

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 the 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.

Report Cards and Progress Reports: Report cards shall be sent to parents and/or guardians at the end of each nine-week period. In addition, progress reports may be sent during the nine-week period and telephone calls and personal visits may be scheduled as needed. Parent-teacher conferences are scheduled periodically. A teacher may recommend that a student not be given credit due to a failing grade in the course or due to a failure to meet attendance or tardiness requirements.

Transcripts: A transcript is any record of a grade or grades given to a student by a teacher. Students requesting a copy of their transcript shall be provided a copy. However, if a student has failed to return any textbook or failed to make payment for a textbook which has not been returned, the 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 a textbook or failure to remit payment for a textbook 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. Where possible, the educational program shall provide for the continuous progress of students from grade to grade, with students spending one year in each grade.

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

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

District shall update its reading sufficiency plan annually taking into consideration all of the requirements prescribed in law as well as the input of school administrators, teachers, parents, and if possible, a reading specialist.

Any first-grade, second-grade, or third-grade student who demonstrates end of year proficiency in reading at the third-grade level through a screening instrument which meets the reading skills criteria shall not be subject to retention. Upon demonstration of proficiency, the district shall notify the parent(s) or guardian(s) of the student that they have satisfied the requirements of the Reading Sufficiency Act and the student will not be subject to retention.

If a third-grade student is identified at any point during the academic year as having a significant reading deficiency, meaning the student is not meeting grade-level targets on a screening instrument which meets the reading skills criteria, the District will begin a student reading portfolio and provide notice to the parent or guardian of the deficiency.

If a student has not satisfied proficiency requirements by the end of their third-grade year and still has a significant reading deficiency, has not accumulated evidence of third-grade proficiency through a portfolio, or is not subject to a good-cause exemption, the student will not be eligible for automatic promotion to the fourth grade.

The minimum criteria for grade-level performance of third-grade students pursuant to the Reading Sufficiency Act shall be that students are able to read and comprehend grade-level text.

A student not eligible for automatic promotion as provided for under the above listed paragraph and who does not meet the criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment may be evaluated for “probationary promotion” by the Student Reading Proficiency Team.

The student will be promoted to the fourth grade if the team members unanimously recommend “probationary promotion” to the District Superintendent and the Superintendent approves the recommendation that promotion is the best option for the student. If a student is allowed “probationary promotion”, the team will continue to review the reading performance of the student and repeat the process above each academic year until the student demonstrates grade-level reading proficiency through a screening instrument that meets the reading skills criteria for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after fifth grade which shall have the goal of ensuring that the student is on track to be college and career ready.

Students who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third grade criterion referenced test and who are not subject to a good-cause exemption as provided below, and who do not qualify for promotion or “probationary promotion” as provided in this subsection, shall be retained in the third grade and provided intensive instructional services and supports.

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 a conjoint measurement model such that a reader and a text are placed on the same scale;
- c. A description of the proposed supplemental instructional services and supports that will be provided to student and are designed to remediate the identified area of reading deficiency;
- d. That the student will not be promoted to the fourth grade if the reading deficiency is not remediated by the end of the third grade, unless the student is otherwise promoted as provided for by law or is exempt for good cause as set forth below;

- e. Strategies for parents to use in helping the student succeed in reading proficiency;
- f. The grade-level performance scores of the student;
- g. That while the results of the statewide criterion-referenced tests administered pursuant to law are the initial determinant, they are not the sole determiner of the promotion and that portfolio reviews and assessments are available; and
- h. The specific criteria and policies of District for midyear promotion implemented as provided for by law.

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

Good Cause Exemptions:

- a. English Language Learner (“ELL”) who has had less than two (2) years of instruction in an ELL program;
- b. Student with a disability whose individualized education program (“IEP”), consistent with state law, indicates that the student is to be assessed with alternative achievement standards through the Oklahoma Alternative Assessment Program (“OAAP”);
- c. Student who demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
- d. Student who demonstrates mastery of the state standards beyond the retention level, through a student portfolio, the student is reading on grade level;
- e. Student with a disability who participates in the statewide criterion-referenced tests and who have an IEP that reflects that the student has received intensive remediation in reading and has made adequate progress in reading pursuant to the student’s IEP;
- f. Student who has received intensive remediation in reading through a program of reading instruction for two (2) or more years but still demonstrates a deficiency in reading and who was previously retained in prekindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and

- g. Students who have been granted an exemption for medical emergencies by the State Department of Education.

Requests to exempt students from retention based on one of the good cause exemptions, shall be as follows:

1. The teacher of the student shall submit documentation to the school principal that indicates the student meets one of the exemptions and promotion is appropriate. The documentation shall include only: the alternative assessment results or student portfolio work and the IEP, as applicable;
2. The principal shall review and discuss the documentation with the teacher and, if applicable, the Reading Proficiency Team. If the principal determines that the student meets one of the exemptions and should be promoted based on the documentation provided, the principal shall make a written recommendation to the District Superintendent; and
3. After review, the superintendent shall accept or reject the recommendation to the principal in writing.

A retained student who can demonstrate that he or she is successful and independent reader, is reading at or above grade-level targets, and is ready to be promoted to fourth grade may be promoted mid-year. District may reevaluate the student using multiple tools, including: screening assessments, alternative assessments, and portfolio reviews, in accordance with the rules of the SBE. Retained students may only be promoted midyear prior to November 1 and only upon demonstrating that the student has met the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide third-grade assessment administered pursuant to law, or upon demonstrating proficiency in reading at the third-grade level through a screening instrument administered pursuant to law, and upon showing progress sufficient to master appropriate fourth-grade-level skills, as determined by the school. A midyear promotion shall be made only upon agreement of the parent or guardian of the student and the school principal.

A student who is otherwise promoted as provided herein or is promoted for good cause shall be provided intensive reading instruction that includes specialized diagnostic information and specific reading strategies for each student until the student meets grade-level targets in reading. The District will annually report to the State Department of Education the number of students promoted to the fourth grade, as required by law.

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

Course Failure: A teacher may recommend that a student not be given credit due to a failing grade in the course or due to a failure to meet attendance or tardiness requirements.

Acceleration: In certain circumstances, 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.

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

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, 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 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.

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