

2018-2019

***Keystone
Public
Schools***

***Handbook Addendum
August 15, 2018***

Keystone Public Schools

23810 W Hwy 51

Sand Springs, OK 74063

918-363-8298

Parents,

The policy stated below will replace the policy found in the handbook you received at the beginning of this school year. This policy is effective immediately.

Student Cell Phone and Electronic Devices

Cell phones and other electronic devices are permitted to be carried by students during the school day. We encourage all of these items to be left at home during the school day. If your child must bring their cell phone or electronic device to school that item must be turned off at 8:00am and remain off until 3:15pm each day. If your child does not turn their cell phone or electronic device off and is caught with it on during the stated time for it to be off, the cell phone or electronic device will be confiscated and turned into the building principal. The building principal will return the cell phone or electronic device to the student at the end of the day with the following discipline procedures for the student:

First Offense – Two (2) Day After School Detention

The student will receive a two day after school detention from the school. A written report will be made for student records, parent or legal guardian will receive a copy of this report by mail, and parent or legal guardian will be contacted by phone.

Second Offense – Three (3) Day Suspension

The student will receive a three day suspension from school. A written report will be made for student records, parent or legal guardian will receive a copy of this report by mail, and parent or legal guardian will be contacted by phone.

Third Offense – Five (5) Day Suspension

The student will receive a five day suspension from school. A written report will be made for student records, parent or legal guardian will receive a copy of this report by mail, and parent or legal guardian will be contacted by phone.

Fourth Offense – Ten (10) Day Suspension

The student will receive a ten day suspension from school. A written report will be made for student records, parent or legal guardian will receive a copy of this report by mail, and parent or legal guardian will be contacted by phone.

Fifth Offense – Forty-five (45 day) Suspension

The student will receive a forty-five (45 day) suspension from school. A written report will be made for student records, parent or legal guardian will receive a copy of this report by mail, and parent or legal guardian will be contacted by phone.

Any following offenses will result in the student being suspended ninety (90) days from school.

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

Introduction

The board of education of the district, having determined that a need exists for a uniform policy governing the circumstances and considerations to be weighed in determining whether to promote a student to the next grade or retain the student in the same grade for an additional year, has established the following policy to govern this situation. The purpose of this policy is to provide guidelines for teachers and administrators to follow in determining whether to promote or retain students in the school district, and to establish a uniform procedure to be followed in cases where retention is appropriate.

This policy also establishes an appeal procedure as required by Oklahoma law by which parents may challenge the decision to retain a student at his or her present grade level or to not pass a student in a course.

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. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion.

Any 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 scoring below proficient 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 prior to the completion of third grade, the student may qualify for automatic promotion to the fourth grade upon scoring at the "limited knowledge" level on the reading portion of the statewide third-grade criterion-referenced test. Prior to promotion, however, the school district shall provide notice to the parent(s) and/or guardian(s) of the child that the child is not yet reading at grade level and provide the parent(s) and/or guardian(s) of the child the option for retention should they so desire. The notice shall contain, at a minimum, the most recently identifiable grade level on which the student is actually proficient, the opportunities for summer reading programs, school and/or community based

reading tutoring, vendors which provide reading tutoring and the rights to the continuing intensive remediation pursuant to this paragraph. A student so promoted shall be entitled to intensive remediation in reading until the student is able to demonstrate proficiency in reading at the grade level in which the student is enrolled. An intensive remediation plan shall be developed by a "Student Reading Proficiency Team" 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,
4. the school principal, and
5. a certified reading specialist, if one is available.

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. The school district may also apply the principles of this paragraph, or the subsequent paragraph, in grades kindergarten through second grade.

For the 2013-14 and 2014-15 school years, a student not qualified for automatic promotion may be evaluated for "probationary promotion" by a "Student Reading Proficiency Team" 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,
4. the school principal, and
5. a certified reading specialist.

The student shall be promoted to the fourth grade if the team members unanimously recommend "probationary promotion" to the school district superintendent and the superintendent approves 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 the requirements set forth by the Achieving Classroom Excellence Act.

Beginning with the 2015-16 school year, students who score at the unsatisfactory level on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption 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

Beginning with the 2015-2016 school year, students who score unsatisfactory on the reading portion of the statewide third-grade criterion referenced test and who are not subject to a good cause exemption shall be retained in the third grade and provided intensive instructional services and supports.

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. Limited English-proficient students 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 criterion-referenced tests and who have an IEP that reflects that the student has received intensive remediation in reading for more than two (2) years but still demonstrates a deficiency in reading and was previously retained in prekindergarten for academic reasons, kindergarten, first, second, or third grade; 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 for a total of two (2) years.

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 during an altered instructional day that includes specialized diagnostic information and specific reading strategies for that student. 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 (1-6 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 a level of reading proficiency required to score above the unsatisfactory level on the statewide third-grade criterion-referenced test, 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 following steps:

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.

Reference: 70 OKLA. STAT. §1210.508C, OAC 210:15-27-3