



VIRTUAL CHARTER ACADEMY  
**E-SCHOOL**

**E-School Virtual Charter Academy  
Policies and Procedures Manual**

***“Don’t go where the path may lead. Go where there is  
no path and leave a trail.” - Lorie Grenier***

**2403 South Division Suite B  
Guthrie, OK 73044**

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## **MISSION STATEMENT**

The mission of E-School Virtual Charter Academy (ESVCA), through an alternative educational setting, is to provide a rigorous and challenging curriculum, ensure a safe and conducive learning environment for all learners, and to foster a collaborative relationship between the school, student, and all stakeholders in order to produce a school culture that prepares each student to be a productive member of the 21st century.

## **SCHOOL VISION**

The vision of ESVCA is to:

- produce college and career ready students
- improve the self-efficacy of all learners
- increase academic performance
- build effective communicators
- promote a social, emotional, and academically healthy child
- build character through work ethic, appropriate behaviors, acceptance, humility, and honesty

## **GOVERNANCE BOARD STATEMENT**

All policies and procedures set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted, and new policies and/or procedures may be adopted at any time. All changes will be promptly communicated to all school stakeholders.

This manual and the policies and procedures set forth herein are not intended to create or constitute a contract or to change the nature of the employment relationship between eSchool Virtual Charter Academy and the faculty member or administrative staff member, which are at will.

All policies, decisions and directives of the governance board shall be adopted and followed by the administration, faculty, staff, students, parents/guardians of the students and guests.

## **CONFLICT OF INTEREST POLICY**

Subject to Section 3-136(A)(17) of the Act, the Board acknowledges and agrees that it shall abide by the same conflict of interest requirements as members of a local school board.

Governance Board will market its programs to parents and students that have interest in school choice specifically online educational delivery.

**Guidance: 2 C.F.R. 200 318(c)** The non-federal entity must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection,

award and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity.

**Policy:** ESVCA employees, officers or agents may not participate in the selection, award or administration of a contract supported by a Federal Award if he/she has a real or apparent conflict of interest. A conflict of interest would exist if the employee, officer or agent, any member of his/her immediate family, his/her partner or an organization which employs or is about to employ any of the above listed entities or any of whom have a financial or other interest in or tangible personal benefit from a firm considered for a contract. Officers, employees or agents of ESVCA are prohibited from soliciting or accepting gratuities, favors or anything of monetary value from contractors or subcontractors.

Violations are subject to review and may result in termination of the employee, officer or agent.

## **1. Board of Governance**

### **OPEN MEETING POLICY**

The Board will Comply Fully w/ the Oklahoma Open Meetings Act as laid out below:

Oklahoma Statutes Citationized - Title 25. Definitions and General Provisions Chapter 8 - Public Meetings

Oklahoma Open Meeting Act Section 311 - Public Bodies - Notice Cite as: 25 O.S. S 311 (OSCN 2018), Oklahoma Open Meeting Act

A. Notwithstanding any other provisions of law, all regularly scheduled, continued or reconvened, special or emergency meetings of public bodies shall be preceded by public notice as follows:

1. All public bodies shall give notice in writing by December 15 of each calendar year of the schedule showing the date, time and place of the regularly scheduled meetings of such public bodies for the following calendar year.

2. All state public bodies, including, but not limited to, public trusts and other bodies with the state as beneficiary, shall give such notice to the Secretary of State.

3. All county public bodies including, but not limited to, public trusts and any other bodies with the county as beneficiary, shall give such notice to the county clerk of the county wherein they are principally located.
4. All municipal public bodies, including, but not limited to, public trusts and any other bodies with the municipality as beneficiary, shall give such notice to the municipal clerk of the municipality wherein they are principally located.
5. All multicounty, regional, areawide or district public bodies including, but not limited to, district boards of education, shall give such notice to the county clerk of the county wherein they are principally located, or if no office exists, to the county clerk of the county or counties served by such public body.
6. All governing boards of state institutions of higher education, and committees and subcommittees thereof, shall give such notice to the Secretary of State. All other public bodies covered by the provisions of the Oklahoma Open Meeting Act which exist under the auspices of a state institution of higher education, but a majority of whose members are not members of the institution's governing board, shall give such notice to the county clerk of the county wherein the institution is principally located.
7. The Secretary of State and each county clerk or municipal clerk shall keep a record of all notices received in a register open to the public for inspection during regular office hours, and, in addition, shall make known upon any request of any person the contents of the register.
8. If any change is to be made of the date, time or place of regularly scheduled meetings of public bodies, then notice in writing shall be given to the Secretary of State or county clerk or municipal clerk, as required herein, not less than ten (10) days prior to the implementation of any such change.
9. In addition to the advance public notice in writing required to be filed for regularly scheduled meetings, described in paragraph 1 of this subsection, all public bodies shall, at least twenty-four (24) hours prior to such regularly scheduled meetings, display public notice of the meeting by at least one of the following methods:
  - a. by posting information that includes date, time, place and agenda for the meeting in prominent public view at the principal office of the public body or at the location of the meeting if no office exists, or
  - b. by posting on the public body's Internet website the date, time, place and agenda for the meeting in accordance with Section 3102 of Title 74 of the Oklahoma Statutes. Additionally, the public body shall offer and consistently maintain an email distribution system for distribution of such notice of a public meeting required by this subsection, and any person may request to be included without charge, and their request shall be accepted. The emailed notice of a public meeting required by this subsection shall include in the body of the email or as an attachment to the email the date, time, place and agenda for the meeting and it shall be sent no less than twenty-four (24) hours prior to the meeting. Additionally, the public body shall make the notice of a public meeting required by this subsection available to the public in the principal office of the public body or at the location of the meeting during normal business hours at least twenty-four (24) hours prior to the meeting.
10. The twenty-four (24) hours required in paragraph 9 of this subsection shall exclude Saturdays, Sundays and holidays legally declared by the State of Oklahoma. The posting or distribution of a notice of a public meeting as described in paragraph 9 of this subsection shall not preclude a public body from

considering at its regularly scheduled meeting any new business. "New business," as used herein, shall mean any matter not known about or which could not have been reasonably foreseen prior to the time of the posting.

11. In the event any meeting is to be continued or reconvened, public notice of such action including date, time and place of the continued meeting, shall be given by announcement at the original meeting. Only matters appearing on the agenda of the meeting which is continued may be discussed at the continued or reconvened meeting.

12. Special meetings of public bodies shall not be held without public notice being given at least forty-eight (48) hours prior to the meetings. Such public notice of date, time and place shall be given in writing, in person or by telephonic means to the Secretary of State or to the county clerk or to the municipal clerk by public bodies in the manner set forth in paragraphs 2, 3, 4, 5 and 6 of this subsection. The public body also shall cause written notice of the date, time and place of the meeting to be mailed or delivered to each person, newspaper, wire service, radio station and television station that has filed a written request for notice of meetings of the public body with the clerk or secretary of the public body or with some other person designated by the public body. Such written notice shall be mailed or delivered at least forty-eight (48) hours prior to the special meeting. The public body may charge a fee of up to Eighteen Dollars (\$18.00) per year to persons or entities filing a written request for notice of meetings, and may require such persons or entities to renew the request for notice annually. In addition, all public bodies shall, at least twenty-four (24) hours prior to such special meetings, display public notice of the meeting, setting forth thereon the date, time, place and agenda for the meeting. Only matters appearing on the posted agenda may be considered at the special meeting. Such public notice shall be posted in prominent public view at the principal office of the public body or at the location of the meeting if no office exists. Twenty-four (24) hours prior public posting shall exclude Saturdays, Sundays and holidays legally declared by the State of Oklahoma. In lieu of the public posting requirements of this paragraph, a public body may elect to follow the requirements found in subparagraph b of paragraph 9 of this subsection, provided that forty-eight-hour notice is required for special meetings and that the forty-eight-hour requirement shall exclude Saturdays, Sundays and holidays legally declared by the State of Oklahoma.

13. In the event of an emergency, an emergency meeting of a public body may be held without the public notice heretofore required. Should an emergency meeting of a public body be necessary, the person calling such a meeting shall give as much advance public notice as is reasonable and possible under the circumstances existing, in person or by telephonic or electronic means.

B. 1. All agendas required pursuant to the provisions of this section shall identify all items of business to be transacted by a public body at a meeting including, but not limited to, any proposed executive session for the purpose of engaging in deliberations or rendering a final or intermediate decision in an individual proceeding prescribed by the Administrative Procedures Act.

2. If a public body proposes to conduct an executive session, the agenda shall:

- a. contain sufficient information for the public to ascertain that an executive session will be proposed,
- b. identify the items of business and purposes of the executive session, and

C. state specifically the provision of Section 307 of this title authorizing the executive session.

***Historical Data***

Laws 1977, HB 1416, c. 214, § 11, eft. October 1, 1977; Amended by Laws 1987, HB 1070, c. 184, § 1, eff. November 1, 1987;

**BOARD MEETING AGENDA FORMAT POLICY**

- Meeting will be called to order and roll will be taken
- Statement of Compliance with the Open Meeting Act
- Opening Comments made by Board President & Operations Manager/School Compliance
- Opportunity for Public Comments
- Action Items Presented, Discussed & Possibly Acted Upon
- Executive Session As Needed
- New business that couldn't possibly have been known prior to posting of agenda
- Adjournment

**BOARD MEETING MINUTES FORMAT POLICY**

Board meeting minutes must contain certain components to support good corporate governance and to protect the board and the organization from undue or unexpected legal allegations. Whether an organization exists for the benefit of shareholders, or is a nonprofit or a charitable cause, minute-takers have much flexibility in deciding how to format board meeting minutes.

The order of items and how they're titled, as well as the degree of detail, are of low importance related to board activities. It's more important for minute-takers to record the actions and decisions of the board and the rationale behind their actions and decisions — without so much detail as to cloud their true intentions.

Every corporation and organization have a culture and a tone of their own and meeting minutes usually reflect that. The format for board minutes is more of a tool for board directors and officers than it is necessary to support compliance or legal issues.

**NAME AND CORPORATE LOGO**

Board minutes should list the name of the corporation at the top of the letterhead. Most companies also add their logo and corporate headquarters address, phone number and website address.

## **DATE AND LOCATION**

Usually, board meeting minutes will list the month, day and year of the meeting. This section also lists whether it's a regular meeting, annual meeting, special meeting or emergency meeting. The location of the meeting follows this information and may state whether all or some portion of the meeting will be held by teleconference or videoconference.

## **ATTENDEES**

This list of meeting attendees typically comes next. This section lists the board members who were present, those who were absent and whether a quorum was present. The list of attendees will also incorporate any special presenters, outside counsel, experts or guests.

## **AGENDA**

This is the point in the meeting where things often change. It doesn't matter what order the committee reports are listed in or whether the board chooses to do a brief assessment of how their meeting went. It's just important to record the main actions and decisions of the board. Any order works fine. For the purposes of litigation or questions on board actions, it's preferable for board meeting minutes to follow a consistent format.

Many boards find it helpful to list agenda items that correspond to the type of action the board needs to take. Formatting minutes this way simplifies the task for minute-takers. For example, each agenda item may be followed by one of the following words:

- Information
- Discussion
- Decision
- Accept

## **PROCEEDINGS**

The proceedings detail the items the board discussed in the order they discussed them.

The minutes should reflect who called the meeting to order and the time the person called the meeting to order. Typically, this is the board chair, but it could be someone else if the board chair is absent for any reason.

## **REPORTS**

The chief executive usually submits a report for every meeting that details the state of the corporation since the last meeting. This report includes any new developments and challenges.

The chief executive report is usually followed by standing committee reports and then ad hoc committee reports. Standing committees may include the finance committee, the executive committee, and the nominating and governance committee. Ad hoc committees tackle specific objectives or tasks and are usually dissolved after they achieve those objectives.

## **UNFINISHED BUSINESS OR OLD BUSINESS**

Many corporations still use the term “old business” to refer to agenda items that they carried over from the previous meeting. A term that more accurately describes this section is unfinished business because the items may not be old at all — the board may just need additional time to address them.

## **NEW BUSINESS**

These are new items on the agenda that the board has not yet discussed. Often, these items are accompanied by reports, articles, research or other supporting documentation.

## **OPEN DIALOGUE**

Not all boards allow time for open dialogue. Whether boards include this section speaks to the tradition and culture of the board. Having an open dialogue allows board directors time for discussing matters that don't fit cleanly into other parts of the agenda.

## **PUBLIC PARTICIPATION**

Some corporations hold public meetings at least some of the time. If so, the meeting minutes may reflect that members of the public attended the meeting and make note of the issues they presented. The board may ask questions of individuals from the public, but they normally don't answer them directly during the meeting.

## **COMMENTS AND ANNOUNCEMENTS**

This portion of the minutes documents comments on industry issues or other important matters. This is also a time for the board chair to make announcements of board directors who will be appointed or who are leaving. This section includes honoring board directors for special achievements.

## **ASSESSMENT OF MEETING**

In order to streamline their meetings and increase productivity, some boards allow a short amount of time at the end of the board meeting for members to comment on how well the board meeting was run and where they can improve the process.

## **ADJOURNMENT**

The final words list who called for the adjournment of the meeting and at what time the meeting was adjourned.

## **MINUTE TAKER**

The person taking minutes should list their name and title before submitting official minutes to be posted.

## **BOARD PROTOCOL POLICY**

### **ADDRESSING THE BOARD**

The Board recognizes the value of public comment on education issues and the importance of involving members of the public in its meetings. To that end, the Board will provide a period at an early point in the meeting during which visitors may address the board on subjects not on the agenda. The Board may allow individuals to address the board on select agenda items prior to Board action.

In order to permit fair and orderly comment, individuals who wish to address the Board should fill out a card with their name and the topic on which they wish to speak. Groups or delegations wishing to speak to the Board should identify a spokesperson for the group. The card should identify the speaker and the group represented. Prior to the start of the regular business meeting, the cards will be collected and given directly to the Board President or the Superintendent. For more information regarding 'addressing the school board', please contact the district office at 360.249-3942 to request a copy of the School Board Information Brochure.

## **BOARD PROTOCOL**

- The board will represent the needs of all the children in our district.

- Surprises to the board or the superintendent will be the exception, not the rule. We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting. This allows all of us to properly prepare for our meetings.
- Conduct at a board meeting is very important. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. While we encourage debate and differing points of view, we will do it with care and respect to avoid an escalation of negative impressions or incidents.
- To be efficient and effective, long board meetings must be avoided. If a board member believes he/she doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting, so information can be gathered.
- Board meetings are for decision-making, action and votes, not unlimited discussion. We agree to "move the questions" when discussion is repetitive.
- The board will not play to the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.
- Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meeting and comments;
- Communications between staff and the board are encouraged. However, board requests which will require time, action or have political implications are to be directed to the superintendent or the full board.
- All personnel complaints and criticisms received by the board or its individual members will be referred to the superintendent.
- Board members will come to the board meetings prepared and ready to do business. Board members will open and read all email communications from the Board or District so as to be fully informed.
- The board will emphasize planning, policy-making and public relations rather than becoming involved in the management of the schools.
- The board will address its behavior by yearly self-evaluation in June of each year and by addressing itself to any individual problems, such as poor meeting attendance, tardiness or leaks of confidential information.
- The board will set clear goals for themselves, the superintendent and the school district by the month of September of the current school year.
- The superintendent is the chief executive officer and should recommend/propose/suggest most matters before the board.
- Individual board members do not have authority. Only the board as a whole has authority. The board president will communicate to the media the official position(s) of the board. (When board members serve on various school committees, their role shall be defined by the board as silent observers or active participant.)
- The Board will commit to ongoing professional development on the roles and responsibilities assigned to each board member.

## **2. District Administration**

### **ORGANIZATIONAL DESIGN POLICY**

1. Board of Governance
  2. Superintendent
  3. Head of Operations
  4. Director of K-12
  5. Academic Advisor
  6. Director of Special Services
  7. Educators
  8. Support Personnel
- Management will provide consultation to the Board of Governance & Superintendent, provide support in the areas of financial management, marketing, human resources, technology, curriculum, benefits, insurance, investment, safety, professional development and more.
  - Superintendent/Director of K-12 is the chief operating officer. The Superintendent will consult with the Head of Operations to monitor programs, processes, and compliance.
  - Head of Operations will oversee all programs, processes, curriculum implementation and compliance.
  - Director of K-12 will manage predetermined number of students, teachers, & counselors under the supervision of the Head of Operations.
  - Academic Advisor will manage the educational path of a predetermined number of students under the supervision of the Director of K-12.
  - Special Services Director will manage the special education needs of the school & students under the supervision of the Superintendent & Director of K-12.
  - Educators will take the resources & direction given from all above positions and monitor the education of the students
  - Support personal will work for & under their assigned supervisors

### **SAFETY AND SECURITY POLICY**

It is E-School Virtual Charter Academy's policy to provide the students and staff with a safe and worry-free environment. Safety awareness and the prevention of accidents are important E-School Virtual Charter Academy goals.

Attention will be given to the following areas:

- A safe learning environment.
- Observation of safe practices by E-School Virtual Charter Academy faculty, administration and staff, including activities which may include special hazards.
- Faculty and staff will monitor students for a safe and secure school atmosphere. Students will follow the rules and procedures that specifically address their and others' safety.

## **VISITOR POLICY**

Eschool values the parents' role in becoming true partners in their child's education; to understand their child's experiences at school; and to develop skills that will enable them to promote learning at home by connecting classroom experiences to their child's home experiences. Eschool recognizes that schools are public institutions and should be open to visits from parents and other interested parties to the extent that visits do not compromise student or staff safety and do not disrupt the education process or school's operation. School buildings will continue to be open to the public as long as visitors do not disrupt school instruction, operation, or activities; or compromise the safety and security of students and staff.

ALL VISITORS Upon entering this building must report immediately to the administrative assistant and receive permission to be on the premises. Only those individuals who have school related business will be granted permission to remain.

Any person requesting student information will be confirmed as listed as a point of contact in the SIS and/or confirm the visitor is a legal guardian of the student. It is the responsibility of the visitor to provide legal documentation as proof of parent/guardian status.

## **DISASTER / CRISIS PLANS**

To maintain a calm and secure environment for students and employees when faced with a crisis or disaster, the governance board has established the following policy and procedures:

### **MAJOR CRISIS**

A major crisis involves multiple people and affects students' welfare. The crisis intervention team will manage a major crisis with school personnel in conjunction with community agency volunteers. The crisis intervention team shall be composed of school staff, which includes administrators, designated faculty, or city/county emergency personnel. The school will distribute any information to the media.

### **MINOR CRISIS**

A minor crisis involves few people and does not present an immediate threat to the students. Appropriate members will manage a minor crisis. If deemed necessary, additional school personnel may be called for assistance.

## **NATURAL AND MAN-MADE DISASTERS**

E-School Virtual Charter Academy students and faculty will follow the posted Fire and Tornado Emergency Plans when applicable. This will be executed in the safest manner possible.

The faculty and staff will always project an air of calm and control. Faculty is to maintain contact with and keep track of all students' whereabouts who are in their charge during an emergency situation.

## **WEAPONS POLICY**

The governance board recognizes its responsibility for student and staff safety; therefore, they prohibit the possession and/or the carrying of dangerous weapons by students, employees, parents or others either in a vehicle or about the person while on district property, at a school sponsored activity or on a school bus. This dangerous weapons policy covers all weapons, including any object that is considered dangerous or capable of inflicting bodily harm. Dangerous weapons also include all instruments that are not considered dangerous weapons when used in the manner intended by the manufacturer but that can be used by an employee or student in a dangerous manner, capable of inflicting serious bodily harm.

## **MEDICAL EMERGENCIES**

Any medical emergency that may occur on school property will be dealt with in the most sensitive manner and with the welfare of students in mind. Outside emergency treatment will be summoned if necessary, and parental notification will be immediate using the emergency numbers the parents/guardians provide.

Parents are required to provide an emergency telephone number in case a student becomes ill or has an accident at a school activity. If the parent/guardian cannot be reached, in an extreme medical emergency, emergency medical services shall be called. Expenses for the emergency care will be the responsibility of the parent/guardian. The governance board strongly urges all parents to immediately update all notification numbers when a change occurs.

## **SEVERE WEATHER CLOSURE**

E-School Virtual Charter Academy follows the policy for school closure, unless otherwise directed by the Director of K-12. In the event that school would need to be closed, students and parents will be notified through the school communication system via email, robocall, or any other form of electronic communication. In addition, local TV station will be notified for information purposes.

## **TITLE IX GRIEVANCE PROCEDURES**

### **SECTION I**

Any person believing that E-School Virtual Charter Academy or any part of the school organization has inadequately applied the principles and/or regulations of Title IX of the Education Amendment Act of 1972 may bring forward a complaint, which shall be referred to as a grievance, to:

Title IX Coordinator/Director of K-12  
E-School Virtual Charter Academy

2403 S. Division, Suite B  
Guthrie, OK 73044  
833-203-4300

Upon receipt of any such grievance by the Title IX Coordinator/Director of K-12, a copy of this policy will be provided to the complainant.

## **SECTION II**

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Title IX Coordinator/Director of K-12, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant believes the grievance is not satisfactorily resolved, they may initiate a formal grievance process according to the following steps:

### **Step 1**

A written statement of the grievance signed by the complainant shall be submitted to the Title IX Coordinator/Director of K-12 within five (5) business days of receipt of the response to the informal complaint. The Title IX Coordinator/Director of K-12 shall further investigate the matters of grievance and reply in writing to the complainant with conclusions reached within five (5) business days.

### **Step 2**

A complainant wishing to appeal the written conclusions of the Title IX Coordinator/Director of K-12 may continue the appeal process by submitting a signed, written statement to the Board of Governance within five (5) business days of receiving the written response from the Title IX Coordinator/Director of K-12 required in Step 1. In an attempt to resolve the grievance, the Board of Governance shall meet with the concerned parties and their representation within thirty (30) days of the receipt of such appeal. A copy of the Board of Governance written disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting. The decision of the Board of Governance shall be final.

## **DRUG & ALCOHOL FREE SCHOOLS POLICY**

The governance board of E-School Virtual Charter Academy is committed to maintaining a school environment for all students and employees that will assist every individual in achieving the highest level of performance in the safest possible environment. The use of alcohol, controlled substances and/or any unauthorized drug can impair the ability of students and employees to perform at their maximum potential, avoid accidents and injuries and conduct themselves in a manner that demonstrates reliability, stability and good judgment, and is, therefore, prohibited on school property or at school events. The governance board shall ensure, where possible, that students and employees are free from the detrimental effects of alcohol and other unauthorized drugs. The governance board charges the Director of K-12 with developing programs and procedures to ensure that the intent of this policy is implemented.

This policy sets out requirements for E-School Virtual Charter Academy to plan and implement appropriate responses to drug and alcohol related incidents, with an emphasis on prevention, involving students, employees, volunteers, visitors, vendors and other people who use school premises. Incidents included in this policy include the possession, use, distribution, sale or being under the influence of a controlled dangerous substance as defined in the Uniform Controlled Dangerous Substances Act, intoxicating beverages, or low-point beer as defined by Section 163.2 of Title 37 of Oklahoma Statutes.

It is the responsibility of all school personnel to report all suspected incidents described in this policy to an administrator, a supervisor where the incident involves an employee, or the Director of K-12. All incidents covered by this policy will be reported to local authorities.

**STUDENTS:**

When an incident occurs, an administrator will contact parents, and determine the appropriate disciplinary action based upon guidelines established in this policy. In all cases, the Director of K-12 will receive notification in writing. Student confidentiality will be maintained throughout the process.

Disciplinary action guidelines are as follows:

Possession or under the influence of drugs or alcohol

First offense: suspension of five (5) school days to two (2) semesters

Second offense: suspension of ten (10) school days to two (2) semesters

Subsequent offenses: expulsion for the rest of the school year (the administrator may extend the expulsion for an additional semester at his/her discretion)

Distribution or sale of drugs or alcohol

First offense: suspension of ten (10) school days to expulsion for the rest of the semester

Second offense: expulsion for the rest of the school year (the administrator may extend the expulsion for an additional semester at his/her discretion)

All disciplinary action may be modified by the administrator if the parent/guardian agrees to voluntary student participation in a therapeutic program conducted by a licensed practitioner that is appropriate and documented. Any cost associated with participation in such a program, including assessment, counseling, treatment, etc., will be the responsibility of the parent/guardian.

In the event of a suspension or expulsion, the parent/guardian will be furnished with information regarding disciplinary due process.

**EMPLOYEES:**

Employees who have a drug or alcohol abuse problem should be encouraged to seek professional assistance. In the event that an employee requests assistance, that employee should be referred to an appropriate agency, counseling professional or treatment facility.

While on E-School Virtual Charter Academy property or engaged in E-School Virtual Charter Academy activities, employees are prohibited from possession, use, sale, distribution or being under the influence of a controlled dangerous substance as defined in the Uniform Controlled Dangerous Substances Act, intoxicating beverages, or low-point beer as defined by Section 163.2 of Title 37 of Oklahoma Statutes. Any employee who violates this policy or is suspected, charged or convicted of a crime involving alcohol, controlled substances and/or any unauthorized drug may be subject to disciplinary action, including suspension, demotion, non-reemployment or termination. The employee may also be required to participate in a drug and alcohol treatment/rehabilitation program.

Drug and alcohol testing will be considered appropriate in the following situations:

- 1) Applicants for employment may be required to submit to testing.
- 2) Employees will be required to submit to testing when the Director of K-12 or designee reasonably believes that the employee is under the influence of drugs or alcohol.
- 3) Employees may be required to submit to testing when a work related accident occurs that causes injury or property damage.
- 4) Employees may be required to submit to testing for a period of time following return to work from a drug or alcohol treatment program.
- 5) The Board of Governance may authorize random testing of employees and may limit testing programs to specific employee groups or classifications.

**MEDICAL MARIJUANA:**

E-School Virtual Charter Academy will not discriminate against a student, employee or applicant for employment on the basis of their status as a medical marijuana license holder. In addition, actions prescribed in this policy will not be enforced against students or employees unless they are not in possession of a valid medical marijuana license, medical marijuana or a medical marijuana product is consumed on school property, at school activities or during the work day, or the situation compromises the safety of anyone on school property or participating in school activities.

## **SAVE WOMEN'S SPORTS ACT POLICY**

It shall be the intent of Eschool Virtual Charter Academy to comply with all aspects of the Save Women's Sports Act (Oklahoma Statute Section 27-106 of Title 70):

- A. This act shall be known and may be cited as the "Save Women's Sports Act".
- B. As used in this section:
  1. "School" means a public school district or public charter school in this state or an institution within The Oklahoma State System of Higher Education;
  2. "School athletic association" shall have the same meaning as provided for in Section 27-102 of Title 70 of the Oklahoma Statutes; and

3. "Intercollegiate association" shall mean a national association that sets eligibility requirements for participation in sports at the collegiate level and that provides the coordination, supervision and regulation of the intercollegiate competitions.

C. Athletic teams that are sponsored by a school or sponsored by a private school whose students or teams compete against a school shall be expressly designated as one of the following based on biological sex:

1. "Males", "men" or "boys";
2. "Females", "women" or "girls"; or
3. "Coed" or "mixed".

D. Prior to the beginning of each school year, the parent or legal guardian of a student who competes on a school athletic team shall sign an affidavit acknowledging the biological sex of the student at birth. If the student is eighteen (18) years of age or older, the student who competes on a school athletic team shall sign an affidavit acknowledging his or her biological sex at birth. If there is any change in the status of the biological sex of the student, the affiant shall notify the school within thirty (30) days of such change.

E. 1. Athletic teams designated for "females", "women" or "girls" shall not be open to students of the male sex.

2. Any student who is deprived of an athletic opportunity or suffers any direct or indirect harm as a result of a violation of paragraph 1 of this subsection shall have a cause of action for injunctive relief, damages and any other relief available permitted by law against the school.

3. Any student who is subject to retaliation or other adverse action by a school, school athletic association or intercollegiate association as a result of reporting a violation of paragraph 1 of this subsection to an employee or representative of the school, school athletic association or intercollegiate association or to any state or federal agency with oversight of schools in this state shall have a cause of action for injunctive relief, damages and any other relief available permitted by law against the school, school athletic association or intercollegiate association.

F. 1. The State Board of Education, the Oklahoma State Regents for Higher Education and any school athletic association or intercollegiate association of which a school is a member shall be prohibited from entertaining a complaint, opening an investigation or taking any other adverse action against a school for maintaining athletic teams or sports for students of the female sex as provided for in subsection E of this section.

2. Any school that suffers any direct or indirect harm as a result of a violation of paragraph 1 of this subsection shall have a cause of action for injunctive relief, damages and any other relief permitted by law against the State Board of Education, the Oklahoma State Regents for Higher Education, school athletic association or intercollegiate association.

- G. Causes of action authorized by this section shall be initiated within two (2) years after the harm occurred. Persons or associations that prevail on a claim brought pursuant to this section shall be entitled to monetary damages including for any psychological, emotional and physical harm suffered, reasonable attorney fees and costs and any other appropriate relief permitted by law.

## **COMPENSATION POLICY**

**Guidance:** CFR 200.430 (a-f) Compensation for personal services includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the Federal award, including but not necessarily limited to wages and salaries.

(1) Is reasonable for the services rendered and conforms to the established written policy of the non-Federal entity consistently applied to both Federal and non-Federal activities;

(2) Follows an appointment made in accordance with a non-Federal entity's laws and/or rules or written policies and meets the requirements of Federal statute, where applicable; and Is determined and supported as provided in paragraph (i) of this section, Standards for Documentation of Personnel Expenses, when applicable

### **Procedure:**

#### **Employment and Compensation:**

All staff are supplied by the management company with the exception of the Superintendent, Treasurer and Encumbrance/Board clerk. Upon employment with E-School Virtual Charter Academy or the associated management company, all employees are required to complete all financial forms and benefit applications as deemed necessary by the school or the associated management company.

- Employees may be hired as regular full-time employees or regular part-time employees.
- Employees will be placed on E-School Virtual Charter Academy or the associated management company payroll and will be eligible for all benefits.
- Employees who are not regular full-time or regular part-time (e.g., adjuncts, speech pathologist, psychometrists or aids) will be contracted on an individual basis by the management company.
- Support personnel (e.g., clerical, custodial or other non-teaching personnel) will be individually contracted and supplied by the management company.
- E-School Virtual Charter Academy or the associated management company will perform all payroll services.
- E-School Virtual Charter Academy or the associated management company will also administer the benefits package for each employee.

#### **Reimbursement**

The board of governance recognizes that from time to time, individuals will need to be reimbursed for expenses. In all cases, E-School Virtual Charter Academy will adhere to the following procedures:

- For an individual to be reimbursed for an expenditure, the Superintendent or his/her designee must pre-approve it. An expense estimate, description and intended purpose must be submitted in writing to the Superintendent. If the amount for reimbursement exceeds \$1,000.00, the expense must be approved by the board of governance.
- After the approved expense has been made, a report must be presented to the Superintendent or his/her designee before a reimbursement can be processed. This report should include all itemized receipts, copies of airline tickets or itineraries, hotel receipts, a log of car mileage with date of travel, destination and any other information that will aid in the support of the financial claim.
- Disbursements will not be made for the following:
  - Gifts
  - Personal loans
  - Cashing personal checks
  - Personal expenses

### **Remuneration From Other Sources**

The following guidelines cover contract salary and benefits or other sources of funds for services rendered:

- Employees may not receive remuneration from other sources for work that they perform during their regular duty days or duty hours.
- Employees cannot be paid twice by E-School Virtual Charter Academy or the associated management company for services performed during their regular duty day or duty hours except as provided in their employment contract.
- Employees may receive remuneration from other sources for services they perform outside of their regular workday that are not a part of their job responsibilities and duties.
- Employees may not use personal leave days or pooled school-leave days, disability leave days or workers' compensation days to provide services.

This regulation will not apply when employees are directed to participate in U.S. Armed Forces activities or state or federal jury duties in accordance with federal and state statutes.

### **Remuneration through Federal Awards Funds**

Staff members who are compensated or reimbursed for expenditures using Federal Award Funding are subject to the criteria listed above with regards to salary schedules and reimbursements. Time and Effort Sheets as provided by the SDE are maintained to provide records which are used by the Encumbrance Clerk to accurately code charges to the appropriate funding source.

## **ESVCA TRAVEL POLICY**

**Guidance:** 2 CFR 200.475 Travel costs are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the non-

Federal entity. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the non-Federal entity's non-federally funded activities and in accordance with non-Federal entity's written travel reimbursement policies.

**Policy:** Funding for travel requested by ESVCA staff must be submitted to the COO in writing, be approved in advance and be directly related to the academic mission of the school. All expenses will be charged on an actual cost/mileage basis and should be within a reasonable range. No differentiation will be applied based on funding source. Staff travel will be classified as either single day or multi-day travel. The following procedures will be used:

1. The application for single day trips should include registration fee(s), approximate meal costs and estimated mileage.
2. The application for multi-day trips should include registration fee(s), estimated meal costs, estimated housing costs and estimated travel fees.
3. Once approved, the staff member should make all appropriate reservations (hotel/travel/registration) in coordination with the COO.
4. Upon completion, the staff member will submit all receipts to the COO who will submit them to the Encumbrance Clerk for reimbursement.
5. In the event the staff member is unable to complete the trip, the staff member is responsible for cancelling and obtaining refunds as allowable and, at the discretion of the COO, could be held responsible for any non-refundable expenses.
6. Employees will be required to complete the following agreement prior to traveling:

#### Travel Procedures

The following information is intended to provide procedures by which you should follow in regards to expectations when traveling as part of a school sponsored activity, professional development, teacher abroad, or any other school related travel.

1. A debit card will be provided to you that will be loaded with the dollar amount specified in your trip request approval. All receipts must be kept and turned in to the office upon return from activity. You need to provide a receipt for every expense that is shown on the card expenditure summary. In the event you do not provide a receipt for an expense that is shown on the card expenditure summary, that amount will be deducted from your next paycheck.
2. Receipts should only show the expenses that you incur. If someone is traveling with you, their expense should not show on the receipts you turn in to the office. If someone is traveling with you, their expenses should not appear on the debit card that is provided to you.
3. Gratuity is an expense of the school personnel that is traveling. Gratuity is not the responsibility of the school and should not be included in any receipt that is turned in to the

office.

4. ZERO TOLERANCE: No alcoholic beverages shall be purchased with funds provided for your travel. The card issued to you shall not be used to purchase alcoholic beverages of any kind nor should alcoholic beverages appear on any receipt that you turn in to the office.
5. Any expense outside of the trip request approval process will be at the expense of the employee. School funds should be used for the allotted amount specified for meals, travel, lodging, etc.
6. When you check out of the place of lodging, ask them to use the card that was placed on file at the time of reservation. Do not use a personal card to check out.
7. It should be the intent to use the provided card for all school related expenses. However, exceptions or extenuating circumstances may come up that require you to use your personal funds. If so, keep all receipts and return to the office for reimbursement upon your return from the trip.

#### Per Diem

Meal per diem will be provided for school personnel only for travel that requires an overnight stay.

Meal per diem will be provided according to the rates established by the U.S. General Services Administration for the destination of travel.

If any situation arises that causes you to be unsure of how to proceed, please reach out Robbie Rainwater by phone or email for assistance or clarification.

### **FEDERAL PROGRAMS GRIEVANCE POLICY**

**Guidance:** 34 CFR 300. 34 CFR 75.1(b)

**Policy:**

Any person believing that E-School Virtual Charter Academy or any part of the school organization has in violation of the statutes of any Federal program utilized by the LEA may bring forward a complaint, which shall be referred to as a grievance, to:

Federal Programs Director/School Superintendent  
E-School Virtual Charter Academy  
2403 S. Division, Suite B Guthrie,  
OK 73044  
833-203-4300

Upon receipt of any such grievance by the Federal Programs Director/School Superintendent, a copy of this policy will be provided to the complainant.

The person who believes a valid basis for grievance exists shall discuss the grievance informally and on a verbal basis with the Federal Programs Director/School Superintendent, who shall in turn investigate the complaint and reply with an answer within five (5) business days.

If the complainant believes the grievance is not satisfactorily resolved, they may initiate a formal

grievance process according to the following steps:

**Step 1**

A written statement of the grievance signed by the complainant shall be submitted to the Federal Programs Director/School Superintendent within five (5) business days of receipt of the response to the informal complaint. The Federal Programs Director/School Superintendent shall further investigate the matters of grievance and reply in writing to the complainant with conclusions reached within five (5) business days.

**Step 2**

A complainant wishing to appeal the written conclusions of the Federal Programs Director/School Superintendent may continue the appeal process by submitting a signed, written statement to the Board of Governance within five (5) business days of receiving the written response from the Federal Programs Director/School Superintendent required in Step 1. In an attempt to resolve the grievance, the Board of Governance shall meet with the concerned parties and their representation within thirty (30) days of the receipt of such appeal. A copy of the Board of Governance written disposition of the appeal shall be sent to each concerned party within ten (10) days of this meeting.

**Step 3**

A complainant wishing to appeal the written conclusions of the Board of Governance may continue the appeal process by submitting a signed, written statement to the State Department of Education, Federal Programs division for further investigation.

## **MILITARY RECRUITER ACCESS POLICY**

**Guidance:** .ESSA Section 8528 and 20 U.S.C 7908

**Policy:** Upon a request made by a military recruiter or an institution of higher education, ESVCA will provide access to the name, address, and telephone listing of each secondary school student served by the local educational agency.

Parents of a secondary school student may “opt-out” by submitting a written request, to the local educational agency, that the student's name, address, and telephone listing not be released for purposes of paragraph (1) without prior written consent of the parent. Upon receiving such request, the local educational agency may not release the student's name, address, and telephone listing for such purposes without the prior written consent of the parent. Parents will be notified of the option to make an “opt-out” request by the school.

ESVCA will provide military recruiters the same access to secondary school students as is provided to institutions of higher education or to prospective employers.

ESVCA is prohibited from constructing an “opt-in” rule allowing the school which would require parents to provide written consent in order for student information to be provided to military

recruiters, higher education or potential employers.

When a student has attained 18 years of age, the permission or consent required of and the rights accorded to the parents of the student shall only be required of and accorded to the student.

## **ESVCA PARENT AND FAMILY ENGAGEMENT POLICY**

**Guidance:** ESSA Section 1116 (b-e)

**Policy:** ESVCA is committed to the goal of developing strong partnerships with our parents, working together toward student success. To accomplish this goal, ESVCA will:

- Offer training for parents on ways to effectively serve as the “teacher-at-home” for their virtual students. Teachers and staff will be available to answer questions and provide guidance to parents who are helping their students with online coursework.
- Develop a strong school community by providing opportunities for parents to interact with both the teacher and with other parents. Parent input will be solicited to determine preference for best options.
- Utilize set-aside funds from Title I money provide field trip funding including admission fees which will remove barriers for low-income families to attend.
- Provide in-person activities in a variety of locations around the state near where families live to eliminate any travel barriers.
- Provide opportunities for parents to provide input to the Parent and Family Engagement Policy on an ongoing basis. Parents may be asked to serve on review committees, complete surveys or provide informal input in a variety of settings.
- Provide coordination of meetings and opportunities, disseminate information to all parents via email, newsletters or other virtual venues to inform, and encourage parent participation in opportunities to improve student academic and school performance.
- Build both the school’s and the parent’s capacity for strong parental involvement by seeking parental input into the types and locations of activities that would best meet their needs.
- Conduct annually, with the involvement of parents, an evaluation of parental engagement activities, both for content and effectiveness of the policy in improving the academic quality of the school.
- Encourage parental involvement in the activities of the school.

## **SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY**

**Guidance:** ESSA Section 1116 (b-e)

**Policy:** ESVCA Elementary School is committed to the goal of developing strong partnerships with our parents, working together toward student success. To accomplish this goal, ESVCA Elementary School will:

- Offer training for parents on ways to effectively serve as the “teacher-at-home” for their virtual students. Teachers and staff will be available to answer questions and provide guidance to parents who are helping their students with online coursework.
- Develop a strong school community by providing opportunities for parents to interact with both the teacher and with other parents. Parent input will be solicited to determine preference for best options.
- Utilize set-aside funds from Title I money provide field trip funding including admission fees which will remove barriers for low-income families to attend.
- Provide in-person activities in a variety of locations around the state near where families live to eliminate any travel barriers.
- Provide opportunities for parents to provide input to the Parent and Family Engagement Policy on an ongoing basis. Parents may be asked to serve on review committees, complete surveys or provide informal input in a variety of settings.
- Provide coordination of meetings and opportunities, disseminate information to all parents via email, newsletters or other virtual venues to inform, and encourage parent participation in opportunities to improve student academic and school performance.
- Build both the school’s and the parent’s capacity for strong parental involvement by seeking parental input into the types and locations of activities that would best meet their needs.
- Conduct annually, with the involvement of parents, an evaluation of parental engagement activities, both for content and effectiveness of the policy in improving the academic quality of the school.
- Encourage parental involvement in the activities of the school.

## **PARENT’S BILL OF RIGHTS**

In compliance with the requirements of the *Every Student Succeeds Act* (ESSA), ESVCA would like to inform you that you may request information about the professional qualifications of your student’s teacher(s) and/or paraprofessional(s). The following information may be requested:

- Whether the student’s teacher
  - has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
  - is teaching under emergency or other provisional status through

- which state qualification or licensing criteria have been waived; and
- is teaching in the field of discipline of the certification of the teacher.

- Whether the child is provided services by paraprofessionals, and, if so, their qualifications.

If you wish to request information concerning your child's teacher and/or paraprofessional's qualifications, please contact the superintendent at 1-833-203-4300.

### **Sex or Sexuality Education Rights**

- **Advance Written Notice:** Parents have the right to receive advance written notice for any class, program, curriculum, instruction, test, survey, questionnaire, course, or other instructional material that relates to sexual behavior, sexual attitudes, or sexuality, including but not limited to gender identity or sexual orientation (referred to through the remainder of this document as "Sex or Sexuality Education").
- **Classroom Material Inspection:** Parents can inspect classroom materials related to Sex or Sexuality Education.
- **Access to Material:** E-School is committed to make all parts of the material easily accessible for parents upon request. Requests can be made to the Director of K-12, Allison Young, at [allison.young@eschoolacademy.org](mailto:allison.young@eschoolacademy.org).

### **Information Rights**

- **No Withholding of Information:** E-School and its employees are prohibited from encouraging or coercing minor children to withhold information from their parents or guardians.
- **Timely Disclosure:** E-School will disclose important information about a child's health, social, or psychological development, including identity information, within 30 days of learning it.
- **Disciplinary Action:** Failure of administration to initiate disciplinary action for violations of parental rights can lead to sanctions for the school district.

### **State Complaint Procedure:**

If a parent or guardian believes there has been a violation of parental rights, they can follow these steps:

1. **File a Complaint:** File a written complaint with the State Department of Education, providing details of the alleged violation, by visiting [sde.ok.gov/awareity](http://sde.ok.gov/awareity).
2. **School District Notification:** The Department will notify the school district within fourteen days and allow them to respond.
3. **Investigation:** The Department will investigate to determine if a violation occurred and inform both the parent and the school district of the results.
4. **Board Review:** If a violation is found or suspected, the school district may request a hearing before the State.

## **DIGITAL AND ELECTRONIC COMMUNICATIONS POLICY**

School personnel engaging in electronic or digital communication with an individual student shall include the student's parent or guardian in any electronic or digital communication, unless such communication is on a school-approved platform and related to school and academic Communications.

Exceptions to the requirement may be made in case of an emergency, subject to subsequent notification to the parent or guardian. School personnel shall make reasonable efforts to use school-approved platforms, systems, or applications that allow automatic inclusion of parents or guardians in communications with students.

Any school personnel who is reported to be in violation of this requirement shall be put on administrative leave while the school district investigates the incident and notifies the board of education. If the investigation finds that no misconduct occurred, the school personnel shall be reinstated and the incident shall be noted in the school personnel's employee file. If the investigation finds misconduct occurred, the school personnel shall be disciplined according to the school district board of education's policy, up to and including termination of employment, and the incident shall be reported to law enforcement pursuant to Section 1210.163 of Title 70 of the Oklahoma Statutes.

### **Voluntary Prayer**

E-School Virtual Charter Academy permits students and teachers who wish to do so to participate in voluntary prayer. Students and teachers are permitted to participate in voluntary prayer at sporting events, graduation, or any other school sponsored activity. Any complaint regarding the participation of voluntary prayer or any complaint regarding the prevention of voluntary prayer must be produced in writing to the Director of Operations at [robbie.rainwater@eschoolacademy.org](mailto:robbie.rainwater@eschoolacademy.org).

### **Chase Morris Sudden Cardiac Arrest Prevention Act Policy**

- Be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually;
- Establish and provide for membership of a sudden cardiac emergency response team for each school site. Each team shall include a school site administrator;
- Activate the team in response to a sudden cardiac arrest;
- Require the team to practice the plan by conducting periodic drills;
- Provide for coordination with emergency medical service providers that serve the area in which the school is located;
- Provide for communication & dissemination of the plan throughout the school campus;

- Implement automated external defibrillator (AED) placement and routine maintenance within the school as needed and dictated by the plan and in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall provide for implementation of clearly marked and easily accessible AED placement;
- Address athletic events and athletic facilities at each middle school and high school site provided an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or a mobile AED device shall be on the premises in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care;
- Provide for appropriate school staff to be trained in first aid, cardio-pulmonary resuscitation, and the use of an AED in accordance with guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care. The plan shall stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers.

Once a year, a coach of an athletic activity, school nurse, and athletic trainers shall complete the following:

- 1.) The sudden cardiac arrest training course offered by a provider approved by the State Department of Health; and
- 2.) Training in first aid, CPR, and use of an AED. The training shall follow guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care.

## **CELL PHONE POLICY**

**Purpose:** In compliance with SB 139 and Oklahoma Statutes Section 1-126 of Title 70, the school's board of education shall adopt a policy prohibiting students from using cell phones and personal electronic devices while on the campus of a public school district from bell to bell.

**Definitions:**

1. "Bell to bell" means the time between the first bell ringing at the start of the school day to begin instructional time until the dismissal bell at the end of the school day to end instructional time. For E-school students, this shall constitute any time between 8:00am to 4:00pm when a student is engaged in instructional activities.
2. "Personal electronic device" means a personal device capable of connecting to a smart phone, the Internet, or a cellular or Wi-Fi network, or directly connecting to another similar device. Personal electronic devices include, but are not limited to, smart watches, smart headphones, laptops, tablets, and smart glasses. Personal electronic devices shall not include school-issued or school approved devices that are specifically limited for use in classroom instruction.

**Exceptions:**

1. Emergency use of cell phones or personal electronic devices by students as approved by district administration.
2. Any device used by a student pursuant to his/her disability as required by state or federal law.
3. Any cell phone or personal electronic device used by students to monitor health issues.
4. Any school issued or school approved device that is used for the sole purpose during classroom instruction.

**Disciplinary Actions:** In the event a student violates this policy, the parent/guardian will be contacted and a scheduled conference will take place including the student, parent/guardian, and the site principal.

## **Administration of Medicine To Students**

**Purpose:** The board of education of each school district shall adopt a policy that permits the self-administration of inhaled asthma medication by a student for treatment of asthma, the self-administration of anaphylaxis medication by a student for treatment of anaphylaxis and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis. The policy shall require:

1. The parent or guardian of the student to authorize in writing the student's self-administration of medication;
  2. The parent or guardian of the student to provide to the school a written statement from the physician treating the student that the student has asthma, anaphylaxis or cystic fibrosis and is capable of, and has been instructed in the proper method of, self-administration of medication;
  3. The parent or guardian of the student to provide to the school an emergency supply of the student's medication to be administered pursuant to the provisions of Section 1-116.2 of this title;
  4. The school district to inform the parent or guardian of the student, in writing, that the school district and its employees and agents shall incur no liability as a result of any injury arising from the self-administration of medication by the student; and
  5. The parent or guardian of the student to sign a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the student.
- B.** The school board of each school district that elects to stock Epinephrine or inhalers shall amend the policy identified in subsection A of this section.

1. The policy for Epinephrine shall require:

- a. the school district to inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional or trained pursuant to subsection G of this section may administer Epinephrine to a student whom the school nurse or trained school employee in good faith believes is having an anaphylactic reaction,
  - b. a waiver of liability executed by a parent or guardian be on file with the school district prior to the administration of ~~an~~ Epinephrine pursuant to paragraph 1 of this subsection, and
  - c. the school district to designate the employee responsible for obtaining the Epinephrine at each school site.
2. The policy for inhalers shall require:

- a. the school district to inform the parent or guardian of each student, in writing, that a school nurse or school employee trained by a health care professional may administer an inhaler to a student whom the school nurse or trained school employee in good faith believes is having respiratory distress,
- b. the school district to designate the employee responsible for obtaining the inhalers and spacers or holding chambers at each school site, and
- c. the school district to notify the parent or guardian of a student after administration of an inhaler.

**C.** The school district and its employees and agents shall incur no liability as a result of any injury arising pursuant to the discharge or nondischarge of the powers provided for pursuant to subparagraph a of paragraphs 1 and 2 of subsection B of this section.

**D.** A licensed physician who has prescriptive authority may write a prescription for Epinephrine and inhalers and spacers or holding chambers to the school district in the name of the district as a body corporate specified in Section 5-105 of this title which shall be maintained at each school site. Such physician shall incur no liability as a result of any injury arising from the use of ~~the~~ Epinephrine or the inhalers and spacers or holding chambers.

**E.** The school district may maintain at each school a minimum of two Epinephrine devices and two inhalers with spacers or holding chambers in a secure location. Provided, however, that nothing in this section shall be construed as creating or imposing a duty on a school district to maintain Epinephrine injectors or inhalers with spacers or holding chambers at a school site or sites.

**F.** In the event a student is believed to be having an anaphylactic reaction or respiratory distress, a school employee shall contact 911 as soon as possible. **If Epinephrine is administered to a student, a school employee shall contact 911 as soon as possible. The school district shall notify the parent or guardian of any student who experiences a possible allergic reaction as soon as possible.**

**G.** The State Board of Education, in consultation with the State Board of Health, shall develop model policies which school districts shall use in compliance with this section. The model policies shall include, at a minimum, required annual training for teachers and school employees who are directly responsible for students on the topics of food allergies, recognizing anaphylaxis, and instruction on how to administer Epinephrine. The training shall be completed before the school year begins or upon hiring the teacher or school employee. Documentation certifying completion of the required training shall be retained in the personnel file of the teacher or school employee. The training may be provided online or in person by the school nurse or a recognized food allergy and anaphylaxis training program.

**H.** The State Board of Education, in consultation with the State Board of Health, shall promulgate rules to implement this section.

**I.** As used in this section:

1. "Medication" means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, an anaphylaxis medication used to treat anaphylaxis including but not limited to Epinephrine prescribed by a physician and having an individual label, or replacement pancreatic enzymes prescribed by a physician and having an individual label;

2. "Self-administration" means a student's use of medication pursuant to prescription or written direction from a physician;

3. "Respiratory distress" means the perceived or actual presence of coughing, wheezing or shortness of breath; and

4. "Inhaler" means a device that delivers a bronchodilator to alleviate symptoms of respiratory distress that is manufactured in the form of a metered-dose inhaler or dry-powder inhaler and that may include a spacer or holding chamber that attaches to the inhaler to improve the delivery of the bronchodilator.

**J.** The permission for self-administration of asthma, anaphylaxis or replacement pancreatic enzyme medication is effective for the school year for which it is granted and shall be renewed each subsequent school year upon fulfillment of the requirements of this section.

**K.** A student who is permitted to self-administer asthma, anaphylaxis or replacement pancreatic enzyme medication pursuant to this section shall be permitted to possess and use a prescribed inhaler, anaphylaxis medication including but not limited to Epinephrine, or replacement pancreatic enzyme medication at all times.

## **3.Instruction**

### **GRADING PRACTICES POLICY**

Grades should be awarded based on student achievement. Homework, test scores, class participation and other learning activities all demonstrate student achievement. Grading practices should be administered in a fair, equitable and consistent manner to students. Students' grades should reflect the cumulative achievement demonstrated to acquire knowledge and skills for a subject. It is the sole responsibility of the classroom teacher to assign a grade for a course unless that child is following an IEP. In this event, the classroom teacher and the special education teacher shall assign the grade. The governance board believes that criteria for grading practices should be communicated clearly to students and parents at the beginning of the course of study.

E-School Virtual Charter Academy's grading scale with corresponding letter grade shall be:

90-100=A      80-89=B      70-79=C      60-69=D      59 & below=F

Regular Academic Course letter grades have the following GPA weights:

A: 4.0      B: 3.0      C: 2.0      D: 1.0

For definition purposes, formative assessments will be considered as any assessment given designed as a daily assignment for the purpose of tracking individual growth towards a specific standard. Summative assessments will be considered as any assessment designed as a quiz, test, or project as a culminating activity at the end of any unit for the purpose of identifying understanding of a standard as a whole.

Student grades shall consist of formative and summative assessments. A student's progress shall be recorded with more than just summative scores. Each student shall receive at least two formative assessments per week in addition to any summative assessments.

One of the most useful strategies that students can use to improve academic achievement is for them to daily track their individual progress towards a stated goal. In the educational setting every academic goal is a specific academic standard. In addition to individual student tracking, Progress Reports will be made available to students and parents every 3 weeks. Semester Report Cards will be made available within 5 school days of the end of each semester.

Students staying on pace is essential to academic success. Any work not completed by the stated due date will automatically receive a 0%. Students are only allowed to complete work inside the quarter for which the assessment is assigned. Any exception to this rule must be accompanied by a conference with the parent, student, teacher, counselor, special services director (if applicable), and the principal.

### **Test Correction Policy**

All students will be given an opportunity to correct any summative assessment in one of two ways.

1. Students will be able to improve their grade up to one letter grade (10 points). OR
2. Students will be able to improve their grade up to a passing grade (60%).

This test correction policy is not intended to circumvent formative assessments. All formative assessments must be completed in order for a student to utilize this policy. Students will not be allowed to correct a summative assessment if there are any incomplete formative assessments. In addition, this policy removes the need for students to “retake” summative assessments and/or complete work for extra credit. Extra credit will not be assigned for purposes of improving a grade.

## **Student Promotion and Graduation POLICY**

All students will be promoted to the next grade level upon successful completion of assigned coursework. If successful completion is not obtained, a conference will be held involving appropriate school officials, parents/guardians, and student to determine if retention is needed. A collaborative effort will be made to ensure the well-being and best interest of the child is met. **Successful completion shall be defined as achieving a grade of 60% or higher in all subjects.**

High School Classification for students is determined by the credit count of the student on the first day of school. A freshman is classified as any student who has earned 0-5.75 credits. A sophomore has earned 6-11.75 credits. A junior has earned 12-16.75 credits. A Senior as earned 17 or more credits.

The State Board of Education has adopted requirements outlined in Oklahoma Law 70 O.S. 11-103.6 which need to be fulfilled in order for any Oklahoma student to graduate with a standard diploma. ESVCA will follow the State Board of Education’s lead and enforce those specific graduation requirements. All curriculum requirements will be met in addition to all state testing requirements in order for any student to graduate with a standard diploma. A minimum of 23 credits is required to graduate. In addition E-School Virtual Academy requires all high school students to complete 4 units of Math, English, History/Civics/Social Studies & Science. Parents of incoming 9th graders should become familiar with the following State Department of Education website:

**Graduation Requirements:** <https://sde.ok.gov/achieving-classroom-excellence-resources#hsgr>

## **TRANSCRIPTS**

A student may retake a course that has previously been taken, but a student can not be awarded the same credit for that course twice. For example, Algebra I can only be counted as a math credit once. The second unit would be counted as elective credit.

In allowable circumstances, transcript revisions may be made in accordance with Oklahoma State Department of Education guidelines and graduation requirements. Any transcript revision must be requested to the Director of K-12 in writing. The process for determining whether revisions are approved will be as followed:

- I. A meeting will be scheduled involving:
  - A. The School Superintendent
  - B. The Director of K-12
  - C. The Academic Advisor
  - D. The Director of Special Services (as needed)

- II. Allowable Circumstances
  - A. Teacher Error
  - B. Student Information System Error
  - C. Student Illness
  - D. Any other unforeseen circumstance as approved by the School Superintendent
  
- III. Authority:
  - A. The School Superintendent will have final authority in transcript revision approval.
  - B. The parent/guardian of the student who made the official transcript revision request will be notified, in writing, of the final decision.

## **EXTENDED SCHOOL YEAR (ESY) POLICY**

E-School Virtual Charter Academy will fulfill its responsibility to provide extended school year (ESY) services to students with disabilities who need these services to receive a free and appropriate public education (FAPE). E-School Virtual Charter Academy will provide ESY special education and related services, including transportation, to students with disabilities whose Individualized Education Program (IEP) teams have determined these services are necessary. ESY services are those services a student requires to maintain academic or functional progress beyond the normal school year and are not limited to only the summer months. Based on data collected, the IEP team will make the determination regarding whether a student needs ESY and, if so, what services will be provided. This includes determining the details of ESY, such as what services will be provided, when and where the services will take place, and the frequency and the duration of the services. Any services provided as ESY must meet the requirements of a FAPE. The term “extended school year services” means special education services that are provided beyond the regular school year:

- to a student with a disability;
- in accordance with the student’s IEP; and
- at no cost to the parent.

The goal of ESY services is to assist students with disabilities with the emergence and maintenance of specific IEP goals addressed during the school year preceding the ESY. These may include goals related to independence, behavior, socialization, communication, and academics. ESY services will be considered in light of the following circumstances:

- Emerging Skill - A skill is in the process of emerging, and the IEP team believes that with ESY services the student would reasonably maintain the skill;
- Regression-Recoupment - The student will regress to such an extent and the amount of time required to relearn a skill or behavior becomes so significant that the student will be unable to benefit from his or her special education; or

- Self-Sufficiency - An interruption in services would threaten the acquisition of critical life skills that aid in the student's ability to function as independently as possible, thereby continuing the student's reliance on caretakers, including institutionalized care.

## **PARTICIPATION IN STATE AND DISTRICT WIDE ASSESSMENT POLICY**

E-School Virtual Charter Academy will fulfill its responsibility to ensure all students with disabilities are included in all statewide and districtwide assessments. The IEP team will determine how each student will participate in state and district wide assessments based on the student's individual needs. The IEP team may determine that a student will participate in state and district wide assessments:

- without accommodations;
- with accommodations; or
- by means of an alternate assessment.

Assessment accommodations are determined based on the student's needs. The IEP team will consider whether accommodations to setting, timing, scheduling, presentation, and response are necessary for each student with a disability. Only accommodations allowed by the OSDE will be considered for statewide testing. Accommodations can only be used for state assessment purposes if they are used regularly by the student during instruction and/or classroom testing.

Students taught to alternate standards will be considered for alternate assessments by the IEP team. These students must meet the eligibility requirements found in the Criteria Checklist for Assessing Students with Disabilities on Alternate Assessments before taking an alternate assessment.

## **PROFICIENCY BASED PROMOTION POLICY**

The purpose of this policy is to provide course credit and/or promotion to students, in grades Kindergarten (K) through twelve (12), who demonstrate proficiency in a specified set of competencies through an evaluation and/or assessment in lieu of successful completion of all Carnegie units in a particular course.

E-School Virtual Charter Academy will use proficiency assessments for the following purposes:

- (1) Course placement. Proficiency assessments for purposes of "course placement" refer to assessments administered solely for the purpose of evaluation of appropriate grade or course placement of students; and
- (2) Credit by examination. Proficiency assessments for purposes of providing "credit by examination" refer to assessments administered for the purpose of providing course credit for a student who demonstrates mastery of a set of competencies through the examination in lieu of completion of Carnegie units.

### (1) Grade/ Course Placement

#### General Requirements for Grade/Course Placement:

Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency for purposes of grade or course placement. All new students may request, in writing, proficiency assessment for the purpose of determining appropriate grade or course placement within thirty (30) days of enrollment or re-enrollment in the district. Any student currently enrolled in the district who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student. For students currently enrolled in the district, assessment for proficiency-based promotion will be offered two times during the school year. It must be requested in writing by the student, parent, or guardian to the Director of K-12 during the first month of the school year and during the month of April. The parent must provide written permission for testing. Proficiency for advancing to the next level of study will be demonstrated by a score of 90% or comparable performance on an assessment or demonstration.

#### Assessment Instruments for Grade/Course Placement:

Evaluations administered for grade or course placement shall assess the student's proficiency in sets of competencies appropriate to the curriculum area and ensure the academic needs of the student are met. The evaluation shall also ensure that appropriate grade and/or course placement of the student complies with all other requirements of state and federal laws such as the provisions of the Reading Sufficiency Act and Achieving Classroom Excellence Act. Examples of types of appropriate assessment tools for making student grade or placement decisions may include, but are not limited to:

- A portfolio of student work.
- A criterion-referenced test.
- A student thesis, project, or product.
- A student performance or recital.
- Student classroom performance; or
- Recommendations of the student's teacher.

### (2) Credit by Examination

#### General Requirements for Credit by Examination:

Upon the request of a student, parent, guardian, or educator, a student will be given the opportunity to demonstrate proficiency for purposes of credit by examination. All students legally enrolled in the school district will have two opportunities per school year to obtain course credit through examination in each required curriculum area. The request must be made in writing by the student, parent, or guardian to the Director of K-12 during the first two weeks of each semester. Identification as a gifted and talented student shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination. Enrollment in a course or completion of a course shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination. Students who do not successfully demonstrate proficiency by evaluation or assessment shall be allowed to attempt the assessment again during the next available proficiency evaluation period. The areas of required curriculum in which opportunities for credit by examination will be offered shall include:

- Social Studies, history, or citizenship skills.

- Language arts or English.
- Visual arts, fine arts, performing arts, or speech/communication.
- Non-English languages.
- Mathematics; and
- Science.

Demonstration of proficiency in all laboratory science courses shall include a requirement of demonstration of the student's ability to perform relevant laboratory techniques. The parent must provide written permission for testing. Proficiency for advancing to the next level of study will be demonstrated by a score of 90% or comparable performance on an assessment or demonstration.

**Additional Requirements for Course Credit by Examination for Required Courses:**

Students may take assessments for course credit by examination before, during, or after enrollment in the course. Assessments of proficiency for course credit shall require a demonstration of proficiency appropriate to the curriculum area.

**Additional Requirements for Courses Tested Under the Oklahoma School Testing Program:**

- Credit by examination for secondary-level courses that are used to meet high school graduation requirements and are tested under the Oklahoma School Testing Program shall require a score of at least "Proficient" or above in the criterion-referenced test that corresponds to the required course.
- Credit by examination in lieu of completion of the required Carnegie units in secondary course work for any course in a subject area that requires an end-of-instruction examination shall require the student to obtain a score of "Proficient" or above on the end-of-instruction examination for the course.
- Credit by examination for any elementary or middle level course shall require the student to obtain a score of "Proficient" or above on the criterion-referenced test that corresponds to the course for which the student seeks credit.

**Additional Requirements for Courses Not Tested Under the Oklahoma School Testing Program:**

Credit by examination for courses not tested under the Oklahoma School Testing Program shall require the student to demonstrate by a score of 90% or comparable performance on an assessment or demonstration.

**Assessment Instruments for Credit by Examination:**

E-School Virtual Charter Academy shall ensure that each assessment tool identified for use to provide credit through examination meets all the following requirements:

- The assessment tool for the curriculum areas requires demonstration of proficiency that is appropriate to the subject area.
- The assessment tool for the curriculum area is aligned to the district's curriculum standards; and
- The assessment tool accurately measures the student's demonstration of the sets of competencies in the current academic method and process standards most recently adopted by the State Board of Education.

Examples of types of appropriate assessment tools in curriculum areas not tested under the provisions of the Oklahoma School Testing Program may include but are not limited to:

- A portfolio of student work.
- A criterion-referenced assessment.
- A student thesis.
- A student project; or
- A student performance or recital.

Accommodations for a proficiency assessment may be provided to a student with disabilities. Every evaluation or assessment tool administered to a student with a disability shall include necessary accommodations set forth in the student's IEP or Section 504 plan. The appropriateness of such accommodations shall be determined on a case-by-case basis in accordance with the student's IEP or Section 504 plan.

E-School Virtual Charter Academy will consider the results of the assessment in determining student placement and/or promotion. Students demonstrating proficiency in a core curriculum area will be given credit for their learning and will be given the opportunity to advance to the next level of study in the appropriate curriculum area. Students must progress through a curriculum area in a sequential manner. E-School Virtual Charter Academy will confer with parents in making such promotion/acceleration decisions. Such factors as social and mental growth will be considered. If the student, parent, or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement which shall be included in the permanent record of the student.

All course credits earned through examination by elementary, middle level, or high school level students in required curriculum areas shall be appropriately noted on the student's transcript and/or student records. Failure to demonstrate proficiency will not be noted on the transcript. Completion may be recorded with a letter grade or a pass notation. Credit for units of secondary coursework in curriculum required for graduation shall count toward meeting the requirements for the high school diploma. Units earned through proficiency assessment will be transferable among school districts within the State of Oklahoma.

Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

- Individual instruction
- Independent study
- Concurrent enrollment
- Gross grade grouping
- Cluster grouping
- Grade/course skipping
- Individual education programs
- Supplemental courses.

The district will disseminate materials explaining the opportunities for proficiency-based promotion to students and parents each year. The subject matter standards adopted by the State Board of Education, the type of assessment or evaluation for each core curriculum area, and the criteria for demonstrating mastery in each required curriculum area will be made available to a student or the student’s parent or guardian upon request.

## **INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP) POLICY**

The Governing Board of E-School Virtual Charter Academy is committed to ensuring that all students have the opportunity and support to successfully secure a postsecondary degree or industry certification that reflects each individual’s passions and skills.

In order to achieve this outcome, E-School Virtual Charter Academy will follow all applicable statutes and rules in the implementation of ICAP as set forth by the Oklahoma state legislature and the Oklahoma State Department of Education.

## **STRONG READERS ACT**

### **PURPOSE:**

A. The Legislature finds that it is essential for children in the public schools to read early and well in elementary school. The Legislature further finds that clear and visible goals, assessments to determine the reading level at each elementary school, use of a 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 will result in a significant increase in the number of children reading at or above grade level.

B. The purpose of the Strong Readers Act is to ensure that progression from one grade to another is determined, in part, upon proficiency in reading, that school district board of education policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of that student’s reading progress.

C. Each public school district in this state shall ensure that all students receive a well-rounded education that is focused on building deep foundations in reading, writing, and mathematics. The State Board of Education shall encourage school districts to integrate the teaching of the other curricular areas in the subject matter standards adopted by the Board with the instruction of reading, writing, and mathematics. All teachers of reading in the public schools in this state in kindergarten through third grade shall incorporate into instruction the five elements of reading instruction which are phonological awareness, decoding, fluency, vocabulary, and comprehension.

D. It is the intent of the Legislature that beginning with the 2025-2026 school year, school districts and charter schools in this state shall be prohibited from using the three-cueing system model of teaching students to read. For the purposes of this section, the “three-cueing system” means any model of teaching students to read based on meaning, structure, syntax, and visual cues, which may also be known as meaning, structure, and visual (MSV), balanced literacy, or whole language.

PROGRAMS OF READING INSTRUCTION:

A. To identify students who have characteristics of dyslexia that lead to or cause reading difficulty, each student enrolled in kindergarten and first, second, and third grade in a public school in this state 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 for the purposes of this section. In determining which screening instrument to approve, the State Board of Education, the Commission for Educational Quality and Accountability, and the Secretary of Education shall take into consideration at a minimum the following factors:

1. The time required to conduct the screening instrument with the intention of minimizing the impact on instructional time;
2. The timeliness in reporting screening instrument results to teachers, administrators, and parents and legal guardians of students; and
3. The integration of the screening instrument into reading curriculum.

B. Beginning in the 2025-2026 school year, the State Board of Education shall approve no fewer than three screening instruments for use at the beginning, middle, and end of the school year for monitoring of progress and for measurement of reading skills as required in subsection A of this section. The screening instruments shall meet the following criteria:

1. Assess for phonological awareness, decoding, fluency, vocabulary, and comprehension;
2. Document the validity and reliability of each assessment;
3. Can be used for identifying students who are at risk for reading deficiency and progress monitoring throughout the school year;
4. Can be used to assess students with disabilities and English language learners; and
5. Accompanied by a data management system that provides profiles of each student, class, grade level, and school building. The profiles shall identify each student's instructional point of need and reading achievement level. The State Board shall also determine other comparable reading assessments for diagnostic purposes to be used for students at risk of reading failure.

C. 1. Exemptions to the screening requirements of this section 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 is 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.

2. A public school that grants an exemption pursuant to paragraph 1 of this subsection shall provide 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 to, student progression toward OAAP reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.

D. 1. Students who are administered a screening instrument pursuant to subsection A of this section and are found not to be meeting grade-level targets shall be provided a program of reading instruction designed to enable students 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 required in Section 1-109 of this title,

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, and first, second, and third grade access to free online evidence-based literacy instruction resources to support the student's literacy development at home.

2. A student enrolled in kindergarten or first, second, or third grade who exhibits a deficiency in reading at any time based on the screening instrument administered pursuant to subsection A of this section 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,

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 administered pursuant to subsection A of this section or assessments identified for diagnostic purposes and periodic monitoring pursuant to subparagraph c of paragraph 1 of this subsection.

3. 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 or an individual with advanced training or specialization in literacy instruction, if one is available.

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

E. 1. Every school district shall adopt and implement a district strong readers plan which has had input from school administrators, teachers, and parents and legal guardians and if possible a reading specialist, and which shall be submitted electronically to and approved by the State Board of Education. The plan shall be updated annually. School districts shall not be required to electronically submit the annual updates to the Board if the last plan submitted to the 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 school district shall be required to submit the latest annual update to the 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 required in this section, and which outlines how each school site will comply with the provisions of the Strong Readers Act.

2. The State Board of Education shall adopt rules for the implementation and evaluation of the provisions of the Strong Readers Act. The evaluation shall include, but not be limited to, an analysis of the data required in subsection L of this section.

F. 1. Any first-grade, second-grade, or third-grade student who demonstrates proficiency in reading through a grade-level appropriate screening instrument approved pursuant to subsection B of this section 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 he or she 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.

2. 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 subsection A of this section, 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 paragraph 2 of subsection D of this section and as determined by the Student Reading Proficiency Team. Intensive intervention services shall continue until the student demonstrates proficiency at his or her grade level based on a screening instrument administered pursuant to subsection A of this section.

G. Each school 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 paragraph 2 of subsection F of this section, the number of students per grade level who attended a summer academy as provided for in Section 1210.508E of this title, 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 State Department of Education shall publicly report the aggregate and district-specific numbers submitted pursuant to this subsection on its website and shall provide electronic copies of the report to the Governor, Secretary of Education, President Pro Tempore of the Senate, Speaker of the House of Representatives, and to the respective chairs of the committees with responsibility for common education policy in each legislative chamber.

H. 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 paragraph 1 of subsection D of this section 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 pursuant to subsection D of this section;
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 as provided for in paragraph 2 of subsection F of this section;
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.

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

J. 1. Each school district board of education 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. the policies and procedures adopted by the school district board of education to implement the provisions of this section. The information submitted shall include expenditures related to implementing the provisions of this section, the number of staff implementing the provisions of this section, and average daily classroom time devoted to implementing the provisions of this section,
- 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 subsection A of this section,
- 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 subsection A of this section, 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 subsection A of this section or an alternative assessment prescribed by the student's IEP.

2. The State Department of Education shall establish a uniform format for school districts to report the information required in this subsection. The format shall be developed with input from school districts and shall be provided not later than ninety (90) days prior to the annual due date. The Department shall annually compile the information required, along with state-level summary information, and electronically report the information to the public, the Governor, the Secretary of Education, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives.

K. The State Department of Education shall provide technical assistance as needed to aid school districts in administering the provisions of the Strong Readers Act.

L. On or before January 31 of each year, the State Department of Education shall electronically submit to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and members of the committees with responsibility over common education in both houses of the Legislature a Strong Readers Report which shall include, but is not limited to, trend data detailing three (3) years of data, disaggregated by student subgroups to include economically disadvantaged, major racial or ethnic groups, students with disabilities, and English language learners, as appropriate for the following:

1. The statewide aggregate number and percentage of students in kindergarten through third grade determined to be at risk for reading difficulties compared to the total number of students enrolled in each grade;
2. The statewide aggregate number and percentage of students in kindergarten who continue to be at risk for reading difficulties as determined by the year-end administration of the screening instrument required in subsection A of this section;
3. The statewide aggregate number and percentage of students in kindergarten through third grade who have successfully completed their program of reading instruction and are reading on grade level as determined by the results of screening instruments administered pursuant to subsection A of this section;
4. The statewide aggregate and district-specific number and percentage of students that meet or do not meet grade-level targets for reading based on screening instruments administered pursuant to subsection A of this section;
5. The amount of funds received by each district for implementation of the Strong Readers Act;
6. An evaluation and narrative interpretation of the report data analyzing the impact of the Strong Readers Act on students' ability to read at grade level;
7. The type of reading instruction practices and methods currently being used by school districts in the state;

8. Socioeconomic information, access to reading resources outside of school, and screening for and identification of learning disabilities for students not reading at the appropriate grade level in kindergarten and first through third grade;
9. By grade level, the types of intensive intervention efforts being conducted by school districts for students who are not on an IEP and who are not reading at the appropriate grade level and for students who are on an IEP and who are not reading at the appropriate grade level; and
10. Any recommendations for improvements or amendments to the Strong Readers Act.

The State Department of Education may contract with an independent entity for the reporting and analysis requirements of this subsection.

M. Copies of the results of the screening instruments administered pursuant to subsection A of this section shall be made a part of the permanent record of each student.

FUNDING:

A. Contingent on the provision of appropriated funds designated for the Strong Readers Act, school districts may be allocated monies for each enrolled kindergarten student or first-, second-, and third-grade student of the current school year who is found to be in need of remediation or intensive intervention services in reading. The allocation shall be distributed to each school district upon approval of the strong readers plan for the school district by the State Board of Education and the submittal of a child-count report to the State Department of Education that details the number of students identified as needing remediation or intensive intervention services in reading. To determine a per-student allocation amount, the total amount of funds available for allocation each year shall be divided by the total number of students in the state identified as in need of remediation or intensive intervention services in reading as provided for in Section 1210.508C of this title. Each school district shall be allocated an amount equal to the per-student allocation amount multiplied by the number of identified students enrolled in the school district.

B. Beginning with the 2022-2023 school year, districts receiving more than Two Thousand Five Hundred Dollars (\$2,500.00) pursuant to subsection A of this section 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.

C. By June 30, 2022, the Department shall approve and publish a list of professional development programs that are evidence-based and directly address the cognitive science of how students learn to read for which districts are permitted to use the funds received under this section.

D. If a teacher attends and completes a professional development institute in elementary reading approved by the Commission for Educational Quality and Accountability during the summer or when school is not in session, the teacher may receive a stipend equal to the amount of the cost for a substitute teacher, based on the amount of funds allocated.

PARENT NOTIFICATION AND SUMMER PROGRAMS:

A. 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 quarter 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.

B. 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.

C. Summer academy programs 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 be a program that incorporates the content of a scientifically research-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 specialists.

D. School districts 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- or Internet-based instruction, or an approved program of reading instruction monitored by the parent or legal guardian. School districts 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.

E. Subject to the availability of funds, beginning one (1) year after implementation of this section, the requirements of subsection B of this section may be expanded to apply to students in fourth grade. Each year thereafter, the requirements may be expanded by one grade level until the requirements apply to third-grade students through eighth-grade students. Summer academy programs shall be designed for each grade level. Nothing in this section shall prevent the State Board of Education or a school district board of education from utilizing private, local, or federal funds to implement this section.

F. The State Board of Education shall adopt rules to implement the provisions of this section which shall include requirements for instructional time for summer academy programs, teacher qualifications, and evaluation of student achievement as a result of summer academy programs or other optional programs.

## **EVALUATION & SELECTION OF MATERIALS POLICY**

### **The Mission of Library Material Selection is to:**

- Support the academic, professional, and educational needs of the ESVCA Community
- Support students at all academic levels
- Encourage, inspire, and stimulate students' interests and appreciation for reading and

learning

### Responsibility for Selection

The proposal of ESVCA's novel study and library materials selection is the responsibility of the District Book Review Committee. Reviews published in professional, literary or general periodicals recognized for their expertise are consulted as the basis of selection.

### Objectives of Selection

For the purposes of this statement of objective, the term "novel study and library materials" will refer to any material with instructional content or function that is used for formal or informal teaching learning purposes. Examples of novel study and library materials may include, but are not limited to, books, periodicals, sound recordings, video recordings, etc. The primary objective of the novel study and library materials is to support and enrich the learning environment while integrating the Oklahoma Academic Standards (OAS). It is the duty of the teacher to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

### **Criteria for Selection**

*Note:* Materials and resources proposed for E-School Virtual Charter Academy's novel studies and library materials are based on the merit of the work and its relevance to the needs, interests and demands of the curriculum directly tied to the Oklahoma Academic Standards (OAS).

*ESVCA personnel neither endorses any particular views or beliefs, nor is the selection of materials by the school an endorsement of any particular viewpoint or author.*

The following criteria are used as a guide in the selection process:

- Novel study and library materials considered for selection must be age appropriate and grade appropriate.
- Novel study and library materials must support the curriculum, the school mission, and the Oklahoma Academic Standards.
- Novel study and library materials must meet the needs of patrons for academic reading and researching topics of academic interest while representing diverse points of view.
- Novel study should be of high quality with reviews from school personnel and presented to the Head of Operations and the governing board for final approval.
- Library Materials from Sora, by OverDrive will be reviewed and selected by the grade based teachers/homeroom teachers using Sora's filtering system.

### Process

1. A district materials review committee will be established each year by July 15<sup>th</sup>.
2. The committee shall consist of:

- A. School Superintendent
  - B. Director of Secondary Education
  - C. Director of Elementary Education
  - D. One ESVCA ELA teacher
  - E. One ESVCA teacher that is not an ELA teacher
  - F. At least one parent
  - G. At least one board member
3. The district materials review committee will meet annually, prior to August 1<sup>st</sup>, to review all library and media materials.
  4. The district materials review committee will make a recommendation to be presented, by the Director of K-12, at the August board meeting.

### Complaints

Complaints regarding any media or library material that is used at Eschool Virtual Charter Academy must be submitted in writing to Allison Young, Director of K-12 ([allison.young@eschoolacademy.org](mailto:allison.young@eschoolacademy.org)).

## **4. Students**

### **STUDENT RECRUITMENT POLICY**

The Oklahoma Charter School Act states that “a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability.” Therefore, we will not specifically or purposefully exclude or discourage any of the aforementioned characteristics in our recruiting & marketing practices. However, it is the intent of the board to encourage the recruitment of students who wish to experience academic rigor and those who intend on being challenged. We will be upfront within our marketing materials that E-School Virtual Charter Academy has a mandatory 4 x 4-style curriculum for our high school students, and minimum Honors, Accelerated & AP requirements for all students.

Potential Students, Parents & the Community-At-Large will be made aware of E-School Virtual Charter Academy through the use of advertisements on radio & television, print media, social media & strategically placed billboards, banners, placards, etc. Sponsorship opportunities within athletics, fine arts, FFA & 4H, etc. will be utilized. Referrals will be sought from existing educators who believe a student would be well-served by E-School Virtual Charter Academy

### **STUDENT ADMISSIONS & ENROLLMENT POLICY**

E-School Virtual Charter Academy is a full-time K-12 virtual public school that seeks to serve all eligible students who are committed to a 4x4 curriculum that focuses on advanced placement coursework. Any student currently lawfully enrolled in an Oklahoma public school or any student that is lawfully eligible to enroll in an Oklahoma public school is eligible for enrollment at ESVCA. E-School Virtual Charter

Academy follows all non-discriminatory statutes and welcomes the opportunity to serve any child wishing to further their education in a non-traditional, virtual educational setting.

E-School Virtual Charter Academy does not serve as an alternative to student suspensions or expulsions. ESVCA will honor the discipline process of all Oklahoma public schools. Students who are currently suspended or expelled will not be allowed to enroll at ESVCA until said suspension or expulsion has been served to completion.

In order to enroll, all prospective students will fill out all necessary enrollment forms. ESVCA will request records from any previous school and review the necessary documents in order to properly place students in appropriate classes. Any accommodations needed will be determined at this time and proper steps will be put into place to ensure that all applicable resources are available for each and every student. Needed and appropriate accommodations regarding special services will be determined by all laws regarding students with disabilities.

Applications will be available on the E-School Virtual Charter Academy website at [eschoolacademy.org](http://eschoolacademy.org). When the application is received, the date and time shall be noted on the application.

The parent or guardian will be notified when the school receives the application and if any deficiencies exist on the application. Except in the case of siblings, no priority will be given to applications other than the order in which they are received.

Once a student is enrolled, that student will automatically be enrolled for the next school year, provided he/she has complied with any enrollment requirements.

In an effort to ensure that E-School Virtual Charter Academy has adequate resources to properly serve every student that is admitted to the school, enrollment for the current school year will close on October 31 of each school year. On March 1 of each year enrollment will open once again to students that wish to apply for admission in the following school year. Families that wish to enroll a child that is living in the same household as a currently enrolled student may do so at any time.

The Oklahoma Charter School Act states that “a charter school shall not limit admission based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measures of achievement, aptitude, or athletic ability. If capacity is insufficient to enroll all eligible students, the charter school shall select students through a lottery selection process.”

## LOTTERY PROCESS

Should a lottery be necessary, it will take place no less than ten days subsequent to the announcement of the location, date and time of that lottery. Any such announcement will be published on the school website and communicated to applicants for enrollment, that are directly affected, in writing.

Each grade level shall be limited to a specific number of students as determined by the Director of K-12.

Any necessary lottery will be conducted as follows:

- There will be two pools of lottery numbers:
  - Applicants with siblings currently enrolled in E-School Virtual Charter Academy will be drawn first.
  - All other applicants will be drawn after applicants with siblings.

- Entries will be drawn by a neutral individual.
- All entries will be drawn and given a numerical ranking so that a waiting list may be established.

Any necessary lottery will be open to the public. The governance board will designate up to 2 members of the board to oversee the drawing.

An acceptance letter will be sent to the parents/guardians of all children whose lottery numbers have been selected. Parents/guardians who receive an acceptance letter for their children will have ten days from notification of acceptance to accept or reject a seat and complete enrollment in the appropriate grade level. After this date, the seat will be declared as forfeited, and the next child in the lottery will be selected. The school will notify that child's parent/guardian who will then decide to accept or reject the seat and continue in this manner until all seats are filled.

If a lottery is not in place, an acceptance letter will likewise be sent out and the same deadlines and requirements will apply for the parent/guardian to accept or reject the seat.

After students have accepted their position in the school, the family will be contacted to begin the enrollment process.

### SIBLINGS

Siblings to currently enrolled students will be given priority enrollment until the lottery is drawn. Siblings of students drawn in the lottery will be admitted after the lottery is drawn. Siblings that apply after the lottery will be added to the waiting list in the order they apply. Siblings shall be defined as children who share at least one common biological or legal parent whether through natural or adoptive means.

## **ACCESS & EQUITY POLICY**

It is the obligation of eSchool Virtual Charter Academy and its Board of Governance to support fair access to educational opportunities and provide all students with an opportunity to achieve according to their own individual potential by creating a learning environment that is free from bias, prejudice and discrimination based upon race, socioeconomic class, gender, ethnicity, language, disability or religion. In order to achieve this goal, eSchool Virtual Charter Academy and its Board of Governance establishes the following procedures:

1. Commit to the concept that the principles of fairness, equity and inclusion are included in policies, practices and programs of the school.
2. Create a culture of high expectations for students and staff.
3. Develop individualized educational opportunities to provide all students with an equitable learning environment.
4. Allocate the school's resources in a fair and equitable manner.
5. Provide equitable access to co-curricular activities, extra-curricular activities, enrichment opportunities, tutoring and all other student services provided by the school.
6. Make reasonable changes to accommodate students with disabilities.
7. Ensure that all students are treated with dignity in a supportive environment which values equal opportunity participation.

## **ATTENDANCE POLICY**

E-School Virtual Charter Academy recognizes the importance of consistent school attendance and the role it plays in a student's academic success. Students are expected and required by Oklahoma law to attend school every day the school is in session, except on those occasions when the school has been notified that the child is ill, that a child has a family emergency or that a child's absence has been pre-arranged with school officials. It is the student's responsibility to make up any work that has been missed because of an absence. One-day make-up time is allowed for each day of absence unless each teacher has made other arrangements. The school may grant excused absences upon request of the parent/guardian for the following reasons: illness, accident, injury, medical or dental appointments, death in the family, religious holidays and emergency situations. Ten (10) absences that occur in one school semester that are either excused or unexcused may be grounds for non-credit recommendation.

### **Pursuant to 70 O.S. § 3-145.8 (Virtual Charter School Reform and Transparency Act of 2020):**

- E-School Virtual Charter Academy will utilize a Student Information System to keep a full and complete record of the attendance of all enrolled students.
- The first date of attendance and membership shall be the first date the student completes an instructional activity.
- A student will be considered in attendance for a quarter if the student:
  - Completes instructional activities on no less than 90% of the days within the quarter or
  - Is on pace for on-time completion of the course as defined by the Board of Governance or
  - Completes no less than 72 instructional activities within the quarter
- For a student who does not meet any of the above criteria the amount of attendance shall be the greater of:
  - the number of school days during which the student completed the instructional activities during the quarter
  - the number of school days proportional to the percentage of the course that has been completed
  - the number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter
- For the purposes of this section, "instructional activities" shall include instructional meetings with a teacher, completed assignments that are used to record a grade for a student that is factored into the student's grade for the semester during which the assignment is completed, testing, and school-sanctioned field trips and orientation.
- Any student that is behind pace and does not complete an instructional activity for fifteen consecutive days (including weekends) shall be withdrawn for truancy. The virtual charter school shall submit a notification to the parent or legal guardian of a student who has been withdrawn for truancy or is approaching truancy
- Any student withdrawn for truancy and/or chronic absenteeism will not be allowed to re-enroll for a 10 consecutive day period. The 10 consecutive day period will begin the day following the date of withdrawal. The first day allowed for re-enrollment will be the day proceeding the 10<sup>th</sup> consecutive day.

## **CONDUCT & DISCIPLINE POLICY**

### **USE OF TOBACCO PRODUCTS**

The governance board recognizes that tobacco use is harmful to health. All students and employees have the right to freedom from tobacco and its use. To provide a safe school environment for students and employees, effective immediately, use of tobacco and vaping is prohibited on all school grounds at all times (70 O.S – 1-15).

### **VANDALISM**

The Superintendent is authorized to sign a criminal complaint and to press charges against parents or guardians of vandals who damage, deface or destroy school property. In addition, he/she is authorized to pursue legal action against parents or guardians of perpetrators to recover expenses incurred in the repair, renovation or replacement of vandalized property.

### **HARASSMENT, INTIMIDATION, AND BULLYING**

E-School Virtual Charter Academy specifically prohibits harassment, intimidation, and bullying of or by any student on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events. "Harassment, intimidation, and bullying" means any gesture, written or verbal expression, or physical act that a reasonable person should know will harm another student, damage another student's property, place another student in reasonable fear of harm to that student's person, or damage to the student's property, or insult or demean any student or group of students in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

"Harassment, intimidation, and bullying" include, but are not limited to, gestures or written, electronic, verbal, or physical acts.

Harassment, intimidation and bullying through electronic communication are likewise prohibited. "Electronic communication" is defined as the communication of any written, verbal, or pictorial information by means of an electronic device, including, but not limited to, a telephone, a cellular telephone or other wireless telecommunication device, or a computer. A specific electronic communication does not need to originate at a school or with school equipment to be included under this policy if it is specifically directed at students or school personnel and contains harassment, intimidation or bullying.

Student behavior which is serious enough to be considered assault or relates to weapons, and which can be classified as "harassment, intimidation, and bullying," will be dealt with as outlined in the Alcohol, Tobacco, Drug, Assault Behavior, and Weapons Policy. Otherwise, bullying behavior will be dealt with as directed by the eSchool Virtual Charter Academy Administration.

Copies of this policy will be made available upon request to parents, students or other interested parties.

Any faculty or staff member that suspects any form of harassment, intimidation, and/or bullying must immediately report, in writing, the information to the Director of K-12. Reports can be emailed to the Director of K-12, Allison Young, at [allison.young@eschoolacadmey.org](mailto:allison.young@eschoolacadmey.org). Upon receipt of the report, the

Director of K-12 will respond with acknowledgment of receipt. In severe or extreme cases, any faculty or staff member that suspects any form of harassment, intimidation, and/or bullying may contact local law enforcement. Local law enforcement will be determined based on the location of the suspected incident. Any report filed with a local law enforcement agency must be accompanied with notification to the Director of K-12.

Any student who suspects harassment, intimidation, and/or bullying can submit an anonymous report by filling out the Harassment, Intimidation, Bullying Report Form found on the district website.

Upon receipt of any reported incident, the Director of K-12 will conduct an investigation. Based on the investigation, the Director of K-12 will make a determination of his/her findings and proceed with appropriate disciplinary action if warranted. All reports, investigation findings, and necessary contacts will be documented and filed.

The School Counselor/Academic Advisor will assist any victim of Harassment, Intimidation, and/or Bullying. The School Counselor/Academic Advisor will provide necessary resources for the victim and his/her family including recommendations of community health care and/or counseling options.

## **SEARCH OF STUDENTS AND STUDENT PROPERTY**

The governance board recognizes its responsibility for the safety and welfare of the students and faculty. A search of an individual student or student property may be conducted to safeguard the educational process, preserve discipline and order and promote the safety and security of persons and their property. A student or student's property may be searched when the student is reasonably suspected of having violated a school policy or a state criminal statute.

At least one witness must be present during the search of student or their property. Group or individual student searches may be made.

Conducting a search of the student's person:

- A person of the same gender as the person being searched shall conduct the search.
- Another authorized person of the same gender will be present as a witness, if practicable.
- No student's clothing, except cold-weather outerwear, may be removed prior to or during the search.
- Students may be required to empty their pockets.

## **PERSONAL SAFETY**

The governance board recognizes the need to maintain a safe work and educational environment for employees and students as well as their parents. Threats of violence to any person by any person will not be tolerated. The Superintendent will immediately act on any threat, whether by electronic means, through social networking sites, verbal, written or physical, including hazing or bullying, by a student. The Superintendent will file a police report if necessary and will enact disciplinary measures that may include suspension and/or release from the school. Any employee threat of violence to another employee or by an employee to a student shall be grounds for immediate disciplinary action as the governance board determines and may result in suspension without pay and/or employment termination.

## **STUDENTS IN POSSESSION OF A DANGEROUS WEAPON**

If a faculty member or other school employee should find a student in possession of a dangerous weapon, he/she shall immediately secure the safety of the other students and notify the Superintendent. If safety permits, the weapon should be confiscated. The Superintendent or an appropriate supervisor shall immediately notify the police department. If it is not possible to confiscate the weapon, then all students and employees should be evacuated to a safe area as quickly as possible. Any student possessing a firearm on school property shall be subject to immediate dismissal from the school. Any student possessing any other device or instrument judged to be a dangerous weapon shall be subject to immediate suspension and will be referred to the governance board for disciplinary action. Disciplinary action may include short- or long-term suspension or dismissal from the school. The governance board's decision is final. If a student wishes to display or demonstrate an antique or historic firearm for a classroom project, he/she must first secure permission from his/her classroom teacher and from the Superintendent for the demonstration. It is highly recommended that the parent/guardian accompany the student and assist in the handling of the firearm during the demonstration. The school will notify the parents/guardians of any student violating this policy.

## **INTERNET POLICY**

The governance board recognizes the vast opportunities for research, cultural appreciation and communication afforded by the internet. The governance board also recognizes the potential for students to view inappropriate material that has been added online. When in the presence of school faculty or administrators, students will be supervised during their internet use on school-owned computers or any other internet-accessible device, whether school provided, personally or owned by another. Using school-owned computers or other internet-accessible devices to view inappropriate online material is unacceptable and may lead to immediate removal of the student or staff termination. The Superintendent shall determine if a student or a staff member has viewed inappropriate content and shall report it to the governance board.

Students are required to have an internet agreement form on file signed by a parent or guardian. Students are also required to show their student ID and sign in before beginning research online.

## **EMAIL POLICY**

All school computers and all content electronically transmitted on school-owned computers is eSchool Virtual Charter Academy property. Using school-owned computers to send or receive obscene or inappropriate material is unacceptable and may lead to immediate removal of the student or staff termination.

## **Disciplinary Due Process**

ESVCA is committed to protecting the rights of all students. Any student who disrupts the educational process will be disciplined commensurate with the offense.

Students who are subject to disciplinary actions are entitled to disciplinary due process rights in accordance with the Oklahoma School Bullying Prevention Act. Educational services will be provided to suspended students. In accordance with Oklahoma state law, an out-of-school suspension of any student for more than 5 consecutive school days requires E-School Virtual

Charter Academy to provide the student with an education plan designed for the eventual reintegration of the student into school. The out-of-school suspension plan will be developed by the Director of K-12, Principal or other school personnel as appropriate. The plan will identify the setting and type of instruction to be provided. The plan will provide, at a minimum, for instruction in the core academic areas as required by the Oklahoma State Department of Education for grade completion or high school graduation. The plan will address how the student will receive academic credit for satisfactory work. A copy of the plan will be provided to the student and parent or guardian. The parent or guardian will be responsible for the supervision of the student's educational progress until the student is readmitted into school.

#### SUSPENSION OF 10 OR LESS DAYS

A parent, guardian or student may appeal a suspension decision to the Appeals Committee or superintendent.

An appeal can be requested, by letter, to the superintendent within five calendar days after the out-of-school suspension decision is received by the student and parent. The out-of-school decision becomes final if the request for appeal is not received within five calendar days.

The Appeals Committee or superintendent may uphold, amend, rescind, or alter the suspension based on their findings. The decision will be final.

#### SUSPENSION OF 10 OR MORE DAYS

A parent, guardian or student may appeal a suspension decision to the Appeals Committee, superintendent, and board of education.

An appeal can be requested, by letter, to the superintendent within five calendar days after the out-of-school suspension decision is received by the student and parent. The out-of-school decision becomes final if the request is not received within five calendar days.

The superintendent or board of education may uphold, amend, rescind or alter the length of suspension based on the findings of their investigation.

ESVCA will provide procedural safeguards, as required by law, for students identified as having a disability under IDEA or Section 504 of the Rehabilitation Act/Title II of the Americans with Disability Act who are subject to disciplinary removal.

## Suspensions

It is the philosophy of Eschool Virtual Charter Academy that no student be permanently suspended from school unless every means has been exhausted in trying to teach the student respect for policies and guidelines of the school. However, when it is evident that a student has no interest in education, is a behavior problem, or is a chronic truant, the Administration must take action in suspending said student in the best interest of the school as a whole.

Any student who has accumulated in excess of three (3) suspensions for attendance or disciplinary action may be suspended for the remainder of the semester, for the following semester, or longer if allowed by law in extreme cases.

While serving a suspension, a student will not be allowed to attend or participate in any school sponsored activity. If this policy is violated, a suspension of three days, the remainder of the current

semester and/or the following semester will be added to the current suspension. While suspended, a student may not attend or take part in any school activity, including extracurricular practices.

## **Directory Information Policy**

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that E-School Virtual Charter Academy with certain exceptions, obtain written consent from a parent/guardian/adult student prior to the disclosure of personally identifiable information from their child's education records. However, E-School Virtual Charter Academy may disclose appropriately designated "directory information" without written consent, unless the parent/guardian/adult student has advised the school district to the contrary in accordance with E-School Virtual Charter Academy procedures. The primary purpose of directory information is to allow the school district to include information from a student's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian/adult student's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information: names, addresses and telephones listings unless parents/guardians/adult students have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If a parent/guardian/adult student does not want E-School Virtual Charter Academy to disclose any or all of the types of information designated below as directory information from their child's education records without their prior consent, the parent/guardian/adult student must notify the school district in writing within two weeks from the date of enrollment. E-School Virtual Charter Academy has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level

- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

E-School Virtual Charter Academy will notify parents/guardians/adult students of this Directory Information Policy by placing a Directory Information Notice in the Student Handbook.

## **Protection of Pupil Rights Policy**

The *Protection of Pupil Rights Amendment (PPRA)* is a federal law that affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student's family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parent; or
  8. Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law, and
  3. Activities involving collection, disclosure, or use of use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from

students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- Inspect, upon request and before administration or use
  1. Protected information surveys of students and surveys created by a third party;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.

These rights transfer from the parent to a student who is 18 years old or an emancipated minor under State law.

E-School Virtual Charter Academy will consult with parents regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. E-School Virtual Charter Academy will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. E-School Virtual Charter Academy will also directly notify, such as through U.S. Mail, or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. E-School Virtual Charter Academy will make this notification to parents at the beginning of the school year, if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, DC 20202

E-School Virtual Charter Academy will notify parents of this Protection of Pupil Rights Policy annually by placing a Notification of Rights under PPRA in the Student Handbook.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) POLICY**

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their child's education records including (1) access to their child's educational records, (2) an opportunity to seek to have the records amended, and (3) some control over the disclosure of information from the records. These rights transfer to the student when he or she reaches the age of 18. Students to whom the rights have transferred are "eligible students." FERPA gives custodial and noncustodial parents alike certain rights with respect to their children's education records, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. Otherwise, both custodial and noncustodial parents have the right to access their children's education records, the right to seek to have the records amended, and the right to consent to disclosure of personally identifiable information from the records. E-School Virtual Charter Academy will assume that either parent has a right of access to records regardless of custody orders unless the District has been provided with evidence that the right of access has been revoked. A parent of a student includes a natural or adoptive parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

(1) Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Education records are records that contain information directly related to a student and which are maintained by E-School Virtual Charter Academy or by a party acting for E-School Virtual Charter Academy. Information that a school official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. Records that are kept in the sole possession of the maker and are used only as a personal memory aid and not accessible to any other person are not considered to be education records maintained by the school. Education records include any record (in handwriting, print, computer media, video or audio digital recording, or other method of recording information) directly related to a student and maintained by E-School Virtual Charter Academy.

### Procedures to Access a Student's Education Record

E-School

Virtual Charter Academy will provide a parent or eligible student an opportunity to inspect and review his or her child's education records within 45 days following receipt of a request. The right to inspect education records also includes the right to an explanation and interpretation of the records by school officials.

The parent or eligible student should submit a written request that identifies the records he or she wants to inspect and review to the Director of K-12.

The Director of K-12 may offer to collect copies of records or the records so they may be inspected and reviewed at one site. If parents or eligible students wish to inspect and review records where they are

maintained, the Director of K-12 will make an effort to accommodate their request. Director of K-12 will notify the parent or eligible student of the time and place where the records may be inspected and reviewed. In some circumstances, it may be mutually more convenient to provide copies of records, or make other arrangements.

Access will be provided during school hours and within 45 days following receipt of the request.

The parent or eligible student may provide consent to have a representative inspect and review the records. E-School Virtual Charter Academy is not required to give an eligible student access to treatment records, but the student may have those records reviewed by a physician or other appropriate professional of the student's choice.

E-School Virtual Charter Academy will not withhold a parent's or eligible student's right to inspect and review student records because of debts owed to the District.

Access to a child's confidential records will be provided upon request before any IEP meeting or hearing relating to the identification, evaluation or educational placement of a child or the provision of a free and appropriate education to the child and in all cases within no more than 45 days of a request.

#### Copies of Records

E-School Virtual Charter Academy will provide the parent with a copy of the student's education records, or make other arrangements to access records, if mutually agreed or if a failure to do so would effectively prevent the parent from obtaining access to the records. A case in point would be a situation in which the parent does not live within commuting distance of the school. E-School Virtual Charter Academy will also provide the parent with a copy of the student's education records if requested by the parent or eligible student when the District has provided the records to third parties by the prior consent of the parent or eligible student or when the District has forwarded the records to another school where the student intends to enroll.

E-School Virtual Charter Academy may charge a fee for copies of education records. Director of K-12 may waive the fee if it presents a hardship to the parent or eligible student. E-School Virtual Charter Academy reserves the right to make a charge for copies such as transcripts it forwards to potential employers or to colleges and universities for employment or admissions purposes. E-School Virtual Charter Academy's fee for copies provided under FERPA will range from no cost to .25 per page depending on hardship as determined by the Director of K-12. E-School Virtual Charter Academy will not charge for the costs of search and retrieval.

(2) Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

#### Procedures to Seek to Amend Education Records

Parents or eligible students have a right to seek to change any part of the student's record they believe is inaccurate, misleading or in violation of student rights. While FERPA affords parents the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade, an individual's opinion, or a substantive decision made by E-School Virtual Charter Academy about a student.

First level - When a parent or eligible student seeks to amend any part of a student's record they believe is inaccurate, misleading or in violation of student rights, he or she should ask the record custodian to correct it. If the record is incorrect because of an obvious error and it is a simple matter to make the record change, the record custodian will make the correction, notify the parent or eligible student of the correction in writing, and provide the parent or eligible student a copy of the correction. The record custodian may offer the parent or eligible student the opportunity to inspect and review the student's education record to make certain the record is accurate and the correction is satisfactory.

If the record custodian decides not to amend a record in accordance with the parent or eligible student's request, the record custodian will provide the parent or eligible student a copy of the questioned record at no cost and ask the parent or eligible student to submit a written request to amend the record to the Director of K-12.

Second level - If the parent or eligible student continues to seek to amend any part of a student's record they believe is inaccurate, misleading, or in violation of student rights, they should submit a written request to amend the record to the Director of K-12. The written request should identify the item the parent or eligible student wishes to amend and specify the correction the parent or eligible student wants E-School Virtual Charter Academy to make. The written request should state whether the parent or eligible student believes the item is inaccurate, misleading, or violates student rights and why. The request must be signed and dated by the parent or eligible student.

Within two weeks after the Director of K-12 receives a written request to amend a record, the Director of K-12 or designee will make a decision concerning the request. If the decision takes longer than two weeks the Director of K-12 or designee will notify the parent or eligible student in writing of the reasons for the delay and a date when the decision will be made.

If the Director of K-12 or designee decides the record is inaccurate, misleading, or in violation of student rights, the record custodian will be advised to amend the record. The record custodian will make the correction, notify the parent or eligible student of the correction in writing, and provide the parent or eligible student a copy of the amended record. The written notice will include an invitation for the parent or eligible student to inspect and review the student's education record to make certain the record is accurate and the correction is satisfactory.

If the Director of K-12 or designee decides the record is not inaccurate, misleading, or in violation of student rights and decides not to amend a record in accordance with the parent and eligible student's request, the parent or eligible student will be informed of his or her right to a hearing. The Director of K-12 or designee will notify the parent or eligible student in writing. The following information will be included in the written notice:

1. The decision that the record is not inaccurate, misleading, or in violation of students rights and the basis for the decision;
2. A notice to the parent or eligible student that he or she has a right to ask for a hearing to present evidence that the record is inaccurate, misleading, or in violation of student rights;
3. Instructions for the hearing including acceptable hearing officers, convenient times, and a satisfactory site for the hearing; and
4. Advise the parent or eligible student that he or she may be represented or assisted in the hearing by other parties, including an attorney at their own expense.

Third level - E-School Virtual Charter Academy will request parent input and consider the parent's or eligible student's requests concerning the hearing officer and the time and place for the hearing. After the parent or eligible student has submitted his or her request, the Director of K-12 or designee will, within a week, notify the parent and eligible student when and where the District will hold the hearing and who it has designated as the hearing officer.

At the hearing, the hearing officer will provide the parent or eligible student an opportunity to present evidence and testimony to demonstrate that the questioned part of the student's education record is inaccurate, misleading, or in violation of student rights.

Within one week after the hearing, the hearing officer will submit to the Director of K-12 or designee a written summary of the evidence submitted at the hearing and his or her recommendation based on the evidence presented at the hearing.

The Director of K-12 or designee will notify the parent or adult student of the District's decision within two weeks of the hearing. The Director of K-12 or designee may overrule the hearing officer if he or she believes the hearing officer's recommendation is not consistent with the evidence presented.

After considering the written summary of the evidence submitted at the hearing and the hearing officer's recommendation, if the Director of K-12 or designee decides the record is inaccurate, misleading, or in violation of student rights, the record custodian will be advised to amend the record. The record custodian will make the correction, notify the parent or eligible student of the correction in writing, and provide the parent or eligible student a copy of the amended record. The written notice will include an invitation for the parent or eligible student to inspect and review the student's education record to make certain the record is accurate and the correction is satisfactory.

If the Director of K-12 or designee decides the record is not inaccurate, misleading, or in violation of student rights and decides not to amend a record, the parent or eligible student must be informed of his or her right to place a statement with the record. The Director of K-12 or designee will notify the parent or eligible student in writing. The following information will be included in the notice:

1. The decision that the record is correct and will not be changed;
2. A copy of a summary of the evidence presented at the hearing and the reasons for the decision; and

3. A notice that the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Final administrative step - If E-School Virtual Charter Academy receives a statement from a parent or eligible student after a hearing, it will maintain that statement as part of the student's education record as long as the record is maintained. The statement will be attached to the questioned part of the record, and whenever the questioned part of the record is disclosed, the statement will also be disclosed.

(3) Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

#### Procedures for Disclosure of Student Education Records

E-School Virtual Charter Academy may release information from a student's education record if the parent or eligible student gives his or her signed and dated prior written consent. The written consent must include:

- the records that may be released;
- the purpose of the release; and
- the name or agency to whom the disclosure may be made.

E-School Virtual Charter Academy will only release information from or permit access to a student's education record with a parent or eligible student's prior written consent unless permitted by FERPA. E-School Virtual Charter Academy will use reasonable methods to verify the identity of parents, students, school officials and any other parties to whom personally identifiable information from education records is disclosed

E-School Virtual Charter Academy will maintain a record of each request for access and each disclosure of personally identifiable information from the education records of each student. E-School Virtual Charter Academy will maintain this record with the student's education records as long as the records are maintained. This record will include the name, date, and reason for access or disclosure.

E-School Virtual Charter Academy will notify parents and eligible students annually of their rights under FERPA. A FERPA Notification of Rights for Elementary and Secondary Schools will be placed in the student handbook. Parents and eligible students will have access to the FERPA policy through the school website and printed copy placed in the school office.

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning E-School Virtual Charter School's alleged failure to comply with FERPA regulations at:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202-8520

## **ACQUIRED IMMUNE DEFICIENCY SYNDROME (AIDS) POLICY**

Acquired Immune Deficiency Syndrome (AIDS) is a communicable disease which requires special precautions to prevent transmission in the school environment. Specialized procedures will be followed for a student who is diagnosed as a carrier of the AIDS virus.

E-School Virtual Charter Academy will follow these guidelines in the event a student is diagnosed as having Acquired Immune Deficiency Syndrome (AIDS). Confidentiality procedures will be maintained at each step.

- (1) The Superintendent or Director of K-12 will contact the State Health Department and request a multidisciplinary team to be convened for evaluation and recommendation on school placement and participation in school activities for the student.
- (2) If the case is verified by medical authorities as the HTLV-III virus and there is a possibility that other students or employees may be exposed to body fluids, the superintendent or Director of K-12 may arrange a safe, temporary placement for the student until a permanent arrangement can be made based on the recommendations of the multidisciplinary team.
- (3) Determinations regarding the location of the student's educational program will be made on a case-by-case basis by the multidisciplinary team composed of the student's parent or guardian, the student's physician, the superintendent or Director of K-12 (or their designee), and a representative of the State Health Department.
- (4) The team will meet and make a decision as to whether and under what conditions the student in question should be in attendance in the public schools and participate in school activities. Such decisions will then be recommended to the local board of education. Since the student will receive the majority of their education in a virtual environment, the team will determine the student's needs and participation in social and educational extension activities.
- (5) In making a recommendation as to the student's attendance and participation in public school activities, the team will utilize the guidelines published by the Centers for Disease Control.

(6) If an alternative educational program or alternative school activities are required, the program or activity will be provided in the least restrictive environment possible.

The student's health records and health care plan will be maintained in a confidential manner. The superintendent, Director of K-12, or principal will maintain a separate confidential file for the student's health records and health care plan. Only the student's current administrator and identified employees will have access to the file. No information regarding the student's health will be entered in the student's cumulative records, the computerized student database, or other record.

AIDS is not believed by most medical authorities to be transmitted through casual contact in the normal school environment. However, any spill of body fluid (blood, tears, semen, saliva, vomitus, urine, or excrement) by a student will be considered a possible source of infection. Standard safety precautions received in Bloodborne Pathogens training will be followed including using rubber gloves and a 1-10 solution of household bleach in water to clean a spill of body fluid by a student. Paper towels or other disposable paper products are to be used. Following cleanup, the rubber gloves and paper towels are to be sealed in a plastic bag and discarded. Used sanitary napkins are also to be sealed in plastic bags and disposed of in the same manner. Other materials used in the cleanup such as mop heads, rags or clothing are to be thoroughly rinsed in a bleach and water solution or washed separately in hot water. Band instruments and other manipulatives which are shared among students are to be thoroughly decontaminated between uses. Thorough hand washing with soap and water is also advised. These precautions will help to guard against the spread of AIDS and other communicable diseases.

## **DIABETES MEDICAL MANAGEMENT POLICY**

Students of E-School Virtual Charter Academy receive virtual instruction in the home environment under the supervision of their parent or legal guardian. The parent, legal guardian, or their designee will be responsible for the medical management of their child's diabetes including monitoring and the administration of any medications required by their child.

The following guidelines will be implemented when a student with diabetes participates in school activities outside the home environment and the parent, legal guardian, or their designee is not present.

- Any school employee or parent of a student with diabetes should notify the Director of K-12 or Principal of a student who will have diabetes related needs while participating in school activities.
- The Director of K-12 or Principal will identify a personal health care team including:
  - The Director of K-12, principal, or their designee,
  - A school nurse, if one is available, or
  - Volunteer diabetes care assistant,
  - The parent or legal guardian, and if possible,
  - The student's physician.

If the school does not have the services of a school nurse, the Director of K-12 or principal will make a reasonable effort to recruit a volunteer diabetes care assistant. The volunteer diabetes care assistant will be a school employee who has volunteered and has successfully completed the training required by 70 O.S. Section 1210.196.5. To continue as a volunteer diabetes care assistant, the volunteer must complete annual training and certification provided by the State Department of Health.

- The student's personal health care team will develop a written diabetes medical management plan that identifies the health services a student may need while participating in school activities.
- The student's personal health care team will review the plan at least annually
- Each school employee responsible for transporting a student with diabetes will be provided an information sheet for responding to an emergency.
- In accordance with the student's diabetes medical management plan, E-School Virtual Charter Academy will allow a student with diabetes to manage his/her care, assessment, and treatment as needed while attending school or school activities. E-School will provide a private area where the student may attend to the management of their diabetes.

Students who manage their diabetes are prohibited from sharing or playing with their equipment or supplies. E-School is not responsible for safeguarding a student's personal specialized equipment or supplies. Students with diabetes are encouraged to wear Medic Alert bracelets or necklaces.

For students with continuous glucose monitoring with electronic access to glucose numbers, a school nurse, diabetes care assistant, or other school staff may download the necessary electronic applications or software to a school electronic device or their personal electronic device, in the absence of a school provided device, with written permission from the student's parent or guardian. If a parent agrees with this monitoring, it must be specified in the student's Diabetes Management Plan.

A school nurse, diabetes care assistant, or other school staff shall not be responsible for and shall not be subject to disciplinary action for lack of any monitoring of electronic glucose numbers outside of school hours or school-sponsored activities.

### **ACADEMIC CEREMONY REGALIA POLICY**

Graduate candidates or any other student participating in an academic ceremony will be permitted to wear regalia in association with academic achievement awarded by the school. In addition, students participating in academic ceremonies will be permitted to wear eagle feathers, beaded caps, tribal stoles and other forms of tribal regalia with accompanying verification of enrollment in a tribe. Students who do not qualify for a Certificate of Degree of Indian Blood will not be allowed to wear tribal regalia.

Any exceptions to this policy, in regards to any regalia worn at any ESVCA academic ceremony, must

be approved by the Superintendent of Schools (or his/her designee). Any parent wishing to receive an exemption to this policy must provide, in writing to the Superintendent of Schools, a request and must be submitted 5 days prior to date of the academic ceremony.

## **HOMELESS STUDENT POLICY**

**Guidance:** HAA 722; Title 42 USC –Ensures homeless access to Public Preschool programs, equal access to appropriate secondary education and support services, Coursework credit, no stigmatization, transportation is provided, eliminate barriers to accessing extra curricular, and academic programs.

**Policy-** Homeless children and youths are defined as individuals who lack a fixed, regular, and adequate nighttime residence and includes children and youth who:

- are sharing housing with others due to loss of housing, economic hardship, or a similar reason, live in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations, living in emergency or transitional shelters or who are abandoned in hospitals.
- have a primary nighttime residence that is in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings
- who are migratory children who live in one of the above circumstances

At ESVCA, students identified as Homeless or Runaway Youth will have the following rights:

- School Stability – the right to stay in their current school even if they no longer live in a neighborhood served by the school
- The right to enroll in a new school without records normally required
- Transportation to school
- Access to all programs and services for which they are eligible including special education services, preschool, language assistance for EL students, career and technical education, GT programs, magnet schools, charter schools and summer learning.
- The right to receive full or partial credit for coursework at their previous school
- The right to dispute eligibility, school selection or enrollment decisions.
- An explanation if they are denied services or enrollment
- To receive services, such as transportation, while disputes are being settled
- Immediate eligibility for Title I services

ESVCA will support Homeless or Runaway Youth in the following ways:

- ESVCA will reserve a portion of Title I funds to serve homeless students
- ESVCA will review and revise policies that provide barriers to homeless students
- ESVCA will post information on the website regarding the rights of homeless students
- ESVCA will appoint a McKinney Vento Liason to assist students
- ESVCA will disseminate information to homeless families regarding their rights.

## **5. Personnel**

### **SUPERINTENDENT EVALUATION POLICY**

Student growth, District progress, and patron satisfaction are all affected by the Superintendent's job performance. The Superintendent cannot function effectively without periodic feedback about his/her performance. Therefore, the Board recognizes its responsibility to be involved in the process of the Superintendent's evaluation in a confidential manner. The Head of Operations will evaluate the Superintendent according to standards agreed upon by the Board and Superintendent. The intent of the evaluation is to provide the highest quality leadership for the school district.

The Superintendent will be evaluated annually to document his/her performance. The evaluation will state the Superintendent's strengths and weaknesses in: 1) meeting his/her job description; and 2) progress toward the overall goals of ESVCA.

#### **GUIDELINES**

1. As a foundation for an evaluation based on performance, the Board will approve a job description for the Superintendent.
2. The Superintendent's annual evaluation process will be finalized by February 28.
3. The evaluation instrument will include an inventory and a narrative section.

The procedure for utilizing the evaluation instrument is as follows:

1. Before evaluation takes place, each Board member will review this policy, the Superintendent's job description, the previous year's evaluation, if applicable, and the evaluation instrument.
2. The Head of Operations will create an initial working draft of the Superintendent's evaluation on the approved instrument form.
3. Board members will individually review the initial working draft. The Board as a whole may then meet in executive session, if necessary, to discuss and revise the evaluation instrument to produce an evaluation in its final form.

4. The Superintendent and all Board members will be given a copy of the final evaluation.
5. The Head of Operations will meet with the Superintendent to review the final evaluation. One copy of the final evaluation will be placed in the Superintendent's personnel file, one copy will be retained by the Board Clerk, and one copy will be furnished to the Superintendent. All other copies will be collected by the President of the Board and destroyed.
6. The Superintendent will be given the opportunity to attach written comments to the approved final evaluation for a period of 10 days following the review meeting with the President of the Board.

## **TEACHER BILL OF RIGHTS**

Teachers, administrators, and support staff employed by a school district, public charter school, or public virtual charter school in this state shall be afforded the following rights:

1. The right to free expression of religion, speech, and peaceable assembly including, but not limited to:
  - a. the right to keep the Holy Scriptures in their classroom for personal use,
  - b. the right to use the Holy Scriptures as they pertain to the teaching of American history or American literature if presented objectively as part of a secular program of education,
  - c. the right to wear faith-based or religious symbols including jewelry on their persons,
  - d. the right to pray with, over, or in front of students as provided for in Section 11-101.1 of Title 70 of the Oklahoma Statutes, and
  - e. the right to a working environment in which the employing school district, public charter school, or public virtual charter school does not endorse, favor, promote, demean, show hostility toward, or intentionally undermine any particular religion or nonreligious faith or religious perspective;
2. The right to be free from the use of vulgar or abusive language by students and other teachers, administrators, or support staff;
3. The right to be free from physical harm or threats from students, parents or legal guardians of students, and other employees of the school district, public charter school, or public virtual charter school;
4. The right to provide for the control and discipline of students as may be assigned to him or her and to keep good order in the classroom and other places in which he or she is assigned to be in charge of students including:

- a . the right to have disobedient, disrespectful, violent, abusive, or disruptive students removed from the classroom,
  - b . the right to refuse to allow a student who has been suspended for a violent offense to return to his or her classroom, as provided for in Section 24-101.3 of Title 70 of the Oklahoma Statutes, and
  - c . the right to use established and reasonable methods of discipline, as provided for in the policy adopted pursuant to Section 24-100.4 of Title 70 of the Oklahoma Statutes, and to be immune from civil liability for any action taken in good faith as provided for Section 24-101.3 of Title 70 of the Oklahoma Statutes;
- 5 . The right of designated school personnel to carry and use a firearm, as provided for in Section 5-149.2 of Title 70 of the Oklahoma Statutes;
- 6 . The right to a safe working environment with adequate safety protocols and structural safety measures to ensure protection from exterior or interior threats of violence;
- 7 . The right to medical privacy, to refuse a vaccination as a condition of employment, and to refuse to wear a mask or any other medical device as a condition of employment, except as provided for in Section 1210.190 of Title 70 of the Oklahoma Statutes;
- 8 . The right to refuse to provide instruction or participate in training on any topic that violates the individual's conscience, ethics, or religion; provided, however, the individual shall be prohibited from refusing to provide instruction prescribed by state law, including the subject matter standards provided for in Section 11-103.6 of Title 70 of the Oklahoma Statutes, or prescribed by State Board of Education rules;
- 9 . The right to adequate planning time including at least one hour not to be infringed by additional responsibilities or requests; provided, however, an individual may voluntarily relinquish his or her planning hour;
- 10 . The right to a lunch period of a minimum of twenty (20) minutes during the school day;
- 11 . The right to information regarding complaints filed by a student or the parent or legal guardian of a student, unless the complaint is part of a law enforcement investigation;
- 12 . The right to be protected by school administrators when helping students better understand, analyze, critique, and review in an objective manner the strengths and weaknesses of existing theories, issues, and subjects which may be controversial when covered in a course being taught using evidence-based, peer-reviewed material; and
- 13 . The right to privately petition a school administrator, a school district board of

education, or a governing body of a public charter school or public virtual charter school to modify a school policy.

A. A school district board of education or the governing body of a public charter school or public virtual charter school shall create a due process plan for teachers, administrators, and support staff to report violations of the rights provided for in subsection B of this section. The due process plan shall include, at a minimum, the following:

- 1 . Designation of a school employee or employees to receive reports of violation;
- 2 . Provisions for anonymous reports to protect the identity of the accuser from retribution;
- 3 . A requirement that reported violations be investigated by designated school employees in a timely manner;
- 4 . Procedures for investigating and implementing punishment for false accusations;
- 5 . Procedures for reporting to law enforcement suspected violations that may constitute criminal activity or reasonably have the potential to endanger school safety; and
- 6 . A procedure for appealing findings of designated school employees to a school district board of education or the governing body of a public charter school or public virtual charter school.

## **6.Business/Support Services**

### **FINANCIAL CONTROLS & PROCESSES POLICY**

#### **STATE AID**

The board of governance believes that the formation of an annual operating budget that reflects the judicious expense of state aid monies is essential to the proper management of the school.

Therefore, a budget shall be formulated for each school year. The board of governance shall review and vote on each budget. The board of governance may also review and provide necessary revisions as needed.

## **OUTSIDE FUNDING**

The board of governance shall actively seek all outside funding either through grants or donations by individuals, organizations or businesses interested in the school's educational mission and advancement of educational objectives. The board of governance urges and supports its faculty in seeking such financial assistance for the school. The donation of "in kind" donations will be accepted and acknowledged where appropriate.

## **ACTIVITY FUND INFORMATION**

An Activity Fund is a fund that allows you to collect and disburse funds for student activities. Income or revenue resulting from the operation of student organizations or club projects shall be deposited within the school Activity Fund. Activity Funds shall not be used for any purpose other than that for which the account was originally created. The board of governance approves all Activity Fund accounts and the purposes for which monies can be expended at the beginning of each fiscal year. Each account will be assigned a project number and an account custodian or sponsor.

## **FUNDRAISERS**

- Funds shall be raised for a student activity organization only when there is a clearly established need for revenue for a specifically approved purpose.
- A Principal must complete a fundraiser application and submit it to the Superintendent for approval. This application should be submitted as far in advance of the fundraising activity as possible to help ensure timely approval by the Superintendent. Fundraisers cannot begin before approval by the Superintendent.

## **FISCAL MANAGEMENT AND ACCOUNTING**

E-School Virtual Charter Academy will implement the Oklahoma Cost Accounting System (OCAS) in compliance with Oklahoma statutes and OSDE regulations to track and report revenue and expenditures.

## **TREASURY/REVENUE**

The board of governance of E-School Virtual Charter Academy shall appoint a local Treasurer who shall be required to be a resident of the State of Oklahoma. It shall be the responsibility of the Treasurer to:

- Issue Treasurer's receipts and deposit all revenue received by E-School Virtual Charter Academy into the school's bank account.
- Ensure that no district funds are paid out except upon warrants signed by the proper school officials authorized by law to sign such warrants, provided, this restriction shall not apply to sinking funds or the investment of school district funds. The warrant number, fiscal year and fund against which the warrant is being drawn shall appear on each warrant.
- Maintain a separate cash ledger for each fund in the custody of the Treasurer. The local Treasurer shall enter each collection and disbursement in the cash ledger of the applicable fund by recording the date and classification of each transaction and such other information as may be deemed desirable. Additional ledgers shall also be maintained to record the

investments made from each fund. Such investment ledgers shall disclose the date, description and principal amount paid for each investment purchased and the date and principal amount received for each investment liquidated.

- When required by the board of governance, prepare and submit in writing a report of the condition of the finances of the school and shall produce at any meeting of the board of governance or to any committee appointed for the purpose of examining the accounts of the Treasurer all records pertaining to the office of the Treasurer.
- Maintain the following computerized records:
  - General ledger
  - Cash ledger
  - Investment ledger
  - Warrant ledger
  - Receipt register
  - Check register
  - Deposit books
  - Other records as may be deemed advisable or useful
- Maintain adequate files of paid and voided warrants, Treasurer's receipts issued and bank statements/documents.

## **PURCHASING**

The board of governance believes that all decisions regarding expenditure of funds by E-School Virtual Charter Academy should be made with the students' best interest in mind. It is the intent of the board of governance that only those goods and services that exhibit the best in quality, serviceability, value and educational efficacy be selected. Accounting for the expense of public funds shall be maintained using the OCAS system.

The board of governance shall authorize the E-School Virtual Charter Academy Superintendent to supervise school purchasing of goods and services in accordance with state laws and standard purchasing practices. The Superintendent's purchasing authority will be restricted by the following guidelines:

- The E-School Virtual Charter Academy Superintendent has the authority to approve purchases of \$7,500.00 or less and routine annual expenditures including expenditures such as textbooks, testing materials, legal and professional services, rent, utilities, payroll, benefits, insurance, software licenses, specialized software, and marketing/public information. The Superintendent, in conjunction with the governance board, will establish a yearly budget for the school's operation. It is the Superintendent's responsibility to verify that purchases follow the established budget for a specified expense category.
- All purchases will be accounted for under the OCAS system established by the Oklahoma State Department of Education.
- Before any purchase is completed a purchase order or encumbrance must be issued. No bills shall be paid unless it is supported by an itemized invoice clearly describing the items purchased, the quantity of each item, its unit price, its total cost and proof of receipt of such goods or services.

Because of emergencies and various market conditions, it is impossible to make hard and fast rules regarding the way in which all purchases will be made. However, the governance board shall use the

following guidelines to administer the purchasing process:

- When purchasing goods or services with a value of more than \$ 7,500.00 but less than \$15,000.00, telephone or written quotations, from at least three vendors, are required prior to submitting the purchase request to the board of governance for approval. In situations involving a single purchase source (sole provider), a detailed explanation of the provider's expertise within the scope of goods or services to be provided shall be submitted to the board of governance with the purchase request.
- When purchasing goods or services with a value greater than \$15,000.00, a formal sealed bid is required. The Superintendent or his/her designee shall establish the appropriate time frame for the bidding process and issue written bid specifications to interested vendors.
- It is the intent of the board of governance to comply with the purchasing guidelines established by state statute in the use of state funds.

## **EXPENSE REIMBURSEMENTS**

The board of governance recognizes that from time to time, individuals will need to be reimbursed for expenses. In all cases, E-School Virtual Charter Academy will adhere to the following procedures:

For an individual to be reimbursed for an expenditure, the Superintendent or his/her designee must pre-approve it. An expense estimate, description and intended purpose must be submitted in writing to the Superintendent. If the amount for reimbursement exceeds \$1,000.00, then the board of governance must approve it.

After the approved expense has been made, a report must be presented to the Superintendent or his/her designee before a reimbursement can be processed. This report should include all itemized receipts, copies of airline tickets or itineraries, hotel receipts, a log of car mileage with date of travel, destination and any other information that will aid in the support of the financial claim.

Disbursements will not be made for the following:

- Gifts
- Personal loans
- Cashing personal checks
- Personal expenses

## **PURCHASE ORDER ADJUSTMENTS**

Purchase orders may be adjusted by 10% up to a maximum of \$2,500. Adjustments to purchase orders in excess of 10% or \$2,500 shall require Board approval.

## **CREDIT CARDS**

The preferred payment method is through vendor invoices and checks. This method allows for budget compliance and ensures that the organization gets certain discounts and does not pay sales taxes. However, in some cases, this is not feasible for a variety of reasons. As such, the board of governance

may decide to have a limited number of credit cards. The credit card cannot be used for cash advances, personal or non-business-related purchases. The following guidelines will govern the use of credit cards:

- Card numbers should not be distributed and should not be saved in online accounts to which others have access.
- The purchaser is responsible for ensuring that credit card purchases are within budget and properly approved.
- Cards will be issued by the Encumbrance Clerk only after written authorization in the form of an approved purchase request. Cards will be issued only for the time period that they are needed and will be returned to the Encumbrance Clerk after use.
- Receipts must be signed and turned in to the Encumbrance Clerk with the amount matching the statement circled.
- Any receipts for meals or admission charges must clearly indicate the names of all persons attending the meeting/event and the associated business purpose.

### **INVESTMENT POLICY**

The E-School Virtual Charter Academy may authorize the Treasurer to set aside any funds not immediately needed for the operation of the school into an investment account. The Treasurer will take into consideration each of the following factors when determining how and where funds should be invested:

- Liquidity – Investments must be sufficiently liquid so as to provide for an adequate level of funds for operation of the school at any given time. Prudent practices employed in considering maturity dates of investment purchases will assist in providing liquidity.
- Diversification – The Treasurer shall employ investment practices that create a diverse portfolio within the investment account.
- Safety of Principal – This component of investment decision making will receive primary emphasis by the Treasurer to ensure that through the selection of high-quality investment instruments no loss of funding for student educational programs will occur.
- Yield – The Treasurer will obtain competitive bids or quotes in an effort to maximize yield within each class of investment.
- Management Capability – The governance board may require the Treasurer to satisfactorily complete an investment education program approved by the State Board of Education.

The Treasurer of E-School Virtual Charter Academy shall invest the full amount of the investment account in:

1. Direct obligations of the United States Government to the payment of which the full faith and credit of the Government of the United States is pledged; provided the District Treasurer, after completion of an investment education program in compliance with applicable law, may invest funds in the investment account in other obligations of the

- United States Government, its agencies or instrumentalities;
2. Obligations to the payment of which the full faith and credit of this state is pledged;
  3. Certificates of deposits of banks when such certificates of deposits are secured by acceptable collateral as in the deposit of other public monies;
  4. Savings accounts or savings certificates of savings and loan associations to the extent that such accounts or certificates are fully insured by the Federal Savings and Loan Insurance Corporation;
  5. Repurchase agreements that have underlying collateral consisting of those items specified in paragraphs 1 and 2 above including obligations of the United States, its agencies and instrumentalities, and where the collateral has been deposited with a trustee or custodian bank in an irrevocable trust or escrow account established for such purposes;
  6. County, municipal or school district direct debt obligations for which an ad valorem tax may be levied or bond and revenue anticipation notes, money judgments against such county, municipality or school district ordered by a court of record or bonds or bond and revenue anticipation notes issued by a public trust for which such county, municipality or school district is a beneficiary thereof. All collateral pledged to secure public funds shall be valued at no more than market value;
  7. Money market mutual funds regulated by the Securities and Exchange Commission and which investments consist of obligations of the United States, its agencies and instrumentalities, and investments in those items and those restrictions specified in items 1 through 6 of this policy;
  8. Warrants, bonds or judgments of the school;
  9. Qualified pooled investment programs through an interlocal cooperative agreement formed pursuant to applicable law and to which the board of education has voted to be a member, the investments of which consist of those items specified in items 1 through 8 of this policy, as well as obligations of the United States agencies and instrumentalities, regardless of the size of the district's budget. To be qualified, a pooled investment program for school funds must be governed through an interlocal cooperative agreement formed pursuant to Section 5-117b of Title 70, Oklahoma Statutes, and the program must competitively select its investment advisors and other professionals. Any pooled investment program used must be approved by the board of governance; or
  10. Investment programs administered by the State Treasurer.

## **ANNUAL AUDIT POLICY**

An examination of the financial statements and accounts of E-School Virtual Charter Academy shall be made annually by an independent Certified Public Accounting firm. Such

audit shall be conducted in accordance with Generally Accepted Auditing Standards (GAAS), Government Auditing Standards, the provisions of Office of Management and Budget (OMB) Circular A-128 "Audits of State and Local Governments," Title 70, Section 22-102 through 110 and Title 70, Section 3-136, (A)(5-6) of Oklahoma statutes, and OAC 210:25-5-5 of State Department of Education regulations. Starting with the 2022-2023 school year, Eschool Virtual Charter Academy will change audit firms, at a minimum, every three (3) years to ensure annual audits are completed by at least two (2) different firms over the term of the charter contract.

E-School Virtual Charter Academy shall contract annually with a professional auditing firm on the list of independent school auditors approved by the State Department of Education and the State Auditor and Inspector's Office. An audit fee proposal shall be submitted to the E-School Virtual Charter Academy board of governance annually for approval. Upon completion of the audit, the report shall be delivered to the E-School Virtual Charter Academy board of governance for review and approval. The Superintendent or designee shall be responsible for filing copies of the annual audit report with the proper authorities as provided by state law.

## **ANNUAL OPERATING BUDGET AND ESTIMATE OF NEEDS POLICY**

The annual operating budget is the board of governance approved document, which is the operational plan, stated in financial terms, for the conduct of all programs of E-School Virtual Charter Academy during a fiscal year. The annual operating budget shall be developed through a careful planning process, relying on input from all stakeholders.

The E-School Virtual Charter Academy shall budget for a twelve (12) month period of time, which includes a fiscal year from July 1 through June 30. Financial forecasts may include revenue and expenditure projections for future fiscal years as considered necessary. The annual operating budget shall be prepared using the following fiscal parameters:

1. The budget shall be based upon the educational needs and financial ability of E-School Virtual Charter Academy, as cooperatively identified by the Superintendent and staff, and the board of governance.
2. In planning and developing the annual budget, the board of governance may establish benchmarks for minimum annual fund balance carryovers.
3. The annual budget shall be balanced and shall provide for an adequate

fund balance carryover at the end of the fiscal year.

4. The annual budget shall not obligate E-School Virtual Charter Academy in excess of the board of governance approved appropriation amounts as identified and approved in the annual Estimate of Needs plus any subsequent board of governance approved supplemental appropriations.

The board of governance will consider and adopt the E-School Virtual Charter Academy budget on an annual basis. The board of governance shall be provided with a monthly financial report indicating the financial status of the various funds. Development of the budgeting process shall be based on the following guidelines:

1. No later than July 31, the Superintendent or his/her designee shall prepare a statement of actual income and expenditures of E-School Virtual Charter Academy for the fiscal year that ended on the preceding June 30 for presentation to the board of governance at the next regular meeting.
2. No later than forty-five (45) days after the school's Estimate of Needs, filed pursuant to 68 O.S. § 3002, is approved by the County Excise Board, the board of governance shall adopt a final budget for the current fiscal year.
3. The final budget may be revised upon approval of the board of governance in open meeting. The responsibility for administering the operating budget, once adopted, resides with the Superintendent. To allow the Superintendent and staff to administer and control the budget in an effective and efficient manner, the following principles should be considered:
  - A. All expenditures of funds for the employment and assignment of personnel must meet the legal requirements of Oklahoma law and adopted board of governance policies.
  - B. All expenditures so authorized are contained and fully funded within the budget as adopted by the board of governance.
  - C. All purchases are made in accordance with the requirements of Oklahoma law and adopted board of governance policy.
  - D. All purchase orders shall be approved by the Superintendent or his/her designee for payment of expenditures thereon.
  - E. All budget actions are consistent with Oklahoma law and the policies and procedures of the E-School Virtual Charter Academy board of governance.

The board of governance of E-School Virtual Charter Academy shall adhere to the provisions of Title 68, Sections 3002, 3003, 3020 and 3021 for the purpose of determining the total legal appropriation to be

made and approved for each fund in each fiscal year. An appropriation as used for governmental and special cash account funds is an authorization to issue warrants against such appropriation or additions thereto. [70 O.S. 5-135(B)]. Funds are appropriated by use of the following legal documents:

1. SBE Form 12 provides a temporary appropriation for 100% of the anticipated revenue for the current year for each eligible fund of the school. This form must be submitted to the County Excise Board for approval prior to July 1 of each year.
2. SA&I Form 2661 is the Estimate of Needs which provides the official original appropriation for each fund of the school upon approval by the County Excise Board. This form must be submitted to the County Excise Board prior to October 1. An affidavit of publication of the information contained in the Estimate of needs is required to be attached to this document when submitted.
3. SA&I Form 307 allows for the supplemental appropriation of revenue from state and federal sources that was not included in the Estimate of Needs upon approval by the County Clerk.
4. SA&I Form 308 allows for the appropriation of local revenue in special cash funds upon approval by the County Excise Board.
5. SA&I Form 150 allows for the supplemental appropriation of local revenue collected and placed in the General Fund or Building Fund. This form also requires County Excise Board approval.