



PARENT/SCHOLAR HANDBOOK

2022-2023

ASTEC Elementary School

Welcome!

A MESSAGE FROM ASTEC'S CEO, SUPERINTENDENT AND HEADMASTER



August 2022

Dear Parents and Scholars:

Welcome to the 2022-2023 school year at ASTEC Schools. Over the past few years, we have had many challenges with the worldwide pandemic. However, we are hopeful this year we will see the majority, if not all, of these challenges eliminated.

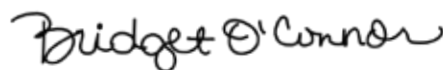
We hope your experience here will be enjoyable and educational. We will make every effort to keep scholars and employees safe. During these important years, you will prepare for adult life, continue to develop basic skills and explore new adventures.

ASTEC Schools are public schools of choice. Thank you for making ASTEC the choice for your child. We may not always agree, but we will make every effort to do what is best for your child, while considering the rights of all ASTEC scholars. I hope you will feel comfortable contacting your child's teacher or the appropriate school administrator with any concerns. We are here to serve you and your family.

In the best of times, the elementary school years are times of great physical and emotional change in scholars. There may be times that you want to ask a member of the staff for help. Please remember that all staff members are here to help you.

Be proud of your school! Take good care of it and feel free to make suggestions to improve it. We encourage you to become involved in school activities. Scholar involvement builds a school's reputation. Remember that you build this reputation and that this reputation will follow you for years to come. We have many reasons to be proud of ASTEC scholars. We are certain that you will continue this tradition and make this an even better school. Best wishes for a successful school year!

Sincerely,



*Bridget O'Connor, M.Ed.
Elementary Headmaster
ASTEC Charter Schools*



*Shannon Grimes, M.Ed.
Superintendent
ASTEC Charter Schools*



*Freda Deskin, Ph.D.
CEO/Founder
ASTEC Charter Schools*

Table of Contents

Introduction..... 1

Description of the Organization..... 1

ASTE C Charter Schools	1
Facilities and Location.....	1
The History of ASTEC Schools	2
What is a Charter School?.....	3
Why Are Charter Schools So Popular?	3
How Are Charter Schools Funded?	4
How Do Charter Schools Manage If They Are Under Funded?	4
Facilities and Other Start-Up and Capital Costs	4
Operational Costs	4
History of Charter Schools	4
Charter School Benefits.....	5
ASTE C Schools' Philosophy	5
Governance	6
Board of Directors Meeting Schedule.....	7

General Information..... 8

Parent and Emergency Contact Information.....	8
Arrival and Dismissal	8
Admission & Enrollment of Resident Scholars	9
Admission of Non-Resident Scholars	9
Class Placement Changes	9
3rd Grade Reading Promotion/Retention	10
Announcements	10
Right of Assembly/Petition/Free Expression	10
Moment of Silence/Pledge of Allegiance/Flag Salute/National Anthem	10
Speaking English	11
Scholar Care/Release	11
Affidavit of Support/Change of Guardianship/Residence Verification	11
Sign-in/Out Procedure	11
Telephone Messages	11
Phones/Cell Phones	12
Deliveries	12
Before & After School	12
Pick Up/Drop Off	12
Directions for Driveline and Pick Up.....	12
Consequences of Inadequate Grades, Low Test Scores or Poor Attendance	13
ASTE C Schools' Uniform Policy	13
Uniform Vendors	15
Special Event Dress	15
Scholar Name Tag/ID Badges.....	15
Computer Bags and Backpacks.....	15
Instruments.....	15
Soiled Clothing	15
Recess	15
Cold Weather Guidelines.....	16
Warm Weather Guidelines.....	16
Breakfast & Lunch.....	16
*Failure to Pay for Meals/Charge Policy.....	16
Refunding Unused Prepayments for Meals	17
Lunch from Home	17

Lunch Schedule	17
Birthday Policy	17
Birthday/Personal Party Invitations	17
School Closings	17
Scholar Records and FERPA	18
Lost & Found.....	18
Money	18
Toys/Nuisance Items	18
Pets	18
Playground	18
Withdrawal from School and Request for Records	19
In-School Detention	19
Scholar Activity Charge	19

School Safety..... 20

Introduction to the Department of Public Safety.....	20
The Mission of ASTEC Charter Schools Department of Public Safety	20
Allowing Unauthorized Entrance	20
Cameras.....	20
Fire and Tornado Procedures	21
Release of Scholars during Drills or Actual Emergencies.....	21
Lockdown Drills.....	21
Safe School Committee	21
Bus Safety	22
Wellness Committee.....	22
Administering Medication to Scholars.....	22
*Medicinal Marijuana.....	22
Medication.....	23
Vision & Hearing Screening	23
Emergency Care.....	23
Accidents.....	23
*Sick Students	23
Vomiting and Diarrhea	24
Head Lice (Pediculosis)	24
Scholar Insurance.....	24
Health Care.....	24
Diabetes.....	25
Meningitis	25
Immunization Requirements.....	25
*Visitors to classrooms	26
Celebrations.....	26
Unverified Absence.....	27
Attendance During Virtual Days	27
Suspensions	28
Family Travel	28
Tardy Policy	28
Hall Passes/Admit Slips	29
Truancy	29
Scholar Activity Eligibility	30
Activity/Field Trips	30
School Celebrations	30
Assemblies and Student Performances	30

Academics..... 30

ASTEC Curriculum.....	30
ASTEC's "Four-Cs"	31
Handwriting Requirement	36

Required Testing	36
Oklahoma State Testing Program (OSTP)	36
3rd Grade Reading/Retention (Reading Sufficiency Act).....	36
Grades	36
Grading Scale	37
Grading for Middle School and High School	37
Scholar Review	38
Parent/Guardian Notification of Scholar Progress.....	38
Academic Dishonesty Policy (See Policy in the Appendix).....	39
Academic Dishonesty.....	39
Promotion/Retention Criteria.....	40
Homework	40
Homework Objectives	41
Reading	41
Math.....	41
Homework Requests in the Event of Absence	41

General Scholar Behavior 41

Solving Problems	41
Scholar Behavioral Issues	41
Discipline.....	42
Disrespecting School Personnel.....	43
Restriction from Participating in Selected School Activities/Functions.....	43
Temporary Removal from School	43
Short- and Long-Term Suspension.....	43
Referral to Outside Agencies	44
Due Process.....	44
Appeal of Suspension.....	44
Classroom Discipline.....	45
Care of School Property.....	45
Restitution.....	45
Gum, Food, Candy & Soda.....	46
Sexual Harassment	46
Public Display of Affection (PDA).....	46
Scholar Welfare (Child Abuse/Neglect)	47
Drug-Free Schools	47
Possession or Use of Tobacco Products.....	47
Hazing/Bullying.....	47
Non-Scholar Inappropriate Behavior	48
Dangerous Weapons.....	48
Gun-Free Schools Act.....	48
Loitering or Trespassing.....	48
Gangs, Cults and Secret Societies.....	49
Definitions of Terms Related to Out-of-School Suspensions	49

Technology..... 50

Introduction	50
Network Ethics & Legality	50
Security	50
Vandalism	51
Technology and Network Acceptable Use Policy	51
Internet Blogs and Social-Networking Sites.....	51
Use/Misuse of Computers, Computer Equipment or Computer Services.....	51
Network and Internet Access.....	51
Internet Postings.....	51
Communication Devices.....	52

Scholar Recognition.....52

Criteria for Scholar Academic Recognition.....52
Honor Roll.....53
End-of-Year Awards.....53
Participation in After-School Clubs.....53

Other Opportunities and Services.....53

Guidance & Counseling Services.....53
Oklahoma’s Promise Scholarship53
Special Services.....54
American Indian Student Services.....54
Gifted and Talented.....54
Kindergarten through Fifth Grades55
Special Programs/Services for Parents/Parent/Guardian Involvement55
Fall Open House55
Parent/Teacher Conferences.....55
Web Community56

Appendix.....57

ASTECS Schools Leadership59
PANDEMIC POLICY61
Anti-Bullying Plan63
Bullying/Harassment Reporting Form.....71
Information About Meningitis.....73
LOCKDOWN75
**INTRUDER ALERT **77
EVACUATION79
SHELTER81
SHELTER PLAN83
Student Technology & Network Acceptable Use Policy85
Title I Parent Involvement Opportunity Policy91
Parent Involvement Policy.....93
Parent Code of Conduct95
Student Code of Conduct.....97

Introduction

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year. Not all ASTEC Schools' (ASTEC) policies and procedures are included. Those that are, have been summarized where possible. Suggestions for additions and improvements to this handbook are welcome and may be sent to the attention of the office of the CEO of ASTEC Schools.

This handbook is a guide to the policies of ASTEC Schools. Be advised that the Board of Directors for ASTEC Schools may elect to amend or update these policies and procedures at any time. Their amendments shall supersede any handbook provisions that are not compatible with the updates and/or changes. For more information, employees may confer with their supervisor. This handbook may also be found in Google Docs.

****PANDEMIC IMPACT****

The worldwide pandemic of the COVID-19 virus will alter some of the policies and/or procedures in this handbook. ASTEC Charter Schools will take its direction from the Centers for Disease Control and Prevention (CDC), The Oklahoma Health Authority, the state and federal government and, where appropriate, the ASTEC Governing Board of Directors regarding alterations to these policies. Please refer to the ASTEC Pandemic Policy and the ASTEC Stages of Return in the appendices of this handbook.

Only the Chief Executive Officer of ASTEC Schools, with the approval of the Board of Directors, has the authority to adopt or amend any revisions to the policies in this handbook. Supervisors are responsible for making decisions that are in compliance with the policies of the Board of Directors. Faculty, staff and administrators are responsible for complying with the Board of Directors' Employees' Policy Handbook and abiding by the policies set forth.

Description of the Organization

ASTEC Charter Schools

ASTEC Elementary School:	Grades PreK-5th
ASTEC Middle School:	Grades 6th-8th
ASTEC High School:	Grades 9th-12th

Facilities and Location

ASTEC Charter Schools are located in two locations. The mailing address for all school sites is:

ASTEC Charter Schools, 2401 NW 23rd Street, Ste. 39A, Oklahoma City, Oklahoma 73107 Phone: (405) 947-6272, then press #1 for Elementary, #2 for Middle, #3 for High School or #4 for the Central Office. Fax: (405) 947-0035

- Website:** www.astec-ki12.com
- Twitter:** <https://twitter.com/ASTECCharters>
- Facebook:** <https://www.facebook.com/ASTECCharter/>
- Instagram:** <https://www.instagram.com/asteccharterschools>

ASTEC Schools is a tuition-free, public school of choice serving the inner city youth of Oklahoma City. ASTEC is accredited by the Oklahoma State Department of Education and authorized by Oklahoma State University College of Education, Health and Aviation.

ASTECC Elementary School is located two miles south of the main campus at 2600 General Pershing Boulevard.

ASTECC Middle School is located on the east end of Shepherd (mall) Center on NW 23rd Street.

ASTECC High School is located on the east end of the Shepherd Center, just west of the middle school. Access to the high school office entrance may be gained outside Entrance B on the south side of the mall. The high school office employee entrance is on the inside of the Shepherd Center Entrance B.

The high school student entrance is on the south side of the Center's parking lot and beneath the school sign.

ASTECC Central Administration is located inside the Center, just down the mall hallway on the west side of the High School, in Suite 39A.

Athletic activities are located in a gymnasium nearby. The regulation-sized soccer field and track is located next to ASTECC Elementary School at 2600 General Pershing Boulevard.

The History of ASTECC Schools

The year 1986 proved to be the dawning of "The ASTECC Vision." With no capital and limited funds, Dr. Freda Deskin began the program currently known as the Advanced Science and Technology Education Charter ("ASTECC") Schools. Dr. Deskin began with a few summer camps while she was a faculty member at the University of Oklahoma and later as a dean at Oklahoma City University. The programs quickly grew and expanded through the summer and into year-round, comprehensive educational entities.

In 1999, the Oklahoma State Legislature created the Oklahoma Charter School Law, allowing Oklahoma to join many other states who have had charter schools since 1991.

Since 2014, Oklahoma State University's College of Education, Health and Aviation has been ASTECC's authorizing sponsor. This partnership allows for multiple opportunities for scholars and the school in general.

Dr. Deskin became aware of the lack of opportunities and choices of inner-city youth and their families. With personal funds from savings, retirement and the sale of her home, Dr. Deskin began the process of creating a charter school in Oklahoma City. On April 9, 2000, ASTECC Middle School became the first "start-up" charter school in Oklahoma.

As a public school teacher, Dr. Deskin had long been concerned with the increasing need to better prepare all youth for responsible citizenship and success in the workforce of tomorrow. She received several teaching awards, including "Teacher-of-the-Year" on many occasions and "Educator of the Year," through a nomination of her administrators. Dr. Deskin received the University of Oklahoma's College of Education's Career Achievement Award, the University of Oklahoma's Outstanding Alumni Award and is a member of the Oklahoma Educators Hall of Fame. In 2012, she was one of seven nominated for the Brock International Prize in Education. Dr. Deskin was named one of the most influential educators in Oklahoma by The Journal Record in 2021.

In 1985, Dr. Deskin was selected as an Oklahoma finalist in NASA's "Teacher-in-Space" program. She and her colleagues were given the official title of "Space Ambassadors" and received training at various NASA centers, including the Johnson Space Center in Houston. Dr. Deskin has more than 2,500 hours of training in aerospace science and is a member of the Women in Aerospace National Hall of Fame.

After the Challenger accident, "Teacher-in-Space" merged with the National Challenger Center for Space Science Education, a foundation established by the family members of the Challenger crew. NASA and the Challenger Center continued to work closely, providing materials and on-going training for the Space Ambassadors. Dr. Deskin's expertise in curriculum and

instruction was an asset to the Challenger Center, as she served in the capacity of curriculum developer, advisor, consultant and National Faculty member for the entity.

Dr. Deskin has developed curriculum, curriculum guides and handbooks for NASA, Epcot Center, Microsoft, The Wright Group Publishing, the Experimental Aircraft Association and many other organizations. She has presented thousands of workshops for teachers, nonprofits and the private sector throughout the United States and abroad.

Dr. Deskin does not believe in taking shortcuts or accepting mediocrity. She and her staff continue the dream of Christa McAuliffe and the Challenger crew, using evidence-based learning experiences for all students, while encouraging them to “reach for the stars.” ASTEC applies technology within an integrated, liberal-arts curriculum.

Charter schools require an authorizing sponsor, though charters operate independently with their own boards of directors and operations. From 2000 to 2014, ASTEC Schools was authorized/sponsored by the Oklahoma City Public Schools. Since 2014, Oklahoma State University’s College of Education, Health and Aviation has been ASTEC’s authorizing sponsor. This partnership allows for multiple opportunities for scholars, for teachers and for the school in general.

What is a Charter School?

Charter schools are tuition-free, innovative public schools of choice that are accountable for scholar results. They are designed to deliver programs tailored to educational excellence and to fit the needs of the communities in which they serve.

Charter schools are representative of the fastest and most successful educational reforms in the country. The first charter school opened its doors in St. Paul, Minnesota in 1991.

Based on the belief that America’s public schools should meet standards of excellence and be held accountable, parents are lining up to choose these innovative public schools that can meet the individual needs of their children.

Charter schools operate on three basic principles:

- **Choice:** Charter schools give families an opportunity to pick the school most suitable for their child’s educational well being. Teachers choose to create and work at schools where they directly shape the best working and learning environment for their scholars and themselves. Likewise, charter sponsors choose to authorize schools that are likely to best serve the needs of the scholars in a particular community.
- **Accountability:** Charter schools are judged on how well they meet the scholar achievement goals established by their charter contract. Charter schools must also show that they can perform according to rigorous fiscal and managerial standards. If a charter school cannot perform up to the established standards, it will be closed.
- **Freedom:** While charter schools must adhere to the same major state and federal laws and regulations as all other public schools, they are freed from some of the red tape that often diverts a school’s energy and resources away from educational excellence.

Some charter school programs focus on the basics — reading, writing and the traditional school subjects some children struggle with. Other schools have special arts or music programs. Some charters look just like other public schools. They also offer dropout prevention programs, adult education programs, serve Head Start and daycare needs, and work with children who want to go to college.

Why Are Charter Schools So Popular?

- **Educational quality:** The primary reason for charter schools is to make sure every child has access to a quality education. With the freedom and choice to do so, charters set high standards and must meet them to remain a school. Traditional public schools remain no matter how they perform.
- **Focus on the Scholars:** Perhaps most important, a charter school is set up around the needs of children. The focus should always be on the children, and programs should be designed to help children succeed, no matter what it takes.
- **Safer, stronger communities:** Charter schools typically engage local businesses and other organizations to help provide resources and services to the school and its families. Many charter schools create a community hub, whether it is turning an inner-city ghetto into a bustling and safer neighborhood or bringing families in rural America together.

How Are Charter Schools Funded?

Charter schools in Oklahoma are public schools. Most charters are created by groups of educators, parents and community leaders. Some have been converted from existing public schools. A small number of charter schools were once private schools. Like district public schools, charters are funded according to enrollment (also called average daily attendance, or ADA), and receive funding from the district and the state according to the number of scholars attending. However, in a number of states, including Oklahoma, they do not receive the full equivalent of their district counterparts.

Unlike traditional district schools, most charter schools do not receive funding to cover the costs of securing a facility. “Conversion” charters (schools that convert to a charter) begin with established capital, namely the school and its facilities. A few states provide capital funding to start-up schools, and some are able to take over available unused district space, but most must rely on other independent means. Recent federal legislation provides funding to help charters with start-up costs, but the task remains imposing.

How Do Charter Schools Manage If They Are Under Funded?

“Necessity, the mother of invention,” is the inspiring innovation.

Facilities and Other Start-Up and Capital Costs

Many charter schools improvise by converting spaces such as rented retail facilities, former churches, lofts, and warehouses into the classroom, cafeteria, assembly, and gym space, supplemented by the local YMCA, the public library, and park. Once they are more established, they are able to acquire loans and move to a more suitable or permanent facility. State legislation and loan agencies are beginning to tackle this problem by providing start-up funding and providing charter schools with the information needed to obtain favorable loans. The same is true of capital needs beyond bricks and mortar. School founders have managed on an ad hoc basis with the help of private funds or alternative credit routes, and especially the sweat equity of enthusiastic volunteers, parents, and local professionals.

Operational Costs

Charter schools receive a portion of the state and district-operating funds generally based on scholar enrollment counts. The portion is determined by the state legislature, and, in some states, is negotiated in the charter contract. For example, a state’s charter legislation determines that a percentage or up to a percentage of operating funds follow the scholars. The actual acquisition of that funding, however, falls upon the charter school operators – sometimes no small task.

ASTECS supplements its budget through maintaining a number and variety of community partnerships and loyal contributors.

History of Charter Schools

The charter school movement has roots in a number of other reform ideas, from alternative schools to site-based management, magnet schools, public school choice, privatization, and community-parental empowerment. The term “charter” may have originated in the 1970s when New England educator, Ray Budde, suggested that small groups of teachers be given contracts or “charters” by their local school boards to explore new approaches. Albert Shanker, former president of the AFT, then publicized the idea, suggesting local boards could charter an entire school with union and teacher approval. In the late 1980s, Philadelphia started a number of schools-within-schools and called them “charters.” Some of them were schools of choice. The idea was further refined in Minnesota where charter schools were developed according to three basic values: opportunity, choice, and responsibility for results. In 1991, Minnesota passed the first charter school law, with California following suit in 1992. By 1995, 19 states had signed laws allowing for the creation of charter schools, and by 2003 that number increased to 40 states, including Puerto Rico, and the District of Columbia. Charter schools are one of the fastest-growing innovations in education policy, enjoying broad bipartisan support from governors, state legislators,

Oklahoma Charter Schools

*312 Charter schools with
more than 53,000 students
attending as of 2021*

and past and present secretaries of education. In his 1997 State of the Union Address, former President Clinton called for the creation of 3,000 charter schools by the year 2002. In 2002, President Bush called for \$200 million to support charter schools. His proposed budget called for another \$100 million for a new Credit Enhancement for Charter School Facilities Programs. Since 1994, the U. S. Department of Education has provided grants to support states' charter school efforts, starting with \$6 million in the fiscal year 1995.

Since the first charter school law was passed in Minnesota in 1991, nearly every state has approved charter schools as a choice for a free public education alternative.

- *Total number of charter school states: 44 states, the District of Columbia and Puerto Rico*
- *Total number of schools in operation: Nearly 7,500*
- *Total number of scholars enrolled: More than 3.3 million*
- *Total number of charter school teachers: at least 219,000*

*National Alliance for Public Charter Schools, 2018

The U.S. Department of Education strongly supports the charter school movement.

Charter School Benefits

According to the Oklahoma Charter Schools Act (Section 42.12) passed in 1999, the purpose of charter schools is to:

1. Improve scholar learning.
2. Increase learning opportunities for scholars.
3. Encourage the use of different and innovative teaching methods.
4. Provide additional academic choices for parents and scholars.
5. Require the measurement of scholar learning and create different and innovative forms of measuring scholar learning.
6. Establish new forms of accountability for schools.
7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

ASTEC Schools' Philosophy

We believe . . .

1. Future generations of young people will be the stewards of our community, nation, and world in increasingly uncertain and critical times.
2. The present and future well being of our society requires an educated, involved, and caring citizenry with good moral character.
3. The character and conduct of our youth reflect the character and conduct of society; therefore, we all have a responsibility to teach, model and promote the development of strong character and moral decision-making.
4. That Rigor, Relevance and Relationships are the three pillars of successful teaching.
5. Quality performance must be expected of all scholars, employees and community.
6. Technology is a basic element of education.
7. An educational environment must exist which supports respect for oneself and others.
8. Understanding and valuing human diversity enriches individuals and society.
9. Constant change creates the need for lifelong learning.
10. High achievement will evolve from high expectations.
11. Mastery Based Learning gives scholars, parents and other stakeholders the best information regarding a scholar's achievement.

Mission Statement

The Mission of the Advanced Science and Technology Education Charter (ASTECC) Schools is to be the leader in empowering and inspiring learners to their highest potential.

Vision Statement

The Vision of ASTECC is to have learners interacting in a classroom that focuses on the Core Values of Content, Character, Competency and Community. Content and instruction is research-based and integrates math, science and technology into a liberal arts curriculum. Each teacher uses an experiential teaching model that crosses subject matter boundaries. Teachers and scholars explore the relevance of the material through classroom simulations.

The Character traits of Integrity, Compassion, Passion and Responsibility are essential elements for successful living. These traits are modeled by all employees and are recognized and rewarded when achieved by learners. The Competency skills of Teamwork, Communication and Critical/Creative Thinking are embedded in the experiential teaching model of ASTECC. The value of Community expresses itself when the scholars see their place and value in the unique communities of school, home, neighborhood, city, state, nation and world. The idea presented is that good citizenship in all these areas is essential for a safe world.

Governance

**Note: The information in this section was obtained directly from Fisher Howe at the National Center for Nonprofit Boards in Washington, D. C.*

The Board of Directors is responsible; the CEO assists.

- Chief Executive Officer - the Board of Directors selects, compensates, evaluates, delegates all management responsibilities, and if necessary, dismisses the CEO.
- Mission - the Board of Directors defines the organization's mission – its purposes, programs, priorities – and its vision – achieved through periodic strategic planning.
- Finances - the Board of Directors assures financial responsibility and accountability by:
 - Approving the BUDGET, and overseeing adherence
 - Contracting for and approving an annual independent AUDIT
 - Controlling INVESTMENTS of capital funds
- Program Oversight and Support - the Board of Directors oversees (not manages) and evaluates programs; supports the staff; and acts as an advocate in the community.
- Fundraising - the Board of Directors contributes personally, on an annual basis, as well as assists in raising money for the benefit of the school.
- Board of Directors' Performance - Directors ensure the fulfillment of the aforementioned responsibilities, and maintain their own effectiveness through a strong organization.

Board of Directors Meeting Schedule

The ASTEC Board of Directors meets in the Central Office Conference Room on the 4th Monday of July, September, November, January, March and May at 5:45 p.m. The November meeting is the third Monday of the month. Board committees meet informally with designated staff in the months between board meetings. Additional meetings are scheduled as needed at the discretion of the Board Chair. Please note that dates and times are subject to change. Meetings are posted on our website and on the exterior doors of each school site, and are filed with the Oklahoma County Clerk. The exterior door to the Central Office is unlocked. However, interior access to the Board Room is locked for security purposes. If you wish to attend a meeting, simply ring the bell in the lobby and someone will take you to the conference room.

All meetings are open to the public. Oklahoma law permits the Board of Directors to go into a closed session when certain confidential topics are discussed. Closed sessions may occur for such things as discussing prospective gifts or donations, real property acquisition, legal issues and issues that may violate the privacy of an individual or group.

Guests wishing to speak on non-personnel matters must read the ASTEC “Rules of Engagement” document when they sign up in advance through the Central Office.

Roles & Responsibilities

**Note: The information in this section was obtained directly from Fisher Howe at the National Center for Nonprofit Boards in Washington, D.C.*

ASTEC’s management philosophy is based on the same principles as all our programs. We strive toward Covey’s “Principle Centered Leadership.” Our decisions must always be “principle-centered.” We strive to set our compasses on “true North.” Our “true North” includes our mission, vision, goals, and objectives. We strive to model the behaviors we expect of our scholars and participants.

Content: We are all responsible to continue to learn and grow in our position, remaining current in our fields of expertise.

Competency: All employees should be leaders who focus on **teamwork, communication, critical thinking and creative thinking.**

Character: We should each strive to practice **integrity, compassion, passion and responsibility** in our interactions with one another.

Community: Our leadership team values service and leadership as we build a community of committed employees.

The three ASTEC Schools’ sites operate with a common Central Office and executive administrative staff. The employees from all sites are expected to work together as a team along with administration to make decisions that are not biased toward any one site. The CEO is responsible for ensuring that the vision of the school is reflected in its curriculum and instruction, and in its expectations of employees and scholars and to oversee the school finances.

The Chief Executive Officer is responsible for:

- Investments • Vision and Direction of the School • Procurement • Budgets • Community Partners • Special Projects
- Fundraising/Development • Professional Development • Marketing and Media • Non-voting member of the school’s foundation, The Fund • Oversight of Curriculum and Instruction

The Superintendent is responsible for:

- Human Resources • Finance Office • Budgets • Headmasters • Facilities • Child Nutrition Services
- School Discipline and Safety • Asset Management • Community Relations • Instructional Technology

Elementary Headmaster is responsible for the elementary school:

- All Elementary Faculty and Staff • Discipline Oversight • Curriculum and Instruction

Middle and High School Headmaster is responsible for:

- Faculty • School Secretaries • Discipline Oversight • School Support Staff • Deans of Instruction

The Dean of Students is responsible for:

- Student Discipline and Attendance • Athletics and Activities Director

The Dean of Student Success is responsible for:

- Assistant Counselors • Testing Coordination • Student Opportunities • Special Education • Gifted Education
- Counselors

The Deans of Instruction are responsible for:

- Instructional Strategy Implementation • Coaching of Teachers at their site

The Facilities and Public Safety Director is responsible for:

- Maintenance • Safety • Construction • Janitorial • Transportation • Asset Management • Technology

The HR Director is responsible for:

- Benefits management • Attendance Tracking • Contract Preparation • Payroll • Personnel Reporting • Hospitality
- On-boarding and Off-boarding

The Communications Director is responsible for:

- Social Media • Branding Oversight • Collateral Materials • Website • Graphic Arts

The IT Director is responsible for:

- Management of all IT related items • Computer Tracking • Inventory Damage Control • Help Desk
- Technology Vendor Liaison

Employee Designations (Some employees may be designated in more than one category)

- “**Executive Leadership**” team refers to the CEO, Superintendent, and Headmasters
- “**School Leadership**” team refers to the CEO, Superintendent, Headmaster, Deans, IT Director, and the Facilities and Public Safety Director.
- “**Central Office Staff**” refers to those who work in the Central Office and operations’ personnel. This includes the CEO, Superintendent, Facilities and Public Safety Director, Communications Director, Programs Officer, Central Office Secretary/Receptionist, Encumbrance/Activity Fund Clerk, and Human Resources Director.
- “**Faculty**” refers to Teachers, Guest Teacher Coordinator and Counselors.
- “**Professional Staff**” refers to the Human Resources Director, IT Director, the Communications Director, Programs Officer, and the Encumbrance/Activities Clerk.
- “**Support Staff**” refers to the Secretaries, Maintenance, Teaching Assistants, and Child Nutrition Coordinator.
- “**Assistants**” refer to the Teaching Assistants and the Title I Counselors’ Assistants.
- “**Contractors**” refer to individuals who work part-time, but are not officially ASTEC employees.

General Information

Parent and Emergency Contact Information

It is important for parents to notify the office any time there is a change of address, email or phone number for home or office or if your emergency contact changes. This is necessary to keep enrollment information, contact numbers and check-out lists updated in the event of an illness or injury. Contact numbers and check-out lists should be updated as soon as the information is changed.

Arrival and Dismissal

Arrival

Students are allowed to arrive early for breakfast beginning at 7:35 a.m. and ending at 7:55 a.m. Students eating breakfast or arriving early will be supervised in the cafeteria by school personnel beginning at 7:35 a.m. All scholars wishing to eat breakfast will need to arrive by 7:35 a.m. to have time to go through the breakfast line and eat their breakfast and be in class

before the tardy bell rings at 8:00 a.m. All students not in their classroom by 8:00 a.m., will be counted tardy. Tardies are disruptive and also have an adverse effect on your child's educational progress. Any student arriving late to school/ class will need to report to the office. There are no excused tardies. A student who arrives at school one (1) hour late or leaves school one (1) hour or more before the end of the school day (PK-5) will be given a half (½) day absence. A student who misses more than one half (½) day is counted absent. Three tardies equals one absence. Students must attend 90% of the school days in order to receive credit for the school year. Significant tardies could result in retention according to state attendance law.

Dismissal

Dismissal will begin at 3:00 p.m. Tuesday through Friday. Dismissal on Mondays will begin at 1:00 p.m. All scholars must be picked up by 3:25 p.m. Tuesday through Friday and no later than 1:25 p.m. on Mondays. Scholars that have repeatedly been picked up late may be referred back to their neighborhood school if it is deemed in the best interest of the student. The parents may also be referred to Child Protective Services.

Daycare buses and other forms of transportation: We will release your scholar to a daycare bus with your written permission. We will not place a student in an Uber, Taxi, City Bus, etc.

Admission & Enrollment of Resident Scholars

A scholar must reside in the attendance area of the Oklahoma City Public Schools to attend ASTEC Schools. Proof of residency is required. Real estate contracts, certified rental/lease agreements and current utility bills are accepted. All parents must provide two (2) different emergency telephone numbers at the time of enrollment.

A child will be placed in the grade that is certified on the transcript or academic record from an accredited middle/junior high, or high school presented at the time of enrollment. A scholar enrolled from non-accredited school and homeschooling is required to take qualifying tests.

Scholars cannot attend classes until they are officially enrolled. For a scholar to be officially enrolled, ASTEC must have the following on file:

- Proof of residence or legal transfer
- Proof of up-to-date immunization records
- Free and reduced lunch form
- ELL Home Language Survey
- E-rate Survey
- Updated Medical Form including Self-Administration of Medication form
- Scholar-signed "Acceptable Computer Use and Safety" policy
- Parent signed "Code of Conduct"
- Scholar signed "Code of Conduct"
- Activity fee paid or payment plan established
- Official school records
- Signed School-Parent Compact
- Transportation
- Library Card
- Chromebook Loan Agreement Form

Admission of Non-Resident Scholars

Provided space is available, and the scholar has not been suspended or voluntarily withdrawn for acts of violence or reckless disregard for others, ASTEC Schools may admit a non-resident scholar whose parents have acquired a signed, legal transfer from their district of residence.

Class Placement Changes

Parent Request Procedure: From time to time, parents request to move their child(ren) to a different classroom. Class changes

are not made arbitrarily. In an effort to agreeably resolve any concerns, several intervention strategies must take place before a class change will be granted. Every effort should be made to resolve problems at the lowest appropriate level. Classroom changes are rarely granted and are not granted so that a child may be in the same class as certain friends.

- Step #1** Parent(s) should have had an adequate number of contacts with the teacher and attempt to work together to resolve any difficulties.
- Step #2** If difficulties continue, the parent(s) should arrange a conference with the principal or counselor and teacher. During this conference a 30-Day Action Plan will be jointly developed and implemented.
- Step #3** After thirty (30) school days, the team will meet again to determine the effectiveness or outcome of the plan. The principal will make the final decision about classroom changes.

Administrative Procedure: Please be aware that an administrative change in classroom placement may occur at any time. In compliance with state law and district policies, classroom placement changes may occur any time a change in enrollment causes our student classroom numbers to greatly increase or decrease or as a result of classroom dynamics. In such an event, parents of affected students will be notified as changes occur.

3rd Grade Reading Promotion/Retention

Oklahoma Reading Sufficiency Act (70 O.S. 1210.508A-508E) and applicable rules adopted by the Oklahoma State Board of Education (210.15-27-1-2) govern certain retention of third grade students. Students who score at the Unsatisfactory or Limited Knowledge level on the Reading portion of the third grade state criterion referenced test(s) are subject to retention based on this law. A student may automatically be promoted to fourth grade if the student qualifies for a good cause exemption. Fourth Grade probationary promotion may also be determined by the Student Reading Proficiency Team. The District will comply with law and rules applicable to the Reading Sufficiency Act. Student Retention: State law allows a teacher to recommend that a student be retained at the present grade level. If a parent or guardian is dissatisfied with the recommendation, he/she may appeal the decision by complying with the district appeal process. The decision of the Board of Education shall be final.

Announcements

Announcements are made over the school intercom daily. If you wish to have an announcement made regarding school activities, see your child's teacher or activity sponsor at least 24 hours in advance of the announcement. The Headmaster must approve the content of announcements in advance.

Right of Assembly/Petition/Free Expression

Scholars have the right to assemble lawfully and present petitions to the school administration. In exercising their rights, scholars are expected to avoid interrupting the educational process or causing an unsafe environment for other scholars. The collection of signatures is permitted only before and after school.

If disruptive scholar demonstrations occur on school property and scholars refuse to leave, the Headmaster will take appropriate action that may include in-school detention or suspension. Scholars and parents are advised that participation in an unlawful assembly can lead to arrest. The right to freedom of expression is guaranteed, so long as it does not disrupt the educational process or infringe upon the rights of other scholars.

Moment of Silence/Pledge of Allegiance/Flag Salute/National Anthem

By Oklahoma State law, a "Moment of Silence and/or the Pledge of Allegiance to the United States Flag and/or the Oklahoma State Flag Salute may be observed during programs and assemblies throughout the school year. ASTEC plays the National Anthem each morning and at assemblies.

Scholars have the right to abstain from participation, but non-participating scholars MUST remain silent and respect the rights of others during the ceremony. Scholars who choose not to participate in the Pledge of Allegiance, moment of silence, Oklahoma Flag Salute and the National Anthem are requested to turn in a signed parent note to the Headmaster.

Speaking English

As a courtesy to faculty and staff, ASTEC scholars are to speak English while at school. Scholars may speak a language other than English when a request is made for assistance with language translations, or if it is being incorporated into classroom instruction. This is in no way meant to diminish the native language of the scholar, rather it is a courtesy to non-bilingual staff, and helps staff monitor student conversations for their appropriateness and possible safety and security concerns.

Scholar Care/Release

A request for the release of a scholar from school will be honored only to persons authorized to seek the scholar's release. Regardless of age, scholars are released only to the custodial parent/guardian, the non-custodial parent (with the written authorization of the custodial parent and the presentation of a certified copy of a legal document proving relationship to the scholar) or the custodial parent's designee. It is the responsibility of the custodial parent to notify the school of restrictions related to the release of a child, such as divorce decrees that limit or deny access to school information. The non-custodial parent is responsible for providing mailing information to the Headmaster. Whomever picks up the scholar will be required to show photo identification.

Reminder, if a student is picked up earlier than 2:00 p.m. they will be marked as absent for the second half of the school day. If you have dental or medical appointments, please plan to pick up your scholar before 2:30 p.m. or you will need to pick up during the regular dismissal time.

We will not dismiss students the last 20 minutes of the day. Parents arriving to pick up after 2:40 p.m. will have to wait until the dismissal bell.

We will only adjust regular pick up procedures when we have written permission from you even when a student tells us differently. We ask that you try to keep dismissal procedures consistent even on days you are off work or leave work early as it is confusing and can be frightening to our scholars not to know how they will go home each day.

Affidavit of Support/Change of Guardianship/Residence Verification

Adults serving as guardians for scholars at ASTEC Schools are required to show proof of guardianship with a certified court document, adoption papers, or transfer of guardianship through DHS or Social Security. Photo identification is required for both parties. Documentation such as a property deed, notarized rental/lease agreement or two (2) different utility bills are required for proof of property ownership. The same information is required for residence verification.

Sign-in/Out Procedure

Scholars who need to leave early for appointments (such as medical, dental, vision care, etc.) must be signed out by a parent/legal guardian. Scholars who arrive at school after the tardy bell rings must sign in at the front office and meet with the Headmaster.

For the safety of our scholars, we will not dismiss students during the last 20 minutes of the school day. Scholars who leave early or arrive late are counted absent for the time missed.

Telephone Messages

All school telephones are for school purposes and are not to be used to call friends or to gain permission to spend the night with others or make other social/personal arrangements. Personal calls are never allowed, except in cases of emergency. Messages will be delivered to scholars before dismissal. A scholar will not be called from class to take a phone call.

Phones/Cell Phones

A telephone in the office is available for students to use. Students must have a phone pass from their teacher before using the phone. Parents and students are asked to make after school plans before coming to school. Students may have a cell phone for emergency purposes, but may not have it out during school day.

Deliveries

Flowers and/or balloon arrangements, candy, cakes and other gifts will not be delivered to students and cannot go home on daycare buses. These deliveries should be made to student's homes.

Before & After School

Scholars are to vacate the school property within 20 minutes following dismissal and will need to be picked-up NO LATER than 3:25 p.m. Monday - Thursday. Scholars must be picked up on Fridays by 1:25 p.m.

- **K-5th grade** will attend school Tuesday - Friday 8:00 a.m. until 3:00 p.m. and Monday mornings 8:00 a.m. until 1:00 p.m. Students will need to be picked up on Monday no later than 1:00 p.m.
- **PreK** will attend school Tuesday - Friday.
 - AM PreK will attend on Tuesday - Friday from 8:00 a.m. - 11:00 a.m.
 - PM PreK will attend on Tuesday - Friday from 12:00 p.m. - 3:00 p.m.
 - AM and PM PreK sections will rotate attending in person and virtually every other Monday.
 - The teacher will provide the Monday schedule to the AM and PM sections.

The door to the school will be opened at 7:30 a.m. Scholars arriving before 7:30 a.m. will not be supervised. Scholars arriving at the school between 7:35 - 7:50 a.m. may eat breakfast. All scholars must be finished with their breakfast by 8:00 a.m. to begin their school day. Scholars arriving on the ASTEC Schools' campus will adhere to the ASTEC handbook guidelines from the time they arrive on campus until the time they leave.

Pick Up/Drop Off

PLEASE do not ask to have your scholar released early on a regular basis as a way to avoid waiting your turn in the driveline. This is disruptive to the scholars and secretaries and is unfair to other parents. Scholars released in this way will be counted absent for the periods in question.

Scholars must be picked up in the school parking lot at their assigned locations. Scholars may **NOT** walk to General Pershing or Villa to be picked up on the street.

As a matter of courtesy to the other scholars and their parents and local businesses, loud music should not be played while waiting in the driveline. In addition, Oklahoma City has a noise ordinance that restricts the playing of loud music. The Oklahoma City police monitor this whenever complaints are made concerning loud noise.

****ASTEC has timed the length of our drivelines. Other than the beginning of school when parents of new students are getting accustomed to the process, the drivelines take approximately 30 minutes from beginning to end if all parents follow the driveline procedures.****

Directions for Driveline and Pick Up

ASTEC has timed the length of our drivelines. Other than the beginning of school when parents of new students are getting accustomed to the process, the drivelines take approximately 30 minutes from beginning to end.

Please place the number card on your passenger visor and lower your visor to make your number visible. Your child's number will be called to prepare the teacher and scholar to be ready for your arrival at the designated pick up area. Scholars will remain in their classroom until their driveline number has been entered into our system. Please remind your children when

their teacher releases them to quickly come to the front of the school and we will direct them to their car. Drivers, please watch out for scholars and be patient, for the safety of all students and staff.

Consequences of Inadequate Grades, Low Test Scores or Poor Attendance

Scholars who are behind in mastering the standards for their grade level or who have low test scores will be required to attend intervention, do extra assignments at home and/or attend Saturday School. During these times, students will study and work on the specific content on which they have not progressed and learned at an adequate level. This is a requirement of attending ASTEC Schools. If your child chooses not to attend the necessary program(s) provided to ensure their success, they will be referred back to their home school.

Any elementary scholar that does not meet the state law for attendance (90% of the school year), will be required to attend summer school at a cost of \$150 per core course, per student.

Any scholar whose academic performance in a core curriculum class is determined to be below acceptable standards may also be moved to a remediation/tutorial. Performance on the previous year's state test, current benchmark tests, class work, and attendance are determining factors in academic performance.

ASTEC Schools' Uniform Policy

The purpose of the ASTEC Schools' Uniform Policy is to encourage and support the learning environment of our school and to develop responsible scholars. The ASTEC Board of Directors, administration, and faculty reserves the right to make good faith interpretations of this policy and to address and resolve any issues that may not be specifically listed. The uniform is a dressy-casual, TAILORED look. Scholars and teachers are highly encouraged to wear masks while in the presence of others.

Decisions will be made with this standard and intent in mind.

“Professional Uniform” *(May be worn any day, including Friday)*

- Solid white long sleeve Oxford style shirt (see clothing details)
- Solid black blazer
- Khaki pants, or skirt (see clothing details)
- Solid black dress shoes and black socks
- Solid black leather belt w/simple buckle
- Solid black tie (optional)

“Standard Uniform” Elementary School *(Monday - Friday)*

- Solid black polo shirt with ASTEC patch
- Khaki pants, shorts, skirt or dress jumper

Note: Younger scholars will need to bring an extra set of clothing in their backpack in case of accidents or spills. Field Trip attire, unless given written permission, will be the standard uniform.

Outerwear *(Monday - Friday)*

- Jackets may not be worn zipped up while in the building.
- Sweaters must have an ASTEC patch on the left side.
- Outerwear may not have a hood, may not be oversized, and no longer than slightly below the waist.
- Solid black sweater or jacket only may be worn in the school building.
- Heavy outer coats must be placed in the student's cubby once they enter their classrooms. No heavy coats may be worn inside the school building.

Clothing Details

- Clothing must fit properly. Oversized clothing of any kind is NOT permitted.
- Frayed hems or holes in clothes are not allowed.
- Scholars may not wear tight or low-cut shirts or tight pants.

Additional information may be posted at www.astec-k12.com or distributed throughout the school year.

Tops

- Only solid white undershirts or solid black undershirts may be worn.
- HOODIES are NOT allowed at school. Mock hoodies (sweatshirts that have a partial hood around the neck) are NOT allowed at school.
- The ASTEC patch must be sewn or “ironed on” and must be straight. (Patch may not be stapled, glued or pinned on the shirt.)
- Shirts are to be tucked in (without blousing), with the belt visible.
- Jackets may not be worn zipped up while in the building.

Bottoms

- SKINNY PANTS ARE NOT ALLOWED
- Khaki pants, shorts, skirts or dress jumper only.
- May not be tight.
- Pants must be hemmed and strike the top of the shoe in the front and fall no lower than the top of the heel in the back - not touching the ground.
- Joggers (pants with elastic around the ankles) are NOT allowed.
- Pants are to be worn at the natural waist and cannot sag.
- Pants may not be worn tucked into shoes/boots.

Accessories

- Solid white or black socks must be worn.
- Girls may wear plain black or beige hose with skirts, dresses (Note: When standing up, the length of the dress/skirt, shall be no more than one hand-width above the knee)
- Scholars may wear solid black scarves. No other scarves are allowed.
- A solid plain brown or black belt, with a plain buckle, is to be worn at all times.
- Purses (3rd-5th) may only be brought to school as needed. Purses must be compact in size, NO BIG PURSES.
- Backpacks on wheels are NOT permitted.
- Shoes must be ABSENT of any other color or colored symbols.
- Shoes may NOT have wheels or heels larger than ¼”
- Shoes must be solid black. PK-2 students may also wear solid white shoes if they are unable to find solid black shoes in their size.
- Shoestrings must be the SAME color as the shoes with which they are worn.
- Only SOLID black, white, or gold/yellow hair ties, bows or clips are allowed (ties and clips featuring more than one of these colors are not appropriate, oversized hair ornaments are not allowed).

Scholar Appearance Details

- One pair of earrings, no larger than ¼” may be worn.
- Nose, eyebrow, tongue and other visible piercings are not allowed.
- No bracelets, including rubber bracelets (unless ASTEC approved).
- Prescribed medical bracelets may be worn.
- One necklace may be worn, but it must not be visible.
- Only one simple ring per scholar can be worn, such as a class ring or a purity ring.
- Hair must be well groomed and worn away from the eyes.
- Distracting, unconventional, non-professional haircuts or hairstyles are prohibited.
- Shaving designs into the hair is prohibited. A line shaved into a boy’s hair that is perceived as a natural part is allowed.
- Shaving lines in eyebrows is NOT permitted.
- Hair must be the scholar’s natural color (i.e. multi-colored hair is not accepted).
- Nail polish must be a soft tone or a natural color (not dark, bright, garish, or glittery). Designs are not allowed.
- As a matter of safety, fingernails may not exceed ½” and must be shaped with ONLY rounded edges.
- There must be no visible tattoos, ink drawings, etc. Temporary tattoos may NOT be worn during the school day.
- Makeup is not allowed for our elementary scholars.

Please Note: Scholars unable to procure uniforms (in whole or in part) should contact a school secretary, the Headmaster, or a trusted faculty member.

Uniform Vendors

- Fashion Sports & Uniform - 1300 NW 23rd St. & N. Classen, OKC, OK (405) 524-9990
- Walls - 4011 SW 29th, Del City, OK (405) 672-4438
- Purchases may be made at Target or Walmart, but must comply with the official uniform guidelines.

Special Event Dress

On occasion, ASTEC scholars have the privilege of dressing for a special event. For example, on book character day, scholars may dress as their book character if participating in the book character parade. Other special events, such as banquets, and graduation ceremonies, also call for special dress.

Scholar Name Tag/ID Badges

- Will be issued by ASTEC Schools, and are considered to be the property of ASTEC Schools.
- Are considered to be part of the daily uniform.
- Cost \$15.00 to replace if lost or damaged/defaced.
- Serve as the scholar's meal ticket.
- Shall be worn at **ALL TIMES** at school, except during physical education class, with the picture facing forward.
- Must be worn on all school trips and at all school events.
- May not be defaced in any way, including the addition of stickers or writing on the front or back of the name badge.
- Defaced badges will have to be immediately replaced at the scholar's expense and disciplinary measure as determined by the Headmaster may be applied.

Computer Bags and Backpacks

When Chromebooks are issued to take home as needed for virtual learning, Chromebooks are to be stored in their carrying cases for transporting to and from school. To avoid scratches, **other items should not be placed in the case next to the Chromebook.**

While backpacks are not required for elementary, scholars may carry clear backpacks on campus if they choose. Scholar backpacks may not feature stickers and/or markings nor may they contain materials that obstruct their contents from view. Scholar backpacks may only have black trim. No other trim color will be allowed. Further, scholar backpacks must NOT feature ROLLERS, and they must fit in the student's classroom cubby during class.

Clear messenger style bags with black trim are allowed. The messenger style bag must be clear with black trim only; no other colors may be present.

Instruments

Students bringing instruments for after school music programs will need to bring their instruments to the office to be picked up at the end of the school day.

Soiled Clothing

Teachers cannot be expected to nor do they have the resources to change soiled clothing. PK and K students are encouraged to provide an extra set of clothing for wetting accidents and will be allowed to change themselves. A parent or guardian will be called to come to the school to change soiled clothing.

Recess

Outdoor recess allows children to get fresh air, provides an opportunity for children to engage in moderate to vigorous physical activity, and gives students more activity options than most indoor spaces. Outdoor recess is an important part of

a child's school day and schools are highly encouraged to provide students with the opportunity to play outside whenever possible. We will use the following guidelines provided by the district to determine whether recess is held indoors or outdoors each day.

Cold Weather Guidelines

- Above 32 degrees without wind chill. (recess should be held outdoors) but students should have appropriate outdoor attire to stay warm and dry during recess.
- Below 32 degrees with or without wind chill (recess should be held indoors)

Warm Weather Guidelines

- Heat index at 95 degrees or below (recess should be held outdoors)
- When the heat index is above 85 degrees - students should participate only in light to moderate physical activity.
- The playground equipment and surfaces should be checked prior to recess (slides, and other playground equipment could get very hot and burn students)
- Water access: Students should have access to water before and/or after recess. Additionally, students who show any signs of heat exhaustion or a heat-related illness (heavy sweating, weakness, muscle cramps, nausea, weak pulse, clammy skin, etc.) should be provided with immediate access to water
- Heat index above 95 degrees (recess should be held indoors)

Breakfast & Lunch

A scholar may choose to bring his/her own breakfast and/or lunch or participate in the hot breakfast/lunch program. Soft drinks and drinks with sugar are not allowed in the school or dining areas at any time. Energy drinks are not permitted on the school premises. Scholars are not allowed to have soft drinks, chips or similar non-nutritional foods in the cafeteria or at school.

Scholars are to remain seated during mealtime. No food may be taken from the classroom after the breakfast or lunch period. **Breakfast is served from 7:30 a.m. to 7:50 a.m. only.** Scholars must be finished eating by 8:00 a.m.

Scholars must prepay lunches by the week, month or year. These payments should be made to the site secretary between the times of 7:45 a.m. and 8:00 a.m. only. **Scholars with outstanding balances will have up to three days to bring their account current if not, parents will be called to bring the scholar a lunch.**

Only cash and/or checks are accepted. Please make checks payable to: ASTEC Schools. There will be a \$20.00 fee for all returned checks. Preliminary meal prices are as follows.

<i>Scholars Full Pricing</i>	<i>Scholars Reduced Pricing</i>	<i>All Adults - Daily Pricing</i>
Breakfast - \$2.05	Breakfast - \$0.35	Breakfast - \$3.80
Lunch - \$3.30	Lunch - \$0.45	Lunch - \$5.05

Confidential free and reduced meals qualification forms are given to all families and are encouraged to apply for free or reduced-price meals (based on your income), even if you don't think that you will qualify.

***Failure to Pay for Meals/Charge Policy**

ASTEC Schools is not required to provide meals if payment is not made for the CURRENT day's meal or if funds in a student's account are not sufficient to cover the cost of the meal. ASTEC will not deny a meal to a student who brings money to school for that day's meal, even though the student may have previous charges. The money brought for the day will not be used for previous charges. After the second "charge," parents will be notified to bring a lunch for their child. **Note: This only pertains to paying students.*

Family households may fill out an application for free and reduced-price school meals at any time during the current school

year. If a family wishes to not complete an application or if the family does not qualify for meal benefits after completing the application, ASTEC is not obligated to continue providing meals without receiving payment.

All students must end the current school year with a zero balance in their food service accounts.

Refunding Unused Prepayments for Meals

Any prepayments left at the end of the school year may be repaid to the family, if requested. If a request is not made all prepayments will be put into the student's account for the next school year. If a student leaves the school district without requesting a refund, any money will be used as a donation to the Child Nutrition Program (CNP). If the amount is more than \$25, the money will be forwarded to the last known address of the student. If the envelope is returned unopened, the money will be treated as a donation to the CNP.

Lunch from Home

As part of HealthCorps schools, fast food is NOT permitted in the cafeteria. Please encourage your scholar to refrain from sharing any food with other scholars as they may have potential food allergies. Sending soda pop drinks, candy or chips with your scholar's lunch is prohibited.

Lunch Schedule

The following schedule will be in place after the guidelines allow students to be served in the cafeteria instead of the classroom.

- Kindergarten/1st grade 11:00 a.m. - 11:30 a.m.
- 2nd grade/3rd grade 11:30 a.m. - 12:00 p.m.
- 4th grade/5th grade 12:00 p.m. - 12:30 p.m.

If we are required to follow any COVID-19 protocols, students will eat in their classrooms each day. Breakfast will be available beginning at 7:30 a.m.

Birthday Policy

You may bring special pencils or store bought (only) cookies or cupcakes to share with your scholar's classmates to celebrate your child's birthday. Refrain from purchasing items with nuts as some of the classmates may have food allergies. These will be delivered to the classroom by school personnel at 2:55 p.m. to be shared with the scholars at the end of the day. No drinks or goodie bags are allowed.

Birthday/Personal Party Invitations

Birthday/Personal party invitations cannot be distributed at school, nor can class lists be provided by the school.

School Closings

ASTEC Schools may have occasion to close its facilities or cancel evening events during inclement weather. During inclement weather, scholars and parents may refer to a favorite radio or television station (or their websites) for closing or delay of class information. In addition, announcements are sent to families through SchoolMessenger (an automated phone call) as soon as possible after a closing or delay-of-class decision is made. Families may also check the ASTEC Facebook page or website.

ASTEC regularly conducts the required drills for intruders, lockdown, fire and tornado. During inclement weather, ASTEC's leadership monitors the weather closely. There may be times that school is dismissed early to allow time for scholars and employees to get home safely before a major storm. Parents will be notified through SchoolMessenger in that case.

It is important to note, ASTEC does NOT follow the Oklahoma City Public Schools' closing policy. Please do not assume that ASTEC is closed when OKCPS is closed.

In the event of a school closing, for any reason, make-up days must be made up by adding time to the school day or at the end of the school year. These make-up days may be in the form of distance learning during inclement weather.

ASTECC, Inc., assumes no responsibility for the actions of scholars before or after school hours.

Scholar Records and FERPA

ASTECC does not print a Student Directory and will not provide scholar information to a third party unless a parent or guardian has given written consent.

Upon request, the official records of a scholar may be inspected or reviewed by the scholar's parent. Additionally, parents of eligible scholars have the right to request amendment of educational records to ensure that the records are not inaccurate, misleading, or in violation of the scholar's privacy or other rights; to consent to disclose education records, except where consent is not required to authorize disclosure; and, to file a complaint regarding noncompliance with the U.S. Department of Education. To obtain a copy of the policy, please contact the Headmaster.

ASTECC Schools fully complies with the Family Education Rights and Privacy Act of 1974 (FERPA 34 CFR 99.22). With an appointment, records may be inspected at the elementary school between 8:00 a.m. and 3:00 p.m., Monday through Friday. Complaints may be filed in the Central Office.

Lost & Found

All articles found in or around the school should immediately be turned in to the nearest school office's lost and found. Owners may claim their property in the school offices. Items left in lost and found must be claimed by the last day of each semester. Unclaimed items will be donated to charity. **Each scholar is asked to write his/her name on all personal items. The school will not be responsible for any lost or stolen articles.**

Money

Scholars should not bring money to school unless it is to pay for their lunches or breakfast. This should be done first thing in the morning. Parents may pay the secretary and she will provide you with a receipt.

Toys/Nuisance Items

Students shall not bring toys, trading cards, laser pointers, gadgets, electronic games or any other items to school that would cause a disruption of the instructional process. Teachers will confiscate items and parents may reclaim them in the principal's office. No toy/water or play guns or play knives are EVER allowed at school.

Pets

Many pets are not comfortable around large numbers of children and therefore have unpredictable actions. For student safety, no animals or pets should be brought to school.

Playground

All elementary students will be sent outside for play periods (recess) unless they have been sick and have permission to stay inside. Parents are requested to dress children for cold weather. (Children will not be sent outside when it is raining or extremely cold.)

- Students are expected to remain in the designated playground area at all times.
- Students should not throw objects that might injure others or participate in any activity that is dangerous.
- Students will not be allowed to take food or drink to the playground.
- No items allowed in student's mouths while on the playground.
- In the event of inclement weather, recess will be held in a designated area inside the building.
- Non-scholar visitors are not allowed on the playground during school hours including parents and siblings.

During school hours, the playground is designated for ASTEC scholars ONLY. Siblings and other visitors including parents and guardians are not allowed on the equipment or on the playground during school hours. Recess during the school year will follow CDC guidelines.

Withdrawal from School and Request for Records

A twenty-four (24) hour notice is required prior to withdrawing a scholar in order to move to a new school. The notice allows sufficient time for scholars to return school materials and clear outstanding financial obligations. Parents will receive a copy of their child's withdrawal form to supply to the new school for enrollment purposes. Scholars must remain in school until the withdrawal form is signed and returned to the parent/guardian. These absences will count toward their overall attendance.

Official scholar records will be released to receiving schools within 72 business hours of receipt (by the appropriate school office) of an official request for records.

In-School Detention

Scholars may be assigned In-School Detention (ISD) for various reasons. Should a scholar be assigned ISD, he/she will be made aware of the time they will spend there and the reason for being assigned ISD. All situations are handled on a case by-case basis. Students are to report directly to ISD when they are assigned.

Scholars assigned In-School Detention (ISD) will adhere to the following procedures:

- If a scholar has a question or a need, he/she must raise his/her hand.
- Scholars may not stand up or move around the room.
- No leaning over on the desk or back in the chair.
- Scholars must provide their own paper and writing instrument.
- No food or water except during the designated lunch time(s).
- During their lunch time, Soft drinks and other sugary drinks, chips and other junk food are not allowed in sack lunches.
- No restroom breaks except during group/organized breaks. If you choose to use the restroom at another time, a day may be added.
- No distracting other scholars in ISD or office staff including talking, loud noises, looking around, laughing, etc.
- All scholars are responsible for keeping their assigned area clean throughout the day.
- A violation of any of these rules may result in automatic extension of time in ISD.

Scholar Activity Charge

An activity charge is assessed to each scholar in order to fund special activities and events. It helps cover expenses associated with the costs of field trips, parties, special meals, additional staffing for activities, transportation costs, decorations, games, and/or other items that benefit all scholars. This fee can be paid early at a substantial discount, but the fee is due on or before the first day of school. Enrollment is not considered complete until this fee is paid.

These monies follow each class from year-to-year and accrue for their use through their senior year.

Parents experiencing hardship may make payment arrangements and/or request a fee waiver or reduction. There are a limited number of such waivers and reductions available.

School Safety

ASTECC has developed and promoted a comprehensive program to ensure the safety of its employees, scholars, and visitors. In addition, ASTEC utilizes a Safe Schools Committee composed of employees, parents, and scholars.

Introduction to the Department of Public Safety

ASTECC Charter Schools Department of Public Safety (DPS) employs one state-certified peace officer and is available 24 hours a day - 365 days a year, which provides the ASTEC community with around-the-clock service and protection. ASTEC DPS patrols both campuses on a regular basis. ASTEC scholars, faculty, staff, and visitors should report any suspicious activity to ASTEC DPS.

The department performs annual evaluations on policy and procedures, as well as emergency management plans. A threat assessment is performed annually as well to ensure the campuses are prepared for any critical incident, natural or man-made. Incident reports are kept in the Department of Public Safety office and are available for review Monday-Friday 8 a.m. – 4 p.m.

The Mission of ASTEC Charter Schools Department of Public Safety

The mission of each member of the ASTEC Charter Schools Public Safety Department is to work in partnership with faculty, staff, and students to affirmatively promote, preserve and provide a secure environment with a commitment to integrity, respect, fairness, and service.

Allowing Unauthorized Entrance

Scholars are not to open an official entrance/exit door to any individual who is not a current ASTEC scholar or current school personnel for any reason.

Scholars are not to open the student entrance doors for another scholar who is late to school, unless directed to do so by school personnel.

Cameras

All employees, guests, scholars and visitors should be aware that our monitoring system uses primarily video surveillance in the halls, common areas and facility access points, for a multitude of purposes. Both video and audio are utilized in the classrooms, for security purposes and as a professional development tool for our teachers. Through these monitoring capabilities, the Dean of Instruction, the Headmaster, the Superintendent and teacher peers provide coaching and guidance to improve instruction.

Safety Awareness

Safety awareness and the prevention of accidents are important goals at ASTEC Schools. Scholars are expected to obey the following safety guidelines:

- Scholars should start for school early enough to arrive at 7:55 a.m. or earlier.
- Scholars should walk on sidewalks. (If no sidewalk is available, scholars should walk on the left side of the road facing oncoming traffic.)
- Scholars should cross only at intersections with crossing guards, stop signs or traffic signals.
- Scholars should not approach or enter strange automobiles, and invitations to do so should be reported immediately at home and/or at school.
- Scholars must remain inside the mall while school is in session.
- Scholars must not attempt to run or walk across busy thoroughfares or through the school driveline.

ASTECC Schools conducts eleven drills per year for the unlikely, yet possible events of fire, tornado or an unwanted intruder or bomb threat. All school personnel and scholars must participate. Records of each drill are kept in the Central Office and submitted to the Oklahoma State Department of Education and the Department of Homeland Security.

Fire and Tornado Procedures

Instructions for evacuating the building are posted in each classroom. State law requires a fire drill be held within the first two weeks of school.

Scholars: Make it a point to read these instructions in each of your classrooms so that when it becomes necessary, you will know where you are to exit.

False alarms are illegal, serious, and dangerous. Any person caught activating a false alarm will be dealt with severely. Penalties may include possible arrest, fines and expulsion.

Release of Scholars during Drills or Actual Emergencies

Scholar safety is a priority at ASTEC, therefore, scholars **will not be released** to anyone or allowed to leave the school during a drill or an actual emergency, including lock-downs, fire and/or tornado drills.

ASTEC regularly conducts the required drills for intruders, lockdown, fire and tornado. During inclement weather, school leadership monitors the conditions closely. There may be times that school is dismissed early to allow enough time for scholars and employees to get home before a major storm. Parents will be notified through SchoolMessenger in that case.

If the weather service has issued a weather watch, we will release scholars to adults on the approved release list. However, for the safety of all scholars, staff and parents, if we are under a weather warning, no scholar will be allowed to leave the campus or school activity. Parents are welcome to join their scholars on campus if they so choose. If a weather warning has been issued, after school events will be canceled.

Lockdown Drills

ASTEC conducts a minimum of two school-wide lockdown drills each year. Scholars and employees rehearse safety procedures in the unlikely event of an intruder entering the school. As with all drills, scholars are expected to treat these drills seriously as failure to do so could jeopardize lives should there ever be an actual event. (See Appendix for safety drills).

Safe School Committee

Title 70 O.S. § 24-100, Section 487A, of the School Laws of Oklahoma 2005 states that because of the growing concern of threats of violence in our children's schools, it is the intent of the legislature that local schools and families work together to address this rising problem by developing safe school committees at each public school site no later than October 1, 1996, and every year thereafter. These Safe School Committees are to be composed of at least six (6) members. The ASTEC Safe Schools Committee will meet monthly, immediately after school.

The Safe School Committee shall be composed of an equal number of teachers, parents of the children affected and scholars. The Safe School Committee shall study and make recommendations to the ASTEC leadership team regarding: unsafe conditions, possible strategies for scholars to avoid harm at school, scholar victimization, crime prevention, school violence, and other issues which prohibit the maintenance of a safe school.

For schools to be safe places, safety in communities and in families must be addressed. Schools are not inherently unsafe. Rather, schools are places where large numbers of young people congregate for learning and socializing, and where they may exhibit and seek solutions for problems that they bring to school from their homes and communities. For this reason, ASTEC continually monitors the following areas to seek ways to improve the safety and health of our scholars:

- Safe school plan development, implementation, and evaluation
- School safety strategies
- Safe school policies
- Legal aspects of safe school planning
- Needs assessment of school safety issues
- Guidelines for crisis prevention

Parents and students who serve on the committee will be reminded of Safe School meetings in the weekly newsletter. If you are interested in serving on the Safe School Committee, please contact the Public Safety Director. Any parent may serve on the committee.

Please Note: Senate Bill 1627, signed by Governor Henry on May 20, 2004, allows a public school to combine the Healthy and Fit School Advisory Committee with its Safe School Committee.

Bus Safety

School bus drivers have the same authority as teachers and have control over school children while on the bus. The driver will maintain order and discipline among the children on and off the bus, will treat all children in a civil manner, will see that no child is mistreated while in his/her charge, and will put the care and safety of the children first.

Riding the school bus is a privilege. Improper conduct on buses or at bus stops could result in the privilege being revoked. Bus safety rules are listed below.

- Scholars are to be waiting at the designated boarding area when the bus arrives.
- Each scholar will be seated immediately upon entering the bus.
- No scholars will stand or move from place to place during the trip.
- Indecent conduct, including boisterous or profane language will not be tolerated.
- Scholars will not be allowed to tease others or use their hands, feet, or body in any objectionable manner including tripping, wrestling, or hitting.
- No windows or doors will be opened or closed except by permission of the bus driver.
- No scholars will enter or leave the bus until it has come to a full stop, and the driver has opened the door.
- Should a problem arise with a scholar, the driver will make every attempt to resolve it himself/herself. If further help is needed, the driver will then contact the Headmaster.
- Upon recommendation of the bus driver, school authorities may deny bus privileges to any scholar who refuses to conduct himself/herself in an appropriate manner.
- Unsafe or improper conduct at a bus stop may also lead to suspension of riding privileges.
- Each scholar riding an ASTEC bus will be required to participate in emergency evacuation drills during the first week of each semester.

Wellness Committee

ASTEC has a wellness committee made up of faculty, staff, administrators, parents and scholars that meets throughout the year to review and update the ASTEC Wellness Plan. Parents or scholars wishing to serve on this committee should contact the Headmaster.

ASTEC is one of Dr. Mehmet Oz's HealthCorps Schools and is an Oklahoma Certified Healthy School. As such, ASTEC is committed to providing and allowing healthy alternatives to junk foods or other unhealthy options.

Administering Medication to Scholars

Upon parental request, school employees, following strict procedural care, may dispense prescription medicine to scholars. The Dean of Students and designees are authorized to dispense medicine according to the written direction of a physician. A completed medicine dispensation form must be completed and signed by a doctor before ASTEC Schools will dispense prescription drugs. The Dean of Students or designee may dispense other parent-approved, over-the-counter medication, such as Tylenol. All medication given will be documented.

No herbal medicine or essential oils will be administered to scholars by school personnel.

***Medicinal Marijuana**

Scholars using medicinal marijuana products for health reasons must:

- Have a valid medical recommendation from a licensed physician and an authorized card;
- Use only non-smokable marijuana products administered in the administrative offices;
- Allow only parents, legal guardians or primary caregivers to administer the substance; and,
- Students cannot be punished for approved medical marijuana use on school grounds.

*This will be the policy for ASTEC students unless the Oklahoma State Department of Education advises us otherwise.

Medication

Scholars who need to self-administer medication may do so if authorized in writing by the parent and physician. The Consent for Self Administration and Release of Liability form must be completed and on file with the site secretary, in order for a child to carry medication on their person.

Scholars who need to take medication while at school must have:

- A Consent for Self Administration and Release of Liability form signed by the parent and physician.
- All medication must be in the original container, labeled with the scholar's name, grade and dosage instructions.

All medication must be stored in a locked area and administered in school offices, under staff supervision. This includes all over-the-counter medications. Logs are to be kept in the office regarding medication administration.

Vision & Hearing Screening

Students are routinely screened during elementary school years for vision and hearing.

Emergency Care

Parents are required to provide two (2) emergency telephone numbers in case a scholar becomes ill or has an accident at school. Designated school personnel will provide first aid and attempt to notify the parent/guardian as soon as possible.

If ASTEC Schools cannot reach the parent/guardian in an extreme emergency, EMSA or other emergency medical services may be called. Emergency patients cannot be refused care for inability to pay. There is no charge for EMSA to assess your child; EMSA can come on-site to assess the situation and not transport the child. If the child is transported, the expense for transportation and any other emergency services will be the responsibility of the parent/guardian.

NOTE: It is critical for parents to update any changes to emergency numbers with ASTEC administration.

Accidents

Any accident that occurs in the school building, on the school grounds, or at events sponsored by the school must be reported immediately to the Administrator in charge, who in turn must file a written report with the school office. If the injury requires medical treatment, an attempt will be made to contact the parents/guardians. If a parent/guardian cannot be reached, the scholar will be taken to the nearest medical facility, or emergency services will be contacted (as the severity of the injury indicates is appropriate, erring on the side of caution). ASTEC Schools does not assume responsibility for any medical bills incurred.

*Sick Students

Students with a temperature of 99 degrees or higher may not come to school or remain at school. If the student becomes

ill with a fever of 99 degrees or higher at school, they will be isolated until a parent picks them up. Students may return to school when they have been fever free for 24 hours without medication. It is the responsibility of parents to provide the school with current emergency phone numbers.

*The following guidelines will be followed until the Center for Disease Control (CDC) advises otherwise.

- If your student has a fever of 99* or greater, please keep them home and advise the school.
- Students with a fever may not return to school until they provide a negative result for COVID-19.
- If your child or family member has been around anyone with the virus or if your child travels out-of state, they must quarantine for 14 days upon return to the state.
- Documentation and test results must be provided to the school prior to the student's return to class.

Vomiting and Diarrhea

Any student who is vomiting or has diarrhea must be excluded from school. Students may return to school when they have been symptom free for a 24-hour period without medication.

Head Lice (Pediculosis)

The Center for Disease Control (CDC) states Pediculosis is a nuisance, not a disease. Head lice are small human parasitic insects that live and reproduce only on humans. The adult head louse is 2-4 mm long, has six claw-like legs and a flat, wingless body. They vary in color depending on their human host. Their average life span is approximately 30 days. A female louse can lay 3-6 eggs (nits) per 24-hour period. Eggs are usually laid on the hair shaft close to the scalp. Nits are generally silvery-white in color but may appear dark gray or tan. Head lice cannot jump or fly; they can only crawl.

Parents should contact their pharmacy if head lice are found for a recommendation of a treatment product.

State law (§70-1210.194 (B) 2014) states that “any child prohibited from attending school due to head lice shall present to the appropriate school authorities, before the child may re-enter school, certification from a health professional as defined by Section 2601 of Title 63 of the Oklahoma Statutes or an authorized representative of the State Department of Health that the child is no longer afflicted with head lice.”

The District assures compliance with the Oklahoma Statutes and will follow the recommendations of the Oklahoma State Department of Health. Readmission to school requires:

- No live lice and minimal nits (eggs) no closer than 1 cm to the scalp.
- Certification from a health professional or an authorized representative of the State Department of Health declaring the student to be free of lice.

Scholar Insurance

ASTECSchools DO NOT provide health care or accident insurance for scholars. A scholar's parent or guardian is solely responsible for any insurance carried for the child. ASTEC will make available a policy option without charging above the insurer's fee.

Health Care

The ASTEC Schools health program emphasizes health education, wellness, mental resilience, disease prevention and the identification of health problems.

Each parent is provided and asked to complete a Medical Form for their child(ren). To provide proper care and to make appropriate decisions regarding the healthcare of each student, it is vital that parents/guardians make the school aware of all medical issues using this form. Should the medical condition of a student change during the school year, it is the responsibility of the parent/guardian to notify the school immediately.

It is each parent's responsibility to notify ASTEC if his/her child has a temporary or permanent health problem.

Health problems may restrict some scholars from participating in school activities such as physical education. In this case, written notification from a family physician describing the condition and advising the school what type and length of restriction is required. Permanent restrictions must be renewed at the beginning of each school year.

If the scholar has an operation or another medical procedure, they will need to bring a doctor's release or a doctor's note explaining restrictions and the length of the restrictions. This will need to be provided to the office upon their return to school.

Authorization from the Headmaster is needed before a child may leave school for health reasons.

Diabetes

Some medical issues are more serious than others. Diabetes is one of those issues. Once ASTEC is made aware of the diagnosis of diabetes in a student, school personnel will make every effort to comply with the medical directions for the student. However, it is the responsibility of the parent/guardian and the student to monitor diet, blood sugars and administer insulin, if needed.

ASTEC has a Diabetes Management Plan in place that may be reviewed upon request.

Meningitis

Meningitis is now so prevalent that Oklahoma schools are now required by state law to inform students, parents and school employees about the types, symptoms and dangers of meningitis.

Meningitis is an infection of the spinal cord fluid and the fluid that surrounds the brain. Meningitis is usually caused by a virus or a bacterium. Meningitis caused by a virus is usually less severe and resolves without specific treatment, while meningitis caused by bacteria can be severe and may result in brain damage, hearing loss, limb amputation or learning disabilities.

Meningitis is a growing and serious medical concern for young people. Babies less than a year old have the highest risk for meningococcal disease, but no vaccine is available to protect them. The risk of meningococcal disease increases for adolescents and young adults aged 15 to 22 years, because of behaviors that spread the disease. On average, two to three people in this age group get meningococcal disease every year in Oklahoma. More than half of these could be prevented by vaccine.

We recommend that you consider having your child vaccinated for meningitis. See additional information in the Appendix of this handbook.

Immunization Requirements

Oklahoma State Law requires parents to present proof of immunization for diphtheria, pertussis, mumps, tetanus, rubella, varicella, poliomyelitis, and Hepatitis A and B before a scholar is admitted or enrolled in any public school. The Oklahoma City Public School Health Services Department monitors and implements the immunization program according to State Law #1210 - 191 and school district policy.

PK - Required:

- Four (4) DTaP (diphtheria, tetanus, pertussis)
- Three (3) IPV (polio) (Polio on or after 4th birthday)
- One (1) MMR (measles, mumps, rubella)
- One (1) Varicella (chickenpox)
- Two (2) Hep A (hepatitis A)
- Three (3) Hep B (hepatitis B)

PK - Recommended:

- Seasonal Influenza (flu)
- 2nd Varicella at 4 years old

K-5th - Required:

- Five (5) DTap (diphtheria, tetanus, pertussis)
- Four (4) IPV (polio)
- Two (2) MMR (measles, mumps, rubella)
- One (1) Varicella (chickenpox)
- Two (2) Hep A (hepatitis A)
- Three (3) Hep B (hepatitis B)

K-5th - Recommended:

- Seasonal influenza (flu)
- 2nd varicella at 4 years old

All Grades - Recommended, but not Required:

- Meningococcal Vaccine
- Influenza Vaccine
- COVID-19 Vaccines are strongly recommended for eligible scholar

***Visitors to classrooms**

If you would like to visit your scholar's classroom to observe how your student is participating, you **MUST** make arrangements at least one day before with the Headmaster and be approved by the Superintendent. You will be escorted to the classroom by the Headmaster or another administrator and will be allowed to remain for no longer than 20 minutes.

If another scholar is having difficulty or if your visit causes a disruption in the learning, you will be asked to come back at another time. This is also **NOT** a time to discuss your scholar's progress with the teacher as this is a disruption to the learning as well as a violation of FERPA (Federal Educational Rights and Privacy Act) for your scholar. The teacher will be happy to schedule another time to discuss your scholar's progress. If a scholar has forgotten an item which the parent brings to school, we will either deliver the item to the student or call the student to meet the parent in the office to receive the item.

Student Visitors: Non-enrolled students are not allowed to visit or attend class or recess with enrolled students. This includes younger siblings.

For security reasons, **ALL** other visitors are required to enter through the main office. This includes former scholars, employees, vendors, etc. Authorized visitors will be escorted by school personnel to their destination.

Scholars and employees are never to open a school door for a stranger. All vendors report, are badged and escorted by a school employee when cleared.

Celebrations

ASTE elementary and middle school students will celebrate Winter Break and Valentine's Day with store-bought cookies and punch. They will also participate in the fall CARnival at Halloween. Only in elementary school may a birthday be celebrated with treats, etc. They will celebrate the last few minutes of class.

There will be no flowers, balloons, cakes, gifts, etc. delivered to a student at any level. Should items arrive at the office, they will be kept there until the end of the day when the scholar may pick them up.

High school has many more activities during the year and are out of class more. Therefore, they will not have parties during the school day.

Attendance

Attendance will be taken once in the morning and once in the afternoon. In order for your child to be counted "present" for the afternoon, they must not be picked up prior to 2:15 p.m.

Scholars must be in attendance 90% of the time in each class during the semester to receive credit for the class.

Absences are categorized as "Verified" or "Unverified." Verified means the school knows where the student is on the day(s) they miss. Unverified means the school does not know why the student is absent. A verified absence means the student may make

up for missed work. Students do not have extra time to make up their work when the absence is unverified. These designations are ONLY for the purpose of making up assignments. Both types of absences constitute an absence.

Scholars missing 10% or more either “verified” or “unverified” total absences in any given semester will receive a “No Credit” for coursework and must repeat that course either during night or summer school at their own expense (minimum of \$150 per course/class).

Once a scholar is absent without verification for 4 or more days within a four-week period or 10 absences in a semester, or has excessive tardies, the parents will be notified and a report will be filed with the Oklahoma County District Attorney and the Department of Human Services.

Students will be withdrawn when they accumulate 10 consecutive days or 15 days or parts of days during a semester (three tardies equal one unverified absence) and will have to return to their sending school.

ASTECC will take reasonable measures to enforce the provisions of the State of Oklahoma’s Compulsory School Attendance Laws. These measures may include school and legal consequences. ASTECC works in conjunction with law enforcement agencies from Oklahoma City to enforce our attendance policy, as well as Oklahoma City municipal ordinances that pertain to school attendance.

During the times when school is in session, any police officer may detain and assume temporary custody of any student enrolled in school who is subject to the Oklahoma Compulsory School Attendance Laws, who is found away from home, and who is absent from school without excuse. Any student located in an area of the school other than the assigned classroom may also be considered truant.

Verified Absences

“Verified” simply means ASTECC is aware of the whereabouts of the scholar. **Again, in terms of course credit, an absence is an absence, no excuses.**

It is the scholar’s responsibility to meet with each of his/her teachers and get the assignments that must be made up after an absence. Homework and assignments missed for verified absences can be made up without penalty, if done so within the following time frame: one school day of make-up time for each school day missed. Scholars who return on the day of a test may be required to take the test if the test was assigned before the scholar was absent.

Unverified Absence

“Unverified” simply means ASTECC is unaware of the whereabouts of the scholar because the parent/guardian has not notified the elementary school, middle school or high school office secretaries.

Attendance During Virtual Days

All scholars must be on-line and visible during any virtual days. They must be wearing their school uniform and be well groomed during learning on virtual days. They may not be in their bed but in a place where they are able to participate in the learning activities for the day.

Grade PRE-K

If a child is absent for any reason, it is the responsibility of the parent/guardian, or other person having charge of that child to notify the school at the beginning of each school day in which the absence occurs. Written documentation of the absence

must be received when the student returns for absences in excess of three (3) days. The School Attendance Committee may recommend the withdrawal of the student from the program for the following:

- Above procedure is not followed
- Following the student's 10th absence

The principal or designee shall notify a student's parent/guardian in writing upon the student's 5th and 10th absence with an understanding that the 10th absence may carry removal from the PK program. The parent/guardian may ask to convene a conference to discuss the absences.

Grades K-8

Students are subject to compulsory school attendance and truancy laws as required by Oklahoma statutes and regulations of the State Board of Education.

At the beginning of the school day, it is the responsibility of the parent/guardian to notify the school if a child is absent for any reason. If the school has not been notified, school personnel will attempt through a phone dialer to notify the parent of the absence.

Absences are categorized as "Verified" or "Unverified" ONLY for the purpose of making up assignments. Verified Absences are counted as days not in attendance in regard to the 90% attendance requirement.

Suspensions

Scholars who are suspended are expected to complete all class assignments during the suspension. It is the responsibility of the parent to contact the school and pick up assignments for the scholar during a suspension. Assignments are available on Google Classroom or will be available in the elementary school offices for pick up after 1:00 p.m. each day of the suspension.

Once a scholar is absent without verification for four or more days within a four-week period or 10 absences in a semester, or has excessive tardies, the parents will be notified and a report will be filed with the Oklahoma County District Attorney, the Department of Human Services, and the Department of Transportation (to revoke driver's license, where applicable).

Family Travel

Although the need is recognized for the family to spend time together, the position of the school is that the academic program is of such importance that family travel days should be scheduled at times when school is not in session. Unavoidable absences of this kind must be prearranged with the school, and the following conditions met:

- The parent must personally meet with the Headmaster at least five days prior to the absence.
- The scholar must accompany the family to qualify for prearranged family travel ("Family" means a parent, grandparent, guardian, or adult relative who resides in the household).
- Class work missed may not be made up for credit if the absence is not prearranged. It is the scholar's responsibility to have all class work missed, completed and given to the teacher the day of his/her return to school. All quizzes and tests must be made up within two days of the scholar's return to school. Failure to do so will result in loss of credit for the class work missed.
- These days will be counted toward the ten (10) days.
- Prearranged absences will not be granted during final exams or days prior to, or following, school vacations - except in extenuating circumstances.

Tardy Policy

Scholars are expected to be in class in their seats at the beginning of class. Scholars arriving to class before 8:30 a.m. are considered "tardy." After 8:30 a.m., scholars are considered absent for that day. Tardy scholars will not be admitted to class without an admission slip, which must be obtained in the school office. Three tardies equals one absence.

Tardiness could result in In-School Detention (ISD), suspension, or other disciplinary measures as deemed appropriate by the Headmaster. Scholars, who are consistently tardy and indicate transportation issues as the reason, may be referred back to their assigned neighborhood school if it is deemed in the best interest of the scholar.

Scholars will be considered ineligible for field trips, and other privileges after 3 tardies or excessive absences. Continued tardiness or absences will result in scholars being referred back to their assigned neighborhood school if it is deemed in the best interest of the scholar.

Hall Passes/Admit Slips

Scholars are not permitted to roam the building during school hours. A Hall Pass/Admit Slip is necessary before a scholar moves from one area to another during instructional time. No exceptions.

Scholars must have a Hall Pass from their teachers when coming to the office. A scholar without a hall pass will be sent to an administrator to determine whether or not the scholar is legitimately out of class or if discipline procedures apply.

Truancy

Parents/Guardians can be fined if they allow their children to remain absent from school. Children out of school can be detained by police officers and taken to the nearest juvenile justice facility. Parents/Guardians are advised that four (4) absences in a four week period or Ten (10) absences in a semester constitutes truancy. On the 10th absence of a semester in any course a No Credit ("F") will be issued and the scholar will be required to retake the course.

Students will be withdrawn when they accumulate 10 consecutive days or 15 days or parts of days during a semester. (Three tardies equal one unverified absence.) They will have to return to their home school.

Scholar names will be submitted to the Department of Public Safety for their driver's license to be suspended for 60 days, in accordance with state law. Once they have enrolled at their home high school and have served the 60 days, ASTEC can reinstate their driving privileges.

ASTEC Charter Schools will take reasonable measures to enforce the provisions of the State of Oklahoma's Compulsory School Attendance Laws. These measures may include school and legal consequences. ASTEC works in conjunction with law enforcement agencies from Oklahoma City to enforce our attendance policy, as well as Oklahoma City municipal ordinances that pertain to school attendance. During the times when school is in session, any police officer may detain and assume temporary custody of any student enrolled in school who is subject to the Oklahoma Compulsory School Attendance Laws, who is found away from home, and who is absent from school without excuse. Any student located in an area of the school other than the assigned classroom may also be considered truant.

School officials must report truant scholars to the office of the District Attorney for Oklahoma County. It is very important that parents/guardians understand the laws about school attendance and truancy. Oklahoma law makes the parents/guardians responsible for the child's attendance at school. **PARENTS/GUARDIANS CAN BE FINED UP TO \$1,000 FOR EVERY DAY THAT THE CHILD IS TRUANT FROM SCHOOL.** This law applies to any child between the ages of five (5) and eighteen (18). The law also provides that any child who is not in school or at home during school hours may be taken into custody by a police officer or deputy sheriff.

The School Shall:

- Designate any scholar as a habitual truant if the scholar's attendance records indicate such designation.
- Give written notice, by certified mail, to the parent/guardian of the scholar.
- Notify the District Attorney for Oklahoma County.

Excessive tardies will be considered as truancy (see "Truancy") and will be addressed by the Headmaster.

Scholar Activity Eligibility

In order for a scholar to participate in an activity or privilege such as a field trip, special event or day, they MUST meet the following criteria.

- Student must be present the day before the field trip and the day of the field trip.
- Student must have a positive behavior record with the teacher and the headmaster.
- Student must not have excessive absences or tardies.
- A scholar must maintain a 90% attendance rate at all times in all classes to be eligible for participation.

Activity/Field Trips

ASTECC Elementary School Policies concerning Field Trips:

- Must be outgrowth of curriculum
- Limited to a distance of twenty-five miles. Special exceptions may be granted by the Superintendent.
- Sack lunches may be taken when it appears that the group cannot meet the school lunch schedule.
- Students will have the opportunity to participate in field trips when they meet academic and behavior expectations.
- School age siblings and younger siblings cannot attend.
- Parents and guardians are the only adults allowed to volunteer as chaperones.

NOTE: An administrator can deny student participation in field trips when necessary.

School Celebrations

We will have 4 school-wide celebration events:

- Halloween
- Winter
- Valentine's Day
- Last Day of School

All of the school-wide celebrations will be scheduled on the same day and from 2:15 - 3:00 p.m. During the celebrations - students will have snacks and activities to enjoy.

Volunteers assisting the teachers during the celebrations MUST pass a criminal background check. Only parents and/or guardians are allowed to volunteer. Younger or older siblings and other relatives are asked not to attend these celebrations as they are strictly for the scholars in each classroom. In addition older siblings and other relatives are not allowed to volunteer for field trips or school class celebrations.

Assemblies and Student Performances

We will be having assemblies for our students for a variety of academic purposes. We will also on occasion have assemblies where our scholars will perform. All parents and other relatives are encouraged to attend and enjoy the scholars performances, CDC permitting.

Academics

ASTECC Curriculum

The State of Oklahoma determines the content objectives of each class. While ASTECC follows evidenced-base, best practices and methods. Each teacher teaches content in their own way, but must follow state and national requirements.

ASTECSchools provides instructional programs that enable all scholars to learn at high levels. Priority is given to learning experiences that serve as a foundation for a child’s total educational development (reading, writing, etc.) as well as the stimulation of intellectual curiosity, critical thinking, problem-solving abilities, and aesthetic appreciation.

ASTECSchools believes all children can learn, and that they learn best by being involved in relevant, hands-on, integrated experiences in a safe and nurturing environment. We believe families are an important part of the educational experience. We believe that Content, Competency, Character and Community all have a valuable role in the learning process.

ASTECSchools’ curriculum is designed to meet the objectives of the Oklahoma Academic Skills (OAS), the National Education Standards, Character Education and Hirsch’s Core Knowledge Sequence. Scholars are evaluated on these skills.

ASTECSchools’ “Four-C’s”

The following are major curriculum considerations for ASTECSchools:

- National Education Standards
- Oklahoma PASS Skills
- Experiential Learning
- Integrated Curriculum
- Constructivism
- Emotional Intelligence
- Developmentally Appropriate Curriculum
- HealthCorps health curriculum
- Diversity (Individual Differences)
- Deskin Instructional Model
- Character Education (Integrity, Compassion, Passion, Responsibility)
- Competency Education (Teamwork, Communication, Critical and Creative Thinking)

The **Deskin Instructional Model** is at the heart of the ASTECSchools curriculum. Developed by Dr. Freda Deskin, it is used by schools and national programs throughout the U.S. in alignment with state and national standards and best practices. Within the instruction is a foundation of: “**Content, Competency, Character and Community.**” These “Four C’s” are integrated in the curriculum and emphasized throughout the school experience. The model incorporates research-based theories, philosophies and standards in its teaching/learning model, including:

1. Content

Standards

The recommended content of the National Education Standards for the individual content areas and the Oklahoma Academic Standards are the basic and minimal standards for ASTECSchools curriculum.

Experiential Learning

“Learning by doing” involves changing the learning environment to simulate real life scenarios (Dewey, 1916). Learners “act, react and interact” in a simulation very similar to the way they do in real life (Deskin, 1989). These experiences are then “processed” with learners, in an effort to guide them to a conscious awareness of what they have learned about themselves, others and the content. This includes experiences that are project and theme-based, in which scholars participate in simulations and relevant challenges.

Constructivism

The central idea in Constructivism is that human learning is constructed, and that learners build new knowledge upon the foundation of previous learning. Not all children learn in the same way; they may need different experiences to advance to different levels of understanding (Jonassen, 1994). Learning is viewed as active rather than passive.

Learners confront their understanding in light of what they encounter in the new learning situation. Teachers do not take the role of the “sage on the stage.” Rather, teachers act as “guides on the side” who provide scholars with opportunities to test the adequacy of their current understandings.

Integrated Curriculum

Over the past few years, the interest in, and need for, curriculum integration has intensified throughout the country for several reasons. Among these reasons are the growth of knowledge, the increasingly fragmented schedules and the issue of relevance of the traditional curriculum. Knowledge is growing at exponential proportions in all areas of study. Then, there are the annual state education mandates passed down to schools, based on current problems. The length of the school day in the United States has remained essentially the same since the 1890's. This leads to fragmented schedules where teachers try to cram in too many facts. The fragmentation of the day only compounds the dilemma, as scholars rarely have the chance to explore a subject in depth.

Recent estimates suggest that, nationally, 25 percent of scholars drop out every year, and in urban areas, dropout rates can rise to 40 percent. A common concern of scholars is the irrelevance of their course work in their lives outside of school.

Outside of school, individuals deal with problems and concerns that are not divided into knowledge fields. They get up in the morning and confront the whole of their lives.

There is a need to actively show scholars how different subject areas influence their lives, and it is critical that scholars see the strength of each discipline's perspective in a connected way. The renewed trend in the schools toward interdisciplinary study helps scholars better integrate strategies from their studies into the larger world (Ravitch and Finn, 1985).

Developmentally-Appropriate Curriculum

ASTEC believes learners should be presented with learning experiences that are meaningful. Meaningful experience creates internalized learning, rather than “rote” learning. In addition, meaningful experiences, or “Developmentally- Appropriate Curriculum,” can enhance cognitive development, which leads to the ability to think abstractly.

Jean Piaget (1896-1980) was a Swiss psychologist, best known for his pioneering work on the development of intelligence in children. Born in Neuchâtel, Piaget studied and carried out research first in Zürich, Switzerland, and then at the Sorbonne in Paris, where he began his studies on the development of cognitive abilities. Piaget wrote extensively on child development.

In his work, Piaget identified four stages of a child's mental growth. The sensorimotor stage lasts up to age 2; a child's gaining motor control and learning about physical objects mark it. In the pre-operational stage, from ages 2 to 7, a child is preoccupied with verbal skills. In the concrete operational stage, from ages 7 to 12, a child begins to deal with abstract concepts. Finally, in the formal operational stage, ages 12 to 15, a child begins to reason logically and systematically.

This does not happen without a developmentally appropriate curriculum and instruction.

2. Competency

David Goleman (1999) coined the term, “**Emotional Intelligence**,” saying that, “IQ does not determine destiny.” He and others have identified another type of intelligence. Emotional Intelligence involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote “emotional and intellectual growth” (Mayer and Salove, 1997).

In addition, emotional intelligence involves:

- Self-awareness; being aware of your own emotions as they are occurring
- Being emotionally literate; being able to identify and label specific feelings in yourself and others; being able to discuss emotions and communicate clearly and directly
- The ability to empathize with, feel compassion for, validate, motivate, inspire, encourage and soothe others

- The ability to make intelligent decisions using a healthy balance of emotion and reason
- Being neither too emotional nor too rational
- The ability to manage and take responsibility for one's own emotions; especially the responsibility for self- motivation and personal happiness (Steve Hein, 1996).

ASTECC has identified four basic “competency” skills that integrate Emotional Intelligence. They are:

Teamwork

While individual autonomy and authority are important, the skill of working productively with others is also important in all of life's endeavors. The objectives are to:

- **Motivate** the scholars to realize the importance of cooperative teamwork.
- **Provide** an understanding of how teams work and the need to maintain them.
- **Impose** upon each scholar the responsibility for maintaining his or her team.
- **Give** scholars the opportunity to develop teamwork skills.

The “team” is increasingly becoming the fundamental unit of corporate organization. Those who possess teamwork and team-building skills are more likely to succeed, personally and professionally.

Examining the various roles within a team provides the first framework for the understanding of teams: Principal Investigator, Materials Specialist, Research Analyst, and Quality Controller. All ASTEC Schools' scholars have an opportunity to experience each role within a 4-member team. Generally, they record their answers before and after a large team task, and changes in their answers are used to motivate discussion. The aim here is to raise their awareness of the different functions needed to maintain a team. The point emerges that all of these roles are vital to a team's success - the key message is then delivered: that each person is responsible for filling absent roles in any team activity they perform.

The second framework for the understanding of teams is provided by examining a model of team evolution, and by suggesting that the evolution can be accelerated by using simple, common sense strategies. This model identifies four phases of development.

The “Forming” stage is when the team initially comes together and everyone is very civil. Conflict is unvoiced but always destructive. Discussion is slow and guarded since no one wishes to be seen as foolish.

Then, “Storming” occurs: factions form, views become entrenched, much is said, and little is communicated. The effectiveness of the team plummets and is far less than the individuals could have achieved had they not been brought together.

Slowly, through fatigue and despair, the team enters the “Norming” stage, in which methods of working; compromises and cooperation begin to emerge. The effectiveness of the team begins to climb, as does a sense of security, enabling the team members to contribute and discuss more freely.

Finally, the team enters the “Performing” stage, at which time they become far more effective than the sum of their individual efforts. It is this enhanced performance that makes teamwork so attractive.

ASTECC scholars learn that there are techniques for accelerating this development, thus, reducing the waste (and torture) of the Storming phase. Teachers are trained to “facilitate” by continuing to draw the team's attention to the team process and to suggest structures and practices to support and enhance team skills. The key message is then delivered: that each person is responsible for acting as a facilitator in any team activity they perform (Gerrard Blair, 1999).

Communication

Effective communication is critical for success at all levels. The results of poor communication are costly and can even be deadly. Interpersonal relationships are at the core of family, community and business success. Scholars at ASTEC Schools are continually coached concerning the “Seven Challenges of Communication” (Dennis Rivers, 1999).

Critical Thinking

Critical thinking is essential if individuals are to get to the root of problems and develop reasonable solutions. After all, the quality of everything an individual does is determined by the quality of his/her thinking. Whereas society commonly promotes values laden with superficial, immediate 'benefits,' critical thinking cultivates substance and true intellectual discipline. Critical thinking asks much from us, and our scholars and colleagues. It entails rigorous self-reflection and open-mindedness – the keys to significant change. Critical thinking requires the cultivation of core intellectual virtues such as intellectual humility, perseverance, integrity, and responsibility. Nothing of real value comes easily; a rich intellectual environment – alive with curious and determined scholars – is possible only with critical thinking at the foundation of the educational process. In a world of accelerating change, intensifying complexity, and increasing interdependence, critical thinking is now a requirement for economic and social survival.” (National Council for Excellence in Critical Thinking, 1999).

ASTECC concurs with the National Council for Excellence in Critical Thinking. Scholars at ASTEC Schools learn to think critically.

Creative Thinking

Creative thinking and problem solving go hand in hand. For many years, Dr. Edward de Bono, a psychologist and professor of investigative medicine at Cambridge University, promoted the field of creative thinking under the logo Lateral Thinking. Vertical thinking proceeds when problems are solved going from one logical step to the next in achieving a solution. Lateral thinking depicts the type of thinking that comes with seeking solutions to problems through unorthodox methods or “playing games” with the data.

Expanding mental capacity with creative thinking can improve with practice. More than half of the world’s greatest discoveries have been made through “serendipity,” or the finding of one thing while looking for something else; but it takes a creatively aware person to recognize an opportunity when it presents itself. In emergencies, people tend to panic instead of using creative thinking to determine their options.

Many people hold certain opinions or views, hemmed in, intellectually, by emotion or prejudice. By expanding one’s scope to include the **opposite** viewpoint, one often becomes quickly unblocked.

ASTECC Schools’ faculty integrates and teaches creativity, bringing the process and practice of creative thinking to a “conscious level.”

3. Character

Character Education has been a priority for all ASTEC programs since its inception 18 years ago. The Character Education component of the Deskin Instructional Model has evolved, as national character education research and models have emerged. From the research and examination of these data, four major Character Behaviors and 28 Character Traits emerged. These Character Behaviors and Traits are integrated into the Deskin Instructional Model. They are:

Character Traits			
Integrity	Responsibility	Compassion	Enthusiasm
Sincerity	Self Discipline	Generosity	Motivation
Honesty	Dependability	Kindness	Perseverance
Loyalty	Cooperation	Courtesy	Vision
Humility	Accountability	Acceptance	Courage
Wisdom	Respect	Empathy	Inspiration
Principles	Citizenship	Forgiveness	Initiative
Fairness	Conscience	Gratitude	Pride

4. Community

“It is widely believed that a sense of community plays an important part in developing a child’s self-esteem. Children need to know who they are and how they fit into the world around them. They need to become more aware of others and the community in which they live. As children become involved with other people in the community, they learn to care about them. If these qualities are encouraged, children become confident, capable adult citizens.” (National Network for Childcare, 1999)

For these reasons, ASTEC believes it is important for scholars to participate in service learning projects.

Service

Service learning activities blend community service and learning activities, so that both occur and are enriched by the other. The services can be provided within school walls, or in the community, and would not normally happen if the scholars were not engaged in them. Essentially, youth participating in service learning programs perform a needed community service that builds, utilizes or provides a framework for academic and civic skills, abilities and competencies.

Another critical component of service is giving of self and resources to others less fortunate - either directly or indirectly, through benevolent and non-profit organizations.

The very infrastructure of the country depends on the generosity of individuals who practice serving in these ways. It has been said, “Those who don’t give when they have little will not give when they have a lot.” Giving enriches the giver, as well as the receiver.

All ASTEC High School scholars will be required to perform community service as a component of their graduation requirements. This program will be phased in over the course of their high school career. Any questions about community service should be directed to the Elementary School Guidance Counselor or the Headmaster.

ASTEC scholars are required to perform a minimum of 100 hours of community service prior to the completion of their senior year. This will be accomplished with 25 hours of service per year in grades 9-12. Seniors will receive honor cords from the Oklahoma County Commissioners community service via the SHINE program if 30 of their 100 hours are dedicated to beautification of the community.

Leadership

ASTEC Schools places a priority on leadership skills and supports the mission of the National Association for Community Leadership (“NACL”), which is:

“ . . . to strengthen and transform communities by enhancing the capacity of inclusive, community leadership development efforts. Through training seminars, annual leadership conferences, collaborations and partnerships, and educational publications, COMMUNITY LEADERSHIP seeks to inspire and encourage community leadership programs across the country and to help them address issues of vital importance to their respective communities.”

ASTEC agrees with the NACL, “the positive force of community unites people along their common interests. It is built on our past, finds unity in our present and gives us hope for our future. One’s work in community leadership development is an expression of faith in common interests and shared destiny.” ASTEC scholars are provided many opportunities to develop public speaking skills in all classes and in more formal settings. Opportunities for scholars to participate in community leadership programs are also provided for ASTEC scholars.

Family

ASTEC believes in the importance of “Family.” One may define family as a group of people to whom we are connected by birth. “Family” may also be defined as those comprising our enduring, life-giving, and loving relationships. There are many types of families, and ASTEC scholars will be a part of many families throughout their lifetimes. Regardless of the configuration and definition of a family, all are in need of support from the wider community. As the saying goes “it takes a village to raise a child.”

Families are an integral part of the success of our scholars, and involvement is encouraged. The following are ways parents and families can be involved: Scholar/Teacher/Parent Organization, organized school events, parent conferences and communication via email, the ASTEC website, and weekly newsletters.

Handwriting Requirement

ASTEC scholars are expected to use their best handwriting on all assignments. There will be time spent in class on practicing correctly forming each letter. Beginning in third grade, we will begin the process of teaching cursive writing. By the end of third grade, the students should be able to write their assignments in cursive.

Grades 4-5

ASTEC scholars are expected to do homework and assignments using cursive handwriting and/or word processing, unless faculty gives other instructions.

“Why do I need to focus on handwriting when there are so many other important things to learn and do?”

Handwriting one’s work can improve the presentation of that work and improve overall writing standards, as reflected on SAT results. Furthermore, it has been shown to be hugely beneficial for self-esteem. The great thing about handwriting is that it isn’t related to academic performance – even those who struggle can succeed! The lack of a whole-school handwriting policy has been identified as a weakness even in otherwise successful schools.

The new standardized writing assessments, as well as the new high school SAT, require handwriting across both long and short pieces of writing. Scores are awarded on the basis of a few lines of writing chosen to represent the child’s best performance.

Required Testing

State and federal law mandates that all scholars be assessed to determine a scholar’s progress and future placement, as well as to determine the effectiveness of the subject-area teacher. Scholars who purposely disregard or fail such exams will receive In School Detention or long-term suspensions and be stripped of any academic honor(s).

Oklahoma State Testing Program (OSTP)

These state-mandated tests assess scholars’ mastery of the Oklahoma Academic Skills (OAS), Oklahoma’s legislatively mandated core curriculum. The tests assess all scholars in grades 3, 4, 5, 6, 7, and 8. The tests measure a scholar’s performance, relative to the specific content and skills of OAS.

3rd Grade Reading/Retention (Reading Sufficiency Act)

Oklahoma Reading Sufficiency Act (70 O.S. 1210.508A-508E) and applicable rules adopted by the Oklahoma State Board of Education (210.15-27-1-2) govern certain retention of third grade students. Students who score at the Unsatisfactory or Limited Knowledge level on the Reading portion of the third grade state criterion referenced test(s) are subject to retention based on this law. A student may automatically be promoted to fourth grade if the student qualifies for a good cause exemption. Fourth Grade probationary promotion may also be determined by the Student Reading Proficiency Team. The District will comply with law and rules applicable to the Reading Sufficiency Act. Student Retention: State law allows a teacher to recommend that a student be retained at the present grade level. If a parent or guardian is dissatisfied with the recommendation, he/she may appeal the decision by complying with the district appeal process. The decision of the Board of Education shall be final.

Grades

The ASTEC Board of Directors believes that grades and grading practices should be administered in a fair, equitable and consistent manner.

The evaluation of a scholar’s progress is based upon skill mastery. Each discipline is represented by instructional objectives

and is described in the curriculum outline. Scholar evaluation and grades are based on daily classroom performance, classroom tests, essential skills tests, attendance, and other required actions, activities and projects.

Scholars who do not meet standards of ASTEC Schools will receive a “NC” (No Credit) or “I” (Incomplete) until all requirements are met. An “Incomplete” (I) grade is given in very rare instances and must be made up to the teacher’s satisfaction within ten (10) school days of the end of the semester.

Grading Scale

Grades PK - 5th grade Standards Based Grading

- 4 - Exceeding the grade-level standard. Producing quality work consistently.
- 3 - Meeting the grade-level standard and producing quality work.
- 2 - Progressing towards the standard. Producing the required grade-level work with teacher direction and assistance.
- 1 - Beginning to develop the standard. Not yet able to produce required grade-level work.

Report cards are issued quarterly. Progress reports are given approximately every four and one-half weeks. (check District calendar). This system is based on a growth model. We do not send progress reports during the first nine weeks grading period.

Formative grades - 25% Summative grades 75% Required - at least two formative grades per summative. At least six formatives per grading period and three summatives. Exception - first grading period - to allow for time to do running records and math assessments. A formative assessment is a “on the way” to master assessment. This type of assessment allows the teacher to see what the students have learned and what they will still need to learn in order to master the standard by the end of the unit. A summative assessment is the final assessment for the unit. This is the traditional test of a project at the end of the unit to assess if the students have mastered the standards taught during the unit.

Report cards are issued quarterly. Progress reports are given approximately every four and one-half weeks except for the first grading period (check District calendar). This system is based on a growth model.

Grades will be determined by class assignments, participation, group work, projects, quizzes and tests. These areas will be “weighted,” and no “group” grade will be weighted such that a scholar’s grade can be lowered due to the lack of effort on the part of another scholar. Late work will be assessed a reasonable penalty. Papers without names may be treated as a late paper. Scholars who make an honest effort to turn in an assignment will not receive a score lower than a 2 on the standard scale. This policy exists so that one or two grades can not lower a scholar’s grade so drastically they could not recover.

However, scholars who do not turn in work nor make an honest attempt toward the completion of an assignment will receive a zero.

Grading for Middle School and High School

How is the elementary grading similar and different from the middle school and high school grading system? ASTEC Middle School and High School use both Traditional and Mastery-Based Grading. Report cards will reflect both the Traditional A-F grade as well as a 0-4 grade reflecting the mastery of the course state standards. point averages shall be calculated based on the following point values:

Mastery-Based Grading			
Grade	Grade Point Avg	AP Course GPA	Pre-AP Courses
4	4.0	5.0	4.5
3	3.0	4.0	3.5
2	2.0	3.0	2.5
1	1.0	2.0	1.5
0	0	0	0

Middle school and high school scholars will have two grades reported on their report cards. One grade for transcripting purposes will be based on a 100 point scale, and will follow the traditional A to F scale.

A Mastery Grade will be assigned as well on a 1-4 scale that reflects the teacher's evaluation of the scholar's overall mastery of the subject matter.

Mastery-Based Grading		
Marking Code	Translation	Comments
4	Exceeding the grade level standard. Producing quality work consistently.	This grade will be reported when a student demonstrates performance beyond expectations on a consistent basis
3	Meeting the grade level standard and producing quality work.	This grade means a student consistently and independently demonstrated mastery of subject material. A 3 should be considered an excellent grade, one that a student should be working towards, as developmentally appropriate.
2	Progressing towards the standard. Producing the required grade level work with teacher direction and assistance.	As indicated in the marking code, a 2 indicates a student can meet expectations with teacher assistance and support, but often does not demonstrate consistent mastery in a set subject area or grade level standard. The student may need to continue developing a specific skill set, and progress is being encouraged.
1	Beginning to develop the standard. Not yet able to produce required grade level work.	A 1 will be reported if there is growing concern for a child's performance in a given subject, skill, or grade level standard.

ASTECSchools uses a four-point grading scale (A=4, B=3, C=2, D=1, F=0) to obtain a scholar's grade point average (GPA) in regular classes. A five-point grading scale (A=5, B=4, C=3, D=2, F=0) is used to obtain a grade point average for all Advanced Placement courses. Only classes in which grades are earned are included in the scholar's GPA. Some electives are graded on a Satisfactory/Unsatisfactory scale and do not affect the scholar's GPA.

Scholar Review

Scholars at ASTEC are expected to perform to the best of their abilities. This means that each scholar will be evaluated separately, based on his/her unique abilities. When a noticeable decline in scholar classroom performance is identified, parents will be contacted in order to correct the problem. If the problem persists, an academic team of the identified scholar's teachers will meet to determine the best course of action. Recommendations can include tutoring, counseling or other more drastic actions if a scholar shows no initiative to improve classroom performance.

Parent/Guardian Notification of Scholar Progress

Progress reports will be made available at the midpoint of each 9-week-grading period to apprise parents of their child's academic and character progress. Progress reports will be available to the parent or guardian at the Parent/Teacher Conference. Regardless of the scholar's age, a parent or guardian must attend the three Parent/Teacher conferences held throughout the school year. Parents of scholars making a "0" or "1" are required to see the teacher at that time. **If the parent or guardian does not attend the Parent/Teacher Conference at the designated time, the scholars will not be readmitted to class until the parent attends a meeting with the teacher.**

Report cards will be sent home with scholars at the end of the nine weeks. Grades will be cumulative throughout the semester. Scholars in middle or high school are capable of being responsible to communicate their academic status to the parent between progress reports and report cards. Parents, please do not ask teachers to send daily reports home regarding the child's work, as this does not teach the scholar responsibility and is unfair to the teacher.

The fastest way to reach a teacher is by email. Please send a copy of your email to the Headmaster as well. This allows the Headmaster to assess the severity of a problem or problems and to assist in finding the best solution. If you do not have email, please call the school to set up an appointment before or after school to meet with the teacher.

Progress and report cards provide parents with information on the scholar's academic progress. A scholar or parent who has questions should ask for an appointment with the teacher, counselor or Headmaster.

Scholars who wish to talk with a teacher are to request a conference at a time convenient to both during the school day. Teachers may also request a conference with a parent, as necessary.

We ask that parents make arrangements to meet with teachers on Parent/Teacher Conference Days and not show up at school the next morning without an appointment expecting to see teachers. Teachers are in class teaching your scholars and will not be pulled from class to discuss your child's performance at an unscheduled time. Parent/Teacher Conferences are discussed in advance with parents during enrollment and are a requirement included on the signed Parent and Scholar Compacts. Parent/Teacher Conferences are scheduled in advance so that teachers will be available to meet with you and discuss your child; please make every effort to be in attendance.

Academic Dishonesty Policy (See Policy in the Appendix)

The well being of the school community depends on each scholar's accepting responsibility for his or her personal conduct in both social and academic endeavors. In this regard, scholars are expected to attend ASTEC Schools ready to learn and in their learning demonstrate the ability to discern right from wrong. A scholar's moral awareness as it applies to the academic environment is foundational to his or her success at ASTEC where the scholar must engage in an honest and integral pursuit of knowledge.

Academic honesty requires that scholars produce work that is their own. In contrast, academic dishonesty is a scholar's attempt to claim and show possession of knowledge and/or skills that he or she does not possess or an act that fraudulently represents his/her abilities.

Academic Dishonesty

The following actions are reflective of academic dishonesty and are subject to disciplinary action by the teacher and/or the school. Some offenses may be criminal in nature and therefore prosecutable under local, state, or federal laws.

- Using dishonest, deceptive or fraudulent means to obtain or attempt to obtain credit for academic work;
- Using notes, aids, or another scholar's assistance to complete a test, a project or other assignment in a way other than that expressly permitted by the teacher. Unless otherwise directed by the teacher, scholars should accomplish all assignments individually;
- Looking at another scholar's test, answer sheet, or other materials;
- Talking during a test. The teacher cannot be expected to determine the content of a private conversation between scholars, therefore, all talking during tests is considered cheating;
- Copying from or allowing another scholar to copy from a test, homework, or other coursework-which is not intended to be collaborative in nature;
- Tampering with an instructor's records of grades or scores;
- Purposely failing or altering state and/or federally mandated tests to intentionally have scores lower than the scholar's actual abilities;
- Abusing the privilege of Internet access as stated in ASTEC Schools' Policy for Use of the Internet;
- Having someone other than the scholar prepare the scholar's homework, paper, project, contest, laboratory report or take-home examination for which credit is given;

- Accessing, deleting, modifying, transferring, or receiving of computerized files without authorization of the teacher. Although a scholar may authorize another scholar to copy or transfer electronic files, this action is considered cheating if effected without teacher permission; and,
- Plagiarizing materials; that is taking the specific or general substance of another person’s work and offering it as one’s own work without giving credit to the original author. Plagiarizing encompasses omitting quotation marks for directly quoted material, omitting bibliographic references either in the text or on a source page appended at the end of the assignment, and/or paraphrasing an author without giving credit to the author for the use of his or her ideas. Paraphrasing is the scholar’s use of an authors’ ideas by rewording and/or rearranging that author’s original text; any other action intended to obtain credit for work not one’s own.

Promotion/Retention Criteria

I. Elementary Guidelines

At the elementary level, multiple indicators are used to determine student retention. Data is collected throughout the school year. Conferences with parents/guardians are conducted to discuss student’s progress. At the end of the fourth nine weeks, if the criteria for retention are met, an intervention team meeting (i.e. staffing) is held, and the teachers of the student and an administrator make a final recommendation for retention.

The following information is considered when determining retention: (a) performance in all classes, (b) assessment results, (c) age, (d) social/emotional maturity, (e) previous placements, (f) enrollment in Special Education Programs, and (g) other criteria. If recommendation for retention is made, parents will be informed in writing of the team’s decision and the parent’s options.

II. Third Grade Retention

Oklahoma law sets out guidelines for automatic promotion and retention of 3rd grade students based on the results of the Reading Sufficiency Test. To determine the promotion and retention of 3rd-grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension and vocabulary scores portion of the statewide 3rd-grade criterion-referenced test and shall not use the other language arts scores portions of the test. Provisions beyond the scope of good-cause exemptions which can be found in Subsection K of 70 O.S. Section 1210.508C. www.ok.gov/sde/rsa-legislation (click in the right menu “RSA Legislation”)

A student not eligible for automatic promotion and who scores **below the proficiency level** on the reading portion of the 3rd grade statewide criterion-referenced test may be evaluated for “probationary promotion” by the Student Reading Proficiency Team.

The Student Reading Proficiency Team consists of parent/guardian, 3rd grade reading teacher, 4th grade reading teacher, and a reading specialist.

Starting with the 2016-2017 school year, students scoring below the proficient level on the criterion-referenced test (CRT) and who do not otherwise qualify for promotion or a good cause exemption must be retained in the 3rd grade.

III. Scholar Retention

At the elementary level, multiple indicators are used to determine student retention. Data is collected throughout the school year. Conferences with parents/guardians are conducted to discuss student’s progress. At the end of the fourth nine weeks, if the criteria for retention are met, an intervention team meeting (i.e. staffing) is held, and the teachers of the student and an administrator make a final recommendation for retention.

Homework

Parent support of learning is an important and critical component to student success. ASTEC Schools views homework as an extension of class work that correlates with the objectives of the current curriculum. Homework is a tool to promote learning, motivate scholars, and strengthen the self discipline scholars need to concentrate. The cooperative efforts of parents and teachers monitoring homework can provide an excellent opportunity for educational partnerships.

Homework Objectives

- To review, reinforce, or extend classroom learning by providing practice and application of knowledge gained.
- To teach scholars responsibility and organizational skills.
- To promote wise and orderly use of time.
- To provide opportunities for enrichment activities.
- Elementary Homework Expectations: (M-Th)

Reading

All students should keep a reading log showing what they were reading and the time they read each night.

- **Non-readers PK and beginning K** - These students should be read to for a least 15 minutes each night.
- **Beginning readers learning to read** - These students should read to another to practice their fluency and to build comprehension. They should be reading for at least 15 minutes each night.
- **Fluent readers** - These students should be able to read independently each night for at least 20 minutes.

Math

All students will have one or two math problems or activities to do each night. The problems or activities will be enrichment to concepts they have been studying in class.

Homework can be rewarding, and the effectiveness of a homework policy depends largely on the concern of each scholar's parents and teachers. As each scholar matures, however, his/her success with homework becomes progressively more dependent on his/her own efforts.

Homework Requests in the Event of Absence

Requests for homework assignments are to be made only after the scholar has been absent for at least three days, and then the request should be made before 9:00 a.m. Homework assignments may be picked up in the Elementary School office between 3:45 p.m. and 4:00 p.m.

General Scholar Behavior

Solving Problems

By following the "chain of command" established by the ASTEC Board of Directors, it is possible to create "win-win" situations. Concerns can be addressed when communication is open, and all parties speak for themselves. By giving all parties a voice, we establish a structured and open dialogue that applies discipline instead of punishment.

Any problems are first to be referred to the scholar's teacher or the level where the issue resides. Once you have met and sought a resolution at this level and are not satisfied, proceed to the next level to which that employee reports (see Organizational Chart in Appendix). The Superintendent is the ultimate authority on matters dealing with the day-to-day issues that may occur at ASTEC Schools.

*Please do not voice your issues to the ASTEC Board of Directors, as they will refer you back to the level where the issue resides to go through the proper channels.

If all avenues have been exhausted, a meeting with the scholar, the parent/guardian, the teacher, a school administrator and the Superintendent will be scheduled.

Scholar Behavioral Issues

All scholars are expected to obey all school rules. These rules apply at school functions, whether on or off school property.

Respect and courtesy are due to all school personnel, including guest teachers, at all times. The following examples of behavior are not acceptable in society generally, and in the ASTEC Schools environment particularly. These examples are not intended to be exhaustive. The omission of an unacceptable behavior from the list below is not an acceptance of such behavior.

- Violations of district or school policy, rules or regulations
- Truancy, cutting class, unexcused absence from school or class, unexcused tardiness to class
- Leaving school without permission
- Exhibiting defiance with school personnel
- Refusing remedial or corrective action
- Possession/use of tobacco
- Possession of e-cigarettes or “vaping”
- Possessing, distributing or using alcoholic or intoxicating beverages, including low-point beer, any controlled or dangerous substance or other mood-altering chemicals, including any illegal or illicit drugs or medicines
- Stealing, forgery, fraud, or embezzlement
- Possession of weapons or other items, to include switchblades or other spring-type knives, which can be used for assault, injury or threatening another person
- Sexual harassment, hazing, physical or verbal harassment, or bullying of any kind (including cyberbullying)
- Racial discrimination, including racial slurs or other demeaning remarks or symbols concerning another person’s race, ancestry, or country of origin
- Any act which disrupts the learning environment of the school, endangers or threatens fellow scholars, teachers, or officials or damages property
- Possessing, distributing or viewing obscene literature, pictures or materials
- Destroying/defacing school property
- Gang-related activity
- Acts of immorality
- Disrespecting a guest teacher - any acts of disrespect toward a guest teacher will result in an immediate out of school suspension of a minimum of one day
- Verbally abusing a teacher or school employee is a minimum of a one day out-of-school suspension
- Possession of missing or stolen property at school or school activities
- Adjudication as a delinquent for a violent or nonviolent offense
- Chronic misbehavior
- Cursing
- Time off task
- Any conduct occurring off school property and not involving a school activity, which, in the opinion of the school administrators, has an adverse impact upon the school, including, but not limited to that which:
 - A. Involves school property, e.g. a school bus;
 - B. Involves other scholars, teachers or other school personnel;
 - C. Directly impedes or affects discipline at school or the general welfare of scholars and the orderly accomplishment of school activities.

Scholars who violate these rules and regulations will be subject to making restitution (paying for damages) and/or disciplinary consequences that may include, but are not limited to the disciplinary actions described below.

Discipline

The discipline program at ASTEC Schools is designed to preserve the learning environment for all scholars. ASTEC scholars are expected to follow all rules and procedures so that ALL scholars may learn. Disciplinary actions may include, but are not limited to:

- Completing the “Responsibility Form” process with the classroom teacher.
- Upon a second infraction and “Responsibility Form,” the parent/guardian will be called.
- If the student’s behavior continues, he/she will be referred to the Dean of Students for either In-School Detention (ISD) or Out-of-School Suspension (OSS) as part (or all) of the consequence. Students will be required to “make amends,” which will include a sincere apology to those offended.
- Referral to school counseling sessions: This may include individual or group sessions to address various behavioral issues.

- A teacher, with the approval of the Dean of Students, may assign a scholar to detention. Detention may be assigned before, after, or during the regular school day (eg. at lunch), or at other times (such as Saturday School). Middle school and high school scholars are responsible for notifying their parents or guardians in cases when transportation plans must be adjusted, a twenty-four hour notice will be given. Parents and guardians are responsible for the transportation of their detained scholars. Scholars serving detention will be supervised.

NOTE: It is at the discretion of the school administration to determine if the level of infraction requires disciplinary steps to be bypassed.

Disrespecting School Personnel

Disrespect for faculty or ASTEC employees, including guest teachers, will not be tolerated and is grounds for immediate out-of-school suspension. This includes verbal or physical disrespect of any kind. Employees are protected by law from scholars and/or parents/guardians posting on social media or other means any time of verbally abusive or negative language.

Restriction from Participating in Selected School Activities/Functions

When, in the opinion of the school's Headmaster, a scholar's misconduct warrants, the scholar will forfeit the privilege of participating in certain school activities/functions.

These may include, but are not limited to:

- Driving/riding a bicycle to school;
- Attending and/or participating in school-sponsored competitive events;
- Attending dances, proms, assemblies, graduation ceremonies or other school activities; and
- Participating in school-sponsored field trips.

The length of time and the restriction will be at the discretion of the Headmaster.

Temporary Removal from School

An administrator may immediately remove from school property or a school function any scholar who is disruptive to the learning environment or who endangers the health and safety of himself/herself and/or of other scholars, or whose presence is perceived to pose a continuing danger to persons or property or an ongoing threat of disrupting school operations. Prior to removal, if possible, the parent or guardian and the scholar shall be notified of the reason for removal and the conditions under which the scholar may return. A conference between the Dean of Students and parents regarding any proposed out-of-school suspension for a violation will be held within three (3) school days of such removal.

Students who are suspended may not return to school before they and their parents meet with school officials.

Short- and Long-Term Suspension

In accordance with the policy of the ASTEC Board of Directors, the following regulations shall govern the suspension of scholars from school. The authority to suspend a scholar from a school in the school district is delegated to the Dean of Students and Headmaster. Suspended scholars are not allowed to return to the ASTEC Schools' campus or any extracurricular activities until the expiration of the suspension.

ANY SCHOLAR IN VIOLATION OF THIS POLICY IS SUBJECT TO ARREST FOR TRESPASSING AND/OR ADDITIONAL DAYS OF SUSPENSION.

- **Short-Term Suspension:** Up to 10 Days
- **Long-Term Suspension:** 10 Days or More

Before the scholar is readmitted, the parent or guardian and the suspended scholar must meet with the Dean of Students. After returning to school, it is the scholar's responsibility to get the missed work, the suspended scholar must complete

all schoolwork missed while on suspension within a time frame equal to the length of the suspension. (For example: work assigned during a two-day suspension must be turned in within two days after returning to school.)

Referral to Outside Agencies

Referral to local, state, or federal agencies, including but not limited to law enforcement agencies and social services, may occur as part of a disciplinary action, at the discretion of the Dean of Students and the Headmaster.

The use of corporal punishment is not permitted at ASTEC Schools.

Due Process

A scholar on long-term suspension has the right of due process, which includes being informed of the policy, rule or regulation allegedly violated, sufficient opportunity to give his/her version of the alleged violation, the right to a conference with the Dean of Students, and the right to appeal a suspension of more than ten (10) days to a Hearing Officer who may be the Headmaster or the Superintendent.

A disabled scholar and his or her parent/guardian are entitled to the procedural safeguards of the Individuals with Disabilities Education Act (IDEA, Part B) before the scholar's placement is changed for disciplinary reasons. These protections include the requirement for ASTEC Schools to hold a manifestation determination meeting, to determine if the behavior in question was a manifestation of the child's disability.

Procedural safeguards are located within the Oklahoma Special Education Handbook, July 2014. The safeguards are more commonly referred to as "Parents Rights in Special Education." Parents may obtain a list of these rights at any time by requesting them of the special education teacher.

Appeal of Suspension

A scholar in long-term suspension and his/her parent/guardian have the right to appeal the out-of-school suspension decision to a Hearing Officer as follows:

- Within three (3) school days from the date of the Notice of Suspension, the scholar or the scholar's parent/guardian may request in writing to the Headmaster, a review by the Hearing Officer.
- The Hearing Officer will meet to review the suspension action as soon as possible. The scholar and the scholar's parent/guardian will have a right to be present at the hearing and to present evidence and witnesses to support their position. The Dean of Students will notify the scholar's parent/guardian of the date, time and place of the hearing not less than 24 hours in advance of the hearing.
- The Hearing Officer will determine the reasonableness of the term of the out-of-school suspension and may uphold, overrule, or modify the out-of-school suspension action.

THE DECISION OF THE HEARING OFFICER IS FINAL AND NON-APPEALABLE.

All hearings are based on the following criteria:

1. Is the scholar guilty or innocent of a violation of a school rule, policy, or regulation?
2. Is the term of the out-of-school suspension reasonable and in keeping with the severity of the infraction?

NOTE: ALL SCHOLARS PLACED ON LONG-TERM SUSPENSION (WITH THE EXCEPTION OF THOSE SUSPENDED FOR POSSESSION OF DANGEROUS SUBSTANCES, FIREARMS AND DANGEROUS WEAPONS) SHALL RECEIVE EDUCATIONAL PLANS DURING THEIR SUSPENSIONS. SCHOLARS SUSPENDED FOR POSSESSION OF DANGEROUS WEAPONS, FIREARMS AND CONTROLLED SUBSTANCES SHALL NOT RECEIVE EDUCATIONAL PLANS.

Classroom Discipline

The classroom teacher in a public school has the same rights as a parent or guardian to control and discipline a child while the child is in attendance, in transit to or from the school, or participating in any school function.

They also have the responsibility for maintaining discipline in the classroom, in accordance with the approved School Discipline Plan and rules for the school. A teacher will notify a scholar's parent if misbehavior persists. When necessary, the teacher may refer scholars to the Headmaster. Disciplinary action is to be commensurate with the violation.

Scholars are expected to:

- Learn and allow others to learn
- Demonstrate courtesy and respect for others, both in and out of the classroom
- Address faculty and employees as Mrs., Mr., Ms., Dean, Headmaster, Dr., etc.
- Recognize adults and greet by saying "Good Morning" or "Good Afternoon"
- Say "Excuse me" when appropriate
- Conduct themselves responsibly
- Obey all school and classroom rules
- Respect the rights, feelings and property of self and others
- Attend class on time, with the appropriate materials
- Personally contribute to creating and maintaining a safe, orderly school environment
- Give all parties involved in a situation the opportunity to have their side heard

ASTECS Schools' philosophy of discipline is parallel to that of Jim Faye and David Funk's, *Teaching with Love and Logic*. Scholar discipline is designed to correct misconduct and allow scholars to practice behavior that leads to character development and responsible citizenship. This requires the support of our families.

Responsibility begins with accountability. The steps to accountability are:

- All involved parties are brought together to ensure all sides are heard.
- Admit and discuss ONLY your choices of behavior (involved scholars are dealt with independently).
- Make amends (includes an apology and a consequence).

Format of the Apology:

- Look the offended party in the eye and maintain eye contact
- Say the person's name
- Say you are sorry
- Tell exactly what behavior (without minimizing) for what you are apologizing
- Make a contract for the future by telling how you will choose to behave differently in the future

Format of the Consequence(s):

- Make appropriate moral or material restitution and/or experience the natural outcome of the action(s), each as determined by the faculty and/or administration.

Care of School Property

Scholars are responsible for the proper use and care of school property, such as all areas of the facility, textbooks, desks, furniture, and equipment. The parent or legal guardian of a scholar is responsible for the replacement or repair of damaged school property when it is determined that the damage or loss was a result of scholar negligence.

Failure to meet financial obligations will result in having a collections agency or the authorities involved.

Restitution

Restitution (paying) for damages will be required as a part of disciplinary action assigned for inappropriate behavior that

leads to the damage of or needed repairs to school property. This includes but is not limited to: computers, structure, furniture, appliances, textbooks and teaching materials, fixtures, and equipment, fire suppression systems and equipment. The Superintendent will determine the cost of restitution.

Gum, Food, Candy & Soda

Scholars are not to have food or drinks in the building without permission from the administration. If these items are found, they will be confiscated. These items are costly to remove from carpets and require even more costly extermination of the insects they attract. Gum is never allowed on school property before or after school and during any school activities.

Scholars who have gum, food or candy in the building without permission will be charged a \$5 fine, and must complete the Responsibility Form process. The money will be received by the Dean of Students and these monies will go into an account that is used exclusively for carpet cleaning and extermination. Parents may be called if a scholar continues to violate these rules. Any scholar who receives more than 3 fines within a semester will be subject to disciplinary measures as determined by the Dean of Students.

Sexual Harassment

ASTECSchools does not tolerate harassment. Harassment is defined as “engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome.” Sexual harassment may involve remarks, gestures, or actions of a sexual nature that make a person feel unsafe or uncomfortable. It creates an intimidating, hostile or offensive learning environment. Sexual harassment is part of the continuum of violence. **Sexual harassment is illegal.**

Sexual harassment may include (but not be limited to) the following:

- Unwanted, unwelcome physical contact like touching, grabbing or patting
- Rude jokes or suggestive nicknames like “chick,” “sexy,” “stud,” or “babe;”
- Cat calls, rating or embarrassing whistles
- Insulting remarks about sexual orientation
- Sexually insulting remarks about race, gender, ability or class
- Bragging about sexual prowess for others to hear
- Intimidating hallway behavior; names written on walls or desks, e.g. “For a good time, call...”
- Stalking (including cyberstalking)

These actions are **not** considered sexual harassment:

- A hug between friends
- Mutual flirtation
- Sincere and personal compliments

Scholars who believe they are being harassed are to go at once to the Headmaster or a trusted adult. Administrators have the responsibility of protecting the victim from further sexual harassment and retaliation. Appropriate action must be taken, which may include summoning the police. Action must also be taken to protect the accused from false allegations. The confidentiality of all parties must be protected wherever possible. Perpetrators will be considered for detention/ suspension and/or reported to law enforcement personnel. Any incidents that violate the Criminal Code must be reported to the police.

Public Display of Affection (PDA)

Students should refrain from all Public Displays of Affection (PDA). PDA, is not allowed during school hours, including lunch and while on school property, or while attending and/or participating in a school-related activity. PDA can be offensive and is generally in poor taste. Students who engage in the acts of PDA are disrespecting themselves and their peers by subjecting them to witnessing their behavior. Parents may be called if a scholar continues to exhibit this behavior after a warning from an adult. Necessary disciplinary measures as determined by the Headmaster will be applied.

PDA's include but are not limited to:

- Holding hands
- Arm around the shoulders
- Embracing
- Kissing
- Stroking
- Excessive touching
- Sitting on laps
- Inappropriate distance (not enough space) between you and another person

Scholar Welfare (Child Abuse/Neglect)

All ASTEC employees have a legal responsibility to protect children from abuse and neglect. The law requires a report be filed with the proper authorities if an individual has reason to believe that a child may be a victim of child abuse or neglect.

Drug-Free Schools

It is the policy of ASTEC Schools that no scholar shall possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled substance, inhalant, any non-intoxicating alcoholic beverage (example: low-point beer), alcoholic beverages, fortified wine or any other intoxicating beverage. In addition, no scholar shall use, possess or transmit drug paraphernalia or counterfeit drugs.

This policy shall apply to all scholars before, during and after school hours in any school building, on the school premises, in a school vehicle, at a school-sponsored event or function or during any period of time when the scholar is subject to the authority of school personnel.

Positive “hits” from a drug dog on a scholar’s belongings or the presence of vaping items will result in an automatic and mandatory drug test. Positive tests without a valid explanation from a physician will result in disciplinary action, up to and including suspension.

Scholars in violation of this policy are subject to immediate suspension and/or dismissal.

ASTEC Schools has a **ZERO TOLERANCE POLICY** in regard to drugs and alcohol.

Possession or Use of Tobacco Products

The ASTEC, Inc., Board of Directors and ASTEC Schools’ administration recognizes that the use of tobacco is harmful to one’s health. All scholars have the right to freedom from tobacco and its use according to state law (SB674). In order to provide a safer school environment, the use of tobacco in any form (including vapor) by scholars, staff, visitors or sponsors will not be permitted on school property, in or around any school vehicle or at any school-sponsored event.

ASTEC Schools has a **ZERO TOLERANCE POLICY** in regard to tobacco.

Hazing/Bullying

Hazing of any type is inconsistent with the educational process. All such activities are prohibited at any time in school facilities, on school property and at any school-sponsored event. Hazing is defined as “performing any act, or coercing another person to perform an act of initiation into a class, group or organization that causes or creates a risk (mental, emotional or physical harm).” Permission, consent, or assumption of risk by an individual subjected to hazing shall not override this policy.

ASTEC, Inc., policy and state law (SB1941) prohibits hazing in any form, such as harassment, bullying and/or intimidation of other scholars, faculty or staff. This includes the use of any of these forms by way of electronic communication (Facebook, email, blogs, websites or other), **whether or not the communication originated at school.**

Senate Bill 1941 also allows schools to establish a procedure for a school to request the disclosure of information concerning scholars who have received mental health care that indicates an explicit threat to the safety of scholars or school personnel.

Scholars found in violation of this policy are subject to disciplinary action by school officials and local law enforcement.

ASTECSchools has a **ZERO TOLERANCE POLICY** in regard to bullying, hazing and intimidation.

Non-Scholar Inappropriate Behavior

Individuals, who use vulgar or inappropriate language, shout or make threats in the school, on sidewalks or in the parking lot may be banned from the property. As a protection to our scholars and employees, security and police will be called to enforce this rule.

Dangerous Weapons

Board policy prohibits persons, including those with a concealed handgun license, from carrying weapons onto school property. Employees, other than the Public Safety Director if so designated, visitors, and scholars are prohibited from bringing weapons of any kind onto school premises or any grounds or building where a school-sponsored activity takes place.

To ensure the safety of all persons, employees who observe or suspect a violation of the district's weapons policy, to include sharp objects such as box cutters, switchblades or spring-type knives, should report it to their supervisors immediately. Supervisors will report the incident immediately to the CEO and/or Superintendent and the ASTEC Public Safety Director. Violators are subject to arrest and prosecution.

Gun-Free Schools Act

State law requires educational agencies to suspend from school for a period of not less than one (1) year any scholar who is determined to have brought a firearm to school. This policy further requires that the criminal justice or juvenile justice system be notified of any scholar who brings a firearm to school.

PARENTS ARE REMINDED THAT SCHOLARS IN VIOLATION OF THE WEAPONS POLICIES ARE SUBJECT TO SUSPENSION OR DISMISSAL.

If a teacher or any other school employee discovers a scholar in possession of a dangerous weapon, he or she will immediately secure the safety of other scholars and notify the Headmaster. If safety permits, the weapon will be confiscated, and the Headmaster will notify the police department.

Scholars in violation of this policy will be given long-term suspensions, as previously defined here and required by state and federal law. The facts surrounding the misconduct, as determined at an evidentiary hearing, will determine the length of the suspension period.

Any scholar suspended for possession of a dangerous weapon or object **WILL NOT** be eligible for placement at another alternative school or transfer to another Oklahoma City Public Schools site. **All confiscated weapons will be forwarded to the police department.**

Loitering or Trespassing

ALL Vendors/Visitors to ASTEC must sign in and receive a visitor's badge at the Central Office. ASTEC administration has the authority to deny the privilege of entering the building to any person not identifiable as a scholar of that school, a parent/guardian of a scholar at that school, any school employee, and/or a district employee. No persons should expect admittance if they threaten to be a disruption to the educational process.

IF CLEARANCE IS NOT GRANTED, THE PERSON (S) MUST LEAVE THE SCHOOL BUILDING AND GROUNDS IMMEDIATELY.

Persons who refuse to leave are subject to arrest for trespassing. Former scholars who were not in good standing at ASTEC

ASTECSchools will not tolerate dangerous weapons on campus by scholars or adults, including employees unless designated to carry a weapon on school property or to school events.

will not be allowed to attend any school activities, functions or celebrations as guests of a current scholar. All former scholars will have to meet with the Dean of Students prior to being issued a visitor's badge, to ensure they were a scholar in good standing. Current scholars not in attendance may not fraternize with those scholars who are in attendance before, during, or after school hours on campus.

Suspended scholars are not allowed on the campus of any district school while they are suspended, nor can they attend extracurricular activities sponsored by ASTEC Schools until the expiration of their suspension. Any scholar in violation of this policy is subject to a search and security sweeps and arrest for trespassing.

Scholar desks are school property. Because of this, scholars will not have privacy rights against school officials in regard to the contents of desks or other property. School officials must have access to desks and other property on school grounds in order to properly supervise the welfare of scholars. Therefore, scholars will not keep any items in desks or on school property that violate school rules or policies. School officials may also search book bags, backpacks, purses and other articles used by scholars.

Gangs, Cults and Secret Societies

The ASTEC, Inc., Board of Directors prohibits gangs, satanic cults and other secret societies. State law prohibits solicitation, recruitment and promotion of criminal street gang activity. Individuals or groups of scholars found to be in violation of this administrative regulation are subject to disciplinary action. Any gang activity or recruitment will be reported to the legal authorities.

Any gang symbols or efforts to simulate gang affiliation may be grounds for suspension. Scholars are not to have markers in pockets, purses or backpacks. Gang graffiti will not be tolerated. Parents will be financially and legally responsible for the defacing of any school or personal property by their child.

Definitions of Terms Related to Out-of-School Suspensions

- **Arson** - Starting a fire or causing an explosion with the purpose of destroying or damaging property.
- **Assault** - Assault is any willful attempt or threat to inflict injury upon another; any intentional display of force that would give the victim reason to fear or expect immediate bodily harm.
- **Battery** - Battery is intentional or wrongful physical contact with a person without his or her consent that entails some injury or offensive touching.
- **Blackmail** - Blackmail is the unlawful demand for money or property under threat to do bodily harm, to injure property, to accuse of crime or to expose disgraceful defects.
- **Burglary** - Burglary is the breaking into and entering a dwelling or occupied structure.
- **Concealment/Withholding Evidence** - A withholding of something which one knows and which one is bound to reveal.
- **Chronic Misbehavior** - Continually exhibiting disruptive behavior or repeatedly violating basic ASTEC policies and procedures.
- **Defiance** - A contemptuous opposition or disregard openly expressed in words or actions (showing disrespect for authority as by disobedience or unruliness).
- **Extortion** - Obtaining property from another induced by wrongful use of actual or threatened force, violence or fear.

- **Fight** - A hostile encounter, fray or altercation; a physical or verbal struggle for victory; may involve the exchange of physical contact.
- **Gang** - A gang is any company of persons who go about together on a continuous basis or act in concert to commit antisocial/disruptive behavior.
- **Larceny** - Felonious stealing, taking and carrying, leading, riding or driving away another person's personal property without permission; obtaining possession of property by fraud.
- **Robbery** - Felonious taking of money, personal property or any other article of value in possession of another, from his person or immediate presence, and against his will by means of force or fear.
- **Threats** - Threats can be verbal, written or implied acts of aggression or intimidation against another scholar, staff member, faculty member, or any other member of the ASTEC learning community.
- **Trespassing** - An unauthorized intrusion or invasion of private premises or land of another (includes school entry during a period of suspension).
- **Vandalism** - Willful or malicious acts intended to damage/destroy property (includes gang graffiti).
- **Selling Items to Other Scholars** - Scholars are not to bring items (including food and candy) to school to sell to other scholars.
- **Gambling** - Any type of gambling is not permitted.
- **Weapons Possession** - Having possession of a dangerous weapon or replica thereof; having on his or her person or handling a dangerous weapon or replica on the way to school, on school property or a school- sponsored activity (includes firearms and other weapons used or intended to be used to inflict bodily harm).
- **Sexual Harassment** - Any activity of a sexual nature that is unwanted or unwelcome, including sexual advances, requests for sexual favors and other verbal or physical conduct prohibited by law.
- **Possession, Sale, Use & Distribution of Illegal Drugs** - Having on his or her person, handling or being involved with using, selling, distributing and/or being under the influence of a controlled dangerous substance.

Technology

Introduction

ASTEC Schools supports the use of technology to enhance scholar learning and the implementation of policies and procedures to ensure the ethical use of technology in order to achieve the goals of the participant. ASTEC Schools has taken measures to prevent access to inappropriate information; however, we cannot control all the information available on the Internet. The school is not responsible for other people's actions or the quality and content of information available. We trust our scholars and staff to know what is appropriate and inappropriate. The following guidelines are intended to help you use ASTEC's network appropriately. Failure to follow these guidelines may result in suspension of the user's account.

Any use of ASTEC Charter Elementary/Middle/High School's network shall be for the exchange of information in order to enhance research and education and is not to be used for non-school activities. Transmission of any material in violation of any federal or state regulation is prohibited. This includes, but is not limited to: copyrighted and threatening or obscene material. Web pages will be published only with the written consent of the Headmaster. Use for product advertisement or political lobbying is prohibited. Scholars are expected to take proper care of the equipment and report any malfunctions to staff on duty. Scholars may not attempt to move, repair, reconfigure, modify or attach external devices to the system.

Network Ethics & Legality

All users are expected to abide by the generally accepted rules of network ethics (and etiquette). Illegal network activities, and actions in support of illegal network activities, are prohibited and will be reported to the proper authorities.

In addition, students who post on any type of digital media disparaging remarks against the school, its employee's or other scholars will face removal from the school and legal action.

Security

Scholars may not allow any person to use their password or to share their account. It is each scholar's responsibility to protect his/her account from unauthorized use by choosing passwords not easily guessed and changing passwords periodically. Any

attempt to tamper with system security, guess others' passwords, or in any way gain unauthorized access to local or network resources is forbidden. Scholars may not use others' computing accounts, attempt to forge an account identity, or use a false account or email address. Scholars should never give out personal information, such as their home address or telephone number.

Vandalism

Vandalism will result in restitution and the cancellation of the user's account. Vandalism is defined as "any malicious attempt to harm or destroy data of another user, agency, Internet or any other network." This includes, but is not limited to, the creation and/or uploading of computer viruses and pranks that distract from learning and the lost work time of employees.

Technology and Network Acceptable Use Policy

Your child will receive access to the ASTEC Schools computer network. This access includes connections to computers through the Internet, which will connect your child with educational resources all over the world.

Internet Blogs and Social-Networking Sites

Scholars are prohibited from engaging and/or participating in threatening behavior, harassment, intimidation and bullying by electronic communication. Evidence of "illegal or inappropriate" behavior posted on the Internet or any other electronic communication, regardless of when or where it was posted, will result in the cancellation of privileges and any additional disciplinary action deemed appropriate, up to and including long-term suspension.

ASTEC Schools makes no warranties of any kind, whether expressed or implied, for the service it is providing and therefore will not be responsible for any damages an individual suffers. Use of any information obtained via accessed sources is at your own risk. ASTEC Schools specifically denies any responsibility for the accuracy or quality of information obtained through telecommunications sources.

Please read ASTEC Schools' Use/Misuse of Online Computer Services Policy with your child. In accepting an account, your child accepts the responsibility of using the network in an appropriate manner. It is important that you understand his/her responsibilities as well. Your signature indicating that you have read and agreed to our Use Policy is necessary before an account will be issued.

The Technology & Network Acceptable Use Policy is located in the Appendix.

Use/Misuse of Computers, Computer Equipment or Computer Services

The ASTEC computer network is a privilege for the use of the ASTEC school community. Everyone who uses this computer network is subject to the following policies:

Network and Internet Access

ASTEC network access is provided to every ASTEC scholar and employee who is subject to the terms and conditions found in this document. The purpose of the access is to facilitate communications in support of research and education. Scholars utilizing ASTEC networks and Internet access must first have the permission of ASTEC's professional staff. Unauthorized use may result in the cancellation of all network privileges and additional disciplinary action. Any instances of unauthorized use or computer misconduct will immediately be reported by the teacher by filling out the Computer Misconduct form and turning it in directly to the Dean of Students.

Internet Postings

Any unauthorized video, photo, audio or text postings to the Internet by scholar(s) using the name "ASTEC Schools" and/or displaying the organization's logo(s) or any associated branding will be grounds for immediate detention, suspension and other disciplinary actions of lesser and/or greater importance. The same applies to making disparaging comments about ASTEC scholars, employees, staff, administrators or others associated with ASTEC Schools.

Scholars are discouraged from having electronic communication devices on campus. Cell phones and similar electronic devices, including smart watches and earbuds, seen or heard by any staff member during school hours will be confiscated. Infractions will be documented and become part of a scholar's permanent disciplinary record.

Communication Devices

Unauthorized devices are a proven distraction to learning at school. Scholars' are not to bring electronic devices, including cell phones, earbuds, hand-held games, iPads, etc. Communication with parents during the school day via cell phone is still considered a violation of policy. All communication devices are locked in secured lock boxes at the beginning of the school day, and retrieved at the end of the school day.

PARENTS: Should you need to reach your scholar during the school day, please contact the school office and a message will be sent to the child's teacher.

*Computer Misconduct	*Cell Phone Misconduct
Level I Offense Warning – Classroom discipline, documented	1st Offense Warning, phone placed in envelope
Level II Offense Privilege removed for 2+ weeks, parent notified, student must pass "acceptable use" test and grade(s) may be affected	2nd Time \$5 fee returned only to the parent or guardian, In-School Detention (ISD)
Level III Offense Account disabled; parent notified. ISD or suspension, permanent privilege removal, and possible criminal charges and consequences	3rd Time \$10 fee - may not bring phone back to school and/or Out-of-School Suspension

**Offense level will be determined by school administrators.*

Blatant disrespect of the ASTEC cell phone policy will result in further disciplinary action, up to and including long-term suspension, as deemed appropriate by the Dean of Students and the Headmaster.

Scholars are prohibited from making any unauthorized electronic or digital video or audio recordings of another scholar or adult in the school unless it is specifically related to the instructional program or an officially designated activity of the school. Violation of this policy may result in disciplinary action and/or police action.

Scholars are responsible for the care and safety of their own personal property. ASTEC does NOT carry theft insurance and is NOT responsible for a scholar's lost, stolen or damaged personal property. Losses to scholar's property should be filed against their parents' homeowners' insurance. Scholars should place their names on all personal items. Articles not claimed within a reasonable length of time and after numerous announcements will be given to a charitable organization. Lasers are not permitted at any time. Use of radios, iPods, iPads, MP3 players, tape and CD players, videotapes, and other electronic devices are not permitted unless authorized by the Headmaster for special assignments. These items will be confiscated and fined on the same schedule as the cell phones listed above.

Loss of cell phones and other electronic devices are the sole responsibility of the scholar.

Scholar Recognition

Criteria for Scholar Academic Recognition

Scholars will be recognized for academic success for various honor rolls as follows:

Honor Roll

Students are honored each quarter and recognized in the newsletter and in postings at the school.

Superintendent's Honor Roll: All 4's | **Headmaster's Honor Roll:** 3's and 4's only in all classes

End-of-Year Awards

At the end of each school year, ASTEC Schools celebrates the achievements and accomplishments of our scholars. Scholars are recognized for the various accomplishments over the past year, and teachers present awards to the Most Outstanding Scholar and the Most Improved Scholar in each subject area.

Participation in After-School Clubs

Participation in any after school club is a privilege. Students will be invited to join after school clubs such as choir, art, engineering, reading, etc. Students must maintain all classroom expectations and the following behavior and attendance expectations in order to participate in any after school clubs and activities.

Behavior:

- No more than one referral to the office for a behavior issue.
- No out-of-school suspensions. (Current School Year)

Attendance:

- No more than five unexcused absences during the school year.
- No more than three unexcused tardies each semester.

Any combination of disciplinary actions listed above may result in immediate dismissal from the Student Council.

Student Council members must demonstrate responsible and respectful behavior at all times. If this is not occurring, the classroom teacher may write a referral to the Student Council Advisor. They will put the scholar on "probation" and allow the scholar one week to improve the situation. Dismissal is at the discretion of the advisor.

Attendance:

- No more than five unexcused absences during the school year.
- No more than three unexcused tardies each semester.

Other Opportunities and Services

Guidance & Counseling Services

Guidance and counseling services are available for every scholar in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, academic intervention services, and support with home, school, or social emotional concerns. Scholars requesting to visit a counselor are to sign in at either the high school or middle school office on the "Counselor's Sign-In Sheet" and the counselor will meet with them within 24 - 48 hours.

Oklahoma's Promise Scholarship

Oklahoma's Promise Scholarship offers qualified Oklahoma scholars an opportunity to earn a scholarship for college tuition. Upon completion of the program's requirements, you will earn tuition at an Oklahoma public two-year college or four universities, OR a portion of tuition at an accredited Oklahoma private college or university OR a portion of tuition for

approved programs at Oklahoma public technology centers. The scholarship amount, however, does not cover items such as fees, books, supplies, or room and board. Some institutions offer additional aid to Oklahoma's Promise students; please check with the institution you plan to attend to determine if additional funds may be available to you.

Scholars who do not meet the academic standards of an overall 2.5 GPA for all courses AND 2.5 GPA in 17 specific college prep courses, will not qualify to receive the Oklahoma's Promise scholarship, per Oklahoma's Promise requirements <https://www.okhighered.org/okpromise/>.

Special Services

Special services are available within the school for scholars who have met eligibility requirements under the Individuals with Disabilities Education Act (IDEA). Available services include special education and related services, such as speech language pathology, occupational and physical therapy, and other specialized services as determined necessary by the scholar's Individualized Education Program (IEP) team.

Special needs scholars attend regular classes with consultative and monitoring services by the special education teacher. The special education teacher monitors the progress of an identified scholar, prepares IEPs, and meets with parents, teachers and the administration to determine the best learning situation for each scholar.

American Indian Student Services

Supplementary guidance, academic tutoring, financial assistance, and career development services are provided to American Indian scholars through the Title IX and Johnson O'Malley programs. For more information contact the school.

Gifted and Talented

According to Oklahoma State law, an intellectually gifted or academically talented child is one who performs, or has the potential to perform, at or about the 97th percentile on nationally standardized tests of cognitive ability or academic achievement. The theory of multiple intelligences, developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University, suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults.

These intelligences are:

- Linguistic Intelligence ("word smart")
- Logical-Mathematical Intelligence ("number/reasoning smart")
- Spatial Intelligence ("picture smart")
- Bodily-Kinesthetic Intelligence ("body smart")
- Musical Intelligence ("music smart")
- Interpersonal Intelligence ("people smart")
- Intrapersonal Intelligence ("self smart")
- Naturalist Intelligence ("nature smart")

The administration and faculty of ASTEC are committed to creating avenues for this special population to become active learners who are challenged daily in our schools. The administrators and staff encourage and work closely with teachers and scholars to employ differentiated strategies that allow high-end learners to pursue a topic to intensity. Faculty provides scholars opportunities to present work in the different areas of multiple intelligences.

ASTEC Schools' philosophy is reflected in the Gifted and Talented services at this level. A variety of teaching practices are utilized in order to increase the complexity, depth and breadth of the curriculum. Services for such scholars include: in-class differentiation in the core subject areas, opportunity to work on special projects, and acceleration based on individual needs and others. Such strategies include:

- Flexible grouping
- Compacting

- Telescoping
- Cluster groups (based upon ability or interest)
- Working in teams
- Intensive computer science programs
- Contracted independent work
- Inquiry techniques
- Extension activities through a variety of clubs and electives
- Class projects
- Field Trips
- Honors classes
- University visits
- Intensive and continuous improvement, in-service program for faculty
- Reduced use of textbooks. (According to research by Sally M. Reis and Joseph S. Renzulli of The National Research Center on the Gifted and Talented, University of Connecticut, textbooks often “dumb down” the curriculum content.)

Kindergarten through Fifth Grades

Services allow scholars to participate in opportunities that extend the curriculum, develop skills in problem solving, creativity, and encourage risk taking and responsibility for learning. The best practices in Gifted and Talented education include appropriate acceleration, enrichment and teaching strategies for high-ability learners. A variety of teaching practices are utilized in order to increase the complexity, depth and breadth of the curriculum. Services for scholars include: in-class differentiation in the core subject areas, opportunity to work on special projects, and acceleration based on individual needs.

Special Programs/Services for Parents/Parent/Guardian Involvement

ASTECSchools is set apart from many other schools in the level of parental involvement we expect – and the involvement our parents deliver. Parents and guardians are asked to attend school events, help with community outreach efforts, and participate in our Scholar/Parent/Teacher (“STP”) organization meetings whenever possible.

Parents/guardians will have many opportunities during the year to attend school special events.

Every parent or guardian who becomes an active, contributing part of our “learning community” enriches school life and the learning experience of every ASTEC scholar now and empowers his/her child and other scholars to achieve greater success in learning and life in the future. Not every parent can participate regularly, and not every parent can do something “big.” But every parent can do something important – and enjoy the experience!

There are opportunities to contribute time, energy and expertise, which can fit anyone’s “time budget,” including community-wide workdays, tasks that can be accomplished at home, and others.

*Note: individuals who volunteer to care for ASTEC scholars in any capacity must undergo a successful background check in advance.

Fall Open House

ASTECSchools opens its doors to parents and the community at any time. However, we have a special evening in the fall of each year to allow families and visitors to meet the teachers and visit classrooms. Parents and patrons are encouraged to attend. ASTEC Schools will notify parents concerning the dates and times for all Open House activities. Consult your calendar, and listen for a reminder through SchoolMessenger our recorded, community-wide phone system.

Parent/Teacher Conferences

Parents/guardians are encouraged to meet with the teachers of their children to learn of their progress first hand. Parents/guardians may schedule conferences at any time during the year by calling the school office.

Web Community

The ASTEC Schools' web community is located at www.astec-ki2.com, where members of our learning community can easily access news, events, a calendar, pictures, and other items of interest.

Parents and scholars are also encouraged to “like” ASTEC’s Facebook page and to follow ASTEC on Twitter and Instagram for timely updates. ASTEC Student Council also has a Facebook page for students and parents to follow. Links to our social media sites can be found on our website in the top right corner of our home page.

The ASTEC Elementary School newsletter, “Star News” is posted monthly on the ASTEC Facebook page and on the website. Parents may receive a digital copy upon request and by providing an email address.

Appendix

ASTECSchools Leadership

ASTECSchools' Board of Directors

Debra Murray, Board Chair
Franci Hart
Marcellus Jones
Elizabeth Parker
Gordon Chandler
Alba Santiago
DG Smalling

Officers of the Board (Non-Voting)

Dr. Freda Deskin, President
Josh Mullins, Treasurer
Jamie Whittington, Secretary and Board Clerk

ASTECSchools' Advisory Board

Jan Allison
Thomas Baker
George Bradfield
Jeff Cato
Susan Calonkey
Clay Cockrill
Lorraine Friedrich
Dr. Bob Greve
Gail Huneryager
Rhonda Kieson
Dave King
Dr. Sharon Lease
Ryan Leonard
Dr. Terry Neese
Kerry Robertson-Kirby
Pama Palmer
Meg Salyer

ASTECSchools Deans

Dr. Stacey Hughes, Dean of Humanities
Jason Mack, Dean of Students
Tracy Pendred, Elementary School Dean of Students
Danny Porter, Dean of STEM Instruction
Tammy Russell, Dean of Student Success

The ASTEC Fund, Inc., Board of Directors

Doug Fuller, Board Chair
Kerry Alexander
Jerry Burger
Judy Hatfield
Lou C. Kerr, Immediate Past Board Chair
Donnie Jones
Brad Jordan
Rita Moore
Clayton G. Moss

Officers of the Board (Non-Voting)

Dr. Freda Deskin, President
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The ASTEC Fund Inc. Advisory Board

Gary Allison
Mickey Clagg
Ruth Leebron-Levenson
Debi Martin
Susan McCalmont
William G. Paul
General Ben Robinson (Ret.)
Becky Switzer

ASTECSchools Leadership

Dr. Freda Deskin, CEO/Founder
Shannon Grimes, Superintendent
Bridget O'Connor, Elementary Headmaster
Casey Rainbolt, Headmaster (Middle/High School)

ASTECSchools Directors

Tracy Bauer, IT Director
John Drake, Athletics and Activities Director
Breeana Jewell, Human Resources Director
Joe Koerner, Facilities and Public Safety Director
Cindy Millican, Co-Teacher Director
Dana Neal, Communications Director

ASTECC Charter Schools PANDEMIC POLICY

Amended Board Policy - July 27, 2021

As of July 27, 2021, the governor of the State of Oklahoma has declared that masks cannot be mandated by schools. HOWEVER, the governing board of ASTEC Charter Schools **STRONGLY** suggests that all eligible students and employees wear masks when recommended by the CDC to protect those who are not or who cannot be vaccinated.

All ASTEC employees are required to have an up to date COVID-19 vaccination, including recommended booster shots, on file with the school or be granted a valid religious or medical exemption from a licensed medical doctor not related to the employee or a member of clergy from a place of worship where the employee regularly attends.

ASTECC has a number of students and/or parents who are immunocompromised and would suffer great harm if they were to contract the Delta Variant of the COVID virus.

Should the governor declare a state of emergency, the following Pandemic Policy will go into immediate effect.

Original Board Policy - August 1, 2020

A pandemic is a global disease outbreak that potentially has a significant impact on school operations as local, regional, and nationwide authorities act to reduce infection rates and transmission. A pandemic occurs when a new virus emerges that people have little or no immunity to and for which there may be no vaccine. ASTEC Charter Schools will monitor applicable local, state, and federal governmental orders, regulations, recommendations, and guidelines ("Governmental Directives") for child care centers and schools regarding school closures, social distancing, and other health and safety recommendations during an official pandemic.

In case of a pandemic, and to the extent reasonably possible, and while ASTEC Charter Schools are subject to such Governmental Directives, ASTEC Charter Schools will implement the following practices to promote safe school attendance. It is understood that these are best practices developed using existing Governmental Directives and health data. Still, that implementation of these practices offers no guarantees against actual or possible exposure and transmission.

I. Program Restructuring and Restrictions

- A. ASTEC Charter Schools will maintain groups of children in no more than 15 per classroom, until such time these guidelines are amended and will maintain a 6-foot distancing capacity between children as much as possible;
- B. Different groups of children will be kept separate and will not share common areas at the same time;
- C. ASTEC Charter Schools will discontinue the use of 'community' snacks, drinking fountains (except to fill water bottles), and sensory play tables;
- D. We will serve meals in classrooms;
- E. Parents may not enter campus during drop off and pick up or congregate outside the facility during drop off and pick up;
- F. Students, parents, visitors, and employees must wear masks inside the school.
- G. Only one parent or guest at a time will be admitted to the school office/lobby.
- H. Onsite tours discontinued until further notice;
- I. Outside visitors are not allowed in classrooms or programs during school hours;
- J. Maintenance (excluding necessary disinfecting and sanitation tasks) will be done after school hours unless for emergency purposes.

II. Screening and Travel Restrictions

- A. Temperature and symptoms
 - 1. Only when deemed necessary. ASTEC Charter Schools will screen children upon entrance to the school for temperature and symptoms of disease, infection, or illness (cough, shortness of breath, rash, etc.), and a log will document temperature and other symptoms observed.
 - 2. Any child with a suspected or confirmed case of disease, infection or illness reasonably believed to be related to the pandemic will be excluded from school until they have been asymptomatic for a minimum of 72 hours without the aid of medication and documented evidence of a negative test result. The case will be reported to

local health authorities and the child's re-entry shall be subject to documentation of a negative test.

3. Employees and parents/guests entering the school shall be subject to ASTEC screening policies, including temperature checks, before entering the school.

4. Students and ASTEC employees may not attend school/work for 72 hours. They must provide documentation of a negative test result before their return if they or a member of their household has possible exposure or if they have attended a venue named by the CDC as one of the seven most dangerous places to attend during the pandemic. A threat is imposed on ASTEC employees and students if social distancing cannot be observed or if everyone at the location isn't wearing a mask. The seven places to avoid include bars, gyms, live, faith-based activities, weddings, funerals, house gatherings or other small events.

5. ASTEC Charter Schools reserves the right to employ substitute teachers as needed or to close programs or areas of the school in the event a suitable staff member cannot be sourced for replacement.

B. Travel

1. A child who returns, or whose immediate household member returns from a trip to an area the CDC or comparable health or safety organization has issued travel advisories will be excluded from school for a minimum of 72 hours or based on current CDC guidelines. They must provide evidence of a negative test result before returning.

2. A child who has an immediate family or infected household member will be excluded from school for a minimum of 72 hours or as per CDC guidelines. The school will consult with local health authorities, and re-entry shall be subject to any required clearances imposed by those authorities and documented evidence of a negative test result.

3. Any child who or immediate family member travels by air or any other form of public transportation will be excluded from school for a minimum of 72 hours or based on current CDC guidelines and evidence of a negative test result.

4. Staff members are subject to these same travel policies.

III. Notifications and Closures

A. Notification

1. Parents/guardians must provide methods of contact to ASTEC Charter Schools that enable a quick response to any communications regarding an ill child or possible school closure.

2. Parents/guardians must immediately respond to requests to pick up a child.

3. To the extent practicable, and as permitted by law and confidentiality requirements, ASTEC Charter Schools will notify parents and staff of any confirmed or suspected pandemic illness cases so that they may contact their medical professionals for guidance.

4. For purposes of this policy, ASTEC Charter Schools will utilize School Messenger as the primary method of communicating school closures and other information. In the event of an extended closure, we encourage parents and teachers to use email to keep in touch.

B. School Closure and Schedule Changes

1. ASTEC Charter Schools reserves the right, at the sole discretion of the School Administration, to close the school at any time that such action is deemed appropriate in order to minimize the transmission of disease or infection, or as needed to implement this policy. If children or staff members have pandemic-related symptoms, ASTEC Charter Schools will close the affected program (consistent with local or state health department guidance) for a minimum of 24 hours to allow for proper disinfection and sanitization. To the extent possible, ASTEC Charter Schools will comply with all state or local health department restrictions and guidelines regarding school closures, cleaning and sanitization practices, reopening, and re-entry of students after a pandemic infection is detected on school grounds or in school facilities.

2. ASTEC Charter Schools reserves the right, at the sole discretion of School Administration, to close the school or any programs or areas of the school even if there are no confirmed cases of the disease in the school. Such closures may occur regardless of whether other local school district(s) or other local authorities have undertaken a similar action or issued a closure order.

3. A closure of ASTEC Charter Schools may include a distance learning model.

4. In the event of school closure due to a pandemic, whether such closure is in whole or in part, ASTEC Charter Schools reserves the right to alter planned holiday breaks or to extend the school calendar beyond the school year-end date to achieve close to the same number of school days. The school does not guarantee that it will be able to meet this objective.

ASTECSCHOOLS Anti-Bullying Plan

A Message from the School Administration:

School bullying is a widespread problem across our nation, but ASTEC Schools is going to be different. It has to be a place we can all come to and feel safe and accepted.

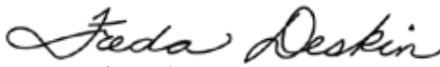
As a school, scholars spend more time each week with one another than most families spend together. We are all different. We look different, we have different problems, we have different talents, and different beliefs. The one thing we can have in common is respect for one another.

Our school has to be a place where we can come and leave all those problems at home and be a part of something positive. I ask each and every scholar of this school to follow one simple rule when it comes to getting along and finding a peaceful solution to problems that will come up – treat others the way you want to be treated yourself.

Take a look at the way you talk to people. If it's negative and rude, stop. If you see someone being picked on, let a teacher or administrator know. You can't control everyone around you, but you can control your own words and behavior.



Shannon Grimes
Superintendent



Dr. Freda Deskin
CEO and Founder

INTRODUCTION

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. ASTEC Schools will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyberbullying, intimidation or retaliation, in our school buildings, on school grounds, or at school-related activities. We will promptly investigate all reports and complaints of bullying, cyberbullying, intimidation and retaliation, and take prompt action to end that behavior and restore the student's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. ASTEC Schools expects all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences.

ASTEC Schools is committed to providing all students with a safe learning environment that is free from bullying and cyberbullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can harm the learning process.

Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. This Bullying Prevention and Intervention Plan is a comprehensive approach to addressing bullying and cyberbullying, and ASTEC Schools is committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. We have established this Plan for preventing, intervening, and responding to

incidents of bullying, cyberbullying, intimidation and retaliation. The Dean of Students is responsible for the implementation and oversight of the Plan.

Students found in violation of ASTEC's Anti-Bullying policy are subject to disciplinary action by school officials and local law enforcement. ASTEC has a ZERO TOLERANCE POLICY in regard to bullying, hazing and intimidation.

DEFINITION OF BULLYING, CYBERBULLYING, INTIMIDATION AND RETALIATION

ASTEC Policy and state law prohibits hazing in any form, such as harassment, bullying, and/or intimidation of other students, faculty or staff. This includes the use of any of these forms by way of electronic communication, whether or not the communication originated at school. Senate Bill 1941 allows schools to establish a procedure for a school to request the disclosure of information regarding students who have received mental health care that indicates an explicit threat to the safety of students or school personnel.

I. **Bullying**

Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

1. causes physical or emotional harm to the target or damage to the target's property;
2. places the target in reasonable fear of harm to himself/herself or of damage to his/her property;
3. creates a hostile environment at school for the target;
4. infringes on the rights of the target at school; or
5. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this policy, bullying will include cyberbullying.

II. **Cyberbullying**

Cyberbullying is defined as bullying through the use of technology or any form of electronic communication, which will include, but will not be limited to any digital media, email, blogs, websites, instant messages, photo messages, etc., whether or not the communication originated at school.

Cyber-bullying will also include:

1. The creation of a web page or blog in which the creator assumes the identity of another person or
2. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses above, inclusive, of the definition of bullying above.
3. The distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in clauses (a) to (e), inclusive, of the definition of bullying.

III. **Retaliation**

Retaliation against or **intimidation** of a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior within the meaning of the Student and Parent Codes of Conduct. Such retaliation or intimidation may result in disciplinary action.

IV. **Other Behaviors**

Other behaviors which are rude and hurtful but do not meet the criteria to be termed bullying, may not require reporting under the law, but will be addressed within the ASTEC Code of Conduct.

Aggressor is a student who engages in bullying, cyberbullying or retaliation.

Hostile environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation is any form of intimidation, reprisal, or harassment directed against a student who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Target is a student against whom bullying, cyberbullying, or retaliation has been perpetrated.

For the purpose of this Plan, Aggressor will be used to identify the person(s) who has engaged in the bullying, cyberbullying or retaliatory behavior. Target will be used to represent the person(s) to whom the action is directed.

LOCATIONS

Bullying is prohibited:

- On school grounds. Including property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
- Off school grounds. Including at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school, or materially and substantially disrupts the education process or the orderly operation of a school.

REPORTING

Any **staff member** (i.e. anyone employed by ASTEC) will report immediately to the Dean of Students or designee when he/she witnesses or becomes aware of conduct that may be bullying, intimidation or retaliation. The requirement to report to the Dean of Students or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. This requirement includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff member or substitute teacher.

School volunteers will report immediately to the Dean of Students or designee any conduct that may be bullying, cyberbullying, retaliation, or intimidation when she/he has witnessed it or becomes aware of it. They will be notified of and trained in the reporting requirement.

Parents/guardians. ASTEC Schools expects parents or guardians, and others who witness or become aware of an instance of bullying, intimidation or retaliation involving a student to report it to the Dean of Students or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Parents or guardians, and others may request assistance from a staff member to complete a written report. This report to the Dean of Students is best if done in direct conversation but may also be done by email, phone message, or other written communication.

Students. ASTEC Schools expects students, who believe they have been subjected to bullying, cyberbullying, intimidation or retaliation, or who witness or become aware of an instance of bullying, intimidation or retaliation involving a student to report it to the Headmaster or designee. This report may also be made to the student's teacher, counselor, or any adult staff member.

Black locked boxes, with a slot for notes, are located throughout the school. Students are asked to write legibly when using this method to report bullying or unusual behavior of other students. These boxes are checked daily. Students are not required to submit their name unless it is necessary for follow up or further information.

Students may also report and discuss an incident of bullying with the Dean of Students, a counselor, a teacher or any other trusted staff member. This report is best done in direct conversation with a staff member, but may also be done by other means or through the student's parent/guardian.

A Reporting Form (see page 129) will be made available on the district website for use by any party. This form may be submitted directly to the Headmaster or sent anonymously to the Dean of Students. False reports submitted knowingly alleging bullying, cyberbullying, intimidation or retaliation will be subject to disciplinary action in accordance with ASTEC's Code of Conduct.

INVESTIGATING AND RESPONDING TO REPORTS

Upon receipt of a report of possible bullying, cyberbullying, retaliation, or intimidation, the Dean of Students, or a designee, will, before fully investigating the allegations of bullying, intimidation or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect them from possible further incidents.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target. The Dean of Students or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

In conducting an investigation, the Dean of Students or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school.

Consequences may be necessary even if the target indicates the aggressor(s) behavior is permissible.

The Headmaster or designee will promptly conduct an investigation on any report. During the investigation the Dean of Students or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The alleged aggressor, target, and witnesses will be told that retaliation is strictly prohibited and will result in disciplinary action.

Reporting is an obligation that exists regardless of requests from reporters to not investigate or talk with certain students or individuals. We encourage reporting, but reporting on the condition that no action will be taken or limits placed on the investigation cannot be accepted.

Steps of the Investigation:

- Report is received;
- Interview the target and assess the level of threat present;
- Interview reporter, if other than target, and note and interview other witnesses (especially adults) or any online involvement;
- Interview the alleged aggressor(s);
- Determine the merit and plausibility of the report; and
- Determine the circumstances and establish disciplinary or other consequences, if necessary.

CONSEQUENCES AND RESPONSES TO BULLYING

If the Dean of Students or designee determines that bullying, cyberbullying, retaliation, or intimidation has occurred and consequences are merited, the Dean of Students or designee will:

- Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and what action is being taken to prevent further acts of bullying or retaliation.
- Ensure that all notices to parents comply with applicable state and federal privacy laws and regulations. Because of the legal requirements regarding the confidentiality of student records, the Dean of Students or designee cannot report specific information to the target’s parent or guardian about the disciplinary action taken unless it involves a “stay away” order or other directive that the target must be aware of in order to report violations.
- Notify the school’s Special Education Teacher if any of the students are on an Individuation Education Plan.
- Take appropriate disciplinary action.
- Notify the local law enforcement agency if she/he has a reasonable basis to believe that the incident may result in criminal charges against the alleged aggressor. If the local law enforcement is notified, the Dean of Students shall document the reasons for the decision. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, the Headmaster or designee shall respond to the behavior as is appropriate within the ASTEC’s Code of Conduct.
- When a report is received and the Dean of Students determines that the behavior is not a bullying, intimidation or retaliation incident, the Dean of Students will contact the parent(s) of each party if:

1. a behavioral report was submitted to the Dean of Students,
2. a bus misbehavior form was submitted to the Dean of Students,
3. a consequence resulted from the behavior at issue, or
4. in his/her judgment the Dean of Students determines that this report may be the cause of distress for the student or may create relationship issues between the students involved.

ACCESS TO RESOURCES AND SUPPORT SERVICES

Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the target and other students. Accordingly, there is no one prescribed response to verified acts of bullying, cyberbullying, intimidation and retaliation.

Consequences and disciplinary action will be applied in accordance with ASTEC's Code of Conduct. The responses will range from redirection of future behavior to suspension from school. These actions will escalate in severity for repeated offenses or with the severity of the implication of the negative conduct. Actions may be accompanied by the referral to counseling or other therapeutic support. The specific action will be age-appropriate, concrete, and immediate.

The nature and extent of disciplinary action imposed or consequences applied, is a matter within the discretion of the Dean of Students or designee. The Dean of Students or designee will balance the need for accountability and safety with the need to teach appropriate behavior.

Consequences and discipline for acts of intimidation and retaliation will be imposed at the same, or more severe, level as the underlying bullying, cyberbullying or inappropriate behavior.

Students who are not primary participants in the reported act of bullying, cyberbullying, intimidation or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved. "Joining-in" is a form of endorsing the behavior.

Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a target is in fear or is being threatened, the Dean of Students or designee will develop a safety plan to immediately take steps to limit and control the behavior of the aggressor(s) who is causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up.

The Dean of Students or designee will periodically follow-up with the target(s), and their parents, in any incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

PROFESSIONAL DEVELOPMENT FOR STAFF, VOLUNTEERS AND CONTRACTORS

Annual staff training on the Plan: Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying, cyberbullying, intimidation or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the District. Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired.

Ongoing professional development: The goal of professional development is to establish a common understanding of the tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences. Professional development will build the skills of staff members to prevent, identify, and respond to bullying. As required by M.G.L. c. 71, § 37O, the content of school-wide and district-wide professional development will be informed by research and will include information on:

- developmentally (or age-) appropriate strategies to prevent bullying;
- developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents;
- regarding the Center interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;

- research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- the incidence and nature of cyberbullying; and
- internet safety issues as they relate to cyberbullying.

Professional development will also address ways to prevent and respond to bullying, cyberbullying, or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students whose disability affects social skills development.

Additional areas identified by the school or district for professional development include:

- promoting and modeling the use of respectful language;
- fostering an understanding of and respect for diversity and difference;
- building relationships and communicating with families;
- constructively managing classroom behaviors;
- using positive behavioral intervention strategies;
- applying constructive disciplinary practices;
- teaching students skills including positive communication, anger management, and empathy for others;
- engaging students in school or classroom planning and decision-making; and
- maintaining a safe and caring classroom for all students.

Written notice to staff. The District will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook.

PARENT AND STUDENT EDUCATION

- Parent education and resources. The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the on-site Parent Organization and any other parent meetings as scheduled.
- Notification requirements. Each year the District will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyberbullying and online safety. The District will send parents written notice each year about the student-related sections of the Plan and the District's Internet safety policy. All notices and information made available to parents or guardians will be in hard-copy and electronic formats. The District will post the Plan and related information on its website.

CURRICULUM AND INSTRUCTION

The District will provide age-appropriate instruction on bullying prevention in each grade that is incorporated into the curriculum. The curriculum will be evidence-based. The plan will describe the curriculum to help parents and others understand the District's bullying prevention efforts.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following:

- using scripts and role plays to develop skills;
- empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying, cyberbullying, intimidation or retaliation, including seeking adult assistance;
- helping students understand the dynamics of bullying and cyberbullying, including the underlying power imbalance;
- emphasizing cyber safety, including safe and appropriate use of electronic communication technologies;
- enhancing students' skills for engaging in healthy relationships and respectful communications; and
- engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- setting clear expectations for students and establishing school and classroom routines;
- creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- utilizing appropriate and positive responses and reinforcement, even when students require discipline;
- using positive behavioral supports;
- encouraging adults to develop positive relationships with students;
- modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- using the Internet safely; and
- supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

APPLICATION TO STUDENTS ON INDIVIDUALIZED EDUCATION PROGRAMS

As required by M.G.L. c. 71B, § 3, as amended by Chapter 92 of the Acts of 2010, when the IEP Team determines the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the

IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include a particular focus on the needs of students whose disability affects social skills development.

DATA COLLECTION AND REPORTING

In order to monitor the success of the Plan and to help determine the effectiveness of interventions, curricula and actions the ASTEC Schools will collect, student and staff survey data, parent survey data and the number and nature of bullying, cyberbullying, intimidation and retaliation instances. Reports will be forwarded to the superintendent's office at the end of each school year. Reports of the data will be presented annually to the School Board and made available to the public on the district website.

ASTEC SCHOOLS
Bullying/Harassment Reporting Form

Your Name (Optional): _____

Your Grade: _____ Date of Incident: _____ Time of Incident: _____

Type of Bullying/Harassment Alleged: _____ Racial _____ Sexual _____ Religious _____ Other: _____

Behaviors Observed:

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

Who is the victim? If more than one, include all names:

Who is the perpetrator (person doing wrong)? If more than one person, include all names:

Describe exactly what happened - Give as many details as possible:

Has this occurred often? If so, how long? _____

Where did the incident occur? _____

How did you respond to this incident? _____

Have you reported this incident to anyone yet? Yes No

If so, whom did you report it to: Teacher | Parent | Friend | Other: _____

Physical Evidence: Graffiti Notes | Email | Websites | Video/Audiotape | Other: _____

Dean of Students/Teacher: _____ Date Received: _____

Report Completed by: _____ Date: _____

Parents Contacted: _____

Date: _____ Time: _____ Phone Number: _____

ASTEC SCHOOLS

Information About Meningitis

Oklahoma schools are now required by state law to inform students, parents and school employees about meningitis.

Meningitis is an infection of the spinal cord fluid and the fluid that surrounds the brain. Meningitis is usually caused by a virus or a bacterium. Meningitis caused by a virus is usually less severe and resolves without specific treatment, while meningitis caused by bacteria can be severe and may result in brain damage, hearing loss, limb amputation or learning disabilities.

What types of bacteria cause meningitis?

There are several types of bacteria that cause meningitis, including *Neisseria meningitidis*, *Streptococcus pneumoniae*, Group B streptococcal disease, and *Haemophilus influenzae* type B. *Neisseria meningitidis* is rare but especially risky for certain ages. Disease caused by *Neisseria meningitidis* is usually referred to as “meningococcal” or “meningococcal disease.”

Who is at risk from meningococcal disease?

Babies less than a year old have the highest risk for meningococcal disease, but no vaccine is available to protect them. The risk of meningococcal disease increases for adolescents and young adults aged 15 to 22 years, because of behaviors that spread the disease. On average, two to three people in this age group get meningococcal disease every year in Oklahoma. More than half of these could be prevented by vaccine.

College freshmen living in dormitories have a greater chance of contracting the disease than other persons their age. Others at increased risk are those with immune system problems, those without a spleen, or travelers going to places in the world where the disease is more common.

How is the disease spread?

The disease is spread by droplets in the air and direct contact with someone who is infected. That includes coughing or sneezing, kissing, sharing a water bottle or drinking glass, sharing cigarettes, lipstick/lip balm, or anything an infected person touches with his or her mouth.

Is meningococcal disease dangerous?

Yes, every year in the United States about 2,500 people are infected and about 300 of those people die, in spite of treatment with antibiotics. Of those who live, about 400 a year lose their arms or legs, become deaf, have problems with their nervous systems, develop mental retardation, or suffer seizures or strokes. This is why preventing the disease is important. If a child has symptoms of meningococcal disease contact a health-care provider immediately.

How can meningococcal disease be prevented?

Vaccines can prevent many types of meningococcal disease, but not all types. There are two vaccines available in the United States that protect against four of the five most common strains of the meningococcal bacteria. The newest vaccine, called Menactra, or MCV4, is currently available for:

- All adolescents 11-18 years of age
- College freshmen who live in dormitories
- Other people at high risk 2 through 55 years of age

The earlier vaccine, called Menomune, or MPSV4, was effective in older children and teenagers but booster doses were needed every three to five years. The new vaccine protects against the same types of meningococcal bacteria and probably will not require booster doses. MPSV4 is still used for children 2-10 years of age and adults over 55 who are at risk.

Teenagers and young adults can also reduce their risk by taking good care of themselves, by eating a balanced diet, getting enough sleep and exercise, as well as avoiding cigarettes and alcohol.

Signs and Symptoms of Meningitis

- Headache & Fever
- Chills

- Stiff neck
- Extreme tiredness
- Vomiting
- Sensitivity to light
- Rash of small purplish black-red dots
- Confusion
- Seizures

Is the meningococcal vaccine safe?

Yes, both vaccines are safe; however, there are risks with any vaccine. About half of the people who get the vaccine will have pain and redness where the shot was given, but because the vaccine is not made from the whole bacteria, it cannot cause bloodstream infections or meningitis. A small percentage of people who get the vaccine develop a fever. Vaccines, like all medicines, carry a risk of an allergic reaction, but this risk is very small.

A few cases of Guillain-Barré Syndrome, a serious nervous system disorder, have been reported among people who got the new vaccine, MCV₄ (meningococcal conjugate vaccine). At this time, there is not enough evidence to tell if the vaccine caused the disorder. Health officials are investigating these reports.

Does the meningococcal vaccine work?

Yes. The new meningococcal vaccine protects about 90 percent of the people who receive it from meningococcal disease caused by types A, C, Y, and W-135. These types cause almost two-thirds of all meningococcal disease in teenagers in the United States. It does not prevent type B, which causes about one third of the cases in teenagers.

Does the meningococcal vaccine prevent all cases of meningitis?

No. However, 63 percent of the meningitis cases in 18-22 year olds occurring in Oklahoma from 2000 through 2005 could have been prevented by vaccination. The meningococcal vaccine does not include type B. Scientists have not been able to make a vaccine that will protect against type B.

Where can someone get the vaccine for their son or daughter?

If a child has health insurance, they can obtain the meningococcal vaccine from their health-care provider.

Local county health departments have the vaccine available now at no charge for all children who:

- Have no health insurance
- Are Medicaid eligible
- Are Native American
- Have health insurance that does not pay for vaccines
- Are either 11-18 years of age, or who are 2-18 years of age and do not have a spleen, or have terminal complement deficiencies, or HIV infection or will be traveling to countries with high rates of meningococcal disease.

Is this vaccine required to attend school in Oklahoma?

Meningococcal vaccine is required for students who are enrolling for the first time in colleges and post-high school educational programs and who will live in dormitories or on-campus student housing. This vaccine is not required for children in elementary or high school in Oklahoma.

Where can I get more information?

For more information contact a healthcare provider or local county health department or visit these websites:

National Meningitis Association at www.nmaus.org

The Centers for Disease Control and Prevention at <https://www.cdc.gov/meningitis/index.html>

**ASTEC SCHOOLS
EMERGENCY
LOCKDOWN**

EMERGENCY-SPECIFIC RESPONSE PROCEDURE

Any threat or hazard outside of the school facilities.

A detailed description of the responses can also be found in each classroom located by the doorway.

EXAMPLES:

- Dangerous animal outside
- Criminal activity in the area
- Civil disobedience

RESPONSE:

- A school administrator or his/her designee will announce twice “Your attention please, at this time go to Lockdown, Locks, Lights, Out of Sight”. “Lockdown, Locks, Lights, Out of Sight”.
- A school administrator or his/her designee will contact the appropriate authorities in regard to the particular threat/hazard.
- Any scholars, or staff, who are outside will be brought inside. The scholar’s parent/guardian will be notified if necessary.
- The school administrators and/or their designees will lock and monitor each school entrance.
- Personnel with exterior windows or doors in their rooms will lock and secure them.
- Teachers will take roll and determine if attendance has changed since the beginning of class and notify their front office if it has.
- Each school office will field information regarding missing or extra scholars in each classroom.
- All faculty and staff will lock and secure doors in their respective locations and continue with instruction or business as usual.
- Depending on the situation, it may be necessary to escalate to a full Intruder Alert. This decision will be made by the school administration and then at that time an Intruder Alert announcement will be made.
- When the threat or hazard is over a school administrator or his/her designee will make the announcement “Your attention please, Lockdown is over.”

***Important Note*:** Should the bell ring, all classes and staff will continue to hold in their current locations until the announcement has been made that the Lockdown is over.

**ASTEC SCHOOLS
EMERGENCY
INTRUDER ALERT **

EMERGENCY-SPECIFIC RESPONSE PROCEDURE

Any threat or hazard inside of the school facilities.

A detailed description of the responses can also be found in each classroom located by the doorway.

EXAMPLES:

- Angry or violent parent or scholars
- Threat or potential threat
- Intruder INSIDE the school
- Active Shooter
- Dangerous animal INSIDE the school

RESPONSE:

- An employee confronting or becoming aware of an intruder or armed assailant should consider their personal safety before approaching or speaking with the individual(s).
- If an employee is in a situation facing an intruder, angry or violent parent or scholar, or armed assailant, be courteous, offer to assist them, inquire as to the problem, but do not attempt to subdue armed assailants, such actions could result in increased danger or injury to other personnel.
- The employee should also make an attempt to notify or gain the attention of another employee so that response measures can be activated.
- Any employee becoming aware of the situation should use the telephone intercom. Notify the staff by making the announcement twice, “Your attention please, this is an Intruder Alert. Your attention please, this is an Intruder Alert. Locks, Lights, Out of Sight, Locks, Lights, Out of Sight”.
- The employee should call 911 and a school administrator. Once this task is complete, the employee should seek shelter in a locked secure area.
- Upon hearing the Intruder Alert, the “Locks, Lights, Out of Sight” protocol is followed:
 - a. Teachers and staff will close and lock all their windows and doors, and barricade if necessary.
 - b. Turn all the lights out.
 - c. Move all personnel out of the line of sight of all windows and door openings. Behind shelving, furniture, under tables, closets or locked bathrooms are all acceptable places to be.
 - d. Teachers, take a visual roll.
 - e. An Intruder Alert may last for several hours; it is imperative that everyone remains quiet! Silence is essential no matter how long Lockdown lasts.
 - f. No indication of occupancy should be revealed until the Intruder Alert is over.
 - g. If weapon fire is heard drop, cover and remain silent.

All personnel will remain in their rooms/shelters until advised by Law Enforcement or the Emergency Coordinator on the scene that the “all-clear” has been given that the Intruder Alert is over. A school administrator or his/her designee will make the announcement and repeat it twice. “Your attention please, we are all-clear. You may return to your usual activities.”

ASTEC SCHOOLS **EVACUATION**

EMERGENCY-SPECIFIC RESPONSE PROCEDURE Any condition that requires evacuation of the facilities

A detailed description of the responses can also be found in each classroom located by the doorway.

EXAMPLES:

- Fire
- Fumes
- Smoke
- Bomb Threat
- Terrorist Telephonic Threat

RESPONSE:

- Administrators, office staff or designee will activate the fire alarm and/or announce twice, “Your attention please, at this time evacuate the building.” Pulling any fire pull station can activate the fire alarm.
- A school administrator or his/her designee will call 911 and provide the required information.
- A school administrator or his/her designee will alert Shepherd Mall Center Security. (MS/HS only)
- All staff must familiarize themselves with the evacuation plan map posted in each room.
- Remaining staff will exit the building as soon as the evacuation has been initiated and 911 is called. Teachers will see that all scholars exit the facilities, according to the evacuation plan map and proceed to their designated rally areas.
- Teachers are to ensure that all scholars have exited the room.
- Teachers will bring their Class Roster and Red Card/Green Card/Med Card.
- At the rally point teachers will take roll and ensure that all scholars are accounted for and will communicate this to the administration using the pre-arranged system of Red Card/Green Card/Med Card.
- All personnel are to leave “everything as is,” close their doors and leave them unlocked. Important: Do not turn any electrical device on or off.
- All bus drivers and members of the CMT (Crisis Management Team) are to make prior arrangements to have their scholars supervised once they have reached the rally point should their services be required.
- At the rally point, clear communication is imperative.
- Middle school, high school and central office administrators will be in contact with each other to ensure that all personnel have exited the facilities.
- Any additional necessary instructions will be given at this time.
- Bus drivers and members of the CMT will be notified at this time if their services are required.
- All personnel will remain outside at their rally point until the appropriate school personnel or a school administrator has given the “All Clear.”

***Special Note Regarding Earthquakes:** Do not move from your location. In the event of an earthquake, immediately instruct scholars and others in your location to drop and take cover. There will not be time for a warning announcement in the event of an earthquake. After the earthquake, follow-up instructions will be announced.

ASTEC SCHOOLS
****SHELTER****

EMERGENCY-SPECIFIC RESPONSE PROCEDURE

Any need for personal protection.

EXAMPLES:

- Tornado Warning, Severe Lightning, High Winds
- Earthquakes
- Bomb Threat (Outside the Facilities)
- Hazmat

RESPONSE:

- Administrators and/or office staff will monitor radio and television broadcasts during the periods of high weather threat.
- If advised to take shelter, a school administrator or his/her designee will announce twice “Your attention please, scholars and staff, seek shelter for _____.”
- Depending on the circumstances the administrator may insert any number of reasons for seeking shelter. A few examples would be:
 - a. Tornado
 - b. Bomb Threat
 - c. Earthquake
 - d. Flood
 - e. Hazmat
- All staff must familiarize themselves with the Shelter Plan and Plan Map posted in each room.
- When the announcement to take shelter is given, all personnel will move according to the Shelter Plan.
- Once all scholars and staff are in their shelter locations, everyone will “duck-and-cover.”
- MS/HS - Faculty, Staff and scholars in the mall area will follow the instructions of the mall Security Personnel. If outside the mall, enter at the nearest entrance and follow the instructions of the mall Security Personnel.
- Elementary - Faculty, Staff and scholars follow the directions of Administration.
- Members of the CMT (Crisis Management Team) and bus drivers will pre-arrange to have their scholars supervised by other teachers once everyone is in their shelter position should it become necessary to use their services. A school administrator will contact the members of the CMT and the bus drivers should it be necessary to call them into service.
- When the need to take shelter is over a school administrator or his/her designee will announce, “Your attention please, there is no longer a need to take shelter. Everyone return to your regular rooms and resume normal school activities.”

ASTEC SCHOOLS **SHELTER PLAN**

EMERGENCY-SPECIFIC RESPONSE PROCEDURE (i.e. Tornado, Straight Line Winds, Gas Leak, Large Hail)

ELEMENTARY SCHOOL:

In all emergency situations, the school personnel will make decisions in the best interest of all students. No student will be dismissed from school until the emergency situation has been resolved.

In case of a Tornado warning or threat of straight line winds are issued during school hours, the teachers will escort the students to the storm shelter. After entering the building, the teachers will check to make sure all of their students are present and accounted for. If all students are present, they will hold up their green card. If they are missing a student, they will hold up a red card. An administrator will locate the student and reconnect them with their teachers.

For instances involving large hail or lightning during dismissal, the students will be held in their classrooms until the threat has passed.

In an emergency such as a gas leak, the school personnel will follow the guidelines of the local emergency responders. This could include relocation to the ASTEC Middle School and High School campuses located at Shepherd (Mall) Center on NW 23rd street.

MIDDLE SCHOOL:

- Office personnel will move immediately to Room M28.
- Rooms M19, M11 and M22 will move to Room M21.
- Room M17 will move to Room M16.
- Room M27 will move to Room M26.
- Room M25 will move to Room M24.
- Room M8 will move to H6.
- Rooms M1 and M2 will move to Room M3.
- P-1 will move to Room M13.
- P-2 will move to Room M14.
- P-3 will move to Room M15.

If a large group of scholars are at lunch, they should follow the procedure for their lunchroom teacher (i.e., if they go to lunch from Room M27 then they would go to Room M26).

HIGH SCHOOL:

- Room H28 will move to Room H4.
- Room H15 will move to Room H16.
- Room H12 and H14 will move to Room H9.
- Rooms H1 and H1a will move to H4.
- Room H20 will move to H22.
- Multipurpose Room (H6) will move to Room H17
- Room H2 will move to Room H3.
- Room H27 and H29 will move to Room H26.

HIGH SCHOOL COLLEGE AND CAREER CENTER:

- Room CC4 moves to CC5; CC5 stays in place; CC1, CC2, and CC5 will move to the interior CC hallway near restrooms.

HIGH SCHOOL COLLEGE AND CAREER CENTER:

- Rooms CC1 moves to CC2; CC2 stays in place; CC3, CC4, and CC5 will move to the interior CC hallway near restrooms.

CENTRAL OFFICE:

- Central Office personnel will remain in their office, with the exception of the reception area. The reception area will move back into the central offices.
- A2 and A13 will move to the hallway outside of the auditorium (HO16).

HIGH SCHOOL OFFICE:

- Office personnel will remain in their rooms, with the exception of the reception area.
- Reception will move to HO4.
- Rooms HO16, HO12, HO10 will move to the hallway outside of the auditorium (HO16).

ASTECSCHOOLS

Student Technology & Network Acceptable Use Policy

A SEPARATE SIGNED DOCUMENT WILL BE REQUIRED BEYOND SIGNING THIS HANDBOOK

The intended use of each ASTEC network and Internet account is to support education and research which is consistent with the educational objectives of ASTEC Schools. Use of another organization's network or computing resources must also comply with the rules appropriate for that network. The following uses of ASTEC networks or Internet access are prohibited:

- **Program Access:** Scholars may not access any program or part of a program not assigned by an ASTEC staff member. Scholars may not access any email account using ASTEC computers. (School administrators may grant exceptions.)
- **Jump drives:** Scholars may not copy any program or file to or from a flash drive or other media. (An ASTEC technology faculty member may grant exceptions.)
- **User Accounts:** Scholars may not access another individual's files, information, or software without prior authorization from an ASTEC staff member. All users must login using their own user ID. Scholars must keep all passwords secret and contact a technology faculty member immediately if another person has learned a password. Scholars absolutely may not vandalize, damage, disable or "hack" the files of others.
- **System Resources:** Users are not to use the network in such a way that would waste system resources or disrupt the use of the network by others. This includes, but is not limited to, excessive printing and file storage, as determined by the Chief Executive Officer or his/her designee.
- **Network Etiquette:** Users are expected to adhere to the standards of good conduct prescribed in the scholar handbook. Rules that apply "in person" also apply on the network. Scholars are to be polite and use appropriate language. Scholars may not use profanity or vulgarities, or engage in any other inappropriate, offensive, harassing, or "stalking" language or behaviors.
- **Copyrights:** Users may not violate copyright laws or otherwise use the intellectual property of another individual or organization without the expressed written permission of the owner. The term "owner" includes, but is not limited to: authors, publishers, performers, artists, and their agents. Scholars may employ material under proper use of the "Fair Use" law with permission from the supervising instructor. (Instructors will receive information regarding the intricacies of this law.)
- **Online Activities:** Scholars may not purchase any goods or services through any ASTEC provided online service. Users may not use the network for commercial gain, product advertisement, or political lobbying.
- **Personal Privacy:** Scholars may not reveal their personal name, address, phone number(s), bankcard number(s), etc. or those of anyone else online. Scholars must also be cautious of unsolicited online contact and advertising. Scholars should report communications that are suspicious or cause discomfort to an ASTEC staff member.
- **Unacceptable Uses:** Users may not access, compose, upload, download, or distribute pornographic, obscene, or sexually explicit material or language. They may not use the network to violate any local, state, federal statute or international law. This includes, but is not limited to, transmission of copyrighted material, threatening or obscene material or trade secrets. Users must immediately back out of any unacceptable web pages that are accessed and delete any unacceptable files and messages received. Users are to report such happenings immediately to the supervising instructor, so that the site may be blocked. In such instances, users will not be held accountable.
- **Cell Phones:** Cell phones will be used only for instructional purposes and at the teacher's request. Cell phones are not to be used inside the school building. Violations will include fines, banning of the phone and disciplinary action up to and including long term suspension.
- **Downloads:** Users must assume that all communications, programs, files, and any other information accessible via the ASTEC network are private, copyrighted property and respect them as such. Users may not upload or download any text or graphic file without doing all the following:
 - Receiving prior authorization by a ASTEC supervising faculty member;
 - Verifying that it is legal to do so under U.S. copyright laws;
 - Ensuring that each file is not infected with a computer virus;
 - Other types of files and large graphic files require prior permission of an ASTEC Technology faculty member.
- **Piracy:** Software may be installed on ASTEC computers under the following conditions:
 - License requirements are met;

- The Chief Executive Officer or his/her designee approves software.
- Original program media are kept in the possession of the technology department. (ASTECC technology personnel may grant exceptions).
- **Posting on Facebook or Other Social Media**
Students who post negative posts or emoji's on Facebook regarding the school, its employee's or other students will be disciplined and blocked from ASTEC sites.

License requirements regarding the method and number of installations will be strictly followed, including the registration of shareware programs. Only the Chief Executive Officer (CEO) or his/her designee may install software programs.

Software found on ASTEC computers or networks in violation of this policy will be erased immediately and reported to the appropriate administrator.

- **Privileges** - The use of ASTEC networks and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The system administrators will determine what constitutes inappropriate use, and their decision is final. The system administrators may close an account/password at any time, as required or appropriate. Administrators, faculty, and other professional staff of ASTEC may request that system administrators deny, revoke, or suspend specific user accounts/passwords. Failure to follow the guidelines may also result in disciplinary consequences.
- **Inappropriate Internet Posts** - Scholars are prohibited from posting anything on YouTube without faculty consent. Posting video or photographs that display or mention the name ASTEC or identify scholars as attending ASTEC may result in long-term suspension and appropriate legal action.
- **Threatening Behavior** - Scholars are prohibited from engaging and/or participating in threatening behavior, harassment, intimidation, and/or bullying by electronic communication. This includes blogs, personal websites, social networking sites, etc. Evidence of "illegal or inappropriate" behavior posted on the Internet or transmitted via any other electronic communication method, regardless of when or where it was posted, will result in the cancellation of privileges and any additional disciplinary action deemed appropriate, up to and including long-term suspension.
- **Aerosol Keyboard Cleaner** - Only adult employees of ASTEC may use aerosol cleaners on ASTEC property. "Huffing" of keyboard cleaner is a violation of ASTEC's drug policy and will be reported to the authorities.
- **Vandalism** - Vandalism will result in the cancellation of privileges and any additional disciplinary action deemed appropriate. Payment for the repair or replacement of damaged hardware, or for services needed to undo software changes, may be required of the offender. Vandalism includes, but is not limited to, defacing, disassembling, or destroying any part of the computer hardware, software, or software settings. Scholars are not to move any cables, switches, and plugs associated with the computers or network. Vandalism also includes any attempt to harm or destroy data of another user, the ASTEC network, the Internet, or any other connected agency or network. This includes, but is not limited to, the uploading or creation of computer viruses.
- **Security** - Security on any computer system is a high priority, especially when the system involves many users. If a user feels able to identify a security problem on the ASTEC network, the user must notify a supervising professional or a system administrator. The user must not demonstrate the problem to other users. Scholars may not, under any circumstances, use another individual's account or reveal their passwords to another individual. Attempts to login to the system as any other user may result in In-School Detention, suspension or cancellation of user privileges. Unauthorized attempts to log in to the system as an Administrator will result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the ASTEC network and the Internet.
- **Privacy** - Users are not to expect that files stored on any school-based computer will always be private. Administrators and faculty may review files and messages to maintain system integrity and to ensure that users are acting responsibly. At any point, the Chief Executive Officer (CEO) may view an activity log listing web sites visited by each user.
- **Publishing** - Prior to publication on the Internet, the Chief Executive Officer (CEO) or his/her designee must approve home pages that are intended to represent any school or department of ASTEC and those that are created as part of classroom or work assignments for the school district. The teacher AND the Dean of Instruction must approve, in writing, any video or text to be published to the Internet that represents ASTEC, its programs, employees, etc. in any way.

Disclaimer – ASTEC, its employees and agents, make no warranties of any kind, either expressed or implied, concerning the network and Internet access it is providing. Furthermore, ASTEC is not responsible for:

- Any damages suffered by a user, including but not limited to, loss of data resulting from delays or interruptions in service, computer viruses, or to personal property;
- The accuracy, nature, quality, or privacy of information stored on diskettes, hard drives or servers or information gathered through the Internet used to access computers, networks, or the Internet;
- Unauthorized financial obligations resulting from Internet access.

Web Page Publishing Guidelines

Throughout the school year, any given ASTEC scholar may produce work, and/or be involved in a class and/or extra-curricular project or activity, that ASTEC may wish to publish on its web site. The ASTEC Board of Directors has adopted a Web Page Publishing policy. A copy of the entire policy is available from the Chief Executive Officer (CEO) or his/her designee. In order to ensure a scholar's privacy and safety, the policy requires that:

- A scholar's picture and name do not appear on the same page unless written permission from the parent(s) or guardian(s) is obtained for each occurrence.
- Published documents do not include a scholar's personal email address, phone number, street address, or names of other family members.
- Parent(s) or guardian(s) may opt not to have their child's photograph, picture, and/or work published, simply by supplying written notification to the Dean of Students.

ASTECSCHOOLS

Academic Dishonesty Policy

General Responsibilities of Scholars, Parents, Teachers & Administrators

The Scholar is expected to uphold the spirit and the letter of this policy both philosophically and behaviorally in completing all school-related tests, quizzes, projects, reports, homework assignments or in-class assignments. No assignment is exempted from this policy.

The Parent is expected to adopt the philosophical wholesomeness of this policy and uphold the spirit and the letter of it by reviewing it with his or her scholar and encouraging their scholar to practice academic honesty throughout the scholar's years at ASTEC Schools.

The Teacher is expected to review with the scholars the policy of academic honesty at the beginning of each semester and other times during the year as he or she deems it appropriate. The teacher is also expected to enforce the policy in all instances of academic dishonesty following the process as outlined below. The teacher must first carefully consider the evidence of the apparent dishonesty. A perception, which is not supported by reasonable evidence, will not suffice.

The Administrator is expected to support the spirit of academic honesty with scholars, parents, counselors, teachers and other staff members in conferences and in each classroom. Disciplinary action taken with scholars concerning the Academic Honesty Policy will follow the process as outlined below.

Process for Disciplinary Action

- An infraction of the Academic Honesty Policy shall include the following:
- The teacher will immediately address the scholar.
- Administration will be notified.
- The parent/guardian will be notified.
- The teacher or administrator will meet with the parent to discuss the issue, review this policy, and explain disciplinary consequences.
- Disciplinary action will be enforced.
- Infractions will be recorded on the scholar's permanent discipline file.
- Local, state or federal law enforcement officials will be alerted in the event that the infraction is of a criminal nature.

Note: A teacher may choose to handle the first academic honesty infraction him or herself. A second offense will result in written documentation submitted to the Dean of Students who will hand it over to the Academic Honesty Committee. When referred, the infraction becomes a permanent part of the scholar's disciplinary record, and appropriate discipline will be enforced. Teachers and administrators reserve the right to respond to the wrongdoing with disciplinary action of varying severity including In-School Detention, temporary suspension or permanent removal of the scholar from the class, school, or special program depending on the nature of the infraction and the number of previous infractions.

Consequences for a scholar's involvement in an act of academic dishonesty will include one or more of the following actions:

- The scholar may be removed from the course with a grade of "o" (Failure).
- The scholar will receive a grade of zero ("o") on the assignment or test; no make-up work will be offered to compensate for the zero.
- The scholar will be dropped from the class with no credit if the scholar is involved in an act of academic dishonesty where he or she is a scholar aide.
- The scholar will serve a 4-hour Saturday School.
- The scholar will be dropped from the National Honor Society (NHS), Student Council, or resign as Class Officer, if applicable.
- If the scholar is enrolled in AP classes the scholar will lose the "AP" designation on his/her transcript.
- The scholar is in jeopardy of losing OHLAP and/or other scholarships.
- The scholar may face suspension from extracurricular activities including sports programs.
- The scholar may face short-term suspension from ASTEC Schools.
- The scholar may face long-term suspension from ASTEC Schools

ASTECSCHOOLS

Title I Parent Involvement Opportunity Policy

ASTECSchools is dedicated to providing a quality education for every student in our district. To accomplish this objective, the district will develop and maintain partnerships with parents/guardians, patrons, and community members. ASTEC will involve parents/guardians in all aspects of the various local, state, and federal programs offered by ASTEC schools. Our children benefit when school, home and community work together to promote high achievement. Annually, parents and school staff will work to revise and improve the District and Campus Parent Involvement Policies. ASTEC will work to publicize and actively recruit the participation of a diverse parent population. We recognize the word “parent” also includes guardians and other family members involved in supervising the child’s education. Programs and practices will be established to meet the diverse needs, languages, and cultures of students and parents.

As part of this policy, ASTEC will ensure:

- Parents may serve on applicable site and district committees.
- District and school report cards/data will be distributed to each family.
- Parents will receive individual student assessment reports regarding their child’s mastery of student achievement mandates.
- The district will build an effective communication partnership with parents regarding their child’s school and teacher. This will include qualifications of each teacher, academic initiatives, available programs, and federal mandates.
- Schools sites and parent representatives will evaluate annually and revise, if needed, their School Compact which will identify ways the school, parent/guardian and student can share the responsibility for student performance and success. A copy of the School Compact will be made available to all parents in the annual Student/Parent Handbook.

ANNUAL DISTRICT TITLE I MEETING

ASTECSchools uses Title I funds to provide school-wide services for students. ASTEC will hold at least one meeting annually to review Title I, Part A parent involvement guidelines and services offered through the district. Copies of the District Parent Involvement Policy and a School Compact will be distributed and discussed at the meeting. Parents/guardians will be encouraged to become involved in revising and updating the policy as necessary and parent volunteers will be recruited for various district committee appointments and activities. The meeting will be held at a convenient time and location.

Notice of the meeting will be provided through invitation to parents/guardians. Interpreters will be available to help with non-English speaking parents/guardians.

PARENT INVOLVEMENT OPPORTUNITIES

Title I schools will support many varied ways of parental involvement as it strives to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteering at school and by creating a supportive environment. Parents and community members’ suggestions for improvement are encouraged and welcomed.

STAFF/PARENT COMMUNICATIONS

Newsletters, conferences, personal contacts and written notices will be utilized to establish and maintain an open line of communication. Translation of important notices/communication will be provided when needed. In addition, the ASTEC website and other Internet and electronic sources will be kept up-to-date in an effort to inform families. Staff members will make every effort to communicate positively and work effectively with parents and community members.

COMMITMENT TO EVALUATION

Parents and school staff will be given the opportunity to review the effectiveness of the district and campus parent involvement policies and programs based on a needs assessment and offer suggestions for improvement. ASTEC is committed to the success of students. We will work together with parents to monitor the effectiveness of our Parental Involvement and Title I Programs in order to provide excellence in education. The evaluation will be used to improve and/

or create practices to enhance parent involvement in education. The administrators, principals, and other school staff will promote this policy as we seek active participation by our parents.

ASTEC SCHOOLS Parent Involvement Policy

ASTEC Schools, in a cooperative effort with parents and community, shall work together as knowledgeable partners in educating children and supporting active parent involvement. ASTEC Schools encourages involvement of parents through an active Parent Volunteer Program and family-friendly events held throughout the year.

In order to build an effective home-school partnership, ASTEC Schools will include, but not be limited to, the following:

- An annual orientation meeting where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education.
- A flexible number of meetings and activities throughout the year to assist parents in understanding
- the federal and state academic content and scholar achievement standards. ASTEC Schools will constantly foster teacher and parent relationships that monitor scholar's progress including the dissemination of information related to school goals, academic content standards and scholar progress measures on performance and assessments.
- A varied schedule for meetings and conferences in order to accommodate the needs of parents.
- Effective home/school communication to provide sharing of information that is vital to scholar success. This communication will happen in a variety of ways, such as:
- Parent Conferences, Progress Report Nights, weekly newsletter, phone calls, report cards, notes home, emails, handouts and a Scholar/Parent Handbook. Opportunities for interaction between parents, faculty and administration will be a priority.
- The fostering of positive relationships between school and home. Parents are welcome in the school, and their support and assistance is needed. Parents are welcome to visit their scholar's school and classroom. The school and parents share the responsibility for learning.
- Community resources are made available whenever possible to strengthen school programs, family practices and scholar learning.
- Every effort will be made to provide information that is easily understood and free of educational jargon. Translation will be provided whenever possible.

A copy of this Parent Involvement Policy will be disseminated to all parents and included in the Scholar/Parent Handbook. Copies will also be available to parents in the school offices and through the school counselor.

Parents will be advised of opportunities to be involved in their scholar's education at ASTEC Schools throughout the school year.

This policy was required by the former No Child Left Behind Act.

ASTECC Charter Schools

Parent Code of Conduct



_____ I understand that I have chosen to enroll my child/children in the ASTEC Charter Schools and to be a vital part of my child's/children's education as an adult role model.

I AGREE:

- To have my child to school on time daily and have them in school at least 90% of the time
- To be a positive role model for my child/children.
- To volunteer a minimum of 3 hours for my child/children for the school year.
- To attend my child's Parent/Teacher Meetings
- To pick up my child's progress and or report card from the school on the day it is issued
- To meet with my child's teacher if my child's grade is a "D" or "F"
- To support my child's/children's education via regular communication to teachers and the administration.
- To monitor my child's/children's study habits and the completion of their homework or assigned projects
- To conduct myself in a responsible and mature manner in my interactions with teachers, administrators, staff members, and students.
- To support classroom rules set by teachers.
- To refrain from profanity in speech and written language at all times.
- To abide by ACS policy concerning restriction of weapons on school grounds.
- To be financially responsible for the restoration of school property caused by defacing, destruction, or loss of said property by my child/children or ward.
- To enforce the student dress code for my child/children.
- To allow my child to take responsibility for his/her actions.

I have read the ASTEC Student Handbook and agree to support its policies and procedures.

I understand that I have made the choice for my child to attend ASTEC Charter School and that the Board of Directors of the school may modify the Code of Conduct and other policies. Furthermore, I understand that all consequences for misconduct may include a discipline plan and will include progressive discipline up to and including long-term suspension.

Parent/Guardian Signature

Date

Student's Name (please print)

Entering Grade

ASTECC Charter Schools

Student Code of Conduct



_____ I understand that I choose my own actions and reactions to others and to situations.

_____ I understand that every choice has a positive or negative consequence.

I PROMISE...

_____ To treat myself, teachers, peers, and the school grounds with respect.

_____ To obey classroom rules set by teachers

_____ To participate in Physical Education activities and to maintain a healthy lifestyle by avoiding harmful substances and behaviors.

_____ To refrain from profanity in speech, personal conduct, and written language.

_____ To settle disputes with my peers, and if unable to settle them, I will use peer mediation.

_____ To not endanger others or myself by bringing any form of weapon to the school grounds (reference OKC J-24R-1).

_____ To refrain from vandalizing or misusing any school property (i.e., books, facilities and equipment on school grounds).

_____ To keep my hands, feet, and objects to myself at all times.

_____ To take responsibility for my own education by attending school at least 90% of the time, arriving at school on time, coming to class prepared and by completing homework or assigned projects on time.

_____ To not engage in any form of sexual harassment activities (reference OKC J-41).

_____ To not participate in secret societies (i.e. gangs or occult activities) on school grounds or school sponsored events.

_____ To follow the school dress code.

I have read the ASTEC Student Handbook and agree to support its policies and procedures.

I understand that all consequences for misconduct are unique to students who choose to attend ASTEC Charter Schools, and may be modified by the Board of Directors of the school. I understand that failure to abide by the Code of Conduct can serve as grounds for disciplinary actions, up to and including long term suspension.

Student's Name (please print)

Date

Student's Signature

Entering Grade