

STRONG READERS ACT

To identify students who have a reading deficiency or including students with characteristics of dyslexia, every student enrolled in kindergarten, first, second, and third grades shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education for monitoring of progress and for measurement of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. Any student who is assessed and found not to be meeting grade level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level reading skills. The program of reading instruction required shall be based on scientific reading research and shall align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall also include, but not be limited to:

1. Sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. If necessary, and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during the summer; however, such instruction may not be counted toward the 181 day or 1086 hour school year required by law;
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 program of reading instruction;
4. High-quality instructional materials grounded in scientifically based reading research, and
5. A means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based upon the screening instrument shall receive a Student Literacy Intervention Plan no later than thirty (30) days of the close of the screening window. The literacy intervention services shall not occur during math instruction. The literacy intervention plan shall be provided in addition to core reading instruction that is provided to all students. The literacy intervention plan shall:

1. Describe the research-based reading intervention services, and the needed intensity of instruction the student will receive to remedy the deficiency in reading deficiency,
2. Provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension as applicable,
3. Monitor the reading progress of each student's reading skills 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 screening instruments or assessments.

The district strong readers plan shall be adopted and annually updated, with input from school administrators, teachers, and parents and legal guardians, and if possible a reading specialist, and which

shall be submitted to and approved by the State Board of Education. This plan shall include a plan for each site that includes an analysis of the
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data provided by the Oklahoma School Testing Program and other reading assessments utilized which outlines how each school site shall comply with the provision of the Strong Readers Act.

Beginning with the 2022-2023 school year, any student enrolled in kindergarten, first, second, or third grade 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 for a student by his or her parent or guardian, teacher, counselor, speech-language pathologist or school psychologist.

REFERENCE: 70 O.S. §1210.508A, et seq.

NOTE: Referenced statute requires each school district to adopt and annually update a district plan that includes a plan for each site, and which outlines how each school site will comply with the provisions of the Strong Readers Act.

Exemptions to Strong Readers

- The student participates in the Oklahoma Alternative Assessment Program (OAAP) and is taught using alternative methods.
- The student's primary expressive or receptive communication is sign language.
- The student's primary form of written or read text is Braille.
- 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.

REPORT CARDS (REGULATION)

In accordance with the policy of the Board of Education, the following regulation shall govern the reporting of student progress:

1. Updated grades are available via the district's student management system.
2. The semester grade is recorded on each student's permanent school record.
3. The school staff and teachers will work with any student receiving a failing grade and will assist the student in determining and solving problems with the particular area.

- 4a. Grades PK – 2nd will receive Standards Based Report cards designed to give parents information on progress toward mastery of specific skills.

M – Mastered the Standard: Student demonstrates mastery of grade level skills and concepts measured majority of the time with no assistance and/or support from either peers or teacher.

P – Progressing Toward Standard: The student is developing an understanding of grade level skills and concepts and may need some assistance and/or support from either peers or teacher.

N – Needs Improvement: The student shows little understanding of grade level skills and concepts and needs frequent assistance and/or support from either peers or teacher.

Gray Box: Standard not assessed this marking period: The standard may be assessed fewer than four times a year (i.e. second quarter assessment only).

- Final report card marks are determined by looking at the entire body of the evidence over the quarter, not a single assessment.
- Teachers look for consistency of scores over time, the most recent scores or may ask students to do additional assessments.

- 4b. The following letter grades will appear on report cards and in the student's permanent record in grades 3 – 12:

90 - 100	A	Excellent
80 - 89	B	Above Average
70 - 79	C	Average
60 - 69	D	Below Average
59 and below	F	Failing

Parents and guardians should feel free to discuss their child's progress with teachers and staff by appointment at any time.

GRADING

In accordance with the policy of the Board of Education, the following grading system will be used for all subjects, including special education in grades 3rd – 12th.

90-100	=	A
80-89	=	B
70-79	=	C
60-69	=	D
59 and Below	=	F

Advanced Placement Grading Scale

Beginning with the Class of 2013, all students who complete an Advanced Placement (AP) course will receive grades based on the 5.0 grading scale (weighted) when figuring a cumulative GPA.

5.0 Grading Scale: A=5.0, B=4.0, C=3.0, D=2.0, F=0

Concurrent College Course Grade Scale

Beginning with the Class of 2026, all students who complete a concurrent course will receive grades based on the 4.5 grade scale (weighted) when figuring a cumulative GPA.

4.5 Grading Scale: A=4.5, B=3.5, C=2.5, D=1.5, F=0

CHS will maintain two transcripts: a 4.0 transcript required by colleges/universities and a transcript with the weighted scale.

A grade mark of "I" is an incomplete and will be changed when the course is completed within the time limit set by the teacher.

Standards Based Reporting

Grades PK – 2nd will receive Standards Based Report Cards designed to give parents information on progress toward mastery of specific skills.

M – Mastered the Standard: Student demonstrates mastery of grade level skills and concepts measured majority of the time with no assistance and/or support from either peers or teacher.

P – Progressing Toward Standard: The student is developing an understanding of grade level skills and concepts and may need some assistance and/or support from either peers or teacher.

N – Needs Improvement: The student shows little understanding of grade level skills and concepts and needs frequent assistance and/or support from either peers or teacher.

Gray Box: Standard not assessed this marking period: The standard may be assessed fewer than four times a year (i.e. second quarter assessment only).

- Final report card marks are determined by looking at the entire body of the evidence over the quarter, not a single assessment.
- Teachers look for consistency of scores over time, the most recent scores or may ask students to do additional assessments.

STUDENT RETENTION (REGULATION)

In accordance with the policy of the board of education, the following criteria for the selection of students to be retained in their current grade, or denied course credit, will be used in this school district.

Students shall be promoted or receive credit for a course of study if a grade average of 60% has been achieved for an entire course of study as determined by the teacher.

Students in grades three through eight must achieve a grade average of 60% or higher in at least three major courses of study to be promoted to the next higher grade. The major courses of study are math, language arts, science, reading, and social studies.

Grades PK – 2nd will receive standards-based grades designed to address specific skills and mastery of those skills. Decisions regarding retention will give parents information on progress toward mastery of specific skills. Recommendation for retention will take into account the academic, social and emotional needs of the student and consider whether promotion would be in the student's best interest or whether such student would be better served through retention.

Whenever a teacher or a placement committee recommends that a student be retained at the present grade level or not passed in a course, the parent(s) or guardian, if dissatisfied with the recommendation, may appeal the decision by complying with the district's appeal process. The decision of the board of education shall be final. The parent(s) or guardian may prepare a written statement to be placed in and become a part of the permanent record of the student stating the parent(s)'s or guardian's reason(s) for disagreeing with the decision of the board.

Beginning with the 2027-2028 school year, third-grade students shall demonstrate sufficient reading skills for promotion to fourth grade. Students shall be provided the following options to demonstrate sufficient reading skills for promotion to fourth grade:

- a. scoring above the below basic level on the third-grade statewide English Language Arts assessment, or
- b. earning an acceptable score on an alternative standardized reading assessment as recommended by the Commission for Educational Quality and Accountability and approved by the State Board of Education.

If a third-grade student cannot demonstrate sufficient reading skills on one of the two options described in paragraph 1 of this subsection and does not qualify for an exemption, the student shall be retained in the third grade for the next school year. Screening instruments described in this section shall not be used for promotion purposes.

Requests to exempt students from the mandatory third-grade retention requirement, using exemptions shall be made consistent with the following:

1. Documentation shall be submitted from the student's teacher to the principal indicating that the student qualifies for an exemption. Such documentation shall consist only of the exemption form and the IEP or ELAP form showing that the student meets the exemption;
2. The principal shall review and discuss the recommendation for exemption with the student's teacher. If the principal determines that the student meets an exemption to Strong Readers based on the documentation

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provided, the principal shall complete the exemption form to document the student is indeed exempt from Strong Readers and

3. The parents or legal guardians of a third-grade student eligible for an exemption to Strong Readers may choose that the student be retained for one (1) year even if the student qualifies for an exemption to Strong Readers.

The school district shall provide written notification to the parent or legal guardian of any student who is retained. Such notification shall state that his or her child has not met the reading level required for promotion to the fourth grade, and that his or her child will be retained in third grade. The notification shall include a description of the proposed reading intervention services and the intensity of instruction that will be provided to the child to remedy the identified areas of reading deficiency in the retained year.

Students that are withdrawn from public school to bypass third-grade retention requirements shall be subject to screening upon return to the public school system to determine appropriate grade level upon re-entry.

If a third-grade student subject to retention transfers to the district the requirements to retain the student in third grade shall remain in effect for the placement of the student.

Beginning with the 2027-2028 school year, students retained shall be provided Tier 2 or Tier 3 reading interventions to remedy the student's specific reading deficiency. The reading intervention services shall include effective instructional strategies to accelerate student progress. Each school district shall conduct a review of student reading intervention plans for all students retained in third grade. The review shall address additional supports and services needed to remedy the identified areas of reading deficiency and ensure the following are provided to retained students:

1. A teacher with appropriate training and demonstrated competency in evidence-based reading intervention. School districts with only one third-grade teacher are exempt from the requirements of this paragraph;
2. Tier 2 or Tier 3 reading intervention services and supports to correct the identified areas of reading deficiency;
3. One of the following intervention supports:
 - a. before-, during-, or after-school supplemental research-based reading intervention delivered by a teacher or tutor with specialized reading training, or

- b. summer academy programs designed to ensure that participating students successfully complete grade-level competencies in reading to enhance next-grade readiness; and

STUDENT RETENTION (CON'T)

4. A "Read at Home" plan as created by the Office of Educational Quality and Accountability shall be outlined in a parental or legal guardian notification, including participation in parent or legal guardian training workshops or regular parent-guided or legal guardian-guided home reading activities which are aligned to scientifically based reading research.

**REFERENCE: 70 O.S. §24-114.1
70 O.S. §1210.508C**

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