

DISTRICT AND TRIBAL COMMUNITY RELATIONS

It is the intent of the District that all Indian children of school age have access to all programs, services and activities offered within the school district. To achieve that intent, it is the expectation of the District that the administration will encourage, accept, and give due consideration to the comments and recommendation of tribal officials and of parents and guardians of children from tribal backgrounds regarding:

- (1) District and tribal communication and collaboration;
- (2) Issues and needs of children from tribal backgrounds; and
- (3) How the District may help children from tribal backgrounds better realize the benefits of the District's education programs and activities.

Federal Impact Aid

In connection with any application for federal Impact Aid payments, and to the extent required under federal law, the District will consult with and involve local tribal officials and parents of American Indian children, at an annual meeting to be held on at a date mutually agreed upon, in the planning and development of:

1. The "Indian Policies and Procedures" (IPPs) that are federally mandated in connection with such applications for federal Impact Aid; and
2. The District's general educational program and activities.

At the District's discretion and with prior notification, this annual meeting may also be used to fulfill the parent activities required under the Johnson O'Malley program, the Indian Education formula grant program (discussed below), or the tribal consultation required under 20 U.S.C. § 7918 (also discussed below), so long as the meeting meets all requirements for each program.

The Federal Programs Director shall have primary responsibility for monitoring the implementation of the District's IPPs. The Superintendent or designee shall also be responsible for ensuring that the District annually evaluates whether the IPPs are consistent with applicable federal regulations. If the District determines, after input from the tribe(s) and parents of children from tribal backgrounds, that its IPPs do not meet the requirements of the federal regulations, the District shall take prompt action to amend the IPPs to conform to those requirements.

Federal Formula Grants

Applications for federal formula grants for Indian education programs require the District to use a process under which the District meaningfully collaborates with tribes located in the community in a timely, active, and ongoing manner in the development of a comprehensive program and in the actions taken as a result of such collaboration. If the District applies for such a grant, the efforts at consultation and collaboration shall include:

1. Developing the program for which federal assistance is sought in open consultation with stakeholders, including parents of Indian children, teachers, representatives of Indian tribes on specified Indian lands, appropriate tribal organizations, and, if applicable, Indian students attending high school;
2. Developing the applicable program with the participation and approval of a formal stakeholder committee whose composition, procedures, and authority reflect the requirements of applicable federal law; and
3. Conducting outreach activities to parents and family members of the children served by the District's program.

The Federal Programs Director shall have primary oversight regarding the development, application, and implementation of any program carried out under such a federal formula grant, including ensuring that the required community involvement activities take place.

Tribal Consultation

If the District qualifies as an "affected local education agency" in a particular year (as defined under 20 U.S.C. § 7918), federal law may separately and additionally require the District to consult with applicable tribes prior to the District's submission of a plan or application under a variety of covered federal formula grant programs including:

- Title I, Part A (Improving Basic Programs Operated by State and Local Educational Agencies);
- Title I, Part C (Education of Migratory Children);
- Title I, Part D (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk);
- Title II, Part A (Supporting Effective Instruction);
- Title III, Part A (English Language Acquisition, Language Enhancement, and Academic Achievement Act);
- Title IV, Part A (Student Support and Academic Enrichment Grants);
- Title IV, Part B (21st Century Community Learning Centers);
- Title V, Part B, Subpart 2 (Rural and Low-Income School Program); and
- Title VI, Part A, Subpart 1 (Indian Education Formula Grants to Local Educational Agencies).

To the extent required, such consultation shall be structured to provide a timely opportunity for appropriate tribal officials to meaningfully and substantively contribute to the plans or applications under the covered federal programs, particularly as to issues affecting Indian students.

Recordkeeping

The Federal Programs Director shall ensure that the District maintains appropriate documentation of its consultative, collaborative, and related activities under this policy and, to the extent applicable, under the District's IPPs.

References: 20 U.S.C. §§ 7703, 7704, 7421; 7424; 7918;
34 C.F.R. §§ 222.91; 222.94; 222.102

PROFICIENCY BASED PROMOTION

1. Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency in one or more areas of the core curriculum.
 - A. Proficiency will be demonstrated by assessment or evaluation appropriate to the curriculum area, for example: Portfolio, state assessment, thesis, project, product or performance. Proficiency in all laboratory sciences will require that students are able to perform relevant laboratory techniques.
 - B. Students shall have the opportunity to demonstrate proficiency in the core areas as identified in 70 OKLA. STAT. § 11-103.6:
 - Social Studies
 - Language Arts
 - The Arts
 - Languages
 - Mathematics
 - Science
 - C. Proficiency for advancing to the next level of study will be demonstrated by a score of 90% or comparable performance on an assessment or demonstration.
 - D. The opportunity for proficiency assessment will be provided at least twice each school year.
 - E. Qualifying students are those who are legally enrolled in the district.
 - F. The district will not require registration for the proficiency assessment more than one month in advance of the assessment date.
 - G. Students will be allowed to take proficiency assessments in multiple subject areas.
 - H. Students not demonstrating proficiency will be allowed to try again during the next assessment period.
 - I. Exceptions to standard assessment may be approved by the district for students with disabilities.
2. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area.

- A. The school will confer with parents in making such promotion/acceleration decisions. Such factors as social and mental growth should be considered.
 - B. If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement to that effect. This statement shall be included in the permanent record of the student.
 - C. Failure to demonstrate proficiency will not be noted on the transcript.
 - D. Students must progress through a curriculum area in a sequential manner. Elementary, middle level, or high school students may demonstrate proficiency and advance to the next level in a curriculum area.
 - E. If proficiency is demonstrated in a 9-12 curriculum area, appropriate notation will be placed on the high school transcript. The unit shall count toward meeting the requirements for the high school diploma.
 - F. Units earned through proficiency assessment will be transferable with students among school districts within the State of Oklahoma.
3. Proficiency assessment will measure mastery of the subject matter standards adopted by the State Board of Education.
4. Options for accommodating students' needs for advancement after they have demonstrated proficiency may include, but are not limited to, the following:
- A. Individualized instruction;
 - B. Correspondence courses;
 - C. Independent study;
 - D. Concurrent enrollment;
 - E. Cross-grade grouping;
 - F. Cluster grouping;
 - G. Grade/course advancement; and
 - H. Individualized education programs.
5. The district will disseminate materials explaining the opportunities for proficiency based promotion to students and parents in the district each year. The subject matter standards adopted by the State Board of Education, and type of assessment or evaluation for each core curriculum area will be made available upon request.

OAC 210: 35-27-2

ATTENDANCE/ACTIVITIES

The board of education believes that attendance in regularly scheduled classes is a key factor in student achievement. Thus, any absence from those classes represents an educational loss to the student. The board recognizes, however, that the cocurricular program of the school also has educational benefit. Therefore, it shall be the policy of this board to minimize absenteeism from regular classes while providing students the opportunity to participate in cocurricular activities.

Students will be allowed a maximum of ten absences from each class period during the school year to participate in approved activities. Absences for activities that are of a state and national nature, as defined by the criteria of earned right to compete, shall not be considered an absence for the purpose of this policy.

The following activities are not included in the above category. Therefore, absences caused by participation shall be counted toward the maximum:

1. Athletic contests other than OSSAA play-offs. (Includes initial qualification for play-offs for athletes and cheerleaders.)
2. Shows and contests that are not defined as state contests.
3. Annual staff workshops.
4. Conferences such as FHA, Student Council, etc.
5. District contests for concert band and marching band.
6. FHA leadership.
7. Field trips sponsored by clubs or organizations that are not classified as academic field trips.
8. Band trips, chorus trips, speech and drama trips.
9. State vocational conventions for which no earned right to attend is required (FHA state conventions).
10. School related community activities.

The following activities will not be counted against the permissible ten (10) day absence regulation:

1. Academic classroom field trips;

2. OSSAA sponsored state play-offs that require earned qualification to participate (athletes and cheerleaders);
3. Assemblies that are school sponsored and required;
4. School pictures;
5. Class meetings;
6. Participation in school approved testing programs;
7. State band, chorus, and speech contests;
8. Scholastic contests;
9. FHA state shows and state fairs. To be eligible, however, students must have placed in one of the top seven (7) places at the county show/fair;
10. Legislative page; and
11. There is no activities absence if a student is enrolled in an activity class and is away from school during the time the class is scheduled.

INTERNAL ACTIVITY REVIEW COMMITTEE

The board of education has established an Internal Activity Review Committee composed of:

- Superintendent of schools
- Building level principal
- Sponsor of event involved
- Counselor
- Three additional staff members

The committee shall be responsible for reviewing and recommending any deviations from the activity policy to the board of education

In order for a student to request an exception to the ten (10) day limit through the Internal Activity Review Committee, the student must meet the following criteria:

1. Grade point average of eighty (80) with no failing grades at last nine-week reporting period.
2. Must have been in attendance in each class ninety percent (90%) of the school year at the time of request. All absences for any reason other than absences listed in exceptions will be counted.
3. Principal and/or administration believe that the absence or absences will benefit the student and/or the school.
4. Request in writing for a hearing should be made by the parent or guardian in advance of absence.
5. Request for exception to the ten (10) day limit will be limited to two (2) days per student per year.

Appeal of decision of Internal Activity Review Committee following initial hearing:

1. A signed written complaint must first be filed with the local board of education. If the complaint is not resolved at the local level, then the complaint should be filed with the Accreditation Section of the State Board of Education. Upon receipt of the complaint, the Accreditation Section shall appoint a monitoring team to make an on-site visit and file a written report to the State Board of Education and Accreditation Section. This complaint must include a listing of the names of the students, dates and classes missed which exceed policy statement.

2. The district shall provide to the monitoring team during the on-site visit, the necessary records to verify or deny the violation as specified in the written complaint.
3. The monitoring team shall submit a written report to the superintendent and board of education within ten (10) school days of the on-site visit.

Reference: OAC 210:35-17-2

**MEDIA CENTER -
SELECTION OF LIBRARY BOOKS**

The board of education, which is responsible for all book purchases, recognizes the student's right of free access to many different types of books. The board also recognizes the right of teachers and administrators to select books and other materials in accord with current trends in education and to make them available in the schools. It is therefore the policy of this district to require the materials selected for our schools be in accord with the following:

1. Books and other reading matter shall be chosen for values and enlightenment of all students in the community. A book shall not be excluded because of the race, nationality, political or religious views of the writer or of its style and language.
2. Every effort will be made to provide materials that present all points of view concerning the problems and issues of our times, international, national, local and books or other reading matter of sound factual authority shall not be prescribed or removed from library shelves or classrooms because of partisan, doctrinal, approval or disapproval.
- *3. Censorship of books shall be challenged in order to maintain the school's responsibility to provide information and enlightenment.

*In accordance with number 3 above, the board has adopted the following policy for dealing with censorship of books and other materials:

- The final decision for controversial reading matter shall rest with the board of education after careful examination and discussion of the book or reading matter with school educators.
 - No parent or group of parents has the right to determine the reading matter for students other than their own children.
 - The board does, however, recognize the right of an individual parent to request that his or her child does not have to read a given book, provided a written request is made to the superintendent.
4. Any parent who wishes to request reconsideration of the use of any book in the school must make such a request in writing on forms available from the superintendent. The statement must be signed and identified so that a reply may be given.
 5. A committee of two teachers and one librarian, appointed by the superintendent, shall review the material and judge whether it conforms to

the above stated principles, and submit its report in writing to the superintendent.

6. If the matter cannot be resolved at this level, then the written criticism along with the superintendent's evaluation will be forwarded to the district's Curriculum Department for disposition. The concerned parties will be notified of the final disposition in writing.

Reference: OAC 210:35-3-126, OAC 210:35-3-127

TEXTBOOK SELECTION

It is the policy of the board of education to appoint a committee for the purpose of selecting textbooks to be used in the district. The committee will be composed of the superintendent or his/her designee – who shall be a counselor or a curriculum specialist – one parent of a child enrolled in the district, and six classroom teachers. The superintendent or his/her designee shall serve as chairperson.

The textbook selection committee members will be appointed on an ad hoc basis as needed and will not be compensated. The administration will ensure that all textbooks necessary for completion of assigned work are routinely available to every student.

The committee will review examination copies of each textbook in those subject areas where a need has been determined to exist. The examination copies may be obtained by communicating such need to the State Department of Education. Only examination copies of textbooks selected by the State Textbook Committee will be reviewed by the textbook selection committee.

Only textbooks appearing on the multiple list selected by the State Textbook Committee will be adopted by the board.

Following the committee's review and approval of the board, the superintendent will requisition the textbooks recommended by the committee from the State Department of Education.

Reference: Okla. Stat. tit. 70, §16-111

DISTRIBUTION AND CARE OF TEXTBOOKS

The board of education believes that all employees and students are responsible for the proper care of school facilities, equipment and property in their use or under their control.

Cooperation is expected from the professional staff regarding the care and distribution of school-owned textbooks.

Students using school-owned textbooks or library books are responsible for them and shall reimburse the school for any lost or damaged books. If a misplaced book is returned, the student may be refunded any charges previously paid to the school for the book.

CURRICULUM DEVELOPMENT

Instructional programs will be developed with the view toward maintaining a balanced curriculum which will serve the general academic needs of school-aged children and provide opportunities for individual children to develop specific talents and interests.

The board will encourage and support the professional staff in its efforts to investigate new curricular ideas, develop and improve programs, and evaluate results.

The board will appoint a committee composed of the superintendent, teachers and parents to evaluate the curriculum annually to determine whether children are receiving adequate basic skill instruction.

The committee shall have access to materials pertaining to the school curriculum, class schedules, and other information as long as the materials are not confidential or personal. The committee may visit with other staff members, students, graduates, parents and business people of the community for their input into the evaluation.

The committee chairperson shall be responsible for submitting a written report to the board of education at a regular or special meeting. Any changes in methods of instruction, scheduling, or curriculum changes will be the responsibility of the board of education and superintendent.

The committee shall be appointed to serve for a one-year term. Individual members may be appointed to succeed themselves if the board so desires.

The curriculum shall meet the educational requirements established by state law.

The goals of the committee will be to permit and assist students in their efforts to acquire:

1. An understanding of themselves and of their worth as individuals and members of society.
2. A mastery of the basic skills in the use of the language arts – listening, speaking, writing, reading, spelling and grammar.
3. A mastery of mathematics for obtaining information, communicating effectively, thinking critically, reasoning logically and solving problems.
4. Basic understanding of the principles of the natural, physical, biological and social sciences and current events.
5. The desire and ability to express themselves creatively in one or more of the fine and creative arts to appreciate the aesthetic expressions found in the work of others.

6. The attitudes associated with responsible citizenship for effective participation in the community, the state, the nation and the world.
7. An understanding of career roles and how to relate learning experiences to real life.

Curriculum Development Committee

1. Chairperson:
The superintendent will serve as chair.
2. Selection of members:
The superintendent will suggest teachers to serve as members.
3. Responsibilities of chairperson:
 - A. To set meeting times and places with members of the committee.
 - B. To help determine appropriate outside consultation services, if deemed necessary by the committee membership.
 - C. To help determine parent and student membership on the committee. At least three parents should be involved with the committee.
 - D. To keep an accurate record of individual committee members' attendance at all meetings.
 - E. To report to the board of education the results of the curriculum study.
4. Responsibilities of committee members:
 - A. To participate actively in the committee's study.
 - B. To attend all meetings and report back to other faculty members on the progress of the committee at appropriate times. Ideas and suggestions from teachers not on the committee will be sought by the committee members so as to create total faculty involvement in the study.

In the final analysis, curriculum review should go beyond the statutorily required minimum. The board recognizes that, in order to foster the role of education in society and to ensure equal opportunity to students of different backgrounds, it must not permit the curriculum to remain static. It is essential that this school system continually develop and modify its curriculum to meet the changing needs of students and to assure the continuing development of the student in the community.

CURRICULUM EVALUATION

It is the policy of the board of education that the curriculum shall be evaluated on an annual basis. The evaluation shall be done for the purpose of maintaining an awareness of the success of the school curriculum. Such evaluation will serve as the basis for curriculum improvements and changes or additions.

The evaluation process shall include but not be limited to the following procedures and/or methods:

1. Annual testing of students in certain grades by standardized tests.
2. Feedback and input from parent and advisory committees that might be in existence, and from any curriculum experts who may be called upon for consultation.
3. Teacher-made tests and observation of students' progress.
4. Parent-teacher conferences.
5. State Department of Education input.

Changes, additions, or omissions of the curriculum shall be on recommendation to the board by the superintendent; to the superintendent by the teachers. Parents may meet with the superintendent to make any suggestions.

Reference: Okla. Stat. tit. 70, § 11-103

AIDS PREVENTION EDUCATION FOR STUDENTS

The district seeks to promote healthy living and discourage behaviors such as intravenous drug use and unprotected sexual intercourse that can increase a young person's risk of contracting Acquired Immune Deficiency Syndrome (AIDS). It is the policy of the board of education that AIDS prevention education will be taught a minimum of once each year during 8th and 12th grade. The district will use the curriculum developed by the Oklahoma State Department of Education.

The general objective of the curricula for all levels includes being made aware of (1) the forms of the disease, (2) methods of transmission, and (3) prevention of AIDS.

The district will make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students who will be involved. Furthermore, the curriculum must be limited to deal only with factual medical information regarding AIDS prevention. At least one month prior to teaching AIDS prevention education in any classroom, the district shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

CONSTITUTION DAY AND CITIZENSHIP DAY

Constitution Day and Citizenship Day shall, in accordance with federal law, be held each year on September 17. The purpose of Constitution Day and Citizenship Day is to commemorate the formation and signing on September 17, 1787, of the United States Constitution and recognize all who, by coming of age or by naturalization, have become citizens.

The district shall hold an educational program on the United States Constitution on September 17 of each year for the students served by the district in observation of Constitution Day and Citizenship Day. When September 17 falls on a weekend or holiday, the day shall be observed on a school day just before or after September 17. The manner in which the day shall be commemorated shall be within the superintendent's discretion.

Reference: 36 U.S.C. § 106; Public Law 108-447 (Dec. 8, 2004).

VETERANS DAY

It shall be the policy of the district that “Veterans Day,” November 11th, will be observed with an appropriate ceremony/activity.

In any year in which the date of November 11th is a Saturday or Sunday or classes are not in regular session, the district shall observe the previous school day as “Veterans Day.”

LENGTH OF THE SCHOOL YEAR

This policy will set the length of the district's school year. It is the policy of this district that for each school year classes must be in session for classroom instruction a minimum of 175 days and the district must offer at least five (5) days of professional development to all classroom teachers for a total academic year of at least 180 school days.

Reference: Okla. Stat. tit. 70, § 1-109

**STUDENT PROMOTION AND RETENTION AND
STUDENT PASS/FAIL OF A COURSE**

Introduction

This policy establishes guidelines for teachers and administrators related to student promotion and retention. It also establishes an appeal procedure for parents who wish to challenge a retention or promotion decision.

As used in this policy, "promote" or "promotion" means to place a student who has successfully completed the requirements of a particular grade level into the next higher grade level following the end of the school year, or before November 1 of the academic year if the student is being promoted at mid-year in accordance with the Reading Sufficiency Act, and to record on the student's permanent cumulative record that he or she has successfully completed his or her current grade level.

As used in this policy, "retain" or "retention" means a decision to decline to advance a student into the next higher grade level following the end of the school year and to indicate on the student's permanent cumulative record that he or she has not successfully completed the requirements of his or her current grade level.

As used in this policy, "not passed in a course" or similar wording, means the student is assigned a failing semester grade in a course of study which failing grade will be recorded on the student's permanent cumulative record.

Promotion/Retention and Failing Courses

Each school in this district will form a committee to review and make decisions regarding retention and promotion. The committee will be composed of a classroom teacher, a counselor when available, the principal and additional personnel who may be assigned by the principal or superintendent when appropriate. No committee will be formed regarding a failing grade in a course, but such failing grade shall be shown on the student's report card.

Supportive evidence must be presented to the student and parent regarding a retention decision. This evidence must be based on:

1. Testing which actually covers the subject matter presented to the student.
2. Assignments directly related to the subject matter being taught.
3. Consideration will also be given to the student's attendance record, although this matter will not bear the same weight as items 1 and 2.

4. Consideration will also be given to the student's level of maturity (physical, mental, emotional, and social), although this matter will not bear the same weight as items 1, 2 and 3 and cannot be the sole reason for a decision to retain or promote a student.

The student and the parent must be made aware of the possibility of the student's impending retention or failing grade in a course. Any student in danger of being retained or failing a course shall be notified prior to the end of the school year that the student's performance is insufficient, and the student's parents will be mailed a written notice. The school staff will make every effort to help the student improve the student's academic standing.

Promotion will be determined by successfully completed units of instruction to be established by the board of education, the superintendent and the relevant principal.

Retention Based on the Reading Sufficiency Act

As provided for in the school district's Reading Sufficiency Act Testing and Procedures Policy, reading sufficiency testing will be conducted in the school district to ensure that each student has attained the necessary reading skills upon completion of the third grade. To determine the promotion and retention of a third-grade student pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the reading comprehension and vocabulary scores portion of the statewide third-grade assessment and shall not use the other language arts scores portions of the test. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Any first, second, or third grade student who demonstrates proficiency in reading at the third-grade level through a screening instrument for the acquisition of reading skills approved by the State Board of Education shall not be subject to retention. Upon demonstrating the proficiency through the screening, the district shall provide notification to the parent(s) and/or guardian(s) of the student that the student has satisfied the requirements of the Reading Sufficiency Act and will not be subject to retention.

If a third-grade student is identified at any point of the academic year as having a significant reading deficiency, which shall be defined as not meeting grade-level targets on a screening instrument for the acquisition of reading skills approved by the State Board of Education, the school district shall immediately begin a student reading portfolio and shall provide notice to the parent of the student's reading deficiency as described in the school district's Reading Sufficiency Act Testing and Procedures Policy.

If a student has not yet demonstrated proficiency in reading at the third-grade level prior to the completion of third grade and still has a significant reading deficiency, as identified based on assessments for the acquisition of reading skills approved by the State Board of Education, has not accumulated evidence of third-grade proficiency through a student portfolio, or is not subject to a good cause exemption, then the student shall not be eligible for automatic promotion to fourth grade.

A student not eligible for automatic promotion and who does not meet the criteria established by the Commission for Educational Quality and Accountability on the reading portion of the third-grade statewide assessment may be evaluated for "probationary promotion" by the Student Reading Proficiency Team. The Student Reading Proficiency Team shall be composed of:

1. the parent(s) and/or guardian(s) of the student,

2. the teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. a teacher in reading who teaches in the subsequent grade level, and
4. a certified reading specialist, if one is available.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school principal and district superintendent and the principal and superintendent approve the recommendation that promotion is the best option for the student. If a student is allowed a "probationary promotion", the team shall continue to review the reading performance of the student and repeat the requirements of this paragraph each academic year until the student demonstrates grade-level reading proficiency, as identified through a screening instrument which meets the acquisition of reading skills criteria approved by the State Board of Education, for the corresponding grade level in which the student is enrolled or transitions to a locally designed remediation plan after the 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 grade-level targets on the reading portion of the statewide third-grade assessment who are not subject to a good cause exemption, and who do not qualify for promotion or probationary promotion shall be retained in the third grade and provided intensive instructional services and supports.

The school district shall annually report the number of probationary promotions to the State Department of Education.

For students who do not meet the academic requirements for promotion, and who are not otherwise promoted pursuant to this policy, the school district may promote the student for good cause only. Good-cause exemptions shall be limited to the following:

1. English language learners who have had less than two (2) years of instruction in an English language learner program;
2. Students with disabilities whose individualized education plan (IEP), consistent with state law, indicates that the student is to be assessed with alternate achievement standards through the Oklahoma Alternate Assessment Program (OAAP);
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education;
4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the state standards beyond the retention level;
5. Students with disabilities who participate in the statewide assessments 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; and

6. Students who have received intensive remediation in reading through a program of reading instruction for two (2) or more years but still demonstrate a deficiency in reading and who were previously retained in prekindergarten for academic reasons, kindergarten, first, second, or third grade.
7. Students who have experienced medical emergencies during the district's testing window and have been approved for this exemption through the Oklahoma State Department of Education.

A student who is otherwise promoted pursuant to this policy, or by meeting one of the good cause exemptions, shall be provided intensive reading instruction that includes specialized diagnostic information and specific reading strategies for that student until the student meets grade-level targets in reading. The school district shall assist schools and teachers to implement research based reading strategies for the promoted student shown to be successful in improving reading among low-performing readers.

Requests to exempt students from retention based on a good-cause exemption (1-7 above) require that a teacher submit documentation consisting only of the alternative assessment results or student portfolio work and the IEP, as applicable, to the school principal indicating that the student meets one of the good-cause exemptions and promotion is appropriate. The principal will review and discuss the documentation with the teacher and, if applicable, the other members of the Student Reading Proficiency Team. If the principal determines the student meets one of the good cause exemptions and should be promoted based on the documentation provided, the principal shall make a written recommendation to the superintendent. The superintendent shall also review the documentation and either accept or reject the recommendation of the principal in writing.

The school district will provide written notice to the parent or guardian of any student who is to be retained due to not meeting the reading proficiency required for promotion and the reasons the student is not eligible for a good-cause exemption. The notice shall contain a description of proposed interventions and intensive instructional supports that will be provided to the student to remediate the identified areas of reading deficiency.

Mid-Year Promotion of Retained Third Graders

The school district implements the following policy for mid-year promotion of a retained student due to a reading deficiency. Retained students may only be promoted mid-year prior to November 1 of the academic year. To be eligible for mid-year promotion, the student must demonstrate that he or she:

1. is a successful and independent reader, reading at or above grade level; and
2. is ready to be promoted to fourth grade; and
3. is 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, or upon demonstrating proficiency in reading at the third grade level through an approved screening instrument, and

4. is showing progress sufficient to master appropriate fourth-grade level skills, as determined by the school district.

Tools that the school district may use, in accordance with rules of the State Board of Education, in reevaluating any retained student may include subsequent assessments, alternative assessments or portfolio reviews.

A mid-year promotion shall only be made upon agreement of the parent or guardian of the student and the school principal.

Appeal Process

After receiving a decision to retain a student or upon receipt of the student's report card showing a failing grade in a course, any parent may request reconsideration of a retention decision or a decision to not pass a student in a course by taking the steps outlined below.

Parents who disagree with the district's decision to promote a student to the next grade may also appeal the decision upon receipt of the student's report card by taking the steps outlined below.

First Level of Appeal

The parent may request review of the initial decision by letter to the building principal. If no request is received within five (5) days of the parent's receipt of written notification of the committee's initial decision to retain or in the case of failing a course, within five (5) days of the student or parent's receipt of the report card, the decision will be final and nonappealable.

Second Level of Appeal

The parent may request review of the principal's decision by letter to the superintendent. If no request is received within five (5) days of the parent's receipt of the principal's written notification of his or her decision, the principal's decision will be final and nonappealable.

Final Level of Appeal

The parent may request review of the superintendent's decision by letter to the superintendent or the clerk of the board of education. If no request is received within five (5) days of the parent's receipt of the superintendent's written notification of his or her decision, the superintendent's decision will be final. The parent will be notified in writing of the date, time and place of the Board meeting at which the decision will be reviewed. The Board's decision will be final and nonappealable.

If a parent disagrees with the Board's decision, he or she may prepare a written statement stating the reason(s) for disagreement, which will be placed in and become a part of the student's permanent cumulative record. Prior to retaining a student at the parent's request, the student's parent will be required to sign an acknowledgment form accepting responsibility for any adverse consequences of retaining a student against district recommendations.

Reference: Okla. Stat. tit. 70, § 1210.508C; OAC 210:15-27-3

ACADEMIC CREDIT

The district will provide students/families with regular notice of the academic standards required to graduate from the district. This information will be distributed annually to middle and high school students in school handbooks and will include details regarding:

- Number and types of credits needed to graduate
- Minimum enrollment requirements
- Standardized testing
- Proficiency based promotion
- Concurrent enrollment options

Students/families are expected to work with the assigned counselor to ensure that their student meets all the necessary requirements for successful completion of the district's program.

REPORT CARDS

The board of education believes that students and parents should be informed periodically of the student's progress in school work. Therefore, report cards shall be sent to parents or guardians within ten (10) days following the end of each nine-week period. The parent or guardian shall be requested to acknowledge receipt by signature and return the card.

1. The semester grade is recorded on each student's permanent school record.
2. 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 subject area.
3. The letter grades established by district policy will appear on report cards and in the student's permanent record.

In addition to the above reports, progress reports will be mailed to parents or guardians of students who are failing or at near failure at the mid-point of each grading period. Reports may also be mailed (at teacher's discretion) reflecting satisfactory progress. Parents and guardians should feel free to discuss their child's progress with teachers and staff by appointment at any time.

TESTING PROGRAM

It is the policy of the board of education to take part in testing programs with the aim of providing information designed to help all students recognize their abilities and to help in planning their school work. A well-rounded testing program has been developed that can be very valuable to each student.

Annually, on a date to be determined by the superintendent, the district will provide information to the district's students, parents of students, and the public at large about the proper meaning and use of assessments administered pursuant to the Oklahoma School Testing Program Act. Additionally, the district shall notify each student's parents of the school's performance levels in the Oklahoma School Testing Program at the end of each school year.

READING SUFFICIENCY ACT TESTING AND PROCEDURES

Every student enrolled in kindergarten 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 the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, for the grade level in which enrolled. Every first, second, and third grade student 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 the acquisition of reading skills including, but not limited to, phonemic awareness, phonics, reading fluency, vocabulary, and comprehension, for the grade level in which enrolled. Any student who is assessed and who is not meeting grade-level targets in reading shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade level of reading skills.

Progress of Reading Instruction and Proficiency Team

The program of reading instruction shall align with the State subject matter standards, shall be based on a three tiered Response to Intervention (“RtI”) model, and shall include provisions of the Reading Enhancement and Acceleration Development (READ) Initiative adopted by the school district. The plan may include, but is not limited to:

1. Sufficient additional in-school instructional time sufficient for the acquisition of phonemic awareness, phonics, reading fluency, vocabulary, and comprehension,
2. If necessary, tutorial instruction after regular school hours, on Saturdays, and during the summer,
3. Assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills as identified in the student’s program of reading instruction.

A student enrolled in first or second grades who has been assessed and found not to be, shall be entitled to supplemental instructional services and supports in reading until the student is determined by the results of a screening instrument to be meeting grade-level targets in reading. The program of reading instruction for each student shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of the:

1. The parent or guardian of the student,
2. The teacher assigned to the student who had responsibility for reading instruction in that academic year,

3. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
4. A certified reading specialist, if one is available.

The reading progress of kindergarten students at risk for reading difficulties at the beginning of the school year shall be monitored throughout the school year and measured mid-year and at year-end. 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.

A Probationary Promotion Reading Proficiency Team may evaluate a student for probationary promotion if the student is enrolled in third grade, is not eligible for automatic promotion, and does not meet the criteria established by the Commission for Educational Quality and Accountability on the reading portion of the third grade statewide criterion-referenced test. The Probationary Promotion Reading Proficiency Team shall be composed of:

1. The parent or guardian of the student,
2. The teacher assigned to the student who had responsibility for reading instruction in that academic year,
3. A teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
4. A certified reading specialist.

The principal and superintendent must approve the probationary promotion. For a student who is approved for probationary promotion, the Probationary Promotion Reading Proficiency Team shall continue to review the student's reading performance and repeat the evaluation and recommendation process each academic year until the student demonstrates he or she is meeting grade-level targets on an approved screening instrument such that the student is on track to be college and career ready.

Throughout the school year progress monitoring shall continue, and diagnostic assessment, if determined appropriate, shall be provided. Year-end reading skills shall be measured to determine reading success. The program of reading instruction shall continue until the student is determined to be meeting grade-level targets by the results of approved reading assessments to be reading on grade level. If a reading instruction program is being provided for a student on an Individualized Education Program (IEP), a special education teacher must be consulted and the plan may be a separate document from the IEP, or an IEP team meeting may be convened and the plan could then be included in the student's IEP.

Grade Promotion After Participation in Summer Academy Programs

If, by the end of the second quarter of the school year, a teacher determines that a third grade student is not reading at grade level, the parent or guardian shall be notified of the student's current reading level, the proposed program of reading instruction for the student, and the potential need for the student to participate in a summer academy (if offered by the district that school year) or other program designed to assist the student in attaining grade-level reading skills.

A teacher who determines that a third grade student is unable to meet the reading competencies required for completion of third grade may, after consultation with the parent or guardian of the student, recommend that the promotion of the student to the fourth grade be contingent upon the participation in, and successful completion of the required reading competencies, at a summer academy or other program. If the student does not participate in the summer academy or other program or does not successfully complete the reading competencies in the summer academy or other program, the student shall be retained in the third grade.

Program of Reading Instruction and Retention

For any third grade student not reading at grade level, as determined by the screening instruments for the acquisition of reading skills approved by the State Board of Education, a new program of reading instruction shall be developed and implemented. The new program of reading instruction shall include provisions of the READ Initiative adopted by the school district and may include specialized tutoring.

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. To determine the promotion and retention of third-grade students pursuant to the Reading Sufficiency Act, the State Board of Education shall use only the scores for the standards for reading foundations/processes and vocabulary portions of the statewide third-grade assessment administered pursuant to 70 O.S. Section 1210.508 and shall not use the scores from the other language arts portions of the assessment. The performance levels established by the Commission for Educational Quality and Accountability pursuant to Section 1210.508 shall ensure that students meeting the performance-level criteria are performing at grade level on the reading foundations and vocabulary portions of the statewide third-grade assessment.

Each program of reading instruction shall be based upon a three-tiered Response to Intervention ("RtI") model and shall include:

1. For students identified for Tier I intervention, a minimum of ninety (90) minutes of uninterrupted daily scientific-research-based reading instruction;
2. For students identified for Tier II intervention, at least an amount of uninterrupted scientific-research-based reading instructional time that is:
 - A. Based on specific student needs;
 - B. Reflects the needed intensity and/or frequency as identified on a screening tool, diagnostic assessment and/or progress monitoring instrument; and
 - C. Is determined by the classroom teacher reading specialist (if available) and building principal.
3. For students identified for Tier III intervention, at least forty-five (45) to sixty (60) minutes of additional uninterrupted daily scientific-research-based reading instruction in addition to the ninety (90) minutes of uninterrupted daily reading instruction provided under Tier I.

The parent of any student who is found to have a reading deficiency and is not meeting grade-level reading targets, and has been provided a reading assessment plan, shall be notified in writing of the following:

1. That the student has been identified as having a substantial deficiency in reading;
2. A description of the current services being provided to the student pursuant to a conjoint measure model such that a reader and a text are placed on the same scale;
3. A description of the proposed supplemental instructional services designed to remediate the reading deficiency that will be provided to the student;
4. 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 pursuant to the school district's Student Retention and Promotion Policy or is exempt for good cause;
5. Strategies for parents to use in helping their child succeed in reading proficiency;
6. The grade level performance scores of the student;
7. That, while the results of statewide assessments are the initial determinant, they are not the sole determiner of promotion and that portfolio reviews and assessments are also available in considering promotion or retention;
8. The specific criteria and policies of the school district for mid-year promotion.

Only the scores from the reading comprehension portions of the third grade criterion-referenced test shall be used to determine the promotion and retention of third grade students pursuant to the Reading Sufficiency Act. For students who do not meet the academic requirements for promotion, the school district may promote the student only as provided for in the school district's Student Retention and Promotion Policy. For details on the good-cause exceptions and other requests to exempt students from the academic requirements for promotion, see the school district's Student Promotion and Retention Policy.

Students who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portions of the statewide third-grade assessment and who are not subject to a good cause exemption, and who do not qualify for promotion or probationary promotion shall be retained in the third grade and provided intensive instructional services and supports.

Instruction and Interventions for Retained Students

The school district shall conduct a review of the reading instruction program for all students who do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessment administered to the student. The review shall address additional supports and services needed to

remediate the identified areas of reading deficiency. A student portfolio shall be completed for each retained student.

Students retained due to a reading deficiency will be provided intensive interventions in reading as well as intensive instructional services and supports to remediate the identified areas of reading deficiency, including a minimum of ninety (90) minutes of daily, uninterrupted, scientific-research based reading instruction. Retained students shall be provided other strategies prescribed by the school district, which may include, but are not limited to:

1. small group instruction,
2. reduced teacher-student ratios,
3. more frequent progress monitoring,
4. tutoring or mentoring,
5. transition classes containing third and fourth grade students,
6. extended school day, week, or year, and
7. summer reading academies, if available.

Additionally, students who are retained will be provided a high-performing teacher who can address the needs of the student, based on student performance data and above-satisfactory performance appraisals. In addition to the required reading enhancement and acceleration strategies, students who are retained will be provided at least one of the following instructional options:

1. supplemental tutoring in scientific research based reading programs in addition to the regular reading block, including tutoring before or after school,
2. a parent-guided "Read at Home" assistance plan developed by the State Department of Education,
3. a mentor or tutor with specialized reading training.

The school district may, in accordance with rules of the State Board of Education, use screening assessments, alternative assessments, or portfolio reviews in order to reevaluate a retained third grade student for mid-year promotion to the fourth grade. See the school district's Promotion and Retention Policy for details on mid-year promotion.

Copies of the results of all assessments administered shall be made a part of the student's permanent record.

Reading Enhancement and Acceleration Development (READ) Initiative

The school district establishes the following READ Initiative. The focus of the school district's READ Initiative is to prevent the retention of third grade students by offering intensive accelerated reading instruction to third grade students who have failed to meet the

reading standards for promotion to fourth grade, and to kindergarten through third grade students who are exhibiting a reading deficiency.

The school district's READ Initiative will be provided to all kindergarten through third grade students at risk of retention as identified by the reading assessments administered to the student. The school district's READ Initiative program will be provided during regular school hours in addition to the regular reading instruction and will provide a reading curriculum that at a minimum, meets the following specifications:

1. assists students assessed as exhibiting a reading deficiency in developing the ability to read at grade level,
2. provides skill development in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension,
3. provides scientific–research-based and reliable assessment,
4. provides initial and ongoing analysis of the reading progress of each student,
5. is implemented during regular school hours,
6. establishes at each school an Intensive Acceleration Class for retained third-grade students who subsequently do not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portions of the statewide assessment. The focus of the Intensive Acceleration Class shall be to increase the reading level of a child at least two grade levels in one school year.
7. provide reports to the State Department of Education, upon request, on the specific intensive reading interventions and support implemented,
8. provide to a student who has been retained in the third grade and has received intensive instructional services but is still not ready for grade promotion, the option of being placed in a transitional instructional setting. A transitional instructional setting shall specifically be designed to produce learning gains sufficient to meet fourth grade performance standards while remediating the student's areas of reading deficiency.

The Intensive Acceleration Class shall:

1. be provided to any student in the third grade who does not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessments and who was retained in the third grade the prior year because of not meeting the performance criteria established by the Commission for Educational Quality and Accountability on the reading comprehension and vocabulary portions of the statewide assessments.
2. have a reduced student-teacher ratio,

3. provide an uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master the fourth grade state standards in other core subject areas,
4. use a reading program that is scientific-research-based and has proven results in accelerating student reading achievement within the same school year,
5. provide intensive language and vocabulary instruction using a scientific-research-based program, including use of a speech-language therapist,
6. include weekly progress monitoring measures to ensure progress is being made, and

Board of Education Reporting Requirements

The board of education will annually publish on the district's website, and report in writing in the format prescribed by the State Department of Education, to the State Board of Education by September 1 of each year the following information on the prior school year:

1. the progression of the district's students identified as having reading deficiencies and the policies and procedures of the school district on student retention and promotion,
2. the number and percentage of all students in grade three that did not meet the performance criteria established by the Commission for Educational Quality and Accountability on the reading portion of the statewide assessment,
3. by grade, the number and percentage of all students retained in grades three through ten,
4. information on the total number and percentage of students who were promoted for good cause, by each category of good cause as specified in the District's Promotion and Retention Policy, and
5. any revisions to the policies of the school district on student retention and promotion from the prior year.

Reference: Okla. Stat. tit. 70 §§ 1210-508C, 1210-508E

CLASSROOM VISITATION

In order to provide school children with a reasonable opportunity to study and learn, it is the policy of the board of education to restrict classroom visitation to a minimum.

Any person who needs to visit a classroom or other school facility must obtain permission from the superintendent's office. Visitors on school property without permission may be asked to leave the premises.

The superintendent is directed to establish appropriate procedures to insure compliance with this policy. Such procedures will include posting notices at the entrances to the school building. The notices will require visitors to report to the superintendent's office before visiting any classroom or other facility.

The superintendent is authorized discretion in permitting visitation.

Classroom visitors will respect classroom decorum and will not interrupt the class in any way. Visitors who disrupt the classroom in any manner will be required to leave the school grounds.

UNITED STATES COPYRIGHT LAW

The district does not condone, and will not allow, violations of the United States copyright laws. Subject to certain specific exceptions, the owner of a copyright has the exclusive right to reproduce, distribute, perform, or display the copyrighted work or to authorize such reproduction, distribution, performance, or display. An exception to the exclusive rights is the Doctrine of Fair Use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use for all works other than broadcast programming:

1. Purpose and nature of the use; whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted works as a whole.
4. The effect of the use upon the potential market for, or the value of, the copyrighted work.

Broadcast Programs

A “broadcast program” is any television program transmitted by a television station without charge to the general public.

Teachers may not record a broadcast program for classroom use, but may request that the district record a broadcast program for the teacher’s one-time instructional use. The broadcast program must be used within ten (10) school days of the recording and must be destroyed within forty-five (45) calendar days of recording. Teachers may also view the program to determine whether to purchase the program and add it to the curriculum.

The district will not record multiple copies of the same broadcast program for an individual teacher, and will not record broadcast programs without first receiving a request to record.

No broadcast program will be altered (but teachers are permitted to play only an excerpt), displayed without its copyright notice, or combined with other media to make an anthology.

Exceptions

A further exception to the copyright law includes the performance or display of a work by instructors or students in the course of face-to-face teaching activities in a classroom or other place devoted to instruction.

Reference: 17 U.S.C. § 107

PART-TIME ENROLLMENT

The board seeks to provide the best educational opportunities possible for every student in the district. In order to do so, the district must carefully balance individual student needs with the overall needs of the district – including the district’s financial needs.

Public school districts in Oklahoma have two major sources of funding: ad valorem taxes and state aid. Ad valorem tax receipts are controlled by the assessed valuation of the property within the geographical boundaries of the school district and are not affected by the number of students enrolled and attending school. State aid, on the other hand, is determined by calculations that factor in the number of students attending the school district. An increase in the number of students therefore results in an increase in state aid, all other factors being equal.

The regulations of the Oklahoma State Department of Education provide that students, who are enrolled on less than a full-time basis, as defined by the Oklahoma State Department of Education, may not be counted for state aid purposes. Accordingly, allowing students to enroll on a part-time basis would require the district to provide an education for those students without receiving any additional state aid to pay for the cost of educating such part-time students.

In addition, the board of education believes that allowing students to enroll on a part-time basis would cause administrative disruption and make the administration and the efficient operation of the schools in the district more difficult.

Because of these reasons, the district requires that all students enrolling in the Warner Public Schools must do so on a full-time basis. Full-time basis shall be defined as attending classes each day of the school week for the full instructional day within the public school system or in conjunction with another state-accredited institution such as a vocational-technical school district or a college or university for concurrent enrollment. The only exceptions to this policy shall be for students receiving remediation after being denied a standard diploma by this district, fifth-year seniors and students with disabilities whose IEPs or accommodation plans require variations on student schedules.

Regardless of the exceptions to this policy outlined above, only those students enrolled on a full-time basis, as defined herein, may participate in district-sponsored extracurricular activities.

This policy does not apply to tuition based classes such as driver’s education courses if given in the summer.

If at any time after the adoption of this policy Oklahoma law allows part-time students to be counted for state aid purposes, the board will reconsider this policy.