GRADING, PROMOTION, RETENTION, AND GRADUATION

Grading: The grading system is designed to promote continuous evaluation of student performance, communicate student progress, and celebrate student successes. Administrative Regulations or Student Handbook may set forth District's grading system, including class ranking. Any students attending school on a virtual platform will be subject to the same grading scale and policies as all other District students.

Testing: No minor student shall be required to submit to psychiatric or psychological examination, testing or treatment without the prior written consent of the parent or guardian. No District employee (without written parental consent) shall elicit by written survey or written examination from any student information of a personal or private nature concerning any of the following areas:

1. Political affiliations;
2. Religious beliefs;
3. Sexual behavior and attitudes;
4. Illegal, anti-social, self-incriminating and demeaning behavior;
5. Mental or psychological problems potentially embarrassing to the student or his family;
6. Critical appraisals of other individuals with whom the student has a close family relationship;
7. Legally recognized privileged and analogous relationships, such as those of lawyers, physicians and ministers; and
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

This policy does not require parental consent to regular classroom activities, the curriculum, or any teaching techniques or methods.

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

Supplies: Students may be required to buy material for use in classroom activities or projects that are optional and/or extra-curricular projects that may be taken home when student has completed the project.

Report Cards and Progress Reports: District shall make report cards available to parents and/or guardians each 12 weeks via the electronic parent portal. In addition, teachers may send progress reports, may make telephone

calls, and may schedule personal visits as needed to report student progress to parents and/or guardians. Parent-teacher conferences are scheduled periodically.

Transcripts: A transcript is any record of a grade or grades given to a student by a teacher such as a report card. Students requesting a copy of their transcript shall be provided a copy. However, if a student has failed to return any school issued property or failed to make payment for any school issued property which has not been returned, District shall withhold the transcript until such time as payment is made. The Superintendent may waive the withholding of a student's transcript because of failure to return any school issued property or failure to remit payment for any school issued property depending on the circumstances involved.

Promotion: Students may be promoted based on proficiency as provided by law and the regulations of the State Department of Education.

Retention: In general, students shall be placed at the grade level to which they are best adjusted academically, socially, and emotionally. The educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade. However, some students may benefit from staying another year in the same grade, and under certain circumstances, a student may be retained more than once.

Each school shall form a committee to review and make decisions regarding retention and promotion. The committee shall be composed of a classroom teacher, a counselor when available, the building principal, and any additional personnel assigned by the principal. Criteria to be considered by the committee shall include attendance, testing, assignments, and the student's level of maturity. Retention may be considered when:

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

Whenever a placement committee recommends that a student be promoted to the next grade level or retained at the present grade level, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision to the site principal within five business days of the last day of classes for the current academic year, by complying with the district's appeal process which will be provided, in writing, to them at the time of the decision. If a timely request for an appeal is not received, the teacher's decision shall be final.

A written statement requesting an appeal is to be submitted to the site principal within five business days of the last day of classes for the current academic year. The site placement appeal committee which is comprised of an administrator and two certified staff members who were not involved in the recommendation regarding the promotion/retention decision. The appeal to the site committee shall consist of a review of any written statements on

behalf of the placement committee recommending the promotion/retention, as well as a statement or letter by the parent/guardian of the student. After reviewing all information provided, the committee shall render a decision to uphold or overturn the promotion or retention. The parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision to the superintendent or designee.

A written statement requesting an appeal is to be submitted to the superintendent or designee within five days of the site placement committee's decision being rendered. The hearing of the District Placement Appeal Committee shall be scheduled, and the student and/or the student's parent or guardian shall be notified of the date, time, and place of the hearing. The student may be represented by legal counsel at the hearing. The student must notify the Chairperson of the Placement Appeal Committee in writing, at least 2 (two) days in advance of the hearing if the student is going to be represented by legal counsel. The District may elect to have legal representation at the hearing.

The Placement Appeal Committee shall conduct an informal hearing in which the administrator recommending the promotion or retention shall present a statement and any evidence to support the recommendation and the student and his/her parent/guardian shall have the opportunity to present a statement and any evidence to support his/her position. At the conclusion of the hearing, the Committee shall deliberate outside the hearing of the administrator and the student and shall render a written decision as to the promotion or retention. The chairperson of the Committee shall insure that a copy of the written decision is mailed to the student's parent/guardian and provided to the administrator.

If the student's parent/guardian is dissatisfied with the decision of the Placement Appeal Committee, the parent/guardian may appeal the Committee's decision to the Board of Education ("Board") by submitting a written request for an appeal to the Superintendent or the Clerk of the Board within two (2) days after receipt of the Committee's decision.

Whenever the committee recommends that a student be retained at the present grade level or recommends that a high school student not be passed in a course, the student's parent or guardian shall be notified of such recommendation. If the student's parent or guardian is dissatisfied with the recommendation for retention on the basis of items 1-3 set forth above, the parent or guardian may appeal the decision to the Board by submitting a written request for an appeal to the Superintendent or designee. The decision of the Board shall be final. There shall be no appeal procedure for mandatory retention on the basis of item 4 set forth above.

Strong Readers Act: The Strong Readers Act ensures that the progression from one grade to the next is at least partially determined by proficiency in reading and that reading instruction and intervention services are implemented to address student reading needs. Students and their parents or legal guardians will be informed of reading progress.

In order to identify students who have a reading deficiency including identifying students with characteristics of dyslexia, each student enrolled in kindergarten, first grade, second grade, and third grade in a public school shall be screened at the beginning, middle, and end of each school year for reading skills. These reading skills shall include, but

not be limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. District will utilize an approved screening instrument that meets the requirements under the law.

Beginning in the 2025-2026 school year, the State Board of Education (SBE) will approve screening instruments that meet the criteria provided for by law. Students who provide documented evidence that they meet at least one of the following criteria may be exempt from the screening requirements provided for by law:

1. The student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods;
2. The student's primary expressive or receptive communication is sign language;
3. The student's primary form of written or read text is Braille; or
4. The student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student has had less than one (1) school year of instruction in an English-learner program.

If an exemption is granted, evidence of progression toward English language acquisition will be provided with the same frequency as administration of screening instruments.

Students who are administered a screening instrument and are determined not to be meeting grade-level targets shall be provided with a program of reading instruction that is designed to enable students to acquire appropriate grade-level reading skills. The program shall be based on scientific research and align with SBE standards and shall include:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. If funding is available and it is determined to be necessary, tutorial instruction outside of regular school hours;
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's reading instruction program;
4. High-quality instructional materials grounded in scientifically based reading research; and
5. A means of providing every prekindergarten, kindergarten, first grade, second grade, and third grade student's family access to free online, evidence-based literacy instruction resources to support literacy development at home.

The parent or legal guardian of a student who is enrolled in kindergarten, first grade, second grade, or third grade and who shows a deficiency in reading, based on the results of the screening instrument administered by the

district, shall be notified and the student shall receive an individual reading intervention plan no later than thirty (30) days after the reading deficiency is identified. The reading intervention plan shall be provided in addition to core reading instruction and shall:

1. Describe the research-based reading intervention services that the student will receive to remedy the reading deficiency;

2. Provide explicit and systematic instruction in phonological awareness, decoding, fluence, vocabulary, and comprehension, as applicable;

3. Monitor each student's reading skills progress throughout the school year and adjust instruction according to the student's needs; and

4. Continue until the student is determined to be meeting grade-level targets in reading based on the results of the screening instruments or assessments administered pursuant to law.

The reading intervention plan for each student identified as having a deficiency in reading shall be developed by a Student Reading Proficiency Team composed of the parent or legal guardian of the student, the teacher assigned to the student who was responsible for reading instruction during that academic year, a teacher who is responsible for reading instruction in the next grade level of the student, and a certified reading specialist, if available.

District shall adopt and implement a strong readers plan with input from administrators, teachers, parents and legal guardians, and a reading specialist, where possible. District shall update its reading sufficiencystrong readers plan annually taking into consideration all of the requirements prescribed in law as well as the input of school administrators, teachers, parents and legal guardians, and if possible a reading specialist. Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading through a grade-level appropriate screening instrument approved pursuant to law shall not require a program of reading instruction or an individual reading intervention plan. Upon demonstration of proficiency, the District shall notify the parent(s) or legal guardian(s) of the student that he or she has satisfied the requirements of the Strong Readers Act. District shall continue to monitor the student in the next successive grade level in order to ensure that he or she maintains proficiency.

Beginning with the 2025-2026 school year, if a third-grade student is identified as having a significant reading deficiency, which means that he or she is not meeting grade-level targets on a screening instrument, district shall provide the student with intensive intervention services for the appropriate amount of the instructional day consistent with the student's individual reading intervention plan and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at his or her grade level based on the administration of a screening instrument.

The parent of a student who is determined to have a reading deficiency and is not meeting grade-level reading targets and has been provided a program of reading instruction as provided for by law shall be notified in writing of the following:

A. That the student has been identified as having a substantial deficiency in reading;

B. A description of the services being provided to the student pursuant to

C. A description of the proposed intensive intervention services and supports that will be provided to student and are designed to remediate the identified area of reading deficiency as provided for by law;

D. That a student who is promoted to the fourth grade –shall receive supplemental intensive intervention services;

E. Strategies for parents to use in helping the student succeed in reading proficiency; and

F. The grade-level performance scores of the student.;

No student will be assigned to a grade level based solely on age or other factors constituting social promotion.

A teacher who determines that a student in kindergarten or first through third grade is not reading at grade level by the end of the second quarter of the school year, shall notify the parent or legal guardian of the student's reading level, the program of reading instruction for the student as required by the Strong Readers Act, and the potential need for summer academy or another program designed to assist students in attaining grade-level reading skills.

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

Acceleration: Based on results of assessments, students may be accelerated ahead of grade level. Such acceleration shall only occur after discussion with the student's teachers and counselors and approval of the student's parent or guardian and principal.

Credit *for* Advanced Courses: The Board believes that an important part of the educational process is the encouragement of students to strive for their intellectual limits.

Concurrent College Enrollment: As an additional opportunity, and in compliance with state law, the Board will approve the enrollment of high school students in college courses. Students who meet the concurrent enrollment credits established by the State Regents and the State Board of Education shall be entitled to receive a tuition waiver for up to eighteen (18) credit hours during their senior year. Subject to the concurrent enrollment program for seniors being fully funded, each high school junior who meets the eligibility requirements for concurrent enrollment shall be entitled to receive a tuition waiver for up to nine (9) credit hours during their junior year. This includes CTE programs through Career Tech.

Individual Career and Academic Plan ("ICAP"): Beginning with students entering the ninth grade in the 2019-2020 school year and for each school year thereafter, every student shall be required to complete the process of an ICAP in order to graduate with a standard diploma. An ICAP is an individualized plan developed by the student and the student's parent/legal guardian, in collaboration with the student's school counselors, school administrators, teachers and other school personnel. The ICAP is used to help establish personalized academic and career goals, explore postsecondary career opportunities, including but not limited to, military careers, apprenticeship programs, and career and technology programs leading to certification or licensure, educational opportunities, align coursework and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce. Each year following a student's ninth grade year, students shall update their ICAP. The ICAP shall include, but not be limited to:

A. career and college interest surveys,

B. written postsecondary workforce goals and information of progress toward these goals,

C. intentional sequence of courses that reflect progress toward the postsecondary goal,

D. the student's academic progress, including courses taken, assessment scores, any remediation or credit recovery, and any Advanced Placement, International Baccalaureate, concurrent or dual enrollment credits earned and/or career certificate(s), certification(s), or endorsements, and

E. experience in-service learning and/or work environment activities.

Graduation Requirements: In order to graduate from District, students must complete certain course requirements and tests and be enrolled in District as set forth in Administrative Regulations or Student Handbook and state law.

Graduation Exercises: Graduation exercises are an important event in the educational process, and student participation in and student conduct at graduation exercises shall be governed by Administrative Regulations or Student Handbook.

Graduation Attire: Students who can verify their enrollment in a federally recognized Indian tribe or tribe of another country will be allowed to wear tribal regalia during the District's official graduation ceremonies.

No alterations may be made to the graduation robe and any beading shall be attached to the mortar board and shall not exceed the edge of the mortar board such that it impedes an individual's ability to see or be seen. No discriminatory, intimidating or harassing items of any kind, profanity, anything relating to drug paraphernalia or the like, or any other obscenities of any kind may be incorporated with the regalia. Prior to the beginning of the graduation ceremony, each student celebrating their tribal heritage through expression on their regalia must check in with District personnel for approval of the items. For purposes of this policy, students are considered students of District until graduation ceremonies have been completed and are required to abide by District's policies and procedures. Failure to follow the aforementioned guidelines may result in disciplinary action and/or prohibition from participation in graduation exercises.

"Tribal Regalia" is defined as traditional garments, jewelry, other adornments such as an eagle feather, an eagle plume, a beaded cap, a stole, or similar objects of cultural and religious significance. Tribal regalia shall not include a firearm or any other weapon. Tribal regalia also does not include any object otherwise prohibited by federal law unless it is in compliance with a properly obtained federal permit.