

ITEM OF CONSIDERATION
Chickasha Public Schools
Board of Education
September 9, 2024

TOPIC:

Revised - Board Policy - ED Grading, Promotion, Retention, and Graduation

ADMINISTRATIVE RECOMMENDATION:

Please Approve.

RATIONALE FOR RECOMMENDATION:

Change the Reading Sufficiency Act (RSA) to the Strong Readers Act (SRA).

- Adds language about exceptions from screening requirements.
- Adds language about instructional time and services.
- Adds timelines and notification of parents.
- Kdg students will now be screened at the BOY instead of MOY.
- Removes language about 3rd grade retention.

This revision was submitted by legal counsel based on new legislation.

FISCAL NOTE:

None.

OPTIONS:

1. Approve the policy revisions.
2. Not approve the policy revisions.
3. Request additional information.

CONTACT PERSON:

Pam Ladyman

Implemented: April 2020

DISTRICT POLICY

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. Students attending school virtually 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 at the end of each semester with progress reports sent home each nine (9) weeks. 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 textbook or failed to make payment for a textbook 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 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. 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 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. 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.

~~Reading Sufficiency~~ **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. 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.~~

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.

~~Any student enrolled in first, second, or third grade 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.¶~~

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 sufficiency~~ **strong 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 ~~end of year proficiency in reading at the third grade level through a grade-level appropriate screening instrument approved which meets the reading skills criteria~~ pursuant to law shall not be subject to retention **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 ~~they have~~ **he or she has** satisfied the requirements of the ~~Reading Sufficiency Act and the student will not be subject to retention~~ **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.

~~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 immediately 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 shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the principal and the superintendent and the principal and the superintendent approve 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, 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.~~

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 ~~a conjoint measurement model such that a reader and a text are placed on the same scale~~ **law**;
- c. A description of the proposed ~~supplemental instructional~~ **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 ~~the a student will not be who is~~ 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 **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. **;**
- 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.

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.

Good Cause Exemptions:

- a. English language learners who has had less than two (2) years of instruction in an English language learner ("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 ("OAAAP");
- 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 individualized education program;
- 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 through third grade in an Oklahoma public school who is assessed through the ~~Strong Readers 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 ~~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.

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 may be entitled to receive a tuition waiver for up to nine (9) credit hours during their junior year.

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.

Adopted: September 14, 2020

Revised: June 29, 2022; July 6, 2023; October 11, 2023; September 9, 2024



Strong Readers

Quick Guide 2024-2025

THE STRONG READERS ACT PURPOSE:

70 O.S. § 1210.508B(B)

The Strong Readers Act aims to **strengthen literacy** among Oklahoma's students by integrating reading proficiency into the criteria for grade progression, **ensuring appropriate instructional support**, and maintaining **clear communication with families** about student progress.

ASSESSMENT REQUIREMENTS

- Every student in kindergarten, first, second and third grades shall be assessed at the beginning, middle, and end of each school year for the acquisition of reading skills (phonics, phonemic awareness, vocabulary, comprehension, and reading fluency) for the grade level in which enrolled with a screening assessment approved by the State Board of Education.
- Each student who does not meet the grade-level target on the beginning of the year screener must be screened for risk of characteristics of dyslexia.
- Any student assessed and found not to be meeting grade-level targets shall be provided a Student Literacy Intervention Plan (SLIP) designed to enable the students to acquire the appropriate reading skills.
- Any student who does not meet the grade-level target on the screener should be given a diagnostic assessment to determine the focus of the intervention and supports that will be provided.
- Students that are on a Student Literacy Intervention Plan (SLIP) should be given progress monitoring assessments regularly. Recommended frequency: Tier 2 - monthly, Tier 3 - weekly.

EXEMPTIONS

70 O.S. §1210.508C(C)

Exemptions to the provisions of the Strong Readers Act may be provided for students who meet at least one of the following criteria.

- The student participates in the Oklahoma Alternate Assessment Program (OAAP), as indicated on the Individual Education Program (IEP), and is taught using alternate 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**.

Decisions to exempt a student should be made with the IEP team or an EL teacher working with the student. Documentation is required and should remain in the student's permanent record. Documentation will cover the student through 3rd grade, with the exception of the EL exemption, which only applies for the current year. Schools that grant exemptions shall provide ongoing evidence of student progression toward goals with the **same frequency** as the administration of **screening assessments**.

READING PROFICIENCY

70 O.S. §1210.508C(F)

Students who demonstrate proficiency on an approved screener will not require a SLIP. The district will provide notification to the family that the student has satisfied the requirements of the Strong Readers Act. Monitoring will continue to ensure that the student remains proficient.



Strong Readers

Quick Guide 2024-2025

INSTRUCTIONAL RECOMMENDATIONS

	TIER ONE	TIER ONE + DIFFERENTIATION	TIER TWO	TIER THREE
Who	All K-3 students	K-3 students with gaps in specific skills	K-3 students who are 6 months to 1 year below grade level	K-3 students who more than 1 year below grade level
What	Grade-level instruction using the district's core reading program through whole-group instruction	Small group, targeted, skills-based instruction to accelerate progress and achieve grade-level proficiency	Small group, targeted, skills-based instruction to accelerate progress and achieve grade-level proficiency	Small group, intensive skills-based instruction; requires more systematic skill focus than previously received in Tier 2
Diagnostic	Not required	Required	Required	Required
Progress Monitor	Through core program	Recommended monthly	Recommended monthly	Recommended weekly
Time	Minimum of 90 minutes of daily reading instruction	As needed based on student needs (may occur in small groups during Tier 1)	As needed based on student needs (in addition to Tier 1)	As needed based on student needs (in addition to Tier 1)

FAMILY NOTIFICATION REQUIREMENTS

Student Literacy Intervention Plan (SLIP)	CHARACTERISTICS OF DYSLEXIA
<p>Families of students who do not meet the grade-level target must be informed of the following in writing within 30 days of the identification of the reading deficiency.</p> <ul style="list-style-type: none">• Identified substantial deficiency in reading.• A description of proposed supplemental instructional services and supports• The grade-level performance score on an approved assessment• Strategies for parents to use in helping their child succeed in reading proficiency• Free online evidence-based literacy instruction resources to support the student's literacy development at home.	<p>If a student was screened for characteristics of dyslexia, inform families of the results within 15 days of the close of the dyslexia screening window.</p> <p>Families of students who are at-risk for the characteristics of dyslexia should also receive the following:</p> <ul style="list-style-type: none">• Information on the characteristics of dyslexia• Resources for additional information on dyslexia. Sample information sheet can be found on the Strong Readers for Schools webpage.

SUMMER SCHOOL

70 O.S. §1210.508E

A student who is not meeting grade-level targets may, after consultation of the teacher with the family, be recommended for summer school. The summer school program should incorporate the content of a scientifically researched-based program and be taught by trained and qualified teachers.

REQUIRED DOCUMENTATION

- ☐ SLIP (including scores from universal screening, dyslexia screening and progress monitoring)
- ☐ Exemption to Strong Readers Provisions (if applicable) and ongoing progress
- ☐ Notice of Proficiency (if applicable)
- ☐ Recommendation to attend Summer School