

RETENTION

In accordance with the policy of the Board of Education and Oklahoma Statutes, the following criteria for the selection of students to be retained in their current grade, denied course credit, and/or remediated will be used in this school district:

Third Grade Retention

Beginning with the close of the 2016-17 school year, any third-grade student who scores “Unsatisfactory” or “Limited Knowledge” and receives a score of “Does Not Meet Criteria” on the reading comprehension and vocabulary sections of the Oklahoma State Testing Program (OSTP) will be retained at the third grade level. Opportunities for automatic promotion, exemption and probationary promotion are outlined below:

1. First, second, or third grade students who score proficient (designated score) on a state-approved reading screener (i.e. STAR Reading) will automatically be promoted to fourth grade. Once a student receives this promotion, they cannot “lose” it. Should their reading score drop below level, they will be placed on an Academic Progress Plan (APP) until they reach grade level.
2. Students may qualify for a “Good Cause Exemption” if they:
 - a. Have been identified as LEP/ELL student, placed on an education plan and have had less than 2 years of instruction in English
 - b. Have been identified with a disability placed on an IEP and are assessed through the Oklahoma Alternate Assessment Program (OAAP) prior to the administration of the OSTP.
 - c. Demonstrate an acceptable level of performance on an alternative standardized reading assessment (i.e. ITBS) as outlined in state legislation.
 - d. Demonstrate proficiency (as outlined in state legislation) on teacher-created reading portfolio. The teacher responsible for reading instruction, principal and superintendent must approve this exemption.
 - e. Have been identified with a reading disability, placed on an IEP, participate in state testing, have received two or more years of intensive reading remediation, and who were previously retained one or more years in pre-k for academic reasons, kindergarten, first grade, second grade, third grade or attended a transitional grade. Have not been identified with a reading disability, have received two or more years of intensive reading remediation, and have been retained two or more years in pre-k for academic reasons, first grade, second grade, third grade or attended a transitional grade.
 - f. Have faced an exceptional emergency circumstance which prevented them from being assessed during the testing window. The request for this exemption must be approved by the Office of Accountability and Assessment.
3. Students may be considered for probationary promotion by a Student Reading Proficiency Team (SRPT). This team consists of: a parent/legal guardian, current teacher responsible for reading, future teacher responsible for reading, AND a certified reading specialist. Both the principal and superintendent must approve the recommendations of the SRPT. All team members must **unanimously** agree to promote the student. If a member disagrees or fails to attend the meeting, the student is automatically retained.

In all OTHER grades K through 8 exclusive of 3rd grade

Retention will be determined by teacher(s) recommendation and based upon the use of developmental evaluations, OCCT's, teacher observation, standardized tests, other assessments, grades, age and classroom performance.

Grades 9 through 12

Individual teachers will determine whether a student has met the requirements for passing classes and receiving credit based on the attainment of specified levels of competency.

Procedure:

Teacher recommendations for retention should be made to the parent or legal guardian as soon as possible. Attempts will be made to inform the parent/guardian of the student's possible failure by means of progress reports, conferences, and grade checks. Retention will be established after the recording of the semester grades. Beginning in Middle School, if retention of a student would cause the student to be more than two (2) years older than his/her age/grade classmates as of September 1 of the subsequent school year, the case will be reviewed by the superintendent or a designee prior to parent notification.

Retention of IEP students is an IEP "team" decision.

APPEAL

If a recommendation is made to retain a student at a present grade level or a student has not passed a course, the parent/guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the following appeal process. The appeal is made to the building principal, who will initiate the formation of a committee (refer to Appeal of Student Retention form). The committee will be composed of the building principal, teacher, and counselor from the school site. This appeal will be made to the building principal within 20 calendar days of receipt of report card or other notice of student retention, or prior to the beginning of the next term of remediation (if applicable). The principal will form the committee and hear the appeal within ten (10) working days of receipt of the appeal. The committee decision (form completed) will be sent by certified mail or other methods to the parent/guardian within five (5) days of the committee's decision.

The committee's decision may be appealed to the Board of Education. The appeal must be presented to the Clerk of the Board within 20 calendar days of the receipt of the committee's decision or prior to the beginning of the next term of remediation (if applicable). The Board's decision is final. The parent may prepare a written statement to be placed in and become a part of the permanent record of the student stating the reason(s) for disagreeing with the decision of the Board (if applicable).

REMEDIATION

Oklahoma statute requires that districts provide annual evidence of remediation results. It is the objective of the Western Heights Board of Education to ensure that all students are provided with maximum opportunities to achieve academic success. With this objective in mind, the following procedures will be enforced for all students in grades K-12.

Students with disabilities (other than 3rd grade students who must meet the RSA exemptions) pursuant to the Individuals with Disabilities Education Act (IDEA) may be exempted from remediation requirements if the IEP team determines and documents that such an exemption is appropriate to meet the individual needs of the child.

All students attending remedial classes are expected to comply with all existing school rules (including behavior and attendance) as established by Board of Education policies and as listed in student handbooks.

Reading Proficiency - Elementary Procedures

K-3 students will receive 90 minutes of daily, uninterrupted, scientifically based reading instruction. An Academic Progress Plan (APP) will be written for students identified below level in reading. The parent/legal guardian will be informed of their child's progress after initial identification and periodically throughout the year. The APP describes the student's reading difficulties, how much additional support they will receive at school and what the family can do at home to support their reading difficulties. Intensive instruction will be provided during the school day in addition to their regular reading instruction. Students may also be asked to attend after-school remediation and/or a summer school session. If a child has a disability, the APP may be created as a separate document from the IEP or directly incorporated into it. This will be the decision of the IEP team.

Students in grades one and two, found to not be reading at grade level, will have a Student Reading Proficiency Team (SRPT) support them. While the required team members are similar to the third grade SRPT, the focus of this team is to create an APP and will follow the student's progress throughout the year until they reach grade level.

Fourth grade students will receive 90 minutes of daily, uninterrupted, scientifically based reading instruction. Students entering fourth, promoted by the SRPT, are required to take the reading screener. If their score indicates they are below level, they will be placed on an Intensive Remediation Plan (IRP) and receive intensive remediation until they reach grade level.

Reading Proficiency - Intermediate Procedures

Fifth grade students will receive 90 minutes of daily, uninterrupted, scientifically based reading instruction. Students (previously promoted by SRPT) reading below level will take the reading screener. Should their score indicate they are still below level, they will be placed on an IRP and receive intensive remediation until they are reading on grade level.

Students entering sixth (previously promoted by SRPT and remained below level in fifth), will be identified for continued reading support.

Retained Third Grade Students

Retained third graders will participate in 90 minutes of daily, uninterrupted, scientifically based reading instruction. Additionally, they will receive 45-60 minutes of daily remediation. A retained third grader, who meets specific requirements outlined in Reading Sufficiency Law 70 O.S. § 1210.508C, may be considered for mid-year promotion. Promotion must take place *prior to November 1* and be made in agreement between the child's parent/legal guardian and the building principal.

Third Grade Summer Academy Reading Program

Third grade students who attend Summer Academy Reading Program (SARP) are not automatically promoted to fourth by attendance; rather, they must complete one of the following:

- Score at the 45th percentile or higher on an alternative reading assessment (i.e. ITBS)
- Show mastery of their reading portfolio skills
- Score proficient on a state approved reading screener

Middle School Procedures

Academic achievement tests will be administered to all students in grades 7 & 8 on a regular basis throughout the course of the school year in addition to the OCCT. Students who perform below a minimum level of competency in the core subject areas of math and/or language will be required to attend remediation classes during the school day.

Parents will be notified via U.S. Mail of the need for remediation. Remediation classes will be scheduled in place of an elective class for each subject area in need of remediation. Students will remain in remedial classes for a semester, in addition to all required core courses. Students in the remedial classes will be retested in the respective core areas of remediation on an ongoing basis. .

Parents of middle school students who wish to appeal the remediation determination may request an appeal decision, in writing, to the building principal, within three days of receipt of initial notification. The building principal will render a written decision to the parent within ten school days. If a decision is not rendered by the beginning of the next nine-week period, students will be required to attend remedial classes during the remaining time that the appeal request is pending. The decision of the principal shall be final.

The appeal process relative to failure of a course at the middle school is the same as listed previously in this policy for retention.

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