS

Ten safety drills will be conducted each school year.

- **Lockdown Drills** : A minimum of two lockdown drills shall be conducted at each site. Lockdown drills shall be conducted for the purpose of securing school buildings to prevent and mitigate injuries or deaths that may result from a threat on or near the school.
- **Fire Drills**: Each site shall conduct a minimum of two fire drills per school year. Each fire drill shall be conducted within the first fifteen days of each semester. The drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.
- **Intruder Drills**: Each School site shall conduct a minimum of two intruder drills per school year. Intruder drills are conducted for the purpose of mitigating injuries or deaths by executing a plan as an alternative to the lockdown method. Each intruder drill shall be conducted within the first fifteen days of each semester.
- **Tornado Drills**: Each School site shall conduct a minimum of two tornado drills per school year. Tornado drills are required to be conducted in the months of September and March.
- **Safety Drills**: Each school site shall conduct a minimum of two safety drills per year that can consist of any of the aforementioned drills.

## FUNDRAISING CAMPAIGNS

The faculty sponsor, the principal, and the Board of Education must approve any methods or occasions of raising money by a student group. All club monies must be turned in to the financial secretary in the front office daily. Cash must not be left on the school premises overnight. Persons who collect monies will be responsible for the replacement of any monies unaccounted for, misplaced, lost, or stolen. Parents and other support organizations are encouraged to have fundraisers other than door-to-door sales involving students as salespersons.

## GRADE PLACEMENT- RETENTION/PROMOTION

In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide continuous progress if students from grade to grade, with students spending one year in each grade. However, some students may benefit from staying another year in the same grade, and under extreme or rare circumstances, a student may be retained more than once. The recommendation for retention may be made by the school or the parent/guardian. Parent requests for retention will follow the same procedures.

Each school shall form a committee to review and make decisions regarding retention and promotion. The committee shall be composed of parent/guardian, a classroom teacher(s), a counselor when available, the building principal, and any additional personnel assigned by the principal. If the student has an IEP, 504, and/or ELAP the case manager must be included as a team member. Criteria to be considered by the committee shall include age of the student relevant to the grade placement, attendance, testing, assignments, and the student's level of maturity. If the parent/guardian does not attend the meeting, the committee will continue with the meeting.

Retention may be considered when:

1. The student is achieving significantly below ability and grade level;
2. Retention would not cause an undue social and emotional adjustment; and
3. Retention would have a reasonable chance of benefiting the student's development.
4. In addition, retention of certain students may be mandated by state law if the student achieves below the requisite score on statewide criterion-referenced tests.

Whenever the committee recommends that a student be retained at the present grade level, the student's parent or guardian shall be notified in writing of such recommendation. If the student's parent or guardian is dissatisfied with the recommendation for retention on the basis of items 1-3 set forth above, the parent or guardian may appeal the decision of the site committee. The appeal will be submitted in writing to the site principal utilizing [District form: ED-R1-F2](#). The appeal must be submitted within (5) school days of receiving the notification.

## DYSLEXIA SCREENING

Any student enrolled in kindergarten through third grade in an Oklahoma public school who is assessed through the Reading Sufficiency Act and is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening may also be requested by a parent or guardian, teacher, counselor, speech-language pathologist, or school psychologist. All processes and characteristics of the dyslexia screening shall follow State Department of Education guidelines.

## GRADING SYSTEM

At the end of the fifth week of each nine-week period, parents/guardians will receive a progress report and at the end of each nine-week period, each student will receive a report card.

Teachers will also contact parents by mail, phone or email when the student is having difficulty of any kind, which interferes with the educational process. The report card for grades PK-1st will be a checklist of skills mastered.

## GUIDANCE AND COUNSELING

The purpose of the guidance and counseling program is to help each individual student achieve his or her highest growth mentally, emotionally, and socially. We accomplish this by helping students feel at home with all the staff and other students, by providing individual and group conferences when deemed necessary, and through communications with parents, teachers, and students.

A full-time counselor will be available to assist you and/or your child. You may call at any time to set up an appointment.

## HEAD LICE

Students found to have live head lice will have their parent/guardian contacted by the Principal or designee and will be sent home for treatment. If nits only are found the student will stay at school and the parent/guardian will be contacted by phone or letter in a sealed envelope sent home at the end of the day. The letter will offer information on treatment, egg (nit) removal, and cleaning of the environment. Students who have head lice will not be identified to anyone other than the parent, the administration, and the teacher, due to the confidentiality required by law. When returning to school any student who was identified with head lice must come to the

school nurse's office for a recheck by the nurse, or trained staff and given written permission to return to class. If the student was not treated, the parent will be called to pick up the student to go home for treatment.

If a student has been identified with live lice or nits, a recheck will be conducted after returning to school 1 time a week for 2 weeks. If nits are not being removed the Principal or designee will contact the parent by phone. The parent must communicate the treatment plan with the school, which includes student and family hair treatment and home environment.

Prescription

Kwell, Scabene

Non-Prescription

A-200, R&C, RID, Triple X, Cuprex

## HEALTH SERVICES

- MEDICATION

**Medication is not to be sent to school with students. Parents/Guardians must bring medication in to the office. Parents must fill out a parental authorization form.**

Prescription medication must be in a container that indicates the following:

- Student name,
- Name and strength of the medication,
- Dosage and directions for administration,
- Name of physician or dentist,
- Date and name of the pharmacy, and

The medication must be delivered to the office in person by the parent or guardian of the student unless the medication must be retained by the student for immediate self-administration. The medication will be accompanied by written authorization from the parent, guardian, or person having legal custody that indicates the following:

- Purpose of medication,
- Time to be administered,
- Whether the medication must be retained by student for self-administration,
- Termination date for administering the medication, and
- Other appropriate information requested by the principal or the principal's designee.

Self-administration of inhaled asthma medication by a student for treatment of asthma is permitted with written parental authorization. The parent or guardian of the student must also provide a written statement from the physician treating the student that the student has asthma and is capable of, and have been instructed in the proper method of self-administration of medication. Cough drops and loose pills, not in original containers will not be given to students.

### Philosophy of the Health Services Department

The primary objective of school health services, as provided by the professional school nurse, is to strengthen the educational process of students by assisting them to improve or adapt to their health status. To accomplish that end, we believe:

1. Healthy students make better learners; therefore, attaining optimum health for each student is desirable and promotes the learning process.
2. Modification of the general curriculum should be made to meet the needs of the physically, emotionally, and culturally and intellectually handicapped student.

3. A health program, which is current, factual, and applicable to today's living, prepares students to develop self-enhancing, healthful lifestyles.
4. A safe, healthful school environment is conducive to learning.

We provide health services so that each student will have the optimum health possible and the knowledge and desire to attain this goal.

### HOMEWORK POLICY

Teachers may assign homework to students. The type, frequency, and quantity of homework to be assigned shall be determined by the teacher based on the needs of the students and the subject matter being taught.

### ILLNESS

Students with a temperature above 100.4 degrees must go home and not return until they have been free of fever without the assistance of medication for 24 hours. Students who are experiencing vomiting or diarrhea must also wait 24 hours before returning to school. When children are sick, they should remain at home to keep the infection from spreading. This does not include sniffles and coughs due to allergies.

Any child afflicted with a contagious disease, including a staph infection, will be prohibited from attending classes, activities and/or events. Students may return to school with a doctor's note or be fever free for 24 hours.

Parents will be contacted if their child becomes ill or has an accident during the school day. If parents cannot be reached, the emergency numbers will be called. Please be sure that your child's emergency information is complete and accurate.

### INCLEMENT WEATHER

Closure of school due to inclement weather conditions will be communicated in a number of ways. It is our goal to give parents as much notice as possible. Weather closings will be posted on our district website [www.chickasha.k12.ok.us](http://www.chickasha.k12.ok.us) along with District and Site Facebook pages. It will be announced on KOOL 105.5 Radio and all major Oklahoma City TV Stations. The District will send out automated phone calls to the number listed as a student's primary contact. It is important for the school to have your current phone number in order to receive the call. Parents and students are encouraged not to call the school so building administrators will be able to implement safety procedures.

### INTERNET ACCESS AND ACCEPTABLE USE POLICY

Student Guidelines:

1. Remember that social media venues are very public and leave a digital footprint for all to see, including future employers. To protect yourself, please observe social media policy guidelines when referring to the district, its schools, students, programs, activities, employees, volunteers and communities on any social media networks.

2. Students should be aware that social posts must adhere to all state and federal laws and any applicable district policies. Students will be held accountable for the content of their electronic communications in relation to school, staff and students that might harm or cause harm to another student or teacher, specifically that which constitutes bullying, harassment, threats or advocates or depicts illegal activity and/or causes a substantial disruption to the normal operations at school. Illegal behavior is subject to punishment as appropriate and available. Students who engage in cyberbullying also risk civil and/or criminal charges and/or lawsuits that may be filed against them by victims or victim's families. The district will fully cooperate with law enforcement agencies in any and all investigations involving students, electronic devices and social media.
3. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birthdates, and pictures.
4. Do not use other people's intellectual property without their permission. It is a violation of copyright law to copy and paste other's thoughts. Be aware that pictures may also be protected under copyright laws. Verify you have permission to use the image or it is under Creative Commons attribution.
5. Use of social media during the school day is prohibited unless specific permission has been granted by District.
  - Consequences for Violations of Social Media Policy: Reports of a violation of this policy may result in an investigation of the user's posts, files, internet usage, or other electronic/digital media. The investigation and its scope will be reasonable, calculated to disclose the existence and nature of the alleged violation. If warranted, consequences will be determined in accordance with the collective bargaining agreements and state and federal laws, considering the type of violation, past history, and level of the user.
  - Consequences may include, but are not limited to the following:
    - A. Loss of internet access (while on school property) and/or network access, for a determined amount of time according to the offense.
    - B. Student offenses will include notifying the student's parent/guardian of an incident and possible disciplinary action appropriate to the severity of the offense.
    - C. Staff misuse may result in disciplinary action that may include a recommendation for dismissal or non-reemployment.

## LEGAL NAME

The child's legal name must appear on all written records. These include cumulative folders, attendance records, and other school documents. We will honor your wishes in calling the child by another name.

## LIBRARY/MEDIA SERVICES

The library will open at 8:00 A.M. and remain open throughout the day until 2:45 P.M. Students are encouraged to use the library as much as possible. When a student visits the library, he/she should first get permission from the teacher and then inform the librarian about his/her particular needs.



(Board Policy EI-R2) District's library shall make available materials of sound literary quality and authority. District does not promote censorship and will challenge efforts at censorship in order to maintain District's responsibility to provide information which is educational and enlightening. Teachers and librarians may select library materials which provide various points of view on controversial subjects and which are intended to meet the needs and interests of the students. Proposed library materials will be examined to determine which materials meet the grade and interest level at which they are to be used. Proposed library materials will be considered in relation to the curriculum and to the personal interests of the students.

Materials which contain

incidents of sex or profanity shall not automatically be excluded. The Administration shall develop appropriate Regulations which address criteria for selection and guidelines for reconsideration of library materials.

District will only accept gifts of books or other library materials which meet the same criteria as books or library materials which could be purchased by District. Any donated books or library materials which are accepted shall become the property of District.

Students will be supervised by an adult during any usage of the Internet. If textbooks, library books, or Chromebooks are lost or damaged beyond reasonable use, parent or guardian will be charged the full replacement price.

[Reconsideration of Library Material Form \(Board Policy EI-R2-F2\)](#)

## LOST AND FOUND

Articles found in and around school should be turned into the office where the owners may identify and claim their property. ***Please mark all outdoor and loose clothing with your child's name.*** Many lost items are never claimed by their owners. All unclaimed articles will be donated to a charitable organization at the end of the school year.

## MOMENT OF SILENCE

(Board Policy EA) In accordance with board policy, at the beginning of each school day in which students are present at school, District shall observe approximately one minute of silence for the purpose of allowing each student, in the exercise of his or her choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices. Students or staff shall not coerce or attempt to coerce any person to engage in any particular activity during the minute of silence. After a minute of silence, the administrative staff shall indicate that the minute of silence is concluded.

## MONEY AT SCHOOL

Students are **not** encouraged to bring money to school. Fundraiser money should be taken to the sponsor upon arrival to school. **The school will not be responsible for money lost or stolen.**

## NONDISCRIMINATION

District is committed to the policy that no person shall be unlawfully subjected to discrimination in, excluded from participation in, or denied the benefits of any educational program, extracurricular activity, or

employment. District does not discriminate on the basis of race, color, sex, pregnancy, gender, gender expression or identity, national origin, religion, disability, veteran status, sexual orientation, age, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. All complaints and inquiries regarding the non-discrimination policies must follow the complaint and/or grievance procedures described in Policy BI - Civil Rights. The following people have been designated to handle inquiries regarding the non-discrimination policies: The Superintendent should be contacted for all student and non-student and/or employment related issues at (405) 222-6500 or at 900 West Choctaw Avenue, Chickasha, OK 73018. The Director of Special Education should be contacted for all student issues related to Title II of the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 at (405) 222-6500 or at 900 West Choctaw Avenue, Chickasha, OK 73018. Inquiries concerning non-discrimination can also be made to the Office for Civil Rights at the following address:

Office for Civil Rights  
U.S. Department of Education  
One Petticoat Lane 1010 Walnut Street, Suite 320  
Kansas City, MO 64106  
Telephone: (816) 268-0550  
Fax: (816) 268-0599  
Email: OCR.KansasCity@ed.gov

## PARENT BILL OF RIGHTS

Parent bill of rights which reserves specific rights to parents including the right to direct the education of the minor child and all rights of parents identified in Title 70 of the Oklahoma Statutes, including:

- o the right to access and review all school records relating to the minor child;
  - o the right to direct the upbringing of the minor child;
  - o the right to direct the moral or religious training of the minor child;
  - o the right to make healthcare decisions for the minor child, unless otherwise prohibited by law;
  - o the right to access and review all medical records of the minor child unless otherwise prohibited by law or the parent is the subject of an investigation of a crime committed against the minor child and a law enforcement official requests that the information not be released;
  - o the right to consent in writing before a biometric scan of the minor child is made, shared or stored;
  - o the right to consent in writing before any record of the minor child's blood or deoxyribonucleic acid (DNA) is created, stored or shared, except as required by Sections 1- 516 and 1-524.1 of Title 63 of the Oklahoma Statutes, or unless authorized pursuant to a court order;
  - o the right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of the minor child, unless for a purpose related to a legitimate academic or extracurricular activity, a purpose related to regular classroom instruction, security or surveillance of buildings or grounds, and photo identification cards;
  - o the right to be notified promptly if it is suspected that a criminal offense has been committed against the minor child by someone other than a parent.
- The law also states that any attempt to encourage or coerce a minor child to withhold information from the child's parent shall be grounds for discipline of an employee of this state, any political subdivision of this state or any other governmental entity, except for law enforcement personnel.

## PARENT CONFERENCES

It is very important for parents and teachers to keep in close contact and communicate on a regular basis in order to support one another and our students in their educational efforts. Through parent conferences, parents and teachers become better acquainted and can share information about students. Parent conferences are held at the end of the first and third nine weeks. Selected conferences will be held the fourth nine weeks. School is dismissed during these times so teachers may give parents their undivided attention without interruption. Other conferences may be initiated during the school year as needed by parent, teacher, or principal. You may arrange for additional conferences with your child's teacher by contacting the teacher or school office.

**Two days are set aside for parent/teacher conferences each school year as designated on the school calendar. However, to accommodate parents' schedules, teachers will conduct after school/evening meetings throughout the week of the designated dates listed above.**

Conferences will be scheduled with teacher(s). In order to maintain open communication, parents are encouraged to attend with their student(s).

### PARENT GRIEVANCE PROCEDURE

The Chickasha School District recognizes that students and parents/guardians have a fundamental right to discuss grievances that they might have with the district. However, it is also recognized that there must be an orderly procedure for carrying out the grievances. The following steps constitute the procedure for students and parents/guardians:

1. If the grievance is directed toward a teacher, the parent should make an appointment to visit the teacher.
2. After this initial meeting, if the grievance is not settled, the parent should discuss the problem with the principal.
3. If the issue is not resolved, an appointment should be made with the superintendent or his/her designee.

After exhausting all of these available channels, the parents/guardians may appeal to the Board of Education. The Board's action shall be the final determination of the grievance.

### PARENT TEACHER ORGANIZATION

Parent-teacher organizations shall be encouraged as a means of developing a helpful relationship between the home and the school. Assistance in formulating well-organized units, cooperating in planning activities, projects, and school programs, and in general simulating good parent-teacher relations is a function shared by each certificated teacher in the school system.

### PERSONAL ITEMS

The only time students should bring toys, games, or other personal items to school is when instructed to do so by their teachers. This privilege may be revoked at any time if the student chooses not to follow the directions of his/her teacher. Items that are brought to school without prior permission will be held in the office for the parent to pick up. **Play guns or knives are not permitted at school and may result in disciplinary action including suspension. THE SCHOOL IS NOT RESPONSIBLE FOR DAMAGED, LOST, OR STOLEN PERSONAL ITEMS.**

### READING SUFFICIENCY

The purpose of the Reading Sufficiency Act (RSA) is to ensure that all Oklahoma students are reading on grade level at the end of third grade (a critical juncture when students go from learning to read to reading to learn). RSA supports Oklahoma children in Kindergarten through third grade.

Each student enrolled in kindergarten in a public school shall be screened at the beginning, middle, and end of each school year for reading skills. Children at risk for reading difficulties at the beginning of the year will be monitored to measure mid-year and year-end reading progress. Kindergarten students who are not meeting grade-level targets by mid-year in reading shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade-level reading skills.

Any student enrolled in first, second, or third-grade shall be assessed at the beginning, middle and end of each school year using a screening instrument approved by the State Board of Education. The assessment shall determine the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary and comprehension. Any student who is assessed and who is not meeting grade-level targets in reading shall be provided a reading instruction program to help them acquire the appropriate grade level reading skills, as provided for by law. This program shall continue until the student is determined, through the results of approved reading assessments, to be meeting grade-level targets.

### RECESS

If the windchill is below 32 degrees, or if the heat index over 99 degrees, students will participate in indoor recess. We will use the News 9 weather app for our official temperature readings. Students should be dressed appropriately for the weather.

### REPORTING ABUSE OR NEGLECT

Every person, private citizen or professional, who has reason to believe that a child under the age of 18 is being abused or neglected is mandated by law to promptly report suspected abuse to the Oklahoma Department of Human Services (DHS). Oklahoma statutes define child abuse as harm or threatened harm to a child's health, safety, or welfare by a person responsible for the child. This includes non-accidental physical or mental injury, sexual abuse, or neglect (Title 10-, Section 7102). Likewise, law enforcement will be notified when there is reason to believe a criminal act has occurred. Reports can be made at any time to the DHS Abuse and Neglect Hotline at 1-800-522-3511. The hotline is available 24 hours-a-day, 7 days-a-week.

### SEARCH OF STUDENTS

As allowed by law, the Superintendent, any principal, teacher, or security personnel who has reasonable belief shall have the authority to detain and search, or authorize the search of, any student or property of a student for dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property. In addition, any police officer in possession of a valid warrant or with probable cause may search a student or a student's locker or vehicle.

Any search of a student to be conducted by District employees shall be conducted by a person of the same sex as the student being searched and shall be witnessed by at least one other person. The extent of any search shall be reasonably related to the objective of the search and shall not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. No strip searches shall be conducted by District personnel, and only cold weather outerwear shall be removed prior to or during any search.

Students are personally responsible for any items found in their lockers, desks, vehicles, book bags, backpacks, or other personnel items. Students shall not have any reasonable expectation of privacy in the contents of school lockers, desks, or other District property. District personnel shall have access to lockers, desks, and other District property and shall not be required to have any reasonable suspicion to search lockers, desks, and other District property. In addition, all student vehicles in any District parking lot shall be subject to search at any time.

If a student is searched and found to be in possession of any dangerous weapons, controlled dangerous substances, intoxicating beverages, low-point beer, or missing or stolen property, such items may be taken from the student and preserved, and the student in possession of such items may be disciplined according to applicable law, District Policy, and Administrative Regulation.

In conducting any search authorized by this policy, District may utilize trained dogs to detect prohibited items. If a dog alerts to a student's locker or vehicle or to a classroom or common area, the area may be searched. If a dog alerts to a locked student vehicle, the student shall be requested to unlock the vehicle's doors and trunk. If the student is under 18 years of age and the student refuses, the student's parent or guardian shall be notified and requested to unlock the vehicle. If the student or the student's parent or guardian refuses to unlock the vehicle, District may contact appropriate law enforcement personnel to respond to the issue.

Reporting: Any employee who has reasonable cause to suspect that a student may be under the influence of or has in his or her possession, alcoholic beverages, low-point beer, or a controlled dangerous substance shall immediately notify the principal of such suspicions. The principal shall immediately notify the Superintendent or designee and, if possible, a parent or legal guardian of the student.

## SERVICE ANIMAL

District acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its facilities, vehicles, and programs and intends to comply with all state and federal laws, rules and regulations regarding the use of service animals by District employees and students with disabilities.

## [School Board Policy BO](#)

## STUDENT ACTIVITIES

One of the goals of Bill Wallace Early Childhood Center is to provide every student the opportunity to participate in school related activities. We encourage each student to actively participate in all activities and events at Bill Wallace Early Childhood Center.

Field trips are considered appropriate extensions of the classroom and should stimulate student interest and inquiry in the subject being taught. Any out-of-state travel must be approved by the School Board. Students attending field trips are expected to follow all school rules and behave in a manner that positively represents Chickasha Public Schools.

General Regulations:

- Written permission of parents or guardians is required for the participation of students in all field trips which extend beyond the boundaries of the district or which require transportation.
- Students who have not received parental authorization will remain in school in a class assigned by the principal.
- Students on field trips shall obey rules listed for students on regular school bus routes.

- A student may be denied going on an educational field trip because of academic deficiencies, behavioral, or other disciplinary reasons, as determined by the principal or the principal’s designee.
- Student safety shall be of primary consideration during the field trip.
- Students are expected to ride the school bus to the field trip.
- Parents may follow in their car.
- Parents are encouraged to attend and assist with their child’s field trip. In order to help with this process parents should not bring other children with them on the field trip.
- Children will not be allowed to leave with any parent but their own without prior approval from the building administrator.

**Prior to attending any field trip or participation in any class activity, parents, guardians, and/or volunteers are required to complete a volunteer application and are subject to a background check.**

## STUDENT SAFETY

Every effort is made to protect our children at school. Parents and guardians are encouraged to visit Bill Wallace ECC. Upon arrival to the school, all visitors must sign in the visit management kiosk with a valid I.D. All visitors are required to have a visitor’s badge that is affixed to their person and visible while in the building. Each visitor attending a presentation or specific program will not have to sign in at the office and will have restricted access to the building.

## STUDENT SURVEY POLICY

With respect to survey activities, survey materials, and instructional materials used by students and funded by the US Department of Education, the school district will:

- Make sure materials are available for inspection by parents.
- Parents must be given the opportunity to review first.
- Does not matter if the survey is anonymous.

## STUDENT TRANSFERS

(Board Policy EB) Subject to certain exceptions provided for by law, the transfer of a student from the district in which the student resides to District shall be granted at any time during the school year unless the requested transfer exceeds the capacity of the grade level sought for each school site within the District. District’s Board will meet by the first day of January, April, July and October each year to establish the number of transfer students the school has the capacity to accept in each grade level for each school site within the District. District’s capacity will be published on District’s website and reported to the State Department of Education (“SDE”).

District’s capacity is as follows:

- Pre-kindergarten: No more than 20 students per classroom or 10 students per adult in the classroom.
- Kindergarten: No more than 20 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher’s assistant is hired.
- Grades 1-3: No more than 25 students per teacher (excluding PE and Music classes), unless an additional class would have fewer than 10 students or unless a teacher’s assistant is hired.

## TARDINESS

Students are considered tardy when they arrive after starting times (7:50 A.M.) or when they leave school before the end of the day (2:50 P.M.). They are counted absent for the portion of the day they miss.

**Students arriving late need to be checked into the office by an adult before going to class.**

Students arriving at or after 9:10 A.M. will be counted absent for the morning. Students leaving school at or before 1:40 P.M. will be counted absent for the afternoon. This will be counted against perfect attendance.

## TELEPHONE

The school phone is a business phone, and students are permitted to use the phone for emergencies and important messages. Students should make after school plans with you in the morning, not over the phone from school.

Except for emergencies, teachers will not be called to the telephone during class. If you need to talk to a teacher, leave your name and number with the office staff and the call will be returned.

## TITLE I SCHOOL-WIDE PROGRAM PLAN/PARENT PARTICIPATION POLICY

Title I Mission Statement: Title I, Part A of the Elementary and Secondary Education Act of 1965 (reauthorized in the No Child Left Behind Act of 2001) provides local educational agencies (LEAs or school district) with extra resources to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunity as other children to meet challenging State academic standards.

Each elementary site will distribute a copy of their Title I Plan/ Parent Participation Policy to parents of children served by this school site. Each site will convene an annual meeting to inform parents of their school's Title I Plan/Parent Participation Policy. Activities will be planned at convenient meeting times to involve parents in their child's education. Parents will be utilized in many volunteer activities as deemed appropriate at the district and site level.

Each school in the district receiving Title I funds shall jointly develop with parents of children served in the program a "School-Parent Compact" outlining the manner in which parents, school staff and students share the responsibility for improved student academic achievement in meeting state standards.

## TOBACCO FREE SCHOOLS

All Chickasha Public Schools grounds are tobacco free. No tobacco use is permitted on school grounds. It is the policy of the Chickasha Board of Education that all use of tobacco products is prohibited in all school-owned buildings, and in school vehicles that transport students. This policy pertains to all school buildings, office buildings, gymnasiums, outbuildings, and any other structure similarly used and/or leased by the district to other community agencies. The Tobacco-Free Schools Policy shall apply to all school employees, students, visitors, and spectators, and shall be enforced 24 hours per day.

## VISITORS

The Chickasha Board of Education welcomes the active interest of parents and citizens in their public schools, and invites the community to visit at any time. However, since schools are a place of work and learning, certain limits must be set on visitations and on visitors. The building principal is responsible for all persons in the building and on school grounds. For these reasons, the following policy applies to visitors to our school sites:

- Anyone who is not a regular staff member or student of the school is defined as a “visitor”.
- Upon arrival to the school, all visitors must sign in at the visitor management kiosk with a valid I.D. All visitors are required to have a visitor’s badge on while in the building.
- Parents or citizens wishing to observe a classroom while school is in session are requested to arrange such visits in advance with the teacher so that class disruptions are minimized.
- Teachers are not expected to take class time to discuss individual matters with visitors.
- School visitations during regular school hours by students who are not enrolled in the Chickasha Public Schools are prohibited. Any exceptions to this policy shall be approved by the building principal.
- It is the policy of the board of education that all visitors to any school facility obtain a visitor’s pass at the building principal’s office. Parents are requested not to send or allow siblings to visit students in the classroom.

The superintendent or principal of any school shall have the authority to order any person out of the school building and off the school property when the person interferes with the peaceful conduct of activities at the school. The school Resource Officer will issue a notice to vacate to any person who is requested to leave any school property, function or event and will be unable to return to the premises without the written permission of the administration for a period of six months. Any person who refuses to leave the school building or grounds after being ordered to do so by the superintendent or principal, shall be guilty of a misdemeanor and upon conviction shall be punished by a fine of not more than \$500.00 or by imprisonment in the county jail for not more than 90 days, or by both such fine and imprisonment.

## VOLUNTEERS

Parents are always welcome to attend events, programs, and celebrations with their child. However, school volunteers must submit a completed volunteer application and volunteer agreement. Both of these forms are located on the district website. Your child’s school or the CPS administration office (900 West Choctaw) can provide hard copies. To be an “approved” volunteer, background records will be checked. Also, the application and agreement must be updated and resubmitted every other school year. Only approved volunteers will be allowed to be alone with any student or group of students.

If you would be interested in working on certain activities throughout the year, please notify the BWECC Counselor @ **405 222-6544**. Some of the activities include being a classroom guest reader, chaperoning field trips, helping with fundraising activities, celebrations, book fairs, or any other special need. Please join us in making Bill Wallace Early Childhood Center an example of a community at work.

## WITHDRAWAL FROM SCHOOL

([Board Policy EB rev Nov 2021](#)) If you are moving and your child will no longer be attending this school, please let us know. All district-owned books, supplies, equipment, etc. must be returned to the teachers who distributed them. A withdrawal form with the appropriate teachers’ signatures must be returned to the principal’s office.



## CHICKASHA PUBLIC SCHOOL DISTRICT DIRECTORY INFORMATION NOTICE

([Board Policy EG](#)) District is subject to and complies with the Family Educational Rights and Privacy Act (FERPA). Student records, including course grades of students, will be maintained confidential as required by law. Within the first three weeks after the start of classes each school year, District shall cause a Notification of FERPA Rights to be published in selected area newspapers. In addition, District shall provide a Notification of FERPA Rights to each student or parent or guardian of a student by placement in the student handbook(s). District reserves the right to disclose Directory Information as set forth in the Notification of FERPA Rights. The Board hereby designates the following information to be directory information:

1. The student's name, address, and telephone number;
2. The names of the student's parents;
3. The student's place of birth;
4. The student's major field of study and class designation (i.e., first grade, tenth grade, etc.);
5. The student's extracurricular participation;
6. The student's achievement awards or honors;
7. The student's weight and height if a member of an athletic team;
8. The student's photograph;
9. The student's electronic mail address;
10. The student's dates of attendance; and
11. The most recent educational institution the student attended prior to the student enrolling in this district.

District will disclose any of the above items electronically or otherwise without prior parental consent, unless notified in writing within ten (10) days from the date of student enrollment that any or all of the above information should not be released without consent.

## CHICKASHA PUBLIC SCHOOL DISTRICT PPRA NOTICE AND CONSENT/OPT-OUT FOR SPECIFIC ACTIVITIES

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires the School District to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas (“protected information surveys”):

- Political affiliations or beliefs of the student or student's parent;
- Mental or psychological problems of the student or student's family;
- Sex behavior or attitudes
- Illegal, anti-social, self-incrimination, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or parents;
- Income, other than required by law to determine eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. The School District will provide parents, within a reasonable period of time prior to the administration of any surveys and activities, notification of the surveys and activities and an opportunity to opt their child out, as well as an opportunity

to review the surveys. (Please note that this notice and consent/opt-out transfer from parent to any student who is 18 years old or an emancipated minor under state law.)

# Bill Wallace Early Childhood Center

## Behavior Expectations

### Fightin' Chick Standard

In our efforts to uphold the Fightin' Chick standard; ensuring our schools are safe, welcoming and purposeful learning environments, we strive to encourage our students to achieve their academic potential while also behaving with good character. At Chickasha Public Schools the focus is on teaching and encouraging appropriate behavior in all areas of the school, concentrating on the instruction of the 3Rs: Respect, Responsibility, and Readiness. Students who are respectful, responsible, and ready act appropriately so they maximize their learning opportunities and do not detract or interfere with the learning opportunities of their classmates. Students are actively involved in learning what the 3Rs mean and look like in all areas of our school through activities, lessons, demonstrations, videos and role-playing. In addition to learning the 3Rs teachers and staff will recognize and reward students for better-than-expected behavior. Rewards for these positive behaviors can include but are not limited to: verbal praise, phone calls to parents and special privileges throughout the school. These rewards will be given when students are found in the act of exceptional behavior.

Chickasha Public Schools emphasize a school-wide system of supports that include strategies for defining, teaching, and supporting appropriate behavior. The goal is to design the most effective learning community possible with the best outcomes for all students. Attention is focused on creating and sustaining school-wide, classroom, and individual systems of support. Unlike how schools have typically responded in the past – discipline in response to student misbehavior – the school teaches behavioral expectations and rewards students for following them. The goal is to establish a climate in which appropriate behavior is the norm.

### Classroom Management

The key to a positive and effective learning environment is sound classroom management that addresses all aspects of the classroom. Routines will be taught to students at the beginning of the school year and revisited until it is clear that all students understand the routines and are able to perform them. Areas that may be addressed include cooperation, appropriate language, materials and preparation to use them, being actively involved and respectful of the learning environment. These procedures should be in writing so they may be utilized in the event that a guest teacher is needed in the classroom. The techniques used by educators for addressing when a student fails to abide by classroom expectations are unique to each teacher. Although it is impossible to anticipate all possible situations, general plans will be in place for dealing with any behaviors that detract from the learning environment and will be used consistently. This will be the first line of defense in dealing with inappropriate behaviors that are considered to be minor. Note: students who persistently disrupt learning with minor offenses may require administrator involvement.

### What if the routines and procedures are not effective?

Routines and procedures are implemented to address behavior in a proactive manner. At times this is not enough or not effective. Consistently repeating minor offenses may be escalated to a major offense.

## Major Incidents

Some behaviors and incidents require more immediate solutions and/or the attention of an administrator. Referral forms must be completed and submitted to the principal. The student will then be sent to the office. The administrator will speak with the student and contact the parent, and determine an appropriate consequence. When a student returns to class they will be welcomed. A variety of factors are taken into account while processing a major report, therefore, the consequences that arise will vary from student to student. More importantly, in order to create an environment conducive to learning, we must remember that discipline procedures are not the answer to problematic behavior – **it is the positive relationships we build as a learning community between students, families and staff.** Punitive measures have little effect on student behavior and are more likely to increase instances of inappropriate behavior.

The Bill Wallace Early Childhood Center staff strives to create a positive environment by making connections with our students and families. Children learn best in the context of positive relationships and a safe, comfortable atmosphere. Our staff will explain appropriate behavior and procedures throughout the year, detailing why it is important and encourage all students to be respectful, ready and responsible. By teaching students the necessary social skills for future success we set our students on a course to be lifelong learners and successful citizens. It is our job to ensure that students learn the skills needed to survive and thrive in society. This means developing students that excel in reading, math, writing, and being good citizens.

**Minor** offenses to include but not limited to:

- Not being kind with words and actions; not completing assignments; disrupting the learning environment; and not following classroom rules as determined by the teacher and posted in the classroom.
- Follow classroom consequences as determined by the teacher and posted in the classroom;
- Office visits may result for repeated offenses where appropriate consequences will be determined.
- Disrespect of authority; unruly conduct that disrupts the learning environment; lying/cheating; and inappropriate language and conversation.

**Major** offenses to include but not limited to:

- Physical aggression toward peers or staff members.
- Endangering self.
- Eloping from classroom, playground, or school building.

Possible Consequences include but not limited to:

- Notification of parent;
- Discipline report to the office;
- Parent contacted and appropriate disciplinary action taken;
- Parent contacted along with 2 days of Loss of Privilege or 1 day of suspension;
- With each repeated offense suspension will be doubled.
- In addition, with each offense student may be required to attend weekly group or individual counseling sessions with regard to the specific offense for a period of time to be no less than but not limited to 3 sessions per offense.

# Bill Wallace Early Childhood Center Behavior Expectation Matrix

**Bus**

**Safe**

- Keep Body and objects to self
- Stay Seated until the bus stops
- Use quiet voice

**Take Action**

- Use Kind words
- Let others sit down

**Accountable**

- Listen to the driver
- Follow directions

**Respect**

- Keep track of your belongings
- Remember that Mrs. Townley and Mrs. Wenzel should see STAR behavior.

Looks Like	Sounds Like
<p>Students leave the building in an orderly manner.</p> <p>Immediately walk to your assigned bus.</p> <p>Enter the bus and quickly find your seat &amp; slide over for others.</p> <p>Remain seated, facing forward, clear of the aisle.</p> <p>Keep your hands, feet and objects to yourself.</p> <p>Respectful towards the bus driver and monitor.</p> <p>Exit the bus at your assigned bus stop according to your address.</p>	<p>Using appropriate inside voices.</p> <p>Using kind words at all times.</p> <p>Respectful towards the bus driver and monitor.</p>

**Hallway**

**Safe**

- Use walking Feet
- Keep body and objects to self.

**Take Action**


- Move quietly
- Eyes and feet forward
- Walk on the right side of the hallway

**Accountable**

- Go when & where you have permission
- Keep up with your class

**Respect**

- Keep hands off walls and decorations
- Voice Level 0



Looks Like	Sounds Like
<p>Walk and keep to the right.</p> <p>Respect personal space.</p> <p>Keep hands and feet to yourself.</p> <p>Keep your eyes looking forward.</p> <p>Work to keep gaps out of the line.</p>	<p>Quiet - Inside voices</p> <p>Ease of Movement</p>

**Restroom**

**Safe**

- Walking Feet
- Keep body and objects to self.

**Take Action**

- Use and flush the toilet
- Wash Hands

**Accountable**

- Clean up after yourself
- Use water and supplies wisely.
- Return to class quickly and quietly

**Respect**

- Knock on closed doors
- Respect privacy
- Use quiet voices



Looks Like	Sounds Like
<p>If the stalls are full, wait outside the restroom.</p> <p>Keep your hands to yourself.</p> <p>Respect Privacy Use the restroom for the intended purpose.</p> <p>Wash hands.</p> <p>Flush the toilet after use.</p> <p>Keep the restroom clean.</p> <p>Do not write or draw on the bathroom walls.</p>	<p>Inside voices only</p>

**Classroom**

**Safe**

- Use walking Feet
- Keep body and objects to self.

**Take Action**

- Listen to the teacher
- Do your work.
- Always give your best effort
- Participate in class.

**Accountable**

- Take care of classroom materials
- Clean up when asked
- Be honest and use kind words

**Respect**

- Listen to the teacher and other students
- Signal to the teacher before talking.
- Follow directions.



Looks Like	Sounds Like
<p>Follow the adult directions.</p> <p>Use kind, school appropriate language.</p> <p>Use school supplies correctly.</p> <p>Prepared &amp; ready to learn.</p> <p>Help keep the classroom clean &amp; orderly.</p> <p>Actively listening.</p> <p>Raising hands, heads up &amp; eyes on task.</p>	<p>Inside voices</p> <p>Encouraging each other</p> <p>Collaboration type communication</p>



# Cafeteria

**Safe**

- Walking Feet
- Keep body and objects to self.
- Chew food carefully

**Take Action**

- Make healthy choices
- Use time to eat
- Use only inside or whisper voices.

**Accountable**

- Clean up after yourself
- Throw away trash in the trash can when finished

**Respect**

- Touch only your food
- Respect the adults
- Use quiet voices



Looks Like	Sounds Like
<p>Students lined up in a single file line with an inside appropriate voice level ~ no horseplay in line.</p> <p>3 Students at a time to receive food.</p> <p>After receiving food, students sit at the class's table.</p> <p>Students raise their hand and ask for permission to get up or go to the restroom.</p> <p>When students are finished eating, they move their tray to the correct end of the table for trash pickup.</p> <p>Students are dismissed by an adult at the end of lunch.</p>	<p>Inside quiet voices</p> <p>Requests for help opening containers/packages</p>