



VIRTUAL CHARTER ACADEMY
E-SCHOOL

2025-2026

Student Handbook

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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

Student Admission and Enrollment

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 student 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 supports 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 supports regarding special services will be determined by all laws regarding students with disabilities.

Applications will be available at the school or at any other designated location. They must be returned to the address listed on the application. When the application is received, it will be photocopied, given a number and 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. The correct priority ranking shall be noted on the application, and all

information shall be entered in the school database.

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.

Students must be five years of age on or before September 1st to be admitted to Kindergarten. First grade students must be six years of age before entering school. Parents or guardians must present a birth certificate, or other acceptable documentary evidence of the child's birth, proof of residence, and a record of immunization prior to enrollment.

Verification of Residence

Students must provide proof of residency each school year. Any change of address or telephone number should be reported to the school office.

Guardianship

Proof of legal guardianship is required at the time of enrollment if the guardian is not the natural or adoptive parent of the student. A court document, signed by a judge, denoting custody for a student not living with both parents listed on the birth certificate is required.

Immunizations

Senate Bill 658 prohibits ESVCA from requiring COVID-19 vaccinations for admittance or attendance, implementing a mask mandate for unvaccinated students, and prohibiting a mask mandate unless the local jurisdiction is subject to a state of emergency declared by the Governor.

According to state law, no minor child shall be admitted to any public, private, or parochial school operating in this state unless and until certification is presented to the appropriate school authorities from a licensed physician, or authorized representative of the State Department of Health, that such child has received or is in the process of receiving immunizations against diphtheria, pertussis, tetanus, haemophilus influenzae type B (HIB), measles (rubeola), rubella, poliomyelitis, varicella, and hepatitis A or is likely to be immune as a result of the disease. Immunizations required, and the manner and frequency of their administration, as prescribed by the State Board of Health, shall conform to recognized standard medical practices of the state. To receive an exemption from immunization, any minor child through the parent, guardian, or legal custodian of the child, may submit to the health authority charged with the enforcement of immunization laws of this state:

1. A certificate of a licensed physician, stating that the physical condition of the child is such that immunization would endanger the life or health of the child; or
2. A written statement by the parent, guardian or legal custodian of the child objecting to immunization of the child; whereupon the child shall be exempt from the immunization laws of this state.

The immunizations will be administered by a licensed physician, someone under his direction, or public health department. If the parents or guardian are unable to pay, the State Department of Public Health shall provide, without charge, the immunizations required to pupils. The parents, guardians, or person having legal custody of any child may claim an exemption from the immunization on medical, religious, or personal grounds.

Notice of Non-Discrimination

E-School Virtual Charter Academy does not discriminate on the basis of race, ethnicity, color, national origin, sex, disability, religion including antisemitism, marital status or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This notice is provided as required by Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, and the Boy Scouts of American Equal Access Act. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Name and/or Title: Compliance Officer E-School Virtual Charter Academy

Address: 2403 S Division, Suite B

Guthrie, OK 73044

Telephone Number: 405-724-4643

Email Address: robbie.rainwater@eschoolacademy.org

For further information on notice of non-discrimination, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

In compliance with House Bill 1775 (July 1, 2021), this policy prohibits any employee of the school or associated management company from requiring or incorporating as part of a course material related to inherent superiority or inferiority on the basis of race or sex. This policy does not prohibit the teaching of concepts aligned to the Oklahoma Academic Standards.

Restroom/Changing Area Designation

In compliance with Senate Bill 615 (effective May 25, 2022), Eschool Virtual Charter Academy will designate multiple occupancy restrooms or changing areas for the exclusive use of the male and female sex and provide a single-occupancy restroom or changing room for those that do not comply with these designations based on the individual's original birth certificate. The following guidelines shall be followed by all individuals associated with Eschool Virtual Charter Academy:

- All multiple occupancy restrooms or changing areas shall be designated for the exclusive use of the male sex or female sex.
- Any individual who does not wish to use the restroom matching the sex on their original birth certificate will be provided a single-occupancy restroom or changing area.
- Authorized entrance to multiple occupancy restrooms or changing areas will be granted to any individual, regardless of sex, for the custodial, maintenance, or inspection purposes or to render emergency medical assistance.
- Any individual refusing to comply with the guidelines outlined above will immediately receive disciplinary action. Eschool Virtual Charter Academy has a zero-tolerance policy in relation to

proper restroom/changing area designations and any non-compliance by any individual will result in removal from the facility and a 6 month ban from school premises. Any employee intentionally, knowingly, and willingly defying this policy will be subject to termination for insubordination.

- Any parent or guardian of an enrolled student having cause to believe Eschool Virtual Charter Academy's non-compliance with this policy can submit a complaint to:

Robbie Rainwater
Head of Operations
robbie.rainwater@eschoolacademy.org
833-203-4300

Title IX

E-School Virtual Charter Academy does not discriminate on the basis of sex in the education programs or activities it operates. E-School Virtual Charter Academy is required by Title IX not to discriminate in such a manner. The requirement of non-discrimination in educational programs and activities extends to employment and admissions. Questions regarding Title IX may be referred to the E-School Virtual Charter Academy Title IX Coordinator.

Name and/or Title: Compliance Officer E- School Virtual Charter Academy

Address: 2403 S. Division, Suite B

Guthrie, OK 73044

Telephone Number: 405-724-4643

Email Address: allison.young@eschoolacademy.org

Notification of Rights Under FERPA

The *Family Educational Rights and Privacy Act* (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are :

1. The right to inspect and review the student's education records within 45 days after the day ESVCA receives a request for access. Parents or eligible students who wish to inspect their child's or their education records should submit to the school superintendent (or appropriate school official) a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask ESVCA to amend their child's or their education record should write the school superintendent (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional

information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. (NOTE: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request or the disclosure is initiated by the parent or eligible student.) ESVCA intends to forward records on request.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of personally identifiable information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in the

FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student. The FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose personally identifiable information from the education records or a student without obtaining prior written consent of the parents or the eligible student,

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interest. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced

institutional services or functions, provided that the conditions listed in FERPA are met.

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements.
- To authorized representative of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's state. Disclosures under this provision may be made, subject to the requirements, in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of personally identifiable information to outside entities that are designated by them as their authorized representative to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met.
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system, and the system's ability to effectively serve, prior to adjudication, the student whose records were released.
- To organizations conducting studies for, or on behalf of, the school, in order to develop, validate, or administer predictive tests, administer student aid programs; or improve instruction, if applicable requirements are met.
- To accrediting organizations to carry out their accrediting functions.
- To parents of an eligible student if the student is a dependent for IRS tax purposes. ● To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. ● To appropriate officials in connection with a health or safety emergency.
- Information the school has designated as "directory information" if applicable requirements are met.
- To an agency caseworker or other representative of a state or local child welfare agency or tribal organization who is authorized to access a student's case plan when such an agency or organization is legally responsible, in accordance with state or tribal law, for the care and protection of the student in foster care placement.
- To the Secretary of Agriculture or authorized representative of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions.
- ly by the authorized user.

Directory Information Notice

The *Family Educational Rights and Privacy Act* (FERPA), a Federal law, requires that ESVCA with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information

from your child's education records. However, ESVCA may disclose appropriately designated "directory information" without written consent, unless you have advised the school district to the contrary in accordance with ESVCA procedures. The primary purpose of directory information is to allow the school district to include information from your child's education records in certain school publications.

Examples include:

- A playbill, showing your 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'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 have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want ESVCA to disclose any or all of the types of information designated below as directory information from your child's education records without your prior consent, you must notify the school district in writing within two weeks from the date of enrollment. ESVCA 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 identify, 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.

Notification of Rights Under PPRA

The *Protection of Pupil Rights Amendment* (PPRA) 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.
- 1. Receive notice and an opportunity to opt a student out of
 - Any other protected information survey, regardless of funding;
 - 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
- 2. 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.

ESVCA has developed and adopted policies, in consultation 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. ESVCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ESVCA 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. ESVCA 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

Parent's Right to Know

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.

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.
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.

Attendance

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 10th consecutive day.

Illness and Emergency Absences

When a child is absent from school, the parent/guardian shall contact the school or school official on the day of the absence, preferably in the morning. Hand written notes excusing a student's absence in lieu of making a personal phone call will not be accepted.

Planned Absences

The parent/guardian shall give notice as far in advance as possible of absences involving religious holidays, medical or dental appointments or family trips. Students should communicate with teachers regarding planned absences and receive any necessary work prior to absence occurring. Students should not wait until after planned absences to gather any necessary work.

Grading Practices

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. 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.

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 should consist of formative and summative assessments. A student's progress should be recorded with more than just summative scores. Each student should 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 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.

E-School Virtual Charter Academy's grading scale:

90-100=A

80-89=B

70-79=C

60-69=D

59 and below=F

I=Incomplete

NC=No Credit,

W=Withdrawal

Incomplete grades must be made up within two weeks. Missing work not made up will be assigned grades, often zero, and the final grade will be averaged accordingly.

Regular Academic Course letter grades have the following GPA weights:

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

Semester averages will be recorded in the permanent records for each student as required by state regulations.

Grades will be calculated on a "Total Points" system for Elementary Grades K-5

Grades will be calculated on a "Weighted Scores" system for Secondary Grades 6-12 as

follows: 6th Grade = 40% Formative, 60% Summative

7th Grade = 30% Formative, 70% Summative

8th-12th Grades = 20% Formative, 80% Summative

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.

Class Rank

The GPA determines official class rank. The grade point average will include all grades received in 9 - 12 grade. Classes graded with an "S" or "U" or those taken prior to 9th grade will not be included in the GPA. Percentile class ranking will be calculated based on the GPA to include top 1%, top 2%, top 5% and every successive 5%. Students will be included in class rankings through their fourth year in high school. Students who remain in high school after four years will not be included in subsequent class rankings.

GPA is used to determine Valedictorians and Salutatorians. Valedictorian(s) will be the student(s) having all A's. The salutatorian(s) will include the student(s) with all A's except for one B. Only grades earned during the 9th, 10th, 11th and fall semester of the Senior year will be considered. To qualify as valedictorian or salutatorian, the student must be enrolled in ESVCA at the beginning of the fall semester of their Senior year. To be considered for Valedictorian or Salutatorian, the student must be of good character with no disciplinary record of suspension or no credit on their transcript. The student

must also have completed AP, concurrent enrollment, or the highest level of class in each of the four core subject areas.

Honor Roll

Each semester those students making a 4.0 or better will be placed on the Superintendent’s Honor Roll. Those students having no grades below a “C” and with a 3.5 - 3.99 average will be placed on the Principal’s Honor Roll. Students must receive credit in all classes they are enrolled in to be eligible for Honor Roll.

Student Promotion and Graduation

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 the student to determine if retention is needed. A collaborative effort will be made to ensure the well-being and best interest of the student is met.

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

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.

Proficiency Based Promotion

Students enrolled in ESVCA are eligible for Proficiency Based Promotion in any courses offered by ESVCA within these subject areas: language arts, math, social studies, science, world languages, and the arts. The student, a parent or guardian, or a teacher may request testing and other appropriate assessments to determine if the student is eligible for Proficiency Based Promotion. Parent permission for testing must be given. In all cases, parental wishes are considered. There is not one designated state test for this purpose. The school will design assessments appropriate to the material that is taught in the subject and that is aligned to the current Oklahoma Academic Standards. In some cases this will be a standard examination. In others where performance measures are necessary, the student may assemble a portfolio, prepare a thesis or project, or demonstrate in some other way that he or she has mastered the material. This may include an experiment, for instance, if part of a science course. Proficiency must be demonstrated with a 90% or higher assessment score as designated in the school district's policy.

Assessment for proficiency based promotion will be offered two times during the school year. It must

be requested in writing by the parent or guardian to the superintendent during the first month of the school year and during the month of April.

Grade Classification

The following criteria will be used in determining the classification of high school students by grade at the beginning of the fall semester:

1. Freshman 0-5.75 credits
2. Sophomore 6-11.75 credits
3. Junior 12-16.75 credits
4. Senior 17 or more credits

Classification requirements must be met by the first day of classes in the fall semester. Students not meeting the required number of credits by the first day of class at the beginning of the school year will be reclassified to a lower grade level and may remain at that level for the remainder of the school year.

Concurrent Enrollment/Dual Credit

A junior or senior may be eligible to participate in enrollment at high school and college simultaneously subject to Oklahoma State Department of Education guidelines.

College and Career Ready Assessment

Students enrolled in the 11th grade will be given the Oklahoma College and Career Ready Assessment (CCRA). E-School Virtual Charter Academy intends to use the ACT as the locally selected, nationally recognized assessment for part 1 of the CCRA. Part 2 consists of a Science Content Assessment which is aligned to the Oklahoma Academic Standards for Science and a U.S. History Assessment which is aligned to the Oklahoma Academic Standards for U.S. History.

Child Find

All eligible children with disabilities, age 3 -21, have the right to a Free Appropriate Public Education (FAPE) as mandated by the Individuals with Disabilities Education Act (IDEA) Amendments of 2004. ESVCA is responsible for locating, evaluating, and identifying children with disabilities A child with a disability means a child evaluated and determined eligible for special education and related services in accordance with IDEA and the Policies and Procedures for Special Education in Oklahoma under the following categories: Autism, Deaf-Blindness, Hearing Impairment including Deafness, Emotional Disturbance, Intellectual Disabilities, Multiple Disabilities, Orthopedic Impairments, Other Health Impairments, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, Visual Impairment including Blindness, and Developmental Delay. If you know of a child with a disability or you suspect your child may have a disability please contact your child's teacher or the school superintendent.

Program for Students with Disabilities

The governance board believes that education services for all students should be provided in the normal environment of the school and in the least restrictive environment appropriate for meeting their educational needs. The administration and faculty will work together to evaluate students referred for testing to determine what is the least restrictive environment that will help that student to receive a free and appropriate public education.

No student shall be required to obtain a prescription for a controlled substance as defined in Section 802 of Title 21 as a condition of (1) receiving an evaluation or other services, or (2) attending school.

Legal Reference: Individuals with Disabilities Education Act, 20 USCA S 1400 et seq., 34 C.F.R. 300.5 et seq., Oklahoma Statutes 70 S 3-104.

Program for Gifted and Talented Students

The governance board recognizes that educational programs are necessary for gifted children as defined in Oklahoma Statutes Section 1210.301 of Title 70. Therefore, it is the governance board's policy to cooperate fully with the State Department of Education to identify gifted children and to implement appropriate educational programs. The parents or guardians of children so identified will be advised in writing of that fact and will be provided an overview of the gifted student educational program offered at E-School Virtual Charter Academy. Meetings with the parents/guardians will be no less than once each semester.

After School Activities

The governance board believes that all students' educational experience can be enriched and that they can be more fully engaged in the educational process by having access to additional activities after the core day. These voluntary activities should be designed to meet the varying interests of the students and should include such activities as competitive sports, academic competitions, performing and fine arts activities and special interest clubs. The superintendent, with the assistance of parents, shall design and staff after-school activities.

School Social Activities

Adolescent development includes the acquisition of acceptable social skills. The governance board believes that students should have the opportunity to take part in appropriate social activities with adequate parental supervision. The superintendent, with the assistance of staff and parents, shall plan adult-supervised social events for students.

Educational Extension Activities

The governance board believes that educational extension activities (EEA), designed to stimulate student interest and inquiry and to provide opportunities for social growth and development, are considered an appropriate extension of the classroom. EEAs are authorized to the extent that they provide an effective means for accomplishing the district's general curriculum objectives. Permission for any EEA shall be obtained from the superintendent.

Students will be required to furnish a parent/guardian-signed permission form before each trip.

Family Education and Engagement

Research shows that student academic success is proportionally related to the amount of involvement and engagement of parents/guardians. ESVCA believes they have the responsibility to invite and inform parents/guardians of all requirements, processes, and progressions. At the same time, ESVCA believes that it is the parent's/guardian's responsibility to be involved. The hope is that the more the school invites and informs the parent/guardian the more involved they will become ensuring that each and every student receives all necessary supports from the school and home in order to increase the probability of academic success. Below you will find a SSP (School-Student-Parent) Compact that outlines the bare minimal responsibilities of each party in order to achieve student success.

School-Student-Parent Compact

Responsibilities of ESVCA will include but are not limited to:

- *Provide a rigorous and challenging curriculum that ensures successful completion of all of the state's requirements.*
- *Ensure a learning environment that is conducive to each individual student in an alternative setting.*
- *Provide adequate availability to parents for communication with ESVCA staff.*
- *Provide opportunities for parents/guardians to volunteer or participate in curriculum discussions, school social activities, and educational extension activities.*
- *Produce discussions and literature regarding post-secondary opportunities available.*

Responsibilities of the parent/guardian will include but not be limited to:

- *Require my child to meet and exceed consistent and successful attendance requirements.*
- *Provide a learning environment that encourages academic growth.*
 - *Produce frequent and meaningful conversations with my child about the importance of an education in the 21st century.*
- *Provide a system of support that helps students track their individual progress.*
- *Promote positive use of extra-curricular time.*
- *Encourage my child to engage in social and educational extension activities.*
- *Regularly communicate with school staff about my child's educational experiences.*

Responsibilities of the student will include but not be limited to:

- *Produce consistent and successful attendance requirements.*

- *Stay academically on track by completing formative and summative assessments in a timely manner.*
- *Engage in conversations with my parents and teachers regarding the importance and benefits of an education.*
- *Daily track my individual progress towards a stated goal.*
- *Use proper and healthy judgement in regards to use of extra-curricular time.*
- *Engage in all social and educational extension activities available to me.*
- *Build healthy rapport with my teachers and school staff.*
- *Regularly communicate with my parents and teachers regarding my educational experiences.*

Complaints

The governance board believes that procedures should be established for students' or parents' concerns to be heard in a fair and equitable manner. When registering a complaint or concern, the governance board reminds all concerned that the Code of Conduct for parents, faculty and students shall be enforced.

Student Complaints

Students should first attempt to discuss their concerns in a respectful manner with the faculty member, parent or administrator in question. Students have the option of writing their complaints and will be heard in a fair and professional manner. Complaints shall be handled in accordance with classroom and school policies. Students who have complaints concerning other students should report their issues to either the classroom faculty member, another faculty member or the superintendent. The matter will be dealt with through conflict management guidelines and in as equitable a manner as is practical in keeping with school policies. Students who are aggrieved by any such decision may appeal such decision to the governance board. The decision of the governance board shall be final.

Parent Complaints

Parents or guardians who have a concern or disagreement with a faculty member shall make an appointment with the employee in question. At no time is a parent to interrupt instruction to discuss any matter. The parent or faculty member has the option to request the superintendent be present during the discussion. If the parent is dissatisfied with the outcome of the meeting with the faculty member, that parent may bring his or her concern to the superintendent.

The superintendent shall listen to the parent's concern. They shall investigate the matter with the employee concerned and determine how the matter can be amicably resolved in the best interest of the child and in keeping with the policies of the school. If the parent is not satisfied with this decision, he or she may submit a written complaint to the president of the governance board.

The president shall review the procedure the employee and superintendent used. If the president determines that the procedure was proper and the decision was in keeping with the best interest of the child and with school policies, then he/she shall inform the parent that the decision will stand. The parent may appeal the president's decision to the governance board. The governance board's decision

shall be final.

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.

Cheating/Plagiarism

Cheating will be considered the act or intent of giving or gaining knowledge for an assignment or test or to answer by fraudulent means. The penalty for cheating will be a zero for the assignment or test. Frequent acts of cheating may result in further consequences at the discretion of the teacher.

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own without appropriate documentation. The penalty for plagiarism will be a zero for the assignment or test. Continued acts of plagiarism may result in further consequences including the loss of credit.

Harassment, Intimidation, and Bullying

E-School Virtual Charter Academy and the associated management company are committed to a policy that prohibits the harassment, intimidation, bullying, or discrimination on the basis of race, ethnicity, color, national origin, sex, disability, religion including antisemitism, marital status, and/or age against any student or employee.

Any incident or report of antisemitic discrimination, harassment, intimidation, or bullying will be reported to the Title IV Coordinator at the State Department of Education, brittany.zentner@sde.ok.gov

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 E-School 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. 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 Student 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.

AIDS Prevention Education

Oklahoma law requires that acquired immune deficiency syndrome (AIDS) prevention education shall be taught in the public schools of this state. AIDS prevention education shall be limited to the discussion of the disease AIDS and its spread and prevention. Students shall receive such education:

1. at the option of the school district, a minimum of once during the period from grade five through grade six;
2. a minimum of once during the period from grade seven through grade nine;
and
3. a minimum of once during the period from grade ten through grade twelve.

B. The State Department of Education shall develop curriculum and materials for AIDS prevention education in conjunction with the State Department of Health. The school district may also develop its own AIDS prevention education curriculum and materials. Any curriculum and materials developed for use by the school shall be approved for medical accuracy by the State Department of Health. The school district may use any curriculum and materials which have been developed and approved pursuant to this subsection.

C. The school district shall make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. The school district, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved during weekend and evening hours at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

D. AIDS prevention education shall specifically teach students that:

1. engaging in homosexual activity, promiscuous sexual activity, intravenous drug use or contact with contaminated blood products is now known to be primarily responsible for contact with the AIDS virus;
2. avoiding the activities specified in paragraph 1 of this subsection is the only method of preventing the spread of the virus;
3. sexual intercourse, with or without condoms, with any person testing positive for human immunodeficiency virus (**HIV**) antibodies, or any other person infected with **HIV**, places that individual in a high risk category for developing AIDS.

E. The program of AIDS prevention education shall teach that abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact. It shall also teach that artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease.

F. The State Department of Health and the State Department of Education shall update AIDS education curriculum material as newly discovered medical facts make it necessary.

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 are E School 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

Reporting Child Abuse

State law (Title 10A, Section 1-2-101) requires EVERY PERSON who has reason to believe that a child

under 18 is a victim of abuse to report the suspicion of abuse immediately to the Oklahoma Department of Human Services (DHS).

A report of suspected child abuse is a request for an investigation to gather facts and protect the child from further harm. The person reporting the abuse does not need to prove abuse prior to reporting. Investigation and determination of abuse are the responsibility of DHS, law enforcement, and the judicial system. Persons who knowingly and willfully fail to report any incident to the Department of Human Services shall be guilty of a misdemeanor. Any individual who reports an incident in good faith and exercises due care shall be immune from any civil or criminal liability.

If you have any questions, a specialist from the Child Abuse Network (CAN) will help you through the reporting process and explain what happens next. Call a child specialist at (918) 624-0200.

To report abuse

- Oklahoma hotline (800) 522-3511
- National hotline (800) 4ACHILD [(800) 422-4453]

The person making the oral report to the Department of Human Services is also responsible for submitting a written report to the Department of Human Services. The written report must follow the oral report and be made within twenty-four (24) hours of the contact. A copy of the written report shall be given to the Superintendent. The employee shall also contact the local law enforcement agency where physical or sexual abuse is suspected. Employees will not contact the child's family or any other person to determine the cause of the suspected abuse or neglect. School officials or employees shall not reveal any information regarding the suspected abuse or neglect to any parties other than supervisory personnel, the Department of Human Services and the appropriate law enforcement personnel. It is not the school official's or employee's responsibility to prove the child has been abused or neglected. The Superintendent will prepare and implement such procedures as are necessary to provide employees with the training necessary to properly identify abused or neglected students and to properly report such abuse and/or neglect.

All parties concerned shall treat the reports in a confidential manner. Employees may initially question the child to determine the child's state of neglect or injuries. However, in no case should the child be subject to undue pressure to validate the suspicion of abuse. Validation of suspected child abuse is the Department of Human Services' responsibility, assisted by the police. In suspected cases of physical and sexual abuse, the police or social worker at the school may question the suspected victim without the Superintendent obtaining permission from the victim's parent or guardian. Employees will not contact the parent/guardian concerning suspected child abuse.

Student Transportation in Private Vehicles

When students are transported to school-sponsored activities, properly inspected, registered and insured private vehicles may be used with licensed drivers. E-School Virtual Charter Academy will not be held responsible for the students' welfare while being transported in private vehicles. Insurance coverage is the vehicle owner's responsibility. It is the responsibility of the student's parents or guardians to ensure that their child is being transported in a safe and responsible fashion in the private vehicle and that the vehicle owner has the appropriate insurance to cover injury to passengers.

Withdrawal from School

In order to withdraw from ESVCA, the student's parent or legal guardian must complete and sign a withdrawal form. Any school property that has been issued to the student must be returned to the school. All fines and fees must be paid prior to release. All financial obligations must be met before ESVCA will forward information to another school.

Parent/Student Signature Page

Disclaimer: This Student/Parent Handbook is meant to be a guide and source of information for all interested stakeholders. The purpose is to inform students and parents of normal school policy. In the event that an unusual, extreme, or unforeseen circumstance should arise, the superintendent's discretion will take precedence over this handbook.

By signing the following line, I _____, the parent/guardian, acknowledge that I have read and understand all policies and procedures as it pertains to E-School Virtual Charter Academy.

By signing the following line, I _____, the student, acknowledge that I have read and understand all policies and procedures as it pertains to E-School Virtual Charter Academy.

Parent Signature Date: _____

Student Signature Date: _____