



SECTION III: INSTRUCTION

POLICY 3020

COMMON GROUND: RELIGION IN SCHOOL

This policy is intended to be sensitive to individual beliefs and respectful of established law, as guaranteed by the First Amendment to the Constitution of the United States, which provides as follows:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

The proper role of religion in the public schools is in its educational value and not in religious observance or celebration. According to the Supreme Court, the Establishment Clause forbids state action or practices that aid or prefers one religion over another or that aids all religions and thus endorse or show preference for religion over non-religion, while the Free Exercise Clause requires any state action or practices which interfere with an individual's constitutionally protected religious freedom to be strictly scrutinized.

Absence from School for Religious Holidays

Upon a parent's request in advance, a student's absence from school to observe a religious holiday and associated travel shall be recognized as an absence which will not count against the district's 90% attendance requirement and will be reflected without penalty on scholastic records. In general, no student should suffer a penalty because of his/her involvement in religious observances related to his/her particular religious belief.

Parents' Rights to Excuse Students for Religious Reasons

Students will be excused from classroom lessons or activities which their parents find objectionable for religious reasons. Within reasonable limits, alternative lessons or activities will be substituted. The objection must be submitted to the building principal in writing.

Privacy

Individuals shall not be required to disclose their religious preferences or beliefs nor those of their family members.

Programs and Holidays

School programs and performances will serve an educational purpose. The inclusion of religious music, symbols, art, or writings may be permitted if the religious content has an independent educational purpose which contributes to the stated objectives of the approved curriculum.

The Supreme Court has made clear that public schools may not sponsor religious celebrations but may teach about religion. Secular and religious holidays provide opportunities for educating students about history and cultures, as well as traditions of particular religious groups within a pluralistic society.

Teachers must exercise special caution and sensitivity whenever discussion about religious holidays occurs. Presentation of materials dealing with religious holidays must be accurate, informative, and descriptive. Focus should be on the origins, history, and generally agreed-upon meanings of the



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holidays. Teachers need to be aware, to the fullest extent possible, of the diversity of religious beliefs in their classrooms, and they will need to be particularly sensitive to the rights of religious minorities as well as those who hold no religious belief. Respect for religious diversity in the classroom requires that teachers be fair and balanced in their treatment of religious holidays.

Teachers need to be aware, to the fullest extent possible, of the major religious holidays of all the represented religions in their classrooms in order to avoid creating an undue burden on students who choose not to attend school on those days. Furthermore, teachers should be alert to the distinction between teaching about religious holidays and other cultural events, which is permissible, and celebrating religious holidays, which is not.

Religion in Curriculum and Instruction

On the elementary level, natural opportunities arise for discussion of religion and religious holidays while studying different cultures and communities. On the secondary level, the history of religion, comparative religion, and the Bible or other scripture as literature are all permissible topics. It is both permissible and desirable to teach objectively and accurately about the role of religion in the history of the United States and other countries.

Teaching about religion should conform to the following principles:

1. The school's approach to religion is academic, not devotional.
2. The school may strive for student awareness of religions, but should not press for student acceptance of any one religion.
3. The school may sponsor study about religion, but may not sponsor the practice of religion.
4. The school may expose students to a diversity of religious views, but may not impose any particular view or belief.
5. The school may educate about religions, but may not promote or denigrate any one religion or religion in general.

All discussion about religion in the context of curriculum should be governed by these guidelines:

1. Religious liberty, or freedom of conscience, is a basic and inalienable right founded on the inviolable dignity of the person.
2. Religious liberty is not only a universal right, but it also depends upon a universal responsibility to respect that right for others.
3. All debate and disagreement about religious differences should strive to be fair and accurate and maintain civility and respect.

As part of the curriculum, religious literature, music, drama, and the arts may be included, provided each is intrinsic to the learning experience in the various fields of study and is presented objectively.



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Also, as part of the curriculum, students may be asked to read selections from writings for literary and historical qualities, but not for devotional purposes.

Religious Expression

The Oklahoma State Board of Education has directed that every school district permit those students wishing to do so to participate in voluntary prayer.

It is the district's policy that students may engage in voluntary prayer, including at district athletic events and graduation ceremonies.

Any student who has not been permitted to participate in voluntary prayer should notify the relevant school building principal of the violation of this policy. The district will investigate all reports that a student has not been permitted to participate in voluntary prayer pursuant to this policy.

As a general rule, students may express their religious viewpoint in the form of reports, both oral and written, class discussions, homework, and artwork. Teachers may not reject or correct such submissions simply because they include a religious symbol or address religious themes.

Teachers may not require students to modify, include, or excise religious views in their assignments. These assignments should be judged by ordinary academic standards of substance, relevance, appearance, and grammar.

Students have the right to pray individually or in groups and to discuss their religious views with their peers as long as they are not disruptive. Students may enjoy the right to read scriptures, pray silently, and discuss religion with other student listeners as long as the listeners are not coerced or harassed. Secondary students may form groups to meet on campus outside of school hours. They must be student-initiated. District employees may neither encourage nor discourage such organizations. During contract hours, district employees may not actively participate in club activities, and "non-school persons" may not regularly attend or control club meetings.

Religious Music

Religious music may be sung or played as part of the academic study of music.

At all levels, the study of religious music as part of a musical appreciation course, as a musical experience, or as part of a study of various lands and cultures can be included. In all school programs and study, care must be taken to avoid presentation of the music as a celebration of a particular religion or religious holiday. Teachers must be especially sensitive to the feelings of students who might prefer not to participate for religious reasons.

Religious Symbols

The use of religious symbols, provided they are used only as examples of cultural or religious heritage, is permissible as a teaching aid or resource. Religious symbols may be displayed only on a brief basis as part of the academic program. Students may choose to incorporate religious symbols into their work, but teachers should not assign or suggest such creations. Some symbols may have



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both secular and religious connotations; therefore, such symbols may also only be used as teaching aids and thus be displayed as part of the academic program as well.

Reference:

OKLA. STAT. tit. 70, §11-101.1

OAC 210: 35-3-251

Source: *Broken Arrow Board of Education Policy Adoption, June 16, 1997.*
Broken Arrow Board of Education policy revised, July 13, 2009.
Broken Arrow Board of Education policy revised, July 10, 2017.
Broken Arrow Board of Education policy revised, <DATE>.



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POLICY 3035

RELEASED TIME COURSE

The district will permit a student to attend a released time course for no more than three class periods per week or a maximum of one hundred twenty-five class periods per school year. A “released time course” means a period of time during which a student is excused from school to attend a course in religious or moral instruction taught by an independent entity off district property.

Attendance of a released time course, will be permitted, provided that:

1. The student’s parent or legal guardian provides to the district written consent prior to the student’s participation in the released time course;
2. No district funds other than de minimis administrative costs are expended and no district personnel, equipment, or resources are involved in providing the instruction;
3. The independent entity maintains attendance records and make them available to the district and its board of education;
4. Any transportation provided to and from the place of instruction is the sole responsibility of the independent entity, the student, or the student’s parent or legal guardian;
5. The independent entity or the student’s parent or legal guardian indemnifies the district and holds it harmless with regard to any liability arising from conduct that does not occur on district property under the control or supervision of the district, and the independent entity maintains adequate insurance for that purpose;
6. The student assumes responsibility for any missed school work; and
7. The district’s superintendent, the principal for the school site in which the student is enrolled, or their designees have reasonable discretion over the scheduling and timing of released time course; provided, the student may **not** be excused to participate in a released time course during any class in which the subject matter being taught is subject to the assessment requirements of 70 O.S. § 1210.508 (Oklahoma State Board of Education Statewide System of Student Assessments).

The district and its board of education shall not be liable for the student who participates in a released time course when the student is not under the control or supervision of the district.

A student who attends a released time course shall be considered in attendance in the district, and the time shall be calculated as part of the school day.

Released Time Course Credit

The district’s board of education shall award a student credit for work completed in a released time course when such is substantiated by a transcript from the independent entity providing the course.



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A student shall be awarded elective credit for the completion of each released time course. A student may also obtain up to a $\frac{1}{2}$ unit of elective credit for completion of a released time course.

In determining whether elective credit may be awarded, the Superintendent's Designee shall evaluate the course in a neutral and secular manner that does not involve any test for religious content or denominational affiliation. For purposes of this subsection, the secular criteria used by the Designee to evaluate a released time course may include:

1. The amount of classroom instruction time;
2. The course syllabus, which reflects the course requirements and any materials used in the course;
3. Methods of assessment used in the course; and
4. The qualifications of the course instructor.

Reference; OKLA. STAT. tit. 70, § 11-101.3 (2024)

Source: Broken Arrow Board of Education policy adoption, <DATE>



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POLICY3105

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.

The authority to select library materials is delegated to the professional personnel of the district. While the selection of the materials may involve input from various school personnel, the responsibility for coordinating, evaluating, and recommending the selection and purchase of the library/media materials rest with the certified library/media personnel and the district's site administrators. It is therefore the policy of this district to require the materials used in the school library media program, including print materials, nonprint materials, multimedia resources, equipment, and supplies, 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. When acquiring books and other materials, the materials selected shall reflect the district's community standards for the population the library serves, and the materials shall be age-appropriate to the schools in which the materials are made available.
4. Books and other materials shall be selected in a manner ensuring that materials available to students are adequate in quantity and quality to meet the needs of students in all areas of the school library media program.
- *5. 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



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that his or her child does not have to read a given book, provided a written request is made to the building principal or designee.

6. 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's designee.

7. 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 district. The statement must be signed and identified so that a reply may be given.

• 7.—A committee of two teachers and one librarian, and approved lead administrators appointed by the district designee, shall review the material and judge whether it conforms to the above stated principles, and submit its report in writing to the district designee. The committee will discuss the material as a group and will reach a decision by simple majority. Options available to the committee for its decision are: no action, removal of the material, designation of material for a specified student group (i.e. AP students), or reassignment of material to a library serving older students. The committee shall prepare a written report to the superintendent in a timely manner outlining its recommendations for the material.

• 8.—If the matter cannot be resolved at this level, then the written criticism along with the district evaluation will be forwarded to the district's Instructional Department for disposition. The concerned parties will be notified of the final disposition in writing. A written appeal of the decision of the committee may be made within ten (10) working days to the board of education. If further review by the board of education is requested, all materials will be forwarded to the clerk of the board. The board shall hold a hearing to review the written report of the committee and the written request for appeal. The final decision rests with the board. The board of education shall make a final decision concerning the material being reviewed in a timely manner. The superintendent shall inform, in writing all individuals involved of the board of education's decision.

8.9. No library in the district shall have available to minor students any pornographic materials or sexualized content. Pornographic materials and sexualized content are defined as follows:

Pornographic means:

1. depictions or descriptions of sexual conduct which are patently offensive as found by the average person applying contemporary community standards, considering the youngest age of students with access to the material,
2. materials that, taken as a whole, have as the dominant theme an appeal to prurient interest in sex as found by the average person applying contemporary community



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standards, and

3. a reasonable person would find the material or performance taken as a whole, lacks serious literary, artistic, educational, political, or scientific purposes or value, considering the youngest ages of students with access to the material.

Sexualized content means material that is not strictly pornographic but otherwise contains excessive sexual material in light of the educational value of the material and in light of the youngest age of students with access to said material.

9.10. A student is not prohibited from reading, owning, possessing, or discussing any book they obtained without the assistance or encouragement of the district, its employees or its libraries. Nothing in this policy should be construed to authorize the bringing of pornographic material or sexualized content on the grounds of the district.

10.11. Annually every October 1st, the district shall transmit to the Oklahoma State Department of Education a complete listing of all books and other materials available in any school library in the district. An attestation from the Superintendent that a public online school library catalog(s) contains a complete and accurate list, along with the website for accessing the relevant school library catalog(s) shall fulfill this reporting requirement.

11.12. The district shall have a written policy for reviewing the educational suitability and age-appropriate nature of any material in a library in the district and for receiving and responding to complaints regarding materials in the libraries in the district.

12.13. The parent/guardian of a student alleging a violation by the district regarding requirements pertaining to its library collection pursuant to the Oklahoma Administrative Code 210: 35-3-126(a), shall provide a written complaint to the Oklahoma State Department of Education summarizing the alleged violation.

Criteria for Media Center Selection

The following kinds of materials should be selected for the media centers:

- Materials containing integral information to support the instructional program;
- Materials presenting appropriate information for the reading level and understanding of students served by the media center;
- Materials reflecting the interests and needs of the students and faculty served by the media center;
- Materials presenting information designed to help students gain an awareness of our pluralistic society;
- Materials warranting inclusion because of their literary and/or artistic value and merit;
- Materials presenting information with the greatest degree of accuracy and clarity possible;
- Materials presenting a fair and unbiased presentation of information; and
- Material selected for maintaining a diverse collection of various points of view.



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- Materials selected shall reflect the district’s community standards for the population the library serves, and the materials shall be age-appropriate to the school in which the materials are made available.

Procedures for Selecting Library Media Materials

Professional personnel will consult and evaluate reputable selection aids and professional resources prior to selecting materials. Selection, however, is not limited to the listings in such resources. Proposed materials will be examined/evaluated to the extent necessary or practical to apply the District’s selection criteria. Among the possible selection aids and professional resources to be consulted are:

- School Library Journal;
- Booklist;
- Horn Book;
- Library Media Connection;
- Children’s Catalog;
- Junior High School Catalog;
- Senior High School Catalog;
- Reference Books for School Libraries;
- Elementary Library School Collection;
- Bulletin of the Center for Children’s Books;
- Oklahoma Annual Textbook Requisition List; and
- Other special bibliographies, many of which have been prepared by educational organizations for particular subject matter areas.

Recommendations for the purchase of instructional materials may involve administrators, teachers, students, District personnel, parents/guardians, and/or community members as appropriate.

Selection is an ongoing process that includes the removal of materials no longer appropriate and the replacement of lost and worn materials. Weeding (the removal of materials) is essential to maintaining a relevant collection. Materials considered for weeding should include the following:

- Materials in poor physical condition;
- Materials containing obsolete subject matter;
- Materials no longer needed to support the written curriculum or student/faculty interests;
- Materials superseded by more current information;
- Materials containing inaccurate information; and
- Materials with low circulation.

The selection of educational software may include administrators, teachers, media specialists, curriculum coordinators, students, and community members. The selection process for educational software shall include a review and a recommendation from the District’s Technology Integration Specialist as to the usability of the software in relation to the District’s current and future computer systems and hardware capabilities.

Reference: OKLA. STAT. tit. 70, § 11-201 OAC 210:35-3-126, OAC 210:35-3-127, OAC 210:35-3-121, et. seq.



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MEDIA CENTER – SELECTION OF LIBRARY BOOKS

Source: *Broken Arrow Board of Education policy adoption, November 6, 2023.*
Broken Arrow Board of Education policy revised, <Date>



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POLICY 3120

OBSERVATION OF MINUTE ~~MOMENT~~-OF SILENCE

The Oklahoma Legislature has directed that the Board of Education of each school district shall ensure that the public schools within the district shall observe approximately one minute of silence each day. It shall be the policy of the Board of Education that each school site shall follow the "Moment of Silence" law. The "Moment of Silence" law states that each school shall observe approximately one minute of silence each day with the purpose of allowing each student to reflect, meditate, pray, or engage in other silent activity.

The principal of each school building within the school district is hereby directed to designate approximately one minute of each day for the observation of a minute of silence. At the beginning of each semester, the principal or his or her designee will give teachers direction as to how the minute of silence is to be observed. The minute of silence shall be for the purpose of allowing each student and teacher, in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students and teachers in the exercise of their individual choices. Teachers shall neither encourage students to use nor discourage students from using the minute of silence for any particular purpose, such as reflection, meditation, prayer, or other silent activity. All teachers shall be made aware that it is the student's decision as to how to utilize the minute of silence, provided that the student's choice does not interfere with, distract, or impede other students in the exercise of their individual choices.

The daily minute of silence will begin with an announcement over the public address system that there will be a pause for a minute of silence in which students and teachers may reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.

Reports of violations must be submitted by complaining party to the principal of the school building where the violation occurred. The District will investigate all reports that a student or teacher has not been permitted to observe approximately one minute of silence each school day pursuant to this policy.

Reference: 70 OKLA. STAT. §11-101.2
O.A.C. 210: 35-3-252

The Board of Education, therefore, directs that schools observe approximately one minute of silence daily so that each student may exercise his or her individual choice to reflect, pray, or engage in other silent activity that does not interfere, distract, or impede other students in the exercise of their individual choice.

The Moment of Silence will be observed each morning as a part of school announcements. The school principal will provide guidance to teaching staff and students as necessary to assure they have knowledge of the law and the appropriate options for observing the moment of silence. A script for announcing the moment of silence will be provided to students or staff participating in the daily announcements.



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~~An example of the appropriate announcement follows: "As we begin another day, let us pause for a moment of silence to reflect, meditate, pray or engage in other silent activity".~~

~~If the District or school employee is sued for providing a moment of silence to students, the District must notify the Attorney General within five (5) days. The Attorney General will provide legal representation to the district or employee named as a defendant.~~

Source: *Broken Arrow Board of Education policy adoption August 5, 2002.*
Broken Arrow Board of Education policy revised, July 13, 2009.
Broken Arrow Board of Education policy revised, <Date>



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POLICY 3150

PROMOTION AND RETENTION

Introduction

The Board of Education, 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 him or her in the same grade for an additional year, has established the following policy to govern this question. As used in this Policy, “promote” or “promotion” means to pass a student who has successfully completed the requirements of a particular grade into the next higher grade at the end of the school year. As used in this Policy, “retain” or “retention” means to decline a student from advancing into the next higher grade at 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. 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 in which retention is appropriate. The policy also establishes an appeal procedure by which parents may challenge the retention on promotion decision. No appeals process is required by Oklahoma law as to the district’s decision to promote a student when the parents desire that the student be retained in a grade. In making such a promotion decision, the district shall use its best educational judgment and all relevant information.

~~As used in this Policy, “promote” or “promotion” means to pass a student who has successfully completed the requirements of a particular grade into the next higher grade at 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 record that he or she has successfully completed the current grade.~~

~~As used in this Policy, “retain” or “retention” means to decline a student from advancing into the next higher grade at 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.~~

Policy Regarding Promotion and Retention and Failing Courses

Each school will form a committee, led by the counselor or principal designee, to review and make decisions regarding retention and promotion. The committee will be composed of a classroom teacher, a counselor, when available, 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.

~~Except when mandatory retention applies under State or Federal Law, t~~The following strong supportive evidence must be presented to the student and parent regarding retention. This evidence must be based on:

1. Testing that actually covers the subject matter presented to the student.
2. Assignments directly related to the subject matter and the Oklahoma Standards being taught.



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

The student and parent will 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 or academic course that the student's performance is insufficient, and the student's parents will be mailed-given a written notice. The school staff will make reasonable efforts to help the student improve his or her academic standing.

Promotion will be determined by successfully completed units of instruction to be established by the Board of Education, Superintendent and principal.

Appeal Process

~~Except when mandatory retention applies under State or Federal Law, a~~Any parent may request reconsideration of a retention decision:

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 initial decision, the initial decision will be final.

Second Level of Appeal:

The parent may request review of the principal's decision by letter to the appropriate Executive Director ~~of Student Services~~. If no request is received within five (5) days of the parent's receipt of written notification of the principal's decision, the principal's decision will be final.

Final Level of Appeal:

The parent may request review of the appropriate Executive Directors' ~~of Student Services~~ 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 written notification of the Executive Director of Student Services' decision, the Executive Director of Education'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.

If a parent disagrees with the Board's decision, the parent 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.



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Prior to retaining a student at the parent's request, the student's parents will be required to sign an acknowledgement form accepting responsibility for any adverse consequences of retaining a student against district recommendations.

Third Grade Retention: Policy in conjunction with Reading Initiative

~~A third grade student who meets the criteria for retention as defined in State Law 70-1210.508A-E may be promoted upon the recommendation of the District Superintendent if the student qualifies for one of the good cause exemptions provided through the State's Reading Sufficiency Act (70-1210.508A-E).~~

Mid-Year Promotion of Retained Third Graders

~~A retained third grade student who demonstrates that he or she:~~

- ~~• Is a successful and independent reader who is reading at or above grade level; and has progressed sufficiently to master appropriate fourth grade reading skills; and~~
- ~~• Is demonstrating a level of reading proficiency required to score above the unsatisfactory level on the third grade statewide criterion referenced test, or mastery of the Oklahoma State Standards as assessed by the reading portion of the grade 4 criterion referenced test; and~~
- ~~• Is showing progress sufficient to master appropriate fourth grade level skills, as determined by the school district;~~

~~may be promoted by the District prior to September 1 (or the next school day after September 1 if September 1 is not a school day) of the retention year if the parents and the District are in agreement with the mid-year promotion, provided that no such agreement shall be made after this date. The academic progress plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year.~~

Source: *Broken Arrow Board of Education policy adoption, July 13, 2009.*
Broken Arrow Board of Education policy revision, March 10, 2014.
Broken Arrow Board of Education policy revision, December 11, 2017.
Broken Arrow Board of Education policy revision, June 1, 2020.
Broken Arrow Board of Education policy revision, May 9, 2022.
Broken Arrow Board of Education policy revision, <DATE>



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POLICY 3155

STRONG READERS ACT READING SUFFICIENCY ACT TESTING AND PROCEDURES

STRONG READERS ACT READING SUFFICIENCY ACT TESTING AND PROCEDURES

It is essential for children enrolled in the district to read early and well in elementary school. To facilitate proficient reading skills for its students, the district employs scientifically-based and researched methodology in reading instruction in addition to regular and periodic measurements of elementary school reading improvement, and accountability in each level of the educational system to increase the number of students reading at or above grade level.

District students will receive a well-rounded education that is focused on building deep foundations in reading, writing, and mathematics with all district teachers of reading in kindergarten through third grade incorporating into instruction the five elements of reading instruction which are phonological awareness, decoding, fluency, vocabulary, and comprehension.

In order for the District to identify students who have a reading deficiency including identifying students with characteristics of dyslexia, each student enrolled in kindergarten, first, second, and third grade at the district shall be screened at the beginning, middle, and end of each school year for reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension. A screening instrument approved by the State Board of Education, in consultation with the Commission for Educational Quality and Accountability and the Secretary of Education, shall be utilized.

An exemption to the screening requirement may be provided to students who have documented evidence that they meet at least one of the following criteria as related to the provision of classroom instruction:

- a) the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods,
- b) the student's primary expressive or receptive communication is sign language,
- c) the student's primary form of written or read text in Braille, or
- d) 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.

For any student granted an exemption from the screening requirement, the district shall maintain ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments. Evidence may include, but not be limited



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to, student progression toward OAAP reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.

Any student administered a screening instrument and found not to be meeting grade-level targets shall be provided a program of reading instruction designed to enable the student to acquire the appropriate grade-level reading skills. The program of reading instruction shall be based on scientific reading research and align with the subject matter standards adopted by the State Board of Education. A program of reading instruction shall include:

- a) sufficient additional in-school instructional time for the acquisition of phonological awareness, decoding, fluency, vocabulary, and comprehension,
- b) if necessary and if funding is available, tutorial instruction after regular school hours, on Saturdays, and during summer; however, such instruction may not be counted toward the one-hundred-eighty-day or one-thousand-eighty-hour school year,
- c) assessments identified for diagnostic purposes and periodic monitoring to measure the acquisition of reading skills including, but not limited to, phonological awareness, decoding, fluency, vocabulary, and comprehension, as identified in the student's program of reading instruction,
- d) high-quality instructional materials grounded in scientifically based reading research, and
- e) a means of providing every family of a student in prekindergarten, kindergarten, first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

A student enrolled in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument shall receive an individual reading intervention plan no later than thirty (30) days after the identification of the deficiency in reading. The reading intervention plan shall be provided in addition to core reading instruction that is provided to all students. The reading intervention plan shall:

- a) describe the research-based reading intervention services the student will receive to remedy the deficiency in reading,
- b) provide explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension, as applicable,



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- c) monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to the student's needs, and
- d) continue until the student is determined to be meeting grade-level targets in reading based on screening instruments or assessments administered under this policy.

The reading intervention plan for each student identified with a deficiency in reading shall be developed by a Student Reading Proficiency Team and shall include supplemental instructional services and supports. Each team shall be composed of:

- a) the parent or legal guardian of the student,
- b) the teacher assigned to the student who had responsibility for reading instruction in that academic year,
- c) a teacher who is responsible for reading instruction and is assigned to teach in the next grade level of the student, and
- d) a certified reading specialist, if one is available.

The district shall notify the parent or legal guardian of any student in kindergarten, first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to this policy. The notification shall occur no later than thirty (30) days after the identification of the deficiency in reading.

District Strong Readers Plan:

The district shall adopt and implement a strong readers plan with input from school administrators, teachers, and parents and legal guardians and, if possible, a reading specialist. The plan shall be submitted electronically to, and approved by, the State Board of Education. The plan shall be updated annually. The district is not required to electronically submit the annual updates to the State Board if the last plan submitted to the State Board was approved and expenditures for the program include only expenses relating to individual and small group tutoring, purchase of and training in the use of screening and assessment measures, summer school programs and Saturday school programs. If any expenditure for the program is deleted or changed or any other type of expenditure for the program is implemented, the district shall submit the latest annual update to the State Board for approval.

The district strong readers plan shall include a plan for each site which includes an analysis of the data provided by the Oklahoma School Testing Program and other reading assessments utilized as



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required under this policy, and which outlines how each school site will comply with the provisions of the Strong Readers Act.

Students Demonstrating Proficiency:

Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading through a grade-level appropriate screening instrument approved pursuant to this policy shall not require a program of reading instruction or an individual reading intervention plan. After a student has demonstrated proficiency through a screening instrument, the district shall provide notification to the parent or legal guardian of the student that the student has satisfied the requirements of the Strong Readers Act. The district shall continue to monitor the student in the next successive grade level to ensure he or she maintains proficiency.

Intensive Intervention Services:

Beginning with the 2025-2026 school year, 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 administered pursuant to this policy, the district shall provide the student with intensive intervention services for the appropriate amount of the instructional day consistent with the individual reading intervention plan developed pursuant to this policy and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at the student's grade level based on a screening instrument administered pursuant to this policy.

The district shall annually report in an electronic format to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of Education the number of students in kindergarten through third grade per grade level who exhibit grade-level reading proficiency, the number of students per grade level who received intensive intervention services pursuant to this policy, the number of students per grade level who attended a summer academy as provided for Section 1210.508E of Title 70, the number of students per grade level who exhibited improved reading proficiency after completion of intensive intervention services, and the number of students per grade level who are still in need of intensive intervention services.

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 program of reading instruction as provided for in this policy 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 that are provided to the student;



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3. A description of the proposed intensive intervention services and supports that will be provided to the student that are designed to remediate the identified area of reading deficiency;
4. That a student who is promoted to the fourth grade shall receive supplemental intensive intervention services;
5. Strategies for parents to use in helping their child succeed in reading proficiency; and
6. The grade-level performance scores of the student.

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

Reporting Requirements:

The district shall annually publish on the school website, and report electronically to the State Department of Education, the Office of Educational Quality and Accountability, and the Secretary of Education by **September 1** of each year the following information on the prior school year:

- a) expenditures related to implementing the provisions of this policy, the number of staff implementing the provisions of this policy, and average daily classroom time devoted to implementing the provisions of this policy,
- b) by grade, the number and percentage of all students in kindergarten through third grade who did not meet grade-level targets based on a screening instrument administered pursuant to this policy,
- c) by grade, the number and percentage of all students in kindergarten through third grade who have been enrolled in the district for fewer than two (2) years,
- d) by grade, the number and percentage of students in kindergarten through third grade who demonstrated grade-level proficiency based on a screening instrument administered pursuant to this policy, and
- e) by grade, the number and percentage of students in kindergarten through third grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) and who demonstrated grade-level proficiency based on a screening instrument administered pursuant to this policy or an alternative assessment prescribed by the student's IEP.



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Copies of the results of the screening instruments administered shall be made a part of the permanent record of each student.

Professional Development:

If the district receives more than Two Thousand Five Hundred Dollars (\$2500.00) in funds allocated to provide remediation and intervention in reading prekindergarten through grade five, the district shall spend no less than ten percent (10%) to provide professional development for teachers teaching prekindergarten through grade five. The professional development shall include training in the science of reading including how students learn to read; training in providing explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension; implementing reading strategies that research has shown to be successful in improving reading among students with reading difficulties; and instructional materials required for implementation.

Summer Academy:

If a teacher determines that a student in kindergarten or first through third grade is not reading at grade level by the end of the second trimester of the school year, the parent or legal guardian of the student shall be notified of:

1. The reading level of the student;
2. The program of reading instruction for the student as required pursuant to the Strong Readers Act; and
3. The potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade -level reading skills.

A teacher who determines a student in kindergarten or first through third grade is not meeting grade-level targets for reading may, after consultation with the parent or legal guardian of the student, recommend that the student participate in and complete a summer academy or other program.

The district's summer academy program shall be designed to ensure that participating students successfully complete grade-level competencies in reading to enhance next-grade readiness. A summer academy reading program shall incorporate the content of a scientifically researched-based professional development program administered by the Commission for Educational Quality and Accountability or a scientifically research-based reading program administered by the State Board of Education and is taught by teachers who have successfully completed professional development in the reading program or who are certified as reading specialist.



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The district may approve an option for students who are unable to attend a summer academy. The optional program may include, but is not limited to, an approved private provider of instruction, approved computer-based or Internet-based instruction, or an approved program of reading instruction monitored by the parent or legal guardian. The district shall not be required to pay for the optional program, but shall clearly communicate to the parent or legal guardian the expectations of the program and any costs that may be involved.

Subject to availability of funds, the requirements of this section may be expanded to apply to students in fourth through eighth grades.

Dyslexia Screening:

Any student enrolled in kindergarten, first, second, or third grade who is assessed through the Strong Readers Act and who is not meeting grade-level targets in reading after the beginning-of-the-year assessment shall be screened for dyslexia. Screening also may be requested for a student by his or her parent or legal guardian, teacher, counselor, speech-language pathologist, or school psychologist.

Screening shall be conducted in accordance with the policies developed by the State Board of Education and the Oklahoma Dyslexia Handbook, including policies and information developed relating to universal screening of kindergarten students for characteristics of dyslexia.

The district shall provide the following data to the State Department of Education by June 30 each year:

1. The number of students by grade level in kindergarten through grade level three who were screened for dyslexia in a school year;
2. The number of students by grade level in kindergarten through grade three who were newly identified as having characteristics of dyslexia in a school year;
3. The process or tools used to evaluate student progress;
4. The number of trained school system personnel or licensed professionals used to administer the qualified dyslexia screening tool;
5. The number of students in kindergarten through grade three who were participating in interventions within the school setting and the number of students participating in interventions outside the school setting; and



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6. The programs used by the districts for intervention within the school setting.

~~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, and~~
- ~~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 meeting grade level targets in reading, 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:~~

- ~~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,~~



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- ~~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, if one is available.~~

~~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. 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~~



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~~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:~~



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- ~~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;~~



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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; and~~
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 portions 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,~~



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- ~~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~~



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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, and~~
- ~~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 portions of the statewide assessments,~~
- ~~2. —have a reduced student-teacher ratio,~~



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- ~~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.~~

Board of Education Reporting Requirements

~~The board of education will annually publish on the school 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 school 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.~~

Professional Development



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~~Beginning with the 2022-2023 school year, if the district receives more than \$2,500 in funds allocated to provide remediation and intervention in reading for enrolled students in grades prekindergarten through grade five, the district shall spend no less than 10% of the allocated funds on professional development for teachers of these grade levels. This professional development shall include training in the science of how students learn to read as well as instructional materials required for implementation. In accordance with this policy and Oklahoma law, the district shall utilize professional development programs that are evidence-based and directly address the cognitive science of how students learn to read for which the district is permitted to use received funds. The district shall select these programs from the OSDE's published list of programs, which will be available from the OSDE no later than June 30, 2022.~~

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

70 O.S. §1210.520

~~OKLA. STAT. tit. 70, § 1210-508C, OKLA. STAT. tit. 70, § 1210-508E; OKLA. STAT. tit. 70, § 1210-508D~~

Source: *Broken Arrow Board of Education policy adoption, November 4, 2019.*

Broken Arrow Board of Education policy revised, October 11, 2021.

Broken Arrow board of Education policy revised, <Date>



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POLICY 3245

CLASSROOM DECORATION

It is the policy of the Board of Education that all classrooms in schools operated by the District be decorated in a manner which benefits students by enriching their learning environment and reinforcing the content of the District's curriculum and educational mission.

All classrooms in schools operated by the District are the sole property of the District, and the District has the right to regulate the decoration of classrooms to ensure that its schools are decorated in a way which is consistent with its curriculum, educational mission, and applicable law. Teachers have no right to use their classroom decorations as a forum for personal, non-job-related speech activities.

Teacher Required to Decorate Classroom

Every teacher in the District is required to decorate his or her classroom each school year consistent with the requirements of this policy. A teacher's selection and placement of decorations in his or her classroom are considered to be part of the teacher's official job duties.

All classrooms must be decorated prior to the first day of class at the start of each school year. The site principal shall set specific deadline for classrooms to be decorated which allows sufficient time for inspection of each classroom as set forth below.

Requirements for Classroom Decorations

The following requirements shall apply to decorations in all classrooms in the District:

1. Purely functional and/or ornamental classroom decorations (e.g., furniture, lamps, curtains, rugs, storage bins, etc.) shall be neat and tidy, shall not be cluttered or distracting, and shall not create any form of safety hazard
2. Classroom decorations containing written or symbolic messages must be relevant to the curriculum which is taught in that classroom and/or educational mission of the District.

For purposes of this policy, the District's "educational mission" is the ensure that all students are provided the educational opportunity to acquire the necessary knowledge and skills to be competent, productive members of a global society. Determination of whether a particular message is relevant to the District's educational mission lies within the discretion of the site principal and superintendent consistent with the provisions of this policy.

The following is an illustrative, non-exhaustive list of decorations which would be considered related to curriculum and/or the educational mission of the District:

- a) Decorations directly related to the curriculum which is taught in the classroom (e.g., posters depicting animals that live in the forest in a Pre-K classroom, a poster illustrating the steps of the scientific method in a middle school science classroom, a display of flags of Spanish-speaking countries in a high school Spanish classroom, etc.).



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- b) Visual aids (e.g., an “alphabet line” poster above the white board in a Kindergarten classroom, a bulletin board display listing the prepositions in the English language in a middle school English Classroom, a poster illustrating important points about lab safety in a high school science classroom, etc.).
- c) Displays of student work.
- d) Seasonal decorations (e.g., decorations depicting falling leaves in autumn, a snowman in winter, flowers in spring, etc.).
- e) Grade-level appropriate excerpts or portions of the documents, writings, speeches, proclamations, or records relating to the history, heritage, or foundations of the United States or the State of Oklahoma listed in OKLA. STAT. tit. 70, § 24-106.1(B) (e.g., the United States Constitution, the Pledge of Allegiance, etc.)
- f) Decorations expressing messages which are otherwise relevant to the District’s educational mission (e.g., a poster featuring an inspirational quote about the importance of believing in oneself, a display illustrating how to be a good friend, a display featuring the District’s mascot encouraging school pride, etc.).

3. Classroom decorations must be appropriate to the age/grade level of students.

4. Classroom decorations shall be consistent with the District’s nondiscrimination policies and shall not contain content prohibited from inclusion in curriculum or instructional materials pursuant to OKLA. STAT. tit. 70, § 24-157 or other applicable law (e.g., classroom decorations may not contain content which is discriminatory on the basis of sex/gender, teach that an individual bears responsibility for actions committed in the past by other members of the same race, etc.).

5. Classroom decorations shall not express personal opinions, beliefs, or other messages on behalf of a teacher regarding subjects which are not relevant to the curriculum taught in the teacher’s classroom or the educational mission of the District.

Approval of Classroom Decorations

Each academic year, prior to the first day of school, the site principal shall inspect each classroom in each school building to confirm the decoration of the classroom is consistent with the guidelines set forth in this policy.

If the site principal determines that a classroom decoration does not comply with this policy, the site principal shall direct the teacher to remove the non-compliant decoration, and the teacher shall be required to do so as soon as practicable, subject to the appeals process outlined below.



Mid-Year Changes to Classroom Decorations

After the commencement of the school year, teachers shall be permitted to make appropriate additions/changes to classroom decorations in their discretion based on factors such as the change of seasons or the need for classroom decorations to reflect the curriculum being taught at a given time. Any such additional/modified decorations shall comply with the guidelines set forth above.

If, at any time during the school year, the site principal becomes aware that a classroom decoration is in violation of this policy, the site principal shall direct the teacher responsible for the relevant classroom to remove the decoration, and the teacher shall be required to do so as soon as practicable, subject to the appeals process outlines below.

Appeals

A teacher aggrieved by a site principal's decision that a classroom decoration violates this policy shall have a right to submit an administrative appeal of that decision to the Executive Director of Elementary / Secondary Instruction. Such an appeal shall be submitted in writing within ten (10) days of the site principal's decision.

The Executive Director shall have ten (10) days to render a decision on the appeal. Until a decision is rendered, the classroom decoration(s) involved in the appeal shall not be displayed by the teacher. The Executive Director's decision shall be in writing, and a copy shall be provided to both the teacher and site principal. The decision of the Executive Director shall be final.

Non-Compliance

Failure to comply with an administrative directive regarding a classroom decoration which violates this policy or the Executive Director's decision on an appeal from such a directive by a teacher may lead to disciplinary action consistent with District policies and applicable law.

Reference: OKLA. STAT. tit. 70, § 24-106.1
OKLA. STAT. tit. 70, § 24-157

Source: Broken Arrow Board of Education policy adoption <Date>



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PARENTAL INVOLVEMENT

(Parents' Bill of Rights)

The board supports parents' efforts to be involved in the district's education programs. This policy outlines the district's efforts to educate parents and support parent involvement in response to the 2014 Oklahoma "Parents' Bill of Rights".

Parents have the right to be involved in their minor child's education, including directing that education. Parents are encouraged to exercise their rights in conjunction with district guidance so as not to inadvertently impede their minor child's compliance with federal and state mandated requirements – including requirements related to graduation. Parents also have the right to review school records related to their minor child.

~~Pursuant to the 2023 Oklahoma "Parents' Bill of Rights" (OAC 210:10-2-1, et seq.), the district is required to disclose to a student's parent/guardian any information known to the district or its employees regarding material changes reasonably expected to be important to the parent/guardian regarding their student's health, social, or psychological development, including identity information. Disclosure of this information shall occur within 30 days of learning the information.~~

Pursuant to the 2023 Oklahoma "Parents' Bill of Rights" (OAC 210: 10-2-3) no district employee and no Independent Contractor shall encourage, coerce, or attempt to encourage or coerce a minor child to withhold information from the child's parent or guardian. The district shall disclose to the child's parent or guardian any information known to the district or its employees or an Independent Contractor regarding material changes reasonably expected to be important to a parent or guardian regarding their child's health, social or psychological development, including identity information. Any parent or guardian alleging a violation by the district of OAC 210:10-2-3 shall provide a written complaint to the State Department of Education. Any violation by an Independent Contractor that the district knew or should have known about shall be attributed to the district responsible for the contract. Such disclosure shall occur within 30 days of learning the information and may include referrals for appropriate counseling services. Any parent or guardian alleging a violation by the district of OAC 210:10-2-3 shall provide a written complaint to the State Department of Education. Any violation by an Independent Contractor that the district knew or should have known about shall be attributed to the district responsible for the contract.

— "Identity information" means information including, but not limited to, any names or pronouns used by a student at school and any social transition or other transition to a gender that differs from the student's sex. "Sex" means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate.

"Independent Contactor" means an individual, organization, or entity that is engaged by and /or contracted by the district to provide services or instruction, weather directly or indirectly, to students or within the district on a temporary contractual basis and is not an employee of the district.

Parents generally have the right to consent prior to an audio or video recording being made of their



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minor child. This right does not preempt the district's right to make recordings (without specific parental approval) related to:

- Safety, general order and discipline
- Academic or extracurricular activities
- Classroom instruction
- Security/surveillance of the buildings or grounds
- Photo ID cards

Parents have the right to receive prompt notice if their minor child is believed to be the victim of a crime perpetrated by someone other than the parent, unless law enforcement or DHS officials have determined that parental notification would impede the related investigation. These notice provisions do not apply to matters which involve routine misconduct typically addressed through student discipline procedures. School personnel will not attempt to encourage or coerce a child to withhold information from parents.

1. The district will promote parent participation at the site level with the goal of improving parent and teacher cooperation in areas such as homework, attendance and discipline. This will be accomplished through activities such as:
 - Parent Teacher Conferences
 - Back-to-School/Meet-the-Teacher Nights
 - School Newsletters
 - School Messenger Parent Notification System
 - Canvas - Learning Management System
 - District sponsored webpages with class information available to parents
2. The district will inform parents about their children's course of study by disseminating this information:
 - During annual enrollment
 - In student handbooks
 - Canvas – Learning Management System
 - Conferences with student's school counselor

Parents may review learning materials affecting their minor children's course of study, including supplemental materials, by making a request through the building principal.

3. Parents who object to a learning material or activity may withdraw their minor child from the class or program in which the material is used. In order to withdraw a student, the parent must submit a written request, signed and dated by a parent, to the building principal. Parents who choose to withdraw their minor child from a required class are responsible for making alternate arrangements for the child to earn credit for the class.
4. The district offers growth and development education to 4th grade girls and 5th grade boys and girls, and sex education to all students in grades - 6th through 12th. Parents who object to their minor child participating in the district's sex education program must submit a



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written notice, signed and dated by a parent, to the principal in order for their child to be excused from participation. Pursuant to the 2023 Oklahoma "Parents' Bill of Rights" (OAC 210:10-2-1. et seq.) sex or sexuality education means any class, program, curriculum, instruction, test, survey, questionnaire, course, or other instructional material that relates to sexual behavior, sexual attitudes, or sexuality, including sexual orientation. Students who are not participating in the district's sex education program will be permitted to study in the school library or office during sex education instruction.

5. If a teacher is going to provide instruction or presentations regarding sexuality in a course apart from formal sex education, the teacher will send written notice home to parents in advance of the presentation. Parents who object to their minor child's participation in such instruction may send a written request to the building principal to have the student excused from the presentation. Any such student will be permitted to study in the school library or office during the presentation.
6. Parents may learn about the nature and purpose of clubs and activities, which are part of the school curriculum by reviewing student handbooks and the district's website.
7. Parents have numerous rights and decision-making responsibilities concerning their minor children. To assist parents in meeting these responsibilities and to fulfill its obligations under the 2014 Parents' Bill of Rights, the district has compiled the following information for parents:
 - A. The district provides sex education and growth and development education. Parents may opt their student out of the district's sponsored sex education program by following the procedures established in item 4 above.
 - B. Parents who are not residents of the district may enroll their minor children in the district's schools in accordance with the district's open transfer policy. A copy of that policy is available on the district's website.
 - C. The district utilizes a number of resources to educate students. Parents who object to an assignment based on sex, morality or religion may opt their minor child out of the assignment by following the procedures established in item 3 above.
 - D. A minor student is required to have (1) a current, up-to-date immunization record OR (2) a completed and signed state-approved exemption form. Either up-to-date immunization record or a completed and signed state-approved exemption form must be on file with the district **prior** to the student's admission to the district. The exemption form shall specify that the student has received or is in the process of receiving the immunizations currently required by Oklahoma State Department of Health regulations, unless the exemptions has been granted from the immunizations on medical, religious, or personal grounds or as otherwise required by law.

The immunization requirements shall be posted at the district's website and in any



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notice or publication provided to parents/guardians regarding immunizations. The state-approved exemption form is available at the Oklahoma State Department of Health website, URL: <https://oklahoma.gov/health.html>.

~~E.~~ ~~Students are required to meet certain obligations in order to be promoted to a subsequent grade, particularly with regard to learning to read. Parents can learn about these requirements—including efforts the district will take in order to help students become successful readers—by reviewing the district's policies on Reading Sufficiency Act testing and student promotion. Copies of these policies are available on the district's website.~~

~~F.E.~~ Students are required to meet certain obligations in order to graduate from high school. Parents can learn about these requirements each year during course enrollment. This information is also available in student handbooks and on the Oklahoma State Department of Education's website (www.ok.gov/sde/).

~~G.F.~~ The district provides age appropriate AIDS education for students in grades 6, 8, and 10. Parents may opt their minor student out of this education by submitting a written request, signed and dated by a parent, to the building principal. Students who are not participating in the district's AIDS education program will be permitted to study in the school library or office during the scheduled instruction.

~~H.G.~~ The district provides age appropriate evidence-based suicide awareness, and prevention curriculum to students in grades 7, 9, and 11. Parents may opt their student out of this education by submitting a written request, signed and dated by the parent, to the building principal. Students will be provided a secondary location while the information is being presented. The school district may enter into agreements with designated Youth Services Agencies for the provision of intervention and prevention services.

~~I.H.~~ Parents have the right to review student test results related to their minor student. Parents may review the results of classroom exams by contacting their child's teacher. Parents may review the results of state-wide testing by contacting their child's building principal.

~~J.I.~~ Qualifying students have the right to participate in the district's gifted and talented program in accordance with the District's program guidelines. A description of the program is available on the district's website under the *Academics* menu item.

~~K.J.~~ Parents have the right to review teachers' manuals, films, tapes or other supplementary instructional material if the materials are being used in connection with a research or experimentation program or project. In order to review these materials, the parent should contact the building principal.

~~L.K.~~ Parents have the right to receive a school report card. Information regarding these report cards will be provided through school publications, but a copy of the actual



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report card is available in the superintendent's office.

M.L. Students are required to attend school regularly, and the district is required to notify parents of any student absence unless the parent has already contacted the school to report the absence. The district will send a written notice to parents if their minor student appears to be in danger of exceeding the maximum allowable number of absences and will notify the district attorney and the parent if a child may be considered truant. Parents may contact the child's principal for additional information regarding student absences.

N.M. Parents have the right to review the district's courses of study and textbooks. Arrangements for this review can be made through the building principal.

O.N. Students may be excused from school for religious purposes provided the parent contacts the building principal to request such an absence.

P.O. Parents have the right to review all district policies, including parental involvement policies. Copies of these policies are available on the district's website.

Q.P. Parents have the right to participate in parent-teacher organizations. Information regarding these groups will be made available during activities such as enrollment, schedule pickups and back to school night. Parents who wish to have additional information regarding these groups can obtain more detail through the principal's office.

R.Q. Parents may opt out of selected district level data collection related to state longitudinal student data system reporting. Parents may not opt out of necessary and essential record collecting. Parents may file an opt-out request through the superintendent's office.

SR. The district will not procure, solicit to perform, arrange for the performance of, perform surgical procedures or perform a physical examination upon a minor student or prescribe any prescription drugs to a minor student without first obtaining a written consent for the proposed assessment or treatment. The written consent will be effective for the school year for which it was granted, and must be renewed each subsequent school year. If the assessment or treatment for which the written consent is provided is performed through telemedicine at a school site, and if the written consent is provided by the Parent and is currently effective, the health professional shall not be required to verify that the parent is at the school site.

TS. The district will not procure, solicit to perform, arrange for the performance of or perform an assessment for mental health therapy on a minor student without first obtaining consent of a parent or legal guardian of the minor. The written consent will be effective for the school year for which it was granted, and must be renewed each subsequent school year. If the assessment or treatment for which the written consent



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is provided is performed through telemedicine at a school site, and if the written consent is provided by the Parent and is currently effective, the health professional shall not be required to verify that the parent is at the school site. However, a student shall not be seen without consent.

- UT.** A student shall not be vaccinated at school or on school grounds or receive a vaccine as part of the mobile vaccination effort without prior written authorization, including the signature of the parent or legal guardian of the student for the vaccine or group of vaccines to be administered during a single visit.

Parents requesting information outlined in this policy should submit written requests for information through the building principal or superintendent's office, as noted in the respective section. Appropriate school personnel will either make the information available or provide a written explanation of why the information is being withheld within ten (10) days of the request. Any parent whose request is denied or who does not receive a response within fifteen (15) days may submit a written request for the information to the board of education. The board will include an item on its next public meeting agenda (or the following meeting, if time does not permit inclusion of the item on the agenda) to allow the board to formally consider the parent's request.

Reference:

OKLA. STAT. tit. 70 §1-116.2, OKLA. STAT. tit. 25 § 2001

OKLA. STAT. tit. 25 §2004, et seq.

OAC 210: 10-2-1, [et seq.](#)

[OAC 210: 10-1-24](#)

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Broken Arrow Board of Education policy revised, November 7, 2022

Broken Arrow Board of Education policy revised, November 6, 2023

[Broken Arrow Board of Education policy revised, <Date>](#)