Oklahoma Virtual Charter Academy Handbook

2026-2027

OKLAHOMA VIRTUAL CHARTER ACADEMY SM

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K12 Virtual Schools LLC (Stride K12)

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INTRODUCTION

Welcome to Oklahoma Virtual Charter Academy! We are thrilled that you have selected us to be your schooling partner for the 2026-2027 school year. This student handbook sets forth some general guidance for parents, Learning Coaches, and students enrolled in the Oklahoma Virtual Charter Academy (OVCA). The intent is to answer the most frequently asked questions. OVCA staff are willing to clarify any items in the handbook or answer additional questions. Your main point of contact is your Community Family Advisor (CFA). A list of phone numbers is located on the school website.

OVCA is a statewide charter school. OVCA is a public school and is subject to the rules and regulations of the Oklahoma State Department of Education Public School Policy and mandates. OVCA administrative offices are located at 1117 S Douglas Blvd., Suite F, Midwest City, OK 73130.

SCHOOL VISION STATEMENT

OVCA strives to set the standard for online public-school education in Oklahoma.

SCHOOL MISSION STATEMENT

The mission of Oklahoma Virtual Charter Academy is to ensure the growth of every student through personalized learning and to create well-educated, productive citizens both digitally and in life.

Our model includes:

- Online instruction led by qualified Oklahoma certified teachers
- Data-based individualized instruction
- Structured daily virtual class schedule
- Collaboration with dedicated school support team
- Community partnerships promoting student connection

ANTI-DISCRIMINATION POLICY

It is the policy of Oklahoma Virtual Charter Academy that no person be denied admission to the school or be denied participation in, be denied benefits of, or be discriminated against in any curricular, extracurricular, student services, recreational or other program or activities, shall not be abridged or impaired because of the person's sex, race, religion, national origin, ancestry, or physical, mental, emotional or learning disability, veteran status, family and marital status, including "antisemitism", or any other status protected by state and federal statutes.

This policy also prohibits discrimination as defined by Title IX of the Education Amendments of 1972 (sex), Title VI of the Civil Rights Act of 1964 (race and national origin) and Section 504 of the Rehabilitation Act of 1973 (handicap).
Address all inquiries or complaints regarding this policy to: Audra Plummer, Head of School, Oklahoma Virtual Charter Academy, 1117 S Douglas Blvd., Suite F, Midwest City,

OK 73130, 405.259.9478. Inquiries or complaints related to Title IX can also be reported directly to: Caitlin Collett, Title IX Coordinator, Oklahoma Virtual Charter Academy, 1117 S Douglas Blvd., Suite F, Midwest City, OK 73130, 405.259.9478. All Title IX complaints will be monitored by the Title IX Coordinator regardless of to whom the original report was made.
See **OVCA Board Policy 3130** for full description

Section 504 of the Rehabilitation Act/Title II, Americans with Disabilities Act

Section 504 and Title II (ADA) Grievance Procedure:

OVCA has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and the ADA prohibit discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Procedure

1. Grievances must be submitted to the ADA/504 Coordinator within 60 days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
2. A complaint can be submitted in writing, over the phone, or other mode of communication. The complaint must include the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
3. The ADA/504 Coordinator (or designee) shall investigate the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Coordinator will maintain the files and records relating to the complaints filed.
5. The ADA/504 Coordinator (or designee) will issue a written decision on the grievance no later than 30 days after its filing.
6. The person filing the grievance may appeal the decision of the ADA/504 Coordinator by writing to the Head of School within 15 days of receiving the ADA/504 Coordinator's decision. The Head of School shall issue a written decision in response to the appeal no later than 30 days after its filing.
7. The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the US Department of Education, Office for Civil Rights by calling 1.800.421.3481
8. To the extent possible, confidentiality will be maintained throughout the investigation of a complaint of unlawful discrimination or harassment.

OVCA 2026-2027 ACADEMIC CALENDAR

OVCA

SY 2026-2027 Academic Calendar

July 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

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30	31					

September 2026

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October 2026

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November 2026

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15	16	17	18	19	20	21
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29	30					

December 2026

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20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

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31						

February 2027

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	1	2	3	4	5	6
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21	22	23	24	25	26	27
28						

March 2027

Su	M	Tu	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
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25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Special Events

100th Day of School - January 25

HS Graduation - May 22

Date	Event or Holiday
Jul 03	Independence Day - School/Office Closed
Jul 20	New Teachers Start
Jul 27	Teachers Return/Virtual PD before school starts
Jul 28	PD before school starts
Jul 29	PD before school starts
Jul 30	Teacher Work Day - No School
Jul 31	Teacher Work Day - No School
Aug 03	Teacher Work Day - No School
Aug 04	PD before school starts
Aug 05	PD before school starts
Aug 06	Teacher Work Day - No School
Aug 07	Teacher Work Day - No School
Aug 10	First Day Semester/1st Qtr
Sep 07	Labor Day - School/Office Closed
Oct 14	Last Day 1st Qtr
Oct 15	Fall Break - School Closed
Oct 16	Fall Break - School Closed
Oct 19	First Day 2nd Qtr
Nov 23	Thanksgiving Break - School Closed
Nov 24	Thanksgiving Break - School Closed
Nov 25	Thanksgiving Break - School Closed
Nov 26	Thanksgiving Break - School/Office Closed
Nov 27	Thanksgiving Break - School/Office Closed
Dec 17	Last Day Semester/2nd Qtr
Dec 18	Teacher Work Day - No School
Dec 21	Winter Break - School/Office Closed
Dec 22	Winter Break - School/Office Closed
Dec 23	Winter Break - School/Office Closed
Dec 24	Winter Break - School/Office Closed
Dec 25	Winter Break - School/Office Closed
Dec 28	Winter Break - School Closed
Dec 29	Winter Break - School Closed
Dec 30	Winter Break - School Closed
Dec 31	Winter Break - School Closed
Jan 01	Winter Break - School Closed
Jan 04	Teacher Work Day - No School
Jan 05	First Day Semester/3rd Qtr
Mar 12	Last Day 3rd Qtr
Mar 15	Spring Break - School Closed
Mar 16	Spring Break - School Closed
Mar 17	Spring Break - School Closed
Mar 18	Spring Break - School Closed
Mar 19	Spring Break - School Closed
Mar 22	First Day 4th Qtr
May 22	High School Graduation
May 26	Last Day Semester/4th Qtr
May 27	Teacher Work Day - No School
May 28	Teacher Work Day - No School
TBD	2 PT Conference Days
May 31	Memorial Day - School/Office Closed

Calendar can also be found on OVCA Website: **www.ovca.k12.com**

GENERAL INFORMATION

ROLES

The term "parent" is used in this document to describe the person legally responsible for a minor. This could be a parent or legal guardian.

A **Learning Coach** is the designated adult who will have the primary responsibility of being actively involved in all school related work and activities. Learning Coaches are the primary point of contact for all teachers and school staff. A parent may designate himself/herself as the Learning Coach or may find another trusted adult to serve in this role. In all cases, the parent is ultimately responsible for ensuring adherence to school policies. The Learning Coach will:

- actively monitor, assist, and motivate the student daily
- communicate regularly with the student's Community Family Advisor (CFA) and teachers and
- ensure the student is engaged and follows a weekly schedule that includes attending live class and completing weekly assignments per program requirements

In Elementary School, a Learning Coach will work side-by-side daily with the student. Each week, the Learning Coach will review upcoming lessons to ensure any advanced preparation is completed and attend Learning Coach training/support meetings. Learning Coaches will check school communications at least once daily to stay up-to-date with academic requirements. They will also check their online school account to find exact times for classes and online meeting links. A Learning Coach of an elementary student can expect to spend 3-6 hours a day supporting the student's education.

In Middle School, students begin to gain independence; however, they still need consistent guidance and support from a Learning Coach to ensure academic success. Learning Coaches of Middle School students can expect to spend 2-4 hours per day supporting their child's education. The Learning Coach will work closely with the students' teachers to monitor all aspects of a child's online schooling experience.

In High School, the Learning Coach can expect to spend 1-2 hours per day to help the student stay on task and ensure the student is following through on his or her assignments. The student is expected to manage his or her own time and schedule directly; however, the support of a Learning Coach is still essential as high school students learn to be accountable for their own schedule and learning. Grade reports are accessible daily to allow parents to monitor progress in coursework. In addition to by-appointment conferences with parents, OVCA offers one parent/teacher conference day each semester. Please review the school calendar on page 9 for specific dates.

All students in one family are assigned to a single **Community Family Advisor (CFA)** who serves as the first point of contact. The CFA provides information about important dates and school events. The CFA helps families set up schedules, teaches families how to navigate the online school, and monitors progress/attendance. The CFA helps students build connections at the school by organizing local in-person community events, hosting online social or study sessions, or service-learning projects. Students and Learning Coaches can see who their assigned CFA is by logging into Canvas, going to their contacts, and finding their "Homeroom" person. CFAs collaborate with community service providers, school personnel, and the state homeless coordinator to provide homeless children and youth education and related services. CFAs help ensure homeless children and youth are identified and immediately enrolled in

school by establishing a referral process with school staff and communities. CFAs work with the homeless coordinator to inform parents/ students of their educational rights. CFAs help students receive school supplies, food, and transportation as needed. CFAs work closely with the homeless liaison and the foster care liaison, offering parent support through trainings and videos.

State Certified Teachers are an essential component of the educational program at OVCA. In Elementary School, students are assigned a homeroom teacher who provides instruction and remediation. In Middle and High School, courses are taught by teachers specifically experienced in their respective subjects, so the student has a different teacher for each subject. These course teachers are responsible for reviewing all student work and providing instructional feedback. Questions about courses or course content should be directed to the course teacher.

As an OVCA student, youth are expected to be active learners by logging into school daily and participating in online class activities. Students will be contacted through email, text, phone, or during online classes. Each student will have access to online and offline curriculum materials. Students may reach out at any time to OVCA Staff for assistance. Staff will respond within 24 hours during school hours.

School Administration is Head of School, Principals, and special program leadership roles. Members of the administration team oversee school policies and maintain the quality of schools.

PARENT INVOLVEMENT POLICY

Direct parental involvement is fundamental to the success of the student and Oklahoma Virtual Charter Academy (Board policy 3040). OVCA requires mandatory Learning Coach (LC) Orientation for a newly enrolled student. The Learning Coach or legal guardian must view the recording of or attend the online session(s) to be considered a certified Learning Coach.

Learning Coach involvement is directly linked to student success. Upon enrollment, each Learning Coach (LC) is encouraged to join the Learning Coach Community (LCC), a secure network exclusively for families with students in K12-powered schools. Within the LCC, Learning Coaches can connect with other parents who have similar experiences, ask questions, exchange resources, and learn from seasoned Learning Coaches who are knowledgeable about schooling at home with OVCA. Learning Coaches can access the LCC by logging into their OLS account and clicking the Resources tab on the left hand side of their home page, or by going directly to **community.k12.com** and logging in with their k12 username and password. Learning Coaches may contact their Community Family Advisor for more information regarding the LCC.

EMAIL/PHONE CALLS

Effective two-way communication with school personnel is crucial as it fosters collaboration, ensures mutual understanding, and supports the holistic development of students by addressing their academic and emotional needs.
Email is a primary source of contact between staff and the Learning Coach/students; therefore, Learning Coaches and students are encouraged to check their email at least twice a day (morning and evening). Learning Coaches and students are asked to reply to any email received from staff or K12 Virtual Schools LLC (Stride K12) within 24 business hours, if necessary. Staff will respond to communications within 24 hours on regular school days,

during school hours. Staff will notify families in advance if they are out of the office. Families are always welcome to call their Community Family Advisor (CFA). If your assigned CFA is unable to answer the phone, please leave a voicemail and your call will be returned as soon as possible. It is the Learning Coach's responsibility to ensure that OVCA has current and accurate contact information, including email addresses, phone numbers, and mailing addresses. Accurate contact information is essential for receiving important school communications regarding attendance, academic progress, school events, testing requirements, and student support services.
Failure to maintain current contact information may result in missed communications and delays in receiving important information regarding your student's education. If OVCA is unable to establish communication with a family after multiple attempts, the student's enrollment status may be reviewed, which could result in withdrawal from the school in accordance with school policies and state requirements.

All OVCA staff can be reached by calling their direct line. Phone numbers are located on the school website: **ovca.k12.com.** Teachers are instructed to allow their voicemail to answer incoming calls if they are teaching class. This allows teachers to keep their full attention on the lesson. The school does not reimburse Learning Coaches for long-distance calls. When leaving a voicemail, please ensure you leave a detailed message explaining the reason for the call along with your student's full name and student ID number and best number for return call. This will assist in promptly getting a response to you.

Middle school and high school students should check their Canvas inbox daily. Teachers will send messaging about assignments, missing assignments, and grades via Canvas.

TEXT MESSAGES

Families will automatically receive text messages from school staff.

PHOTOGRAPHY RELEASE

Before students or families' photographs/videos are used, families will be asked to complete the Photograph Testimonial and Interview Release form. This form is located on the OVCA website. OVCA staff may also share forms with families through other means such as email, text, or survey link.

MOMENT OF SILENCE

In accordance with State Statute 70 O.S.§ 11-101.2, OVCA students will see a daily announcement on school platforms. OVCA Moment of Silence: Each student is allowed to exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices.

PARENT ORGANIZATIONS

At this time, OVCA does not have a parent sponsored organization like PTA or PTO. If this is something you are interested in, please contact your school principal.

OVCA Learning Coaches are encouraged to participate in their local Strider Squads—community networks of families who gather to socialize and support one another in the virtual learning journey. Information about Strider Squads can be found on the OVCA **website** or from your CFA.

ENGAGELI

Connections with families can be made through an online conferencing platform such K12's virtual classroom platform. Meetings on these platforms allow users to see video of the other party, share desktop content, chat, and talk in real time. OVCA students and families are expected to have webcam capabilities.

NEWSLETTERS

OVCA will periodically send out information through different platforms such as electronic newsletters, updates on social media, or communications on the OVCA website.

FIELD TRIPS/OUTINGS

The OVCA Student Support Team (which includes the Community Family Advisors) will organize outings and events for families in their communities. Families will be involved in determining which events occur each month. If you have an idea or want to get more involved, contact your CFA. These events provide opportunities for students, teachers, staff, and families to connect and build a strong educational community. These are optional events. Any costs associated with participation in school-sponsored activities, events, field trips, or outings, including admission fees, space rental fees, transportation, meals, or other related expenses, are the responsibility of the student and family OVCA does not provide transportation for any school-related activities. For in-person events, staff members will follow OVCA safety procedures and public-school meeting policies. Students may not go to the home of a staff member. Staff and students may not meet alone together. There must always be at least one other adult present. Students under the age of 13 must be accompanied by an adult at events. See OVCA Board Policy 3090. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

K12 Zone

The K12 Zone is an immersive, personalized, interactive virtual campus for K12 students. It encourages engagement through virtual chat, video conferencing, and other tools; it also provides a space where students can safely and creatively explore, learn, and socialize with each other. Students can access their K12 Zone through their school's Online Learning System (OLS) while the Zone is "open." Staff with moderator privileges can access the Zone anytime. Each OVCA school has its own schedule for opening and closing the Zone, outside of All School Events.

VISION SCREENING

Your student's vision is extremely important to OVCA. Students may have opportunities to have their vision screened for FREE – made possible by Vizavance. Vizavance, formerly known as Prevent Blindness Oklahoma, is the only nonprofit entity in Oklahoma whose primary goal is to advance children's education through better vision. By offering free vision screenings to Oklahoma's school children, Vizavance helps identify vision issues that, if never identified, could seriously hamper a child's ability to succeed academically. For more information on Vizavance, you can visit their website at http://www.vizavance.org. OVCA arranges for Vizavance to provide vision screenings at least once a year at a location to be determined.

LOANER COMPUTER POLICY

If requested, K12 Virtual Schools LLC (Stride K12) students will be loaned one computer to

be used to access the online learning platform during the student's enrollment in OVCA. Contact your CFA to request an additional computer due to scheduling needs.

OVCA will not replace computers that are intentionally damaged or damaged due to negligence or misuse. Pursuant to the Agreement for Use of Instructional Property, families are solely liable for any loss or damage to the computer until it is returned to K12 Virtual Schools LLC (Stride K12) and should take proper precautions to protect it. OVCA may require families to pay for lost or damaged computers.
See OVCA Board Policy 5100. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

MOBILE BROADBAND DEVICES

Through Stride K12, OVCA offers a mobile broadband device program to students who qualify. Qualification is defined as: economically disadvantaged, as determined by Federal Income Eligibility Guidelines used in determining eligibility for free and reduced-price meals and, or those in need of a mobile broadband device due to a change in life circumstances. Students who qualify may be eligible to be issued a mobile broadband device for the duration of enrollment at OVCA. Only one device per family is issued on a first come, first served basis. The device is to be used for attending online classes, accessing and completing schoolwork/activities, and communicating with the school. It is not provided for personal use. The device is equipped with Children's Internet Protection Act (CIPA) filters, but the school is not responsible for sites accessed through the device.

By receiving the device, the legal guardian accepts responsibility for monitoring internet use of the student and responsibility for payment for lost, damaged or stolen devices. Normal use will not exceed the monthly allowable data. Misuse may cause the data to exceed limits, which results in loss of internet access until the next billing cycle. Misuse will result in denial to participate in OVCA's mobile broadband device program. The device is sent from Stride K12 directly to the student address on file. The legal guardian must contact Stride K12 technical support with any technical issues relating to the device at 1-866-512-2273. The device must be returned immediately to Stride K12 upon withdrawal or graduation. A free UPS shipping label can be requested by visiting **www.help.k12.com**.

To be eligible for a mobile broadband device, a student must participate in all required testing, must meet eligibility as mentioned above, and must meet school attendance requirements.
See OVCA Board Policy 5100. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

CONCERNS

OVCA staff recognizes that life and school do not always run smoothly. As problems arise, school personnel and Learning Coaches must collaborate to solve them. Staff also realize that parents, Learning Coaches and students do not always know what to do or where to seek out answers and often give up or become frustrated when problems remain unsolved. Please follow these procedures for general information or for assistance in resolving a problem:

All concerns and issues should first be directed to your CFA. (Phone appointments may be set up.) If the CFA cannot resolve the issue (e.g., materials and computer issues), he/she directs the parent/Learning Coach to the appropriate contact for assistance. The CFA follows up with the family until the issue is resolved.

If the concern is not resolved at this level, parents or Learning Coaches are advised to contact the teacher through email. If you still have questions or concerns, contact the principal

through email. Extensions can be found by using the dial by name directory. Call 405.259.9478 and press the (#) key. A student's list of contacts for their teachers or support team can be found in their OLS account.

CRISIS/EMERGENCY PROCEDURES

From time to time, families may experience technical difficulties or other crises to prevent schooling. Families may lose Internet due to a storm, power outage or other life emergency. If families are experiencing difficulties, please email your CFA, your teacher or call OVCA Office at 405.259.9478 to make the school aware. If available, families may school using offline materials. Contact your CFA/teacher when issues have been resolved. CFA/teachers will work with families on attendance and schoolwork expectations during this time.

In case of a school wide crisis or emergency, OVCA will communicate information through the following options: email, phone/auto dialer, website, social media, and/or platform announcements. Messages will include how to proceed if platforms are down and how instruction will continue during outages.

During state testing, each testing location will have emergency procedures and communication in place. Information is shared during testing communications.

Following the passage of the Riley Boatwright Act, OVCA will follow medical emergency plans for athletic events or events held onsite the same as they do for tornadoes, fires or intruders.

COMPLAINT PROCESS

Oklahoma Virtual Charter Academy is interested in achieving and fostering student/family satisfaction. The following procedure ensures that student/family grievances are addressed fairly by the appropriate people in a timely manner. OVCA prohibits discrimination against students/families on the basis of disability, race, creed, color, gender, national origin, or religion.

The student and parent(s), custodian(s) or legal guardian(s), address in writing any concern or grievance to the Head of School. The Head of School responds within ten working days.

If the concern or grievance is not resolved by the Head of School, the parent(s), custodian(s) or legal guardian(s) may, within ten (10) working days of the Head of School's response, request in writing a meeting (via phone or in person) with the Head of School to discuss the concern or grievance. He/she investigates and responds within ten (10) working days. If the family's concern is not resolved at the meeting with the Head of School, the family may file a complaint with the OVCA governing board.
See OVCA Board Policy 3120. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

FEDERAL PROGRAMS COMPLAINTS

Complaints with regard to Federal Programs covered under the reauthorized Elementary and Secondary Education Act (ESEA) at Oklahoma Virtual Charter Academy may make the complaint known to the Head of School or with the General Counsel of the State Department of Education. Within thirty (30) days of receipt of the complaint, Oklahoma Virtual Charter Academy will conduct an investigation of the allegation and resolve the complaint. The investigation shall include opportunities for the complainant or the complainant's representative to present evidence and question witnesses.

See OVCA Board Policy 3220. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

ADMISSIONS

ADMISSION AND ENTRANCE REQUIREMENTS

OVCA is an open-enrollment public charter school. Students in kindergarten through twelfth grade participating in OVCA must reside in Oklahoma and be between the ages of 5 and 21.

Students must be 5 on or before September 1 and may not turn 21 on or before September 1. OVCA shall continue to accept applications and enroll students until either the school or grade level reaches a capacity limit.

New students to the school shall be enrolled conditionally until educational records, including discipline records and transcripts from schools previously attended by the student, and other documentation are received by the school.

In the event the student's records indicate a reason to deny admission, the student's conditional enrollment status may be revoked.

The Head of School, or Head of School designee, may deny admission to the school in accordance with applicable law.

Grounds for denial of admission include but are not limited to:

- Having been expelled from any school district during the preceding twelve months;
- Behavior in another school district during the preceding twelve months that is detrimental to the welfare or safety of other students or school personnel;
- Graduation from the twelfth grade of any school or receipt of any document evidencing completion of the equivalent of a secondary curriculum;
- Failure to meet the requirements of age (students must be at least 5 by September 1 and may not be over the age of 21 on or before September 1st)
- Failure to comply with state immunization laws
- Failure to provide proof of residency per board policy verifying residence within the boundaries of the state of Oklahoma;
- Intentionally providing erroneous information on the application for enrollment.
- A "history of absences" means 10 or more absences in one semester that are not excused for the reasons provided for in Subsection B of Section 10-105 of Title 70 of the Oklahoma Statutes, and/or OVCA's Attendance Policy.
- Any act or reason authorized in Section 24-101.3 of Title 70 of the Oklahoma Statutes.

See OVCA Board Policy 3180. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

STUDENT RESIDENCY

Students enrolled in OVCA must reside in the state of Oklahoma.

The purpose of OVCA is to serve the educational interests of students residing within the district boundaries. This includes homeless students, students who are not documented citizens, and students whose parents/guardians are not documented citizens. The district will not inquire into a student or parent/guardian's citizenship status as a part of enrollment and will only use information regarding a student's living situation to better serve the student.

Definitions
For purposes of this policy, the terms listed below have the following meanings: "Residence," "residency" and "legal residence" mean the student's present place of abode, provided that it is a place where important family activities (such as sleeping, eating, working, relaxing, and playing) take place during a significant part of each day. Mere presence alone is not sufficient to establish residency. Documentary evidence that may be submitted to establish residency is identified below. "Person having legal custody" means a person who is legally responsible for the care of the child pursuant to: the order of a court or placement by a governmental agency responsible for making custody determinations and/or placements. As used in this policy, the phrase "permanent care and custody" means a person who has assumed the care and custody of the child on a continuous and ongoing basis with the intent not to relinquish such care and custody until the child reaches age 18.

Basic Residency Requirements
State law provides that a child's residence for school purposes is the District in which the (1) parents, (2) guardian or (3) person having legal custody of the child holds legal residence. Children who are foster children are granted residency in the district if they attended the district prior to entering foster care, if their current/prior foster family is/was a resident of the district, or if another child in their current foster home attends school in the district pursuant to a transfer. The district does not permit students to establish residency based on the mere affidavit of a person who has assumed permanent care and custody of the child under OKLA. STAT. tit. 70§ 1-113 or based on an attorney in fact affidavit under OKLA. STAT. tit. 10§ 700.

Procedures for Resolving Residency Disputes
The District recognizes there may be occasions when there is a dispute regarding residency. Upon enrollment in the school system, the District will verify the student is a resident of the District or is otherwise entitled to attend school in the District for any reason authorized by law. As a part of this verification process, the District will obtain an address from each student or the student's parent, guardian, person having legal custody of the child. In providing an address to the District that is within the District's boundaries the student and student's parent, guardian, or person having legal custody of the child represent that this address is the student's residence. The District may also require, in order to verify residency, certified copies of court orders, guardianship documents, written agreements and any other information deemed relevant by the District.

If at any time an administrator of the District has a reasonable belief that the reported residence may not be the residence of the child for purposes of school attendance, the administrator shall notify the student's parent, guardian, or person having the care and custody of the child that there is a question regarding the legal residency of the student. The student's parent, guardian, or person having legal custody of the child shall be given an opportunity to submit information regarding the student's residency to the OVCA

administration. All notices required by this policy shall be in writing. Additionally, reasonable alternative arrangements for documenting communications will be made for those persons who are visually impaired or otherwise unable to communicate in writing. Information or documentation to prove student residency in the District shall include but not be limited to proof of provisions of utilities, payments of ad valorem taxes, local agreements or contracts for purchasing/leasing housing, driver's licenses, income tax returns, notes, mortgages, divorce decrees, contracts and any other source of proof which is not in conflict with statutory provisions relating to the residence of students.

Any question or dispute as to the residence of a student not deemed to be a "homeless student" shall be determined by the OVCA administration, the Superintendent or designee, or the District's Board of Education pursuant to the following procedures:

1. The student's parent, guardian, or person having legal custody of the child must notify the OVCA Administration in writing of the review request within five (5) calendar days from the date of written denial of admittance or from the date of written notification that the student is considered not to be a resident of the District. Upon receipt of a request for review, OVCA shall allow the parent, guardian or person having legal custody to provide additional pertinent information in accordance with the District's criteria and the statutory provisions regarding residency. This information must be submitted with the request for review.
2. OVCA must render a decision and notify the student's parent, guardian, or person having legal custody of the child of the decision and reasoning therefore in writing within five (5) calendar days of the receipt of the request for review.
3. In the event the student's parent, guardian, or person having legal custody of the child disagrees with the OVCA Administration decision, such person shall notify OVCA in writing within five (5) calendar days of his or her receipt of the OVCA Administration's decision. This administrator will submit his/her findings and all documents reviewed to the Superintendent or designee. The Superintendent or designee will review the decision and the documents submitted on behalf of the District and the student and will render a decision within five (5) calendar days of receipt of the documents. If the student's parent, guardian, or person having legal custody of the child disagrees with the Superintendent's decision, such person shall notify the Superintendent in writing within five (5) calendar days of his or her receipt of the Superintendent's decision. The Superintendent will submit his/her findings and all documents reviewed to the District's Board of Education. The Board of Education will review the decision and the documents submitted on behalf of the District and the student and will render a decision no later than the next regular Board meeting. The decision of the Board of Education shall be final.
4. In an effort to place students in school as quickly as possible, timelines shall be followed unless due to emergency circumstances both parties agree to an extension of timelines.
   See OVCA Board Policy 3050.
   All Board Polices can be found on the OVCA website: ***OVCA Board Policies***

OPEN TRANSFER POLICY

Effective January 1, 2022, the lawful transfer of a student from the district in which the student resides to Oklahoma Virtual Charter Academy ("OVCA" or "District") shall be granted at any time in the year unless number of transfers exceeds the capacity of the District as set forth herein.

Student Transfer: A student may be granted a one-year transfer and may continue to attend the District each school year to which the student transferred with the approval of the District. At the end of each school year, the District may deny continued transfer of the student for the reasons outlined herein. Any brother or sister of a student who transfers may attend the District to which the student transferred if the District has capacity, and the brother or sister of the transferred student does not meet a basis for denial as outlined herein. Any child in the custody of the Department of Human Services in foster care who is living in the home of a student who transfers may attend the District to which the student transferred.

Transfer Capacity: The District's Board of Education (the "Board") hereby adopts a policy to determine the number of transfer students the District has the total capacity to accept in each grade level for each school site.

The Board shall establish the number of transfer students the District has capacity to accept in each grade level for each school site in the District by the first day of January, April, July and October of each year. The capacity limits set forth herein shall continue until further action of the Board.

Grounds for Transfer Denial: The District's Board of Education further determines that in addition to any capacity limitation regarding transfers, the District may deny a transfer for the following reasons: (1) the acts and reasons outlined in Section 24-101.3 of Title 70 of the Oklahoma statutes may be a basis for denial of a transfer; and (2) history of absences may be a basis for denial of a transfer. For the purposes of this policy, "history of absences" means ten or more absences in one semester that are not excused for the reasons provided for in subsection B of Section 10-105 of Title 70 of the Oklahoma Statutes, or due to illness. Students who have been on Academic Probation for 9 weeks or more may have their transfer revoked.

Transfer Publication: The Board hereby directs the Head of School to: (1) publish in a prominent place on the District website the number of transfer students for each grade level (elementary, middle, and high) that the District has the capacity to accept; and (2) report to the State Department of Education ("SDE") the number of transfer students for each grade level (elementary, middle, and high) that the District has the capacity to accept.

Appeals: If a transfer request is denied by the District, the parent of the student may appeal the denial within ten (10) days of notification of the denial to the District Board. The District Board shall consider the appeal at its next regularly scheduled board meeting. If the District Board denies the appeal, the parent may appeal the denial within ten (10) days of notification of the denial to the State Board of Education ("SBE"). The parent shall submit to the SBE and the Head of the School District a notice of appeal on a form prescribed by the SBE.

Reporting of Transfers and Denials: The District's Board hereby directs the Head of School to submit to the SDE the number of student transfers approved and denied and whether each denial was based on capacity, acts and reasons outlined in Section 24-101.3 of Title 70 or a history of absences as provided for in paragraph 2 of subsection B of Title 70 as set forth in this policy. The Board further directs the Head of School that on or before the first day of January, April, July, and October to file with the SBE and each resident district of any transfer student, a statement showing the names of the students granted transfers to the District, the resident school district of the transferred students, and their respective grade level.

Transfer Application: In order that any student may be transferred, an application form specified by the SBE must be completed by the parents of the student. For purposes of the Education Open Transfer Act ("Act"), the term "parent" means the parent of the student or

person having custody of the student as provided for in paragraph 1 of subsection A of Section 1-113 of Title 70 of the Oklahoma Statutes. The transfer application shall be filed with the Head of School of the District and transfers shall not be submitted prior to the District accepting applications for enrollment for a school year. Transfer applications submitted prior to the opening of the application and enrollment window will not be considered.

Priority of Transfers: If the number of student transfer applications exceeds the capacity of the District, as determined by subsection A of Section 8-101.2 of Title 70, the District shall select transfer students in the order in which the District received the student transfer applications subject to the District's Application/Enrollment/Lottery Policy and the transfer is in compliance with the Virtual Charter School Reform and Transparency Act. Transfers granted by the District prior to January 1, 2022, will remain in effect and will continue to have priority unless the Board takes action to deny future year's attendance based upon capacity, discipline, or attendance. Siblings and students of teachers that seek a transfer to the District may be given priority by the Board.

Non-Discrimination: The District shall not accept or deny a transfer based on ethnicity, national origin, gender, income level, disabling condition, proficiency in the English language, measure of achievement, aptitude, or athletic ability. Notwithstanding the provisions of Act, transfers of children with disabilities shall be granted as authorized in Section 13-103 of Title 70.

Military Transfers: Students who are the dependent children of a member of the active uniformed military services of the United States on full-time active-duty status and students who are the dependent children of a member of the military reserve on active-duty orders shall be eligible for admission to the District regardless of the capacity of the District. Students shall be eligible if: 1. At least one parent of the student has a Department of Defense-issued identification card; and 2. At least one parent can provide evidence that he or she will be on active duty status or active duty orders, meaning the parent will be temporarily transferred in compliance with official orders to another location in support of combat, contingency operation or a natural disaster requiring the use of orders for more than thirty (30) consecutive days. This process is in accordance to HB 4274.

Teacher Transfers: A student shall be allowed to transfer to the District if the parent or legal guardian of the student is employed as a teacher by the District.
See OVCA Board Policy 3300. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

DUAL ENROLLMENT POLICY

A student who is "dual enrolled" is enrolled at two or more schools (public or private) at the same time. Oklahoma law does not currently allow for students to attend OVCA on a part-time basis or to attend two public schools at the same time. It is the expectation that students will be enrolled at the Oklahoma Virtual Charter Academy full time. Students will be expected to attend full time at OVCA or through a combination of courses at OVCA, Career Tech and/or colleges through concurrent enrollment. Attending a Career Tech or university is not considered dual enrollment. Exceptions to this policy will be Special Education students whose IEP stipulates that a lesser class load provides Free Appropriate Public Education (FAPE) in the least restrictive environment (LRE). The phrase "dual enrollment" is not to be confused with the phrase "concurrent enrollment".
See OVCA Board Policy 3170

ADMISSION OF HOMELESS CHILDREN AND YOUTH

The McKinney Act of 1987, or P.L. 100-77, ensures that each child of a homeless individual, and each homeless youth shall have equal access to the same free, appropriate public education as provided to other children and youth. OVCA ensures equitable access and opportunity to enroll and participate in educational services.

There is an immediate removal of enrollment barriers. A homeless child's entry will not be delayed due to delays in obtaining school records. Rules regarding guardianship are waived for homeless students living with foster parents or relatives other than their legal guardians. Oklahoma Virtual Charter Academy can help qualifying homeless students which can include assistance with basic school supplies (this could include internet), information on local resources such as clinics and food banks and being aware of transportation needs during state testing. If you feel you may be eligible for services please call or email Jessica Bishop, Social Worker, at jbishop@okvirtual.org or 405.259.9478 ext. 3383.

FOSTER CARE

OVCA helps provide educational stability for children in foster care to ensure that all school-age children in foster care have the opportunity to achieve at the same high levels as their peers. If your student is in foster care or is awaiting placement of foster care, please contact Kaylynn Watts, Foster Care Point of Contact, at kwatts@okvirtual.org or 405.259.9478 ext. 3341.

ATTENDANCE

As a public charter school, consistent attendance is expected for all students. For the purposes of attendance, instructional activities are defined as:

- Completion of course assignments that are used to record a grade for a student that is factored into the student's grade for the term in which the assignment is completed
- Instructional meetings with a teacher
- Testing
- School-sanctioned field trips
- Orientation

For the purposes of attendance, on pace for course completion is completing weekly course work as assigned, which must be done while logged into the student account, in order to have successfully completed the course by the end of the grading period.

1. For the purposes of attendance, a student attending OVCA shall be considered in attendance for a quarter if the student:
    a. Completes instructional activities on no less than ninety percent (90%) ofthe days within the quarter;
    b. Is on pace for on-time completion of the course as defined by the board of education of OVCA; or
    c. Completes no less than seventy-two instructional activities within the quarter of the academic year.
2. For a student who does not meet any of the criteria set forth in paragraph 1 of this policy, the amount of attendance recorded shall be the greater of:

a. The number of school days during which the student completed the instructional activities during the quarter

b. The number of school days proportional to the percentage of the course that has been completed; or

c. The number of school days proportional to the percentage of the required minimum number of completed instructional activities during the quarter.

3. To the extent a student has experienced a significant medical condition causing chronic absenteeism as defined by OVCA's policy or state/federal law, the student's attendance shall be adjusted on a proportional basis without consideration of the days that the student was experiencing a significant medical condition; or other type of chronic absenteeism that is an excused absence.

For students attending OVCA for less than the full quarter, the attendance shall be determined based on a proportional amount of the required attendance policy provisions set forth herein based upon the date of enrollment of the student. For students enrolled in less than a full-time OVCA course load, including but not limited to part-time seniors, concurrently enrolled students, and students enrolled in career tech, the attendance shall be determined based on a proportional amount of the required attendance policy provisions set forth herein based upon the number of OVCA courses in which the student is enrolled.
See OVCA Board Policy 3010. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

ILLNESS/EXTENDED INABILITY TO PARTICIPATE/EXCUSED ABSENCES

If an unexpected situation should arise and there is an extended leave of three days or more needed from courses, students must follow these steps:

- Determine if internet access is available (through libraries, etc.);
- Contact teachers and Community Family Advisor to explain the situation;
- Discuss class alternatives with the teacher;

OVCA excuses student absences from school due to a physical or mental condition that makes instruction inexpedient or impracticable for more than three school days. To be eligible for the excused absence policy:

- Provide a doctor's note from your physician for any illness that requires you to miss school for more than three days. Doctor's notes should have specific dates of absence, including a date the student can resume schooling full-time.
    - If a doctor's note is not provided before the 15th consecutive school day of no-login, the student will be withdrawn.
- Contact school staff to inform of religious observances which are preventing daily schooling
- Absence as related to deployment activities
- A student whose parent or legal guardian is an active duty member of the uniformed services, as defined by the compact, and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the

discretion of the local education agency superintendent to visit with his or her parent or legal guardian relative to such leave or deployment of the parent or guardian.

TRUANCY/EXCESSIVE ABSENTEEISM

In order to ensure the safety and academic progress of all students, Oklahoma Virtual Charter Academy monitors participation on a daily basis. Students that do not engage in assignments on a consistent basis may be referred to a state authority, may be considered truant, and may face withdrawal from OVCA. A petition for truancy may be filed in the family's district court of residence. The truancy case may remain open until the student re-engages in OVCA; or, the OVCA registrar receives either a confirmation of enrollment from another public-school district, or the parent completes the Intent to Homeschool form.

Any student who has not completed any instructional activities for a fifteen-school-day-period is considered truant and shall be withdrawn for truancy; provided, however, if the student is on pace for on-time completion for coursework and the legal guardian has informed OVCA as to the reason(s) the student has not completed an instructional activity, or the student is experiencing a significant medical condition, then OVCA may determine the student should not be withdrawn for truancy based on the totality of the circumstances involved. OVCA will notify the learning coach, legal guardian and student that the student has been withdrawn for truancy or is approaching truancy.
Instructional activities are defined as:

- 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 term during which the assignment is completed;
- Testing;
- School-sanctioned field trips; and
- Orientation

Additionally, if a student fails to consistently attend school and complete instructional activities, the legal guardian will be notified, and intervention strategies will be implemented. Legal guardians will be notified of students who are not on pace and not completing at least 75% of required instructional activities. A four-tiered intervention system with increasing supports will be utilized to improve consistent attendance. Students will be required to make adequate improvements to avoid moving to the next successive tier. Students will be identified for increasing supports based on the following requirements:

- Tier 2 supports if they complete less than 75% of required instructional activities.
- Tier 3 supports if they complete less than 60% of required instructional activities.
- Tier 4 supports if they complete less than 45% of required instructional activities.

To ensure reasonable consequences for students that fail to consistently attend school and complete instructional activities, students in tier 4 are considered truant. Students that continue to complete less than 45% of required instructional activities over a fifteen (15) day period may be withdrawn and the state authorities and the learning coach, legal guardian and student will be notified of the truant status. Students who are withdrawn for truancy may request to be provisionally reinstated and will be required to complete requirements of a Student Success Plan before full reinstatement. A student who is reported for truancy and not reinstated and prohibited from enrolling in the same virtual charter school for the remainder of the school year and the following school year. The resident school district will be notified of the withdrawal.

Student absences due to a severe, chronic, or life-threatening physical or mental

illness, injury, or trauma will be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable school site so long as the determination of eligibility is made by the district's medical exemption review committee. A significant medical condition means a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma. Any COVID-19 related absences due to a child's medical needs will be considered a significant medical condition. The district's medical exemption review committee will be designated by the Head of School on a yearly basis and shall report student absences that are medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability.

See OVCA Board Policy 3100 *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

ACADEMIC PROBATION

At OVCA, student academic success is a top priority, and our school model is built on a strong partnership between Learning Coaches and OVCA staff. When students do not meet personalized academic expectations—such as passing core courses, attending required live class sessions, or having fifteen or fewer overdue lessons or assignments—they may be placed on Academic Probation.

Academic Probation follows a three-tiered process designed to provide increasing levels of support. The process begins with **Academic Watch**, during which parents are notified that additional support is needed to help the student stay on track. If concerns continue, the student advances to **Academic Warning**, which involves more intensive support and requires an additional conference with OVCA staff. If the student still does not demonstrate improvement, they may enter the final tier, **Academic Probation Consequences**, which can include denial of transfer for the next school year and possible grade level retention. Strong and consistent support from Learning Coaches is critical to student success. When that support is lacking, students are more likely to face academic challenges that may result in placement on Academic Probation. This process highlights the importance of an active and collaborative partnership between families and the school in helping each student reach their full potential.

VACATION POLICY

Since schoolwork can be completed anywhere, students who travel for vacation or other family circumstances are encouraged to maintain a regular schooling schedule during their travels. If the travel schedule prohibits regular schooling, students may request an alternate schedule or special accommodations for extended travel from their teachers. If a student has consistently not met the attendance requirements, school staff should carefully evaluate the family's request for flexibility. Assignments due during a family-scheduled vacation must be completed prior to the vacation and is the student's responsibility to contact his/her teachers prior to this absence. There are no exceptions to this policy. Assignments that are completed late due to a family-scheduled vacation during school are subject to the late work policy. Alternate schedules will not be approved during the standardized testing windows or during high school lock dates at the end of each quarter.

WITHDRAWALS

If a parent/legal guardian chooses to withdraw a student from OVCA he/she should contact

OVCA staff to begin the withdrawal process. Staff will discuss with the parent/legal guardian or designated family member the reason for withdrawal and future schooling options for the student. OVCA must be informed of the name and address of the new school that the student will enroll with or the parent should sign an Intent to Homeschool Form. Once the withdrawal has been confirmed. OVCA staff will submit the completed withdrawal form including final grades and submit to the School Based Enrollment Coordinator for processing. Due to compulsory attendance laws, the student must immediately enroll in another school or complete the Intent to Homeschool form.

Students that do not engage in an adequate amount of instructional activities within the prescribed time period will be withdrawn in accordance with the school truancy policy. OVCA staff will work to contact the student until the student re-engages in OVCA; or, the OVCA registrar receives either a confirmation of enrollment from another public-school district, or the parent completes the Intent to Homeschool form.
Approximately one week after the withdrawal, families receive a reclamation package by email from Stride K12® with directions, a checklist and return shipping labels.
See OVCA Board Policy 3110. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

HEALTH INFORMATION

SELF-ADMINISTRATION OF PRESCRIBED MEDICATION

It is important for school personnel to be notified of any medical concerns, particularly if a student is attending any in person, school sponsored event such as state testing, outings, prom and graduation.

Oklahoma Virtual Charter Academy shall permit the self-administration of inhaled asthma medication by a student for treatment of asthma, the self-administration of anaphylaxis medication by a student for treatment of anaphylaxis and the self-administration of replacement pancreatic enzymes by a student for treatment of cystic fibrosis at all in-person, school sponsored events, including but not limited to state testing, outings, prom and graduation, when deemed necessary by a licensed physician. The parent or legal guardian is responsible for submitting the Medication Authorization Form to the school and supplying an emergency supply of the medication. A student may self-administer prescribed asthmatic, diabetic, or anaphylaxis medication, if the self-carry/self-administration section on the Medication Authorization Form has been completed by parent/guardian and the physician. Students with an approved Medication Authorization Form on file shall be permitted to possess and use a prescribed inhaler, replacement pancreatic enzyme, or anaphylaxis medication, including but not limited to an Epinephrine injector, at all times. The Medication Authorization Form will be valid for the current school year.

Immediately after administration of epinephrine/anaphylaxis medication, school staff will contact 9-1-1 and parent/legal guardian.

See OVCA Board Policy 3060. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

DIABETES MANAGEMENT

OVCA will create a Diabetes management plan with the parent and health care provider. This is especially important if your student attends any in-person event. Please contact your

principal for more details. In the plan, it will be noted if a certified Diabetes staff member needs to attend the testing location during state testing, or if a parent or adult will be present with the student. OVCA will confirm diabetes management plan prior to testing day.

RECORDS

STUDENT RECORDS

Student records are maintained at the main office. Parents or Legal Guardians may contact the office to obtain a copy of student records. A copying fee may be assessed. If parents change their telephone number or e-mail address, they are asked to notify their Community Family Advisor immediately. Parents or Legal Guardians are responsible for keeping contact information current within the "My Account" section of the Online School (OLS). Emails will be sent to the address listed in the "My Account" section of the OLS, which must be updated by the parent or legal guardian. A new proof of residence will be required if any address changes are made.

CHANGE OF ADDRESS

In the event your address has changed, such as due to moving, a new Proof of Residence is required in order to update your address in the K12 Virtual Schools LLC (Stride K12) and state systems. OVCA will need one of the documents listed below. Once the document has been submitted, our office will be happy to update your new address.

To confirm your address please follow the steps below:

- *Log into Canvas with your username and password;*
- *Click "My Account" at the top right of your screen;*
- *Select "My Account" from the dropdown menu;*
- *Your address will appear. (this may change with canvas/PowerSchool)*

Please submit one of the following documents as proof of residence:

- Utilities (i.e. gas, electric or water/sewer bill in the legal guardian's name)
- Proof of internet service
- Payment of ad valorem taxes
- Local agreements or contract for purchasing/leasing housing
- Mortgage statements
- If living with someone else, a *Shared Residence Affidavit* must be completed.

Please ensure the proof of residence is in the name of the parent or legal guardian, otherwise the documents will not be accepted.

Please fax the new proof of residence to 405-259-8332, Attn: Address Change or email to ovcaefax@k12.com.

Additionally, you may email your new address and proof of residence to your CFA, who will notify the main office of the change.

If you have any questions regarding your address change, you may also contact the OVCA Administrative Office at 405.259.9478 ext. 0, Monday-Friday from 8:00am-4:30pm.
See OVCA Board Policy 3050 *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

18+ Students

Students that are approaching their eighteenth birthday will be contacted via email and asked to update their personal contact information. This information will be stored in the OVCA Student Information System in addition to the Legal Guardian/Learning Coach information. OVCA asks that 18+ students provide a current email address and personal phone number as they are now adults and an integral part of the school team.

TRANSCRIPTS

Transcripts are a permanent record of a student's cumulative grades attained during high school and include information regarding courses completed, grades, rank and cumulative grade point average from any courses taken for high school credit. Courses taken for high school credit at a previous school will also be recorded. Copies of transcripts are available upon request from the registrar three-five weeks after each semester ends. Transcripts are required at the time of enrollment, so counselors can accurately assign courses to a new student.

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) gives parents and students over 18 years of age ("eligible students") certain rights regarding the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

   To request an inspection and review, the parent or eligible student should submit a written request to the Operations Manager, Christopher Pitts at chpitts@okvirtual.org, that identifies the record(s) they wish to inspect. The Operations Manager makes arrangements for access and the parent or eligible student of the time and place where the records may be inspected.

2. The right to request an amendment of the student's education records that the parent or eligible student believes is inaccurate.

   They should write the Operations Manager, identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school notifies the parent or eligible student of the decision and advises them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA allows disclosure without consent.

   One exception, which permits the school to disclose information without consent is when the school discloses information to school officials with legitimate educational interests. A school official is a person employed by or contracted to provide services to or designated by the contractor to provide services to 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 Board of Directors of the school; a person or company with whom the school has contracted

to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official 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 district in which a student seeks or intends to enroll.

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 is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave., S.W.
Washington, D.C. 20202-4605

FERPA requires that the school, with certain exceptions, obtain a parent's or eligible student's written consent prior to the disclosure of personally identifiable information from a child's education records. However, the school may disclose "directory information" without written consent, unless the parent or eligible student, have advised the school in writing that they do not want all or part of the directory information disclosed. The method for objecting to disclosure of directory information is specified below. The primary purpose of directory information is to allow the school to include the following information from education records in certain school publications or disclose it to certain parties. Examples include:

- shipment of computer and school materials to and from student's home,
- entry of student enrollment information into a computer database for use by school officials,
- honor roll or other recognition lists,
- sports activity sheets, such as for wrestling, showing weight and height of team members,
- school yearbook

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal laws require the school to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised the school in writing that they do not want their student's information disclosed without prior written consent. The school has designated the following information as directory information:

- Name
- Address
- Telephone number
- Email address
- Photo
- Athletic information
- Honor roll status
- Grade level

- Activities and clubs
- Awards

If there are certain items the school has chosen to designate as directory information that you do not want disclosed from your child's education records, without your prior written consent, please send an e-mail identifying the information you do not want disclosed, your student's name with their OVCA Student ID, to the school's Operations Manager, chpitts@okvirtual.org. This e-mail must be sent within 30 days of enrolling in OVCA.

Notice of these rights is available, upon request, on audiotape, in Braille, and in languages other than English. The Oklahoma Department of Education may be contacted at 405.521.3301.
See OVCA Board Policy 3140. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

MILITARY RECRUITER ACCESS POLICY

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can be disclosed to outside organizations without a parent's prior written consent. In addition, federal law requires Oklahoma Virtual Charter Academy to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents or eligible students have advised Oklahoma Virtual Charter Academy in writing that they do not want their student's information disclosed without prior written consent.
See OVCA Board Policy 3230. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

MODEL NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

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.

- *Receive notice and an opportunity to opt a student out of –*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law or the Individuals with Disabilities Act;

and

3. Activities involving collection, disclosure, or use of personal information collected from students for the purpose of marketing or selling or otherwise distributing 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 if the instructional material will be used in connection with any survey, analysis, or evaluation as part of any survey funded in whole or in part by a program of ED.

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

Oklahoma Virtual Charter Academy 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. OVCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. OVCA 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. OVCA 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.

See OVCA Board Policy 3080. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

CURRICULUM AND INSTRUCTION

K12 VIRTUAL SCHOOLS LLC (STRIDE K12) CURRICULUM

Oklahoma Virtual Charter Academy has chosen the K12 Virtual Schools LLC (Stride K12) curriculum because it is designed to help children exceed state, national and international standards. For an overview of the educational approach, please visit the Curriculum section of K12 Virtual Schools LLC (Stride K12) web site. Use of the K12 Virtual Schools LLC (Stride K12) curriculum is mandatory for all enrolled students.

The **Online School** (OLS) consists of two platforms: Canvas and PowerSchool. PowerSchool is used to collect and record data that substantiates students' academic progress, while Canvas serves as the primary instructional platform. It is mandatory that students complete lessons, assignments, and activities within both platforms, as they are used to gather and enter assessment data that reflects each student's academic standing. The data recorded in PowerSchool and Canvas is the primary source for determining advancement into subsequent course levels. It is essential that parents understand that, as a condition of enrollment, they agree to participate in the program as designed—including ensuring that regular and appropriate academic progress is documented within both platforms.

VIRTUAL INSTRUCTION (LIVE CLASS)

To supplement learning, students participate in virtual interactions (LIVE CLASS sessions) with peers and teachers. Scheduled LIVE CLASS sessions can be viewed and accessed from the landing page of your Canvas account. All sessions are recorded, and families may access recordings through their Canvas account. Participation in these sessions assists students in mastering Canvas lessons and Oklahoma Academic Standards set by the state of Oklahoma. Teachers will give direct instruction integrating state standards and courses.

Individual LIVE CLASS schedules can be found on Canvas. A microphone and webcam are required for all students to be able to use in LIVE CLASS sessions. If your computer does not have a built-in microphone or webcam, you can acquire one inexpensively at office supply centers or retail stores that sell computer accessories. If you are unable to afford one, please contact your CFA. There are several types of sessions designed to meet the various needs of our students. Your homeroom teacher or CFA will use data to determine and schedule Live Class sessions that meet the needs of your student. If there are scheduling conflicts, your CFA can help with communication between all teachers to create a schedule that allows all students to attend live instruction. Students that are performing below grade level expectations will be assigned specific required sessions.
Participation in LIVE Class may be included in the final course grade. Participation and attendance in Live Class may also be included in attendance and promotion decisions.

HIGH SCHOOL ACADEMIC PATHWAYS

OVCA has several pathways for our high school students. When entering the 9th grade, students will select one of the pathways or if transferring into OVCA the student will select one of these pathways and follow through until graduation. By the 11th grade, the student will be enrolled in concurrent classes, career tech, advanced placement classes, or internships. They will continue in one of these pathways until they graduate. If one of these pathways does not work for the student or if student wants to change his/her pathway, the counselor can work with student.

High School Pathway 1: Concurrent - Tulsa Community College
OVCA has partnered with Tulsa Community College. One program is the High School Plus One program. High School Plus One is now offered to all Oklahoma high school juniors and seniors with both in-person and fully online options. Students can start college in high school and earn up to one year or 31 credit hours of transferable college credit from Oklahoma's third-largest college while completing a high school diploma.

Classes are taught by TCC faculty and are available in multiple formats including online, online live, and in person at TCC campuses, high schools, and other off-campus sites.

- **How Does it work?**

Plus One students start college in the Fall of their junior year and attend college classes during the regular school year (summers are not required). By the end of their senior year, participating students will have completed most of the Oklahoma required general education credits that transfer to any state school and many area colleges and universities.

- **What Are The Benefits?**

  - Access to college events and staff – from college advisories, orientations, to special college liaisons all tailored to help students reach their academic goals.
  - No online fees on courses reserved for high school students.
  - Free tuition for 30 credit hours of the total 31 earned college hours. That's a year of college for just over $100.
  - Your credits will transfer to public colleges and universities across Oklahoma as well as many private and regional institutions.

High School Pathway 2: Career Technology Centers

The second path is Oklahoma Career Technology. Oklahoma CareerTech has been connecting students and businesses with training opportunities that help Oklahomans find rewarding careers and support Oklahoma industries. Their goal is to develop a world-class workforce for Oklahoma employers and prepare Oklahomans to succeed in the workplace, in education, and in life.

Today, more than ever, employers want to hire entry-level employees who can hit the ground running. This is where career and technical education (CTE) comes in. CTE is a broad term for education that combines academic and technical skills with the knowledge and training needed to succeed in today's labor market. CTE prepares students for the world of work by introducing them to workplace competencies in a real-world, applied context.
Compared to vocational schools of decades past, modern CTE spans nearly every industry. In addition to traditional pathways like automotive repair and construction, today's CTE programs cover health sciences, engineering, entrepreneurship, computer science, sustainable agriculture, theater arts production, media, culinary arts, and many other fields.

High School Pathway 3: Advanced Placement Track

The third track is the Advanced Placement Track (AP). AP (advanced placement) is a program of classes developed by the college board to give high school students an introduction to college-level classes and also gain college credit before even graduating high school. These courses are more difficult than the usual high school class and also require passing an AP exam at the end of the year to gain college credit.

AP exams are tests on everything you've learned in your AP class that year. They're scored on a scale from 1 to 5 with any score above 3 considered passing, though some schools will only accept 4's and 5's for credit. Taking AP courses and passing the tests are signs that you're prepared for college and can put you at the top of the list for admissions if you're smart about which ones to take.

- Challenge Yourself

Are you finding yourself bored in your regular high school classes? It may be that they're not

challenging enough for you. AP classes provide an opportunity for students to challenge themselves and provide stimulation for students who have surpassed high school level classes.

High School Pathway 4: Work-Study or Internships, (in-person or virtual)
Work studies or internships are for the students that are working and want to earn credit for the hours they work or the student who plans on participating in an internship. Virtual Internships are available for students who cannot travel to on-site locations. For more information about internships and earning credit for working, please contact the school counselor.

FLEX PROGRAM

OVCA Flex Program offers families more flexibility with online Live Class sessions and interactions with OVCA academic team. This option is for families with highly involved learning coaches that need more flexibility. This program requires an application process and a compact of agreement. Students will not have daily class connect requirements but will have Live Class sessions based on need. Students will be required to attend a live class to complete teacher generated assessments. Middle School also has additional required Progress Learning practice requirements for FLEX program students. If a student's adequate growth is not being made, teachers may require sessions for students. If students are struggling and need additional help, they may also request sessions. *If students are not meeting expectations, a plan will be put in place to help a student be successful. Should the student still not meet expectations, dismissal from the Flex Program will occur and a new learning path will be created for student. Students must maintain passing course grades to stay in good standing as well as show adequate growth on benchmark assessments. Students in this program still must maintain routine communication with OVCA Staff. Lack of communication could result in a student to be removed from the program. Learn more about this program from the school principal.

STUDENT FEES POLICY

OVCA students do not pay for curricular materials. Families receive curricular materials directly to their home address on record from Stride K12. OVCA students may be responsible for fees associated with some school-planned activities. These events are optional, and students will be notified in advance of any fees associated with an activity.
See OVCA Board Policy 3160. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

COURSE MATERIALS

Students are provided with materials and tools to use with the courses. Parents and students are advised to take care of the materials. Materials are to be returned at the end of the school year (except for consumable materials and optional materials families purchase on their own).

Some courses may not have physical materials. These courses will have digital books and software provided through the course. One of the tools students will see and use frequently is web-based platforms such as Engageli - a real-time, online classroom to engage students in hands-on learning.

Please go through your material boxes and use the packing slip to make sure that everything has arrived. If any materials are lost or damaged, please contact Stride K12 immediately for

replacements by calling 1.866.512.2273. Throughout the year, you will also be required to provide some of your own materials. It is important that you check the advance prep information provided in the lessons and by your science teacher(s) so that you are prepared for the labs as they are scheduled.

Please note students joining OVCA after the start of the school year should not wait for their materials to arrive before beginning courses. Digital textbooks are available within the courses for the students to use while they wait for their off-line materials.

ELECTIVES

Students in grades K-8 will have elective choices based on availability including art, music (K-5 only), foreign language (grades 3-8 only), and computer technology (6-8 only). Physical Education will be selected upon enrollment for the entirety of the school year. In Middle School, P.E. and art classes are independent study courses with weekly check-ins as needed. Elective changes may only be requested and granted within 10 days of the course start date. Students starting mid-year must have been enrolled in a foreign language course at their previous school in order to be eligible for a foreign language class. In Middle School, all students must take a computer technology course during one semester of enrollment. Students continuing Foreign Language or Art into second semester will have three electives.

FOREIGN LANGUAGE REQUIREMENTS

A microphone is required for all Foreign Language courses and it is strongly recommended for all students to use in sessions. If your computer does not have a built-in microphone, you can acquire one inexpensively at office supply centers or retail stores that sell computer accessories. If you are unable to afford one, please contact your Community Family Advisor

Students in 3rd-8th grade who have not begun working in a Foreign Language course by November 1 will be removed from the course and placed in Art. Foreign Language in grades 3-5 will not be available after November 1st as an elective choice.

OBJECTIONABLE MATERIALS POLICY

There may be times a parent finds certain lessons, books or materials objectionable for various reasons. If a parent finds objectionable material, he/she should contact his/her OVCA teacher via e-mail. Teachers work with parents to find alternative lessons to meet the lesson objectives. The assessment or equivalent task to show lesson objectives have been met. Parents should also contact K12 directly using the feedback option of the OLS. See OVCA Board Policy 3150. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

SUPPLEMENTAL ACTIVITIES

Learning Coaches seek to provide the best possible education for their student and often enrich the child's curriculum with extra activities and field trips. These activities are encouraged, but they do not count for attendance or grade calculations since they are not part of the online school. It is also important to note that additional extracurricular courses and supplemental curriculum do not replace the progress and expectation of the student's K12 Virtual Schools LLC (Stride K12) lessons.

REMEDIATION AND TIERED INTERVENTION

Reading Remediation Supplement Resource for Grades K-5

OVCA will use an evidence-based adaptive reading intervention resource for students. This resource will cover all aspects of reading: phonemic awareness, phonics, vocabulary, grammar, comprehension, and reading fluency. The goal is to bridge any reading gaps and strengthen overall reading skills. This resource will adapt to any level to meet each student's individual needs. Students use the program 15 minutes a day, 5 days each week. Students will be progress-monitored to ensure the program is adapting to a student's individual needs. Teachers will work with each family to incorporate the Reading resource into a student's schedule as needed.

Math Remediation Supplement Resource for Grades K-5

OVCA will use an evidence-based adaptive math intervention resource for students. This resource will cover all aspects of mathematics. The goal is to bridge any foundational math gaps and strengthen overall math skills. This resource will adapt to any level to meet each student's individual needs. Students use the program 15 minutes a day, 5 days each week. Students will be progress-monitored to ensure the program is adapting to a student's individual needs. Teachers will work with each family to incorporate the Math resource into a student's schedule as needed.

Multi-Tiered System of Support (MTSS)

OVCA utilizes the Multi-Tiered System of Support (MTSS), which is a multi-tier approach to the early identification and support of students with learning and behavior needs. The MTSSprocess begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.

These services may be provided by a variety of personnel, including general education teachers, special education teachers , and interventionists and will become part of the student's daily/weekly lessons. Progress is closely monitored, thus it is important that the student attends regularly so that the student can be assessed both in the learning rate and level of performance of individual students. Targeted student learning objectives are used to measure a student's academic growth within the MTSS process. Targeted objectives are based on the student's individual academic data. Teachers will track students' progress and growth.

Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. Interventions could be additional LIVE instruction time with teacher, access to additional resources, and/or additional assignments to assist with mastering of needed skills. MTSS is designed for use when making decisions in both general education and special education and may be required for these decisions. It is also designed for the school when creating a well-integrated system of instruction and intervention guided by child outcome data. Please contact an OVCA teacher to start the conversation if you have any questions about your student's schooling.

ADDING AND/OR DROPPING A CLASS (ONLY APPLIES TO HS COURSES FOR CREDIT)

Adds and drops will be made only when conditions meet the currently published criteria for a

schedule change. To initiate the request, the parent or Learning Coach must call or email the counselor. If a schedule change is approved during the first **ten (10) class days** of a semester, the earned grade from the dropped class will not be reported or recorded. However, **all assignments for the new class must be made up at the teacher's discretion.**

If a schedule change is approved after the first ten (10) class days, the student will not receive credit for the dropped class. (NC) will be on the transcript.

***Only the following will be regarded as justifiable reasons for schedule change requests**:*

- To correct computer error.
- To correct graduation deficiencies.
- To correct class imbalance.
- To make necessary changes due to prior semester grades.
- To enable students to meet requirements for post-secondary school admission.
- To provide for placement in Special Education classes or to implement a student's IEP

Schedules WILL NOT be adjusted for the following conditions:

- Preference for a different teacher.
- Preference to be with friends and/or siblings in class.
- Change of mind about taking the course.
- Failure or fear of failure.

Students in the 8th grade will be allowed to take certain courses for high school credit. The Learning Coach will have ten days from the first day of school to opt-in the student to take classes for high school credit. Students taking courses for credit will be subject to the same late dates and semester test rules of all students taking the class. Middle school students taking high school for credit classes will be removed at 9 weeks and semester from the course and placed in the grade level equivalent course if they are failing the course and/or if not attending live class. The student will be expected to begin course work in the grade level equivalent course where the class is currently working.

DAILY PLAN

Teachers will utilize Canvas to provide due dates for lessons and assessments. Students will be able to view lessons for the day on their daily plan in Canvas. When lessons are overdue, those will appear in Canvas on their daily plan on the "Overdue" tab. Overdue lessons are to be completed once the current day's lessons are completed and mastered. The due dates will help students to stay on track in their course work to complete the curriculum and master grade-level benchmarks by the end of the school year. There may be additional assignments or supplemental resource requirements that are assigned by teachers that may not show up on the daily plan.

MIDDLE SCHOOL AND HIGH SCHOOL LATE WORK POLICY, AND LOCK DATES

Some assignments are teacher-graded, and others are computer-graded. All graded assignments – whether teacher- or computer-scored – are listed on each course's plan. These assignments must be completed and submitted each week by Sunday at midnight *to avoid having a 0 entered in the gradebook.* Any work that is assigned during the week that is not received by Sunday at midnight will be considered missing and assigned a zero on the following Monday. **Warning**: If a deadline has passed and the teacher has not entered a zero for that assignment, the student's grade may be temporarily inflated. The zero will remain in the gradebook until the assignment is completed and graded, but the posted

grade may be reduced according to the late date policy.

Students will have until the next Lock Date to turn in work for full credit, with the exception of threaded discussions. Due to the nature and design of the threaded discussions in the courses, threaded discussions must be completed as scheduled by the teacher. Late submissions for discussions will not be accepted and cannot be made up.

Lock Dates 1 and 3 are the first Lock Dates for each semester. All teacher graded assignments scheduled-to-date will be locked at the time of Lock Dates 1 and 3, and these assignments can only be made up at the teacher's discretion.

Lock Dates 2 and 4 are the last Lock Dates of the semester. All work scheduled for the semester, except for the semester exam, is due by Lock Dates 2 and 4. Work not submitted will receive a 0.

Below are the Lock Dates:

1st Semester:

Lock Date 1: October 18, 2026, 5:00 pm All work must be submitted. Additionally, all teacher graded assignments will be locked.

Lock Date 2: HS Lock Date: December 13, 2026, 11:59 pm- All work for the semester, except for the semester exams, is due and will be locked. **MS Lock date**: December 17, 2026, 5:00 pm

2nd Semester:

Lock Date 3: March 21, 2027, 11:59 pm - All work must be submitted. Additionally, all teacher graded assignments will be locked.

Lock Date 4: HS Lock date May16, 2027 11:59 pm - All work for the semester, except for the semester exams, is due and will be locked. **MS Lock date May 26, 2027, 5:00 pm.** All work for the semester, except for the semester exams, is due and will be locked.

Under extreme circumstances, teachers may grant due date extensions on assignments. You should never assume teachers will automatically grant these requests. Due date extensions must be requested before the due date of the assignment and on a school day (no later than 3pm, if made on a Friday). Requests received on or past the due date, or on a non-school day will not be granted.

Assignments not received by the final lock date each semester will receive a grade of zero, with no exceptions.

In case of computer or internet issues, please keep a hardcopy of your teachers' names and phone numbers.

NOTE: Attendance and truancy policies are listed at the beginning of this document but are closely related to this topic. Please refer to the attendance and truancy policies regarding the failure to complete work on a timely basis, in addition to, understanding the above listed policies on late submissions.

COURSE CHUNKING

Some students find it helpful to "chunk courses" or work on several lessons in the same subject on one day. The benefits of chunking include decreased preparation time and reduced

transition time between subjects which results in more time spent learning. Chunking may also increase student motivation. History, science, art, and music are optimal courses to consider chunking. OVCA does not encourage or allow students to go long durations without continual math and language arts course work. Students may chunk courses within the week if they complete all weekly assignments by Sunday at midnight and continue to stay on track with the required instructional activities for attendance purposes.

ACADEMIC INTEGRITY

OVCA seeks to establish academic integrity within the school community. In cases where academic integrity may be in question, your student's teacher, at any time, has the authority to collect work from lessons marked complete, host a live testing session with the student for the work completed and/or assess mastery of the content through an additional assignment. This may include marking the lessons in question as "not completed". Entering progress completed in a very short period of time compared to the allotted time assigned for completion is an indicator of possible questionable progress.

OVCA has identified the following as unacceptable practices, including, but not limited to:

- Cheating in its various forms, whether copying another student's work, allowing your own to be copied, using unauthorized aids on an assignment or test; having someone else complete an assignment or test for you; submitting as your own another person's work; etc.
- Plagiarizing (e.g. presenting as your own the words or ideas of another person), including inadequate documentation of sources (electronic, internet, or print) and excessive dependence on the language of sources even when documented, relying on similar order of sentences while altering a few words or word order
- Using copyrighted material without appropriate citation or copying software or media files (such as music, movies, etc.) without permission
- Fabricating data: This includes falsifying or manipulating data to achieve desired result, reporting results for experiments not done, or falsifying citations in research reports
- Destroying, tampering, or altering another student's work to impede academic progress
- Signing into a Live Class session for another student who is not present, or leaving a Live Class session without logging off or indicating that you have "stepped away" from the session;
- Falsely reporting completion of assignments
- Using answers from Yahoo answers or any other similar site as your own.

All are to be completed only by students. Students are responsible for observing the standards on plagiarism and properly crediting all sources relied on in the composition of their work. Failure to abide by these standards will be reported to the administration and will result in a conference with the student. Students who violate this policy are subject to the following consequences.

Consequences:

- **1st offense –**
- The student will receive a warning regarding the plagiarism incident and will be provided

instruction on academic integrity and proper citation practices. The student will be given the opportunity to redo the plagiarized assignment for a maximum score of **75% credit**. Documentation of the incident and intervention will be placed in the student's file.

- In addition, the teacher will schedule and conduct an individualized support session with the student to review the plagiarism concern, explain why the submitted work constituted plagiarism, and provide guidance on effective research, citation, paraphrasing, and original writing techniques. The purpose of this intervention is to promote academic honesty, increase student understanding of plagiarism, and develop the skills necessary to produce original work in the future.

- **2nd offense** –

- The student may earn up to **50% credit** for the plagiarized assignment if the Learning Coach/parent attends a conference with the student and teacher. The conference must be scheduled and completed within **five (5) school days** of the plagiarism incident.

- Additional proof of mastery may be required through teacher-graded assignments, live assessment sessions, portfolio reviews, oral questioning, proctored assessments, or other teacher-approved methods designed to verify independent student learning and mastery of course standards.

- The teacher will also conduct an instructional support session with the student to review the plagiarism violation, explain proper citation and research practices, and provide guidance on developing original work. The goal of this intervention is to ensure the student understands academic integrity expectations and can demonstrate independent mastery of course content.

- **3rd offense** –

- An administrative conference will be conducted with the student and parent/Learning Coach to review the academic integrity violation, discuss the seriousness of the offense, and outline expectations for future conduct.

- The student will be referred to school administration for additional disciplinary review. Consequences may include, but are not limited to suspension or expulsion,

SOURCE CITATION

Many courses require written work in which students need to cite sources. Any direct quotations from a textbook can simply be cited as (Author, Page Number). Any quotations from outside sources require full citations, including author, title, publisher, date of publication, and page number. If a student cites information found on a Web site, he/she should provide the complete Web page or site title, URL, author if known, page number if applicable, and publication date of the site, if available, and date of access.

ASSESSMENT

LESSON AND UNIT ASSESSMENTS

Throughout the year, students can demonstrate their acquisition of course academic objectives using end of lesson and end of unit assessments. Teachers collect assignments to assist in assessing a student's academic progress.

Middle School Progress Learning Weekly Practice Requirements

Students in grades 6–8 are expected to complete weekly Progress Learning assignments in Math, Reading, and Science. These activities provide targeted support for students who need to build specific skills while offering ongoing practice to reinforce grade-level learning for all students.

All students in grades 6–8 are required to complete weekly practice activities in Progress Learning for Math, Reading, and Science. These activities include:

- **Galaxy Liftoff** – targeted practice designed to address individual skill gaps.
- **Study Plan** – grade-level practice designed to reinforce current learning and strengthen proficiency.

Time spent in both Galaxy Liftoff and Study Plan counts toward the weekly Progress Learning requirement.

Weekly Practice Requirements (Grades 6–8)

Subject	Required Time
Math	30 minutes per week
Reading	30 minutes per week
Science	30 minutes per week

FLEX Program Requirements

Students enrolled in the FLEX Program have enhanced Progress Learning requirements:

Subject	Required Time
Math	60 minutes per week
Reading	60 minutes per week
Science	30 minutes per week

Progress Learning participation and completion will be monitored by teachers and the FLEX Coordinator to ensure students are meeting these requirements.

High School Progress Learning Weekly Practice Requirements

Students in grades 9–12 are expected to complete weekly Progress Learning assignments in Math, Reading, History, and Science. These activities provide targeted support for students who need to build specific skills while offering ongoing practice to reinforce grade-level learning for all students.

Weekly Practice Requirements (Grades 9–12)

Subject	Required Time

Math	20 minutes per week
English	20 minutes per week
Science	20 minutes per week
History	20 minutes per week

FLEX Program Requirements

Students enrolled in the FLEX Program have the same expectations as a non-FLEX student to complete Progress Learning requirements

Progress Learning participation and completion will be monitored by teachers and the FLEX Coordinator to ensure students are meeting these requirements.

QUARTERLY ASSESSMENTS

All OVCA students in grades Kindergarten through 8th will participate in quarterly assessments administered through the Engageli platform. These assessments are designed to measure student proficiency on grade-level Oklahoma Academic Standards.

Each assessment will result in two separate grades:

1. **Academic Proficiency Grade** – Reflects the student's understanding of the content assessed.
2. **Equipment Readiness Grade** – Reflects the student's preparedness for Oklahoma state remote testing based on technology use.

To support readiness for remote state testing, students are expected to attend each session with a working microphone and webcam. The Equipment Readiness Grade will be determined as follows:

- **100/100** – Student attends with both a working microphone, webcam, and screenshare.
- **80/100** – Student attends with only one functioning device (microphone *or* webcam or screenshare).
- **70/100** – Student attends but does not have either a working microphone, webcam, or screenshare and/or chooses to NOT turn on either device during testing.*

Regular participation and preparedness are essential for both academic growth and readiness for state assessments. *Repeated behavior of not attending or no equipment could become Academic Warning.

FINAL EXAMS

Students in grades 9-12 will take final exams at the end of both fall and spring semesters.

There will not be excused absences allowed for these exams. To protect test confidentiality, all exams will be open from 5pm the night prior to the exam to 5pm the night of the exam. All students enrolled in for high school credit courses will take the final exam when it is scheduled unless prior approval has been given by both the teacher and principal. Final exams are given the last week of each semester. It is vital students and Learning Coaches read emails regarding times tests will be available.

INTERIM ASSESSMENTS

OVCA utilizes readiness and interim assessments in English Language Arts, Mathematics and tested courses to determine the academic needs of our students. This assessment helps your child and OVCA teachers understand how the student is learning and to watch his/her growth over the course of the year.

Students will start with a readiness assessment in Reading and Mathematics. Academic growth is monitored through at least three additional interim assessments throughout the year. Your student's teacher will provide you with additional information about logging in and accessing the assessment. The assessments will be monitored by a teacher in Engageli classroom and students will be expected to screenshare, use their microphone and their camera during the duration of the assessment. This process ensures fidelity for the assessments and will provide the most accurate results for planning for instruction. During the assessment, it is important that the student is not provided with the answers to the test by parents, legal guardians, or any siblings or relatives. It is also important to provide a quiet, secure environment for the student to take the assessment in order to obtain the most accurate results.

The purpose of the tests is to provide teachers with information on the student's strengths as well as areas that need additional focus this school year. If the student is assisted in any way, the test will not be valid and additional assessment will be required to adequately assess growth. Teachers use assessment information, course grades, interviews with students, and class observations to plan the most effective learning path for the student.

The assessment results will be sent to the parent after each assessment window.

Full participation in these assessments was agreed to during enrollment. Students are required to fully participate in all readiness and interim assessments to be eligible for reenrollment. Students will be required to have webcam and microphone on during these assessments. Students will have to join online in Engageli.

Test	Elementary	Middle School	High School
Beginning of Year Readiness Assessment	Begins week of August 24, 2026	Begins week of August 17, 2026	August 24-28 2026
Middle of Year Growth Assessment	Begins week of December 7, 2026	Begins week of December , 1 2026	December 7-11 2026
End of Year Growth Assessment	Begins April 5, 2027	Begins April 5, 2027	Begins May 3, 2027

STATE TESTING

The Oklahoma State Department of Education (OSDE) sets the testing windows for all schools across the state. OVCA will publish these windows as the OSDE releases them. Parents and students will be notified of their exact testing schedule and location in advance. Parents should actively attempt NOT to schedule doctor appointments, vacations, etc. during these times to avoid any possible conflicts with testing dates and times.

3rd-8th Grade: Students will complete OSTP testing remotely from a home testing environment in Oklahoma. Webcams and Microphones are required. OVCA staff will work with families beginning first nine weeks to ensure all students are prepared to test remotely from a home testing environment in Oklahoma during testing window.

High School Students: Parents are responsible for getting students to testing sites and completing appropriate documentation that is required. As required by the Oklahoma State Department of Education and Every Student Succeeds Act, grade level designation, rather than course level, is used to determine the grade level testing for state assessments. OVCA shall offer no less than six testing locations with at least one location in each quadrant of the state and each of the two metropolitan areas in the state.

Participation in all state testing is a requirement for re-enrollment, graduation and receiving a high school diploma. There is not an opt-out option.

The tests administered at each grade level are:

Grade Level				
Remote Testing: 3rd, 4th, 6th and 7th	Reading	Math		
Remote Testing: 5th	Reading	Writing	Math	Science
Remote Testing 8th	Reading	Writing	Math	Science
In Person: 11th	ACT (English, Reading, Math,	CCRA Science	CCRA U.S. History	
In Person: EL Students K-12th grade	WIDA Access or WIDA Alt Assessment	NA		
High School requirement for Graduation	US Naturalization Test			

STATE TESTING INFORMATION FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

All students with disabilities enrolled in a tested grade in Oklahoma Virtual Charter Academy will be administered all mandatory state-designated tests either with or without accommodations as determined by the IEP team. Students with significant cognitive disabilities may be assessed through the Oklahoma Alternate Assessment Program (OAAP). The IEP team utilizes criteria set by the Oklahoma State Department of Education to

determine whether a student qualifies for administration of the OAAP. OAAP testing will be completed in person.

INDIVIDUALIZATION AND PACING

Due to the design of the linear calendar, students in a traditional school are expected to progress at the same rate during the school year. High-performing students may be held back, and low-performing students may be left behind. All students are presented the same lesson at the same time. Students are often not required to master the lesson objectives before advancing to the next grade level. Advancement of students before they are ready may result in gaps or deficiencies of knowledge that is essential for success in the next subject level.

Within OVCA's programs, every child can progress through the curriculum at his/her own pace *if he/she is meeting the minimum progress requirements*. We understand that our school is academically rigorous. Meeting the challenge of completing one year of course work in this model can be demanding. Our certified teachers are here to assist Learning Coaches to meet the associated challenges. Learning Coaches may utilize teachers' expertise as students progress through our program. Students are allowed the flexibility in working ahead in assignments, but no more than a week ahead.

EARLY COURSE COMPLETION

It is important to consider the long-term goal of early completion of courses to determine the best path for the student. Students who wish to work ahead to graduate early are encouraged to work with the Gifted Resource Coordinator to develop a plan to additional courses and/or accelerated pacing. High School students will also need to work closely with the counselor.

Demonstrated success in current courses is required before exploring accelerated pacing or early graduation paths.

In Elementary and Middle School, students who wish to work ahead in individual courses must request approval from the teacher. Demonstrated success in the course and a plan for two-way communication for the purpose of feedback and instruction is required to work ahead. Completion of all assignments, including the final exam, is also required.

In Elementary School, students may also assess out of individual units to compact the curriculum into a shorter length of time. Students may take the unit or semester assessments and if he/she achieves a score of 80% or higher, the student may move on to the next lesson/unit. As a student assesses out of the curriculum, Learning Coaches will mark the "assessed out" lessons in the unit as skipped and move on to the next unit. When a student encounters a unit in which he/she is no longer mastering the objectives, at 80% or more, he/she should begin working through individual lessons in this unit.

It is important while doing this that the student is completing a minimum of one unit test or lesson each day, with an average of 5 lessons a week. If he/she assesses out of a unit on Monday, this would count as one lesson and he/she would start on lesson 1 of the next unit on Tuesday, and so on. Students are given credit for the lessons skipped towards course promotion but skipped lessons do not count toward progress goals and report card grades. To ensure continual growth, consistent progress at an average rate of 5 lessons per week in math and language arts is required to meet progress goals. Please contact your child's teacher before you begin as students are still responsible for meeting Teacher Graded Assignments for the course to assess out of the curriculum. It is important to be working with your teacher during this process. To course promote or grade promote student must complete 100% of all

coursework.

Fifth grade students wanting to promote to 6th grade courses must meet above criteria AND conference with Middle School Principal for approval. Due to Middle School courses being based on semester, 5th grade students cannot move into most 6th grade courses mid-year.

ASSESSING OUT OF CURRICULUM (PROFICIENCY BASED PROMOTION)

Proficiency Based Promotion is a process that awards credit for students' knowledge in the core curriculum areas, including reading, language arts, math, science, social studies and some electives, through an assessment process.

OVCA provides opportunities for the testing to take place at least twice per year. Students demonstrating proficiency will have the opportunity to advance to the next level of study. Failure to demonstrate proficiency will not be noted on the student's transcript. Students who do not demonstrate proficiency may submit another request to sign up for testing during the next testing window.
See OVCA Board Policy 2000. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

SEVEN COURSES Students are expected to attend full time at OVCA. Students are enrolled in seven courses per semester through a combination of courses at OVCA, Career Tech and/or colleges through concurrent enrollment. The only time a student may be enrolled in less than seven courses, per state law, is when it is past their 4-year graduation date and less than 7 courses are needed to graduate. Students may request to take more than 7 courses to catch up on credits Requests for taking an extra class will be made to the counselor and approved by the Head of School. Certain requirements apply for enrolling in an extra course:

- Students who have completed one full semester with OVCA and passed all courses may elect to take an extra course the following semester.
- Students may continue to take an extra course provided they continue to pass all courses in which they are enrolled. Contact your counselor to discuss adding an extra course and determine how that will impact your student's individual graduation plan.

FINISHING THE YEAR EARLY

Students who finish 100% of their assigned courses, including all unit and semester exams, and fully participate in state and district testing may request approval to receive additional coursework/assignments or end their school year early. Per the truancy policy, if students are finishing more than 15 days early, they must still complete at least 4 instructional activities (assignments or attend Class Connect sessions) every 15 days.

GRADE LEVEL PROMOTION AND RETENTION

Students are expected to make sufficient progress in mastering a year's worth of curricular objectives in a year's time by following a consistent and regular schedule of schooling. In doing so, it is expected that students will be promoted to the next grade level at the end of an academic year.

ELEMENTARY

Grade level promotion or retention is based on a comprehensive view of multiple criteria including, but not limited to, reasonable progress in skill development, satisfactory attendance in class connects and with instructional activities, satisfactory progress through courses based on start date, age, social/emotional maturity, and eligibility for special education services.

Conferences with the parents are conducted throughout the school year to discuss the student's progress. Parents will be notified of possible retention at the beginning of the second semester. Grade promotion or retention decisions will be made on or before the last day of school.

Whenever a teacher or teachers recommend that a student be retained at the present grade level, the parent, if dissatisfied with the recommendation, may appeal the decision by complying with OVCA's appeal process. The decision of the board shall be final. The parent may prepare a written statement to be placed in and become a part of the permanent record of the student stating the reason(s) for disagreeing with the decision of the board (70 O.S.§70-24-114.1).

A parent may request retention of a student based on age, maturity, or academic achievement by contacting the principal. The principal may provide guidance to assist the parent in the decision.

MIDDLE SCHOOL

All students in grades 6-8 who pass Math and English core courses with a letter grade of D or better will be promoted to the next grade level at the end of the school year. Administration may also consider other factors such as age, social/emotional maturity, and eligibility for special education services. Grade retention decisions will be made on or before the last day of school. Parents will be notified of possible retention at the beginning of the second semester. Grade promotion or retention decisions will be made on or before the last day of school.

Whenever a teacher or teachers recommend that a student be retained at the present grade level, the parent, if dissatisfied with the recommendation, may appeal the decision by complying with OVCA's appeal process. The decision of the board shall be final. The parent may prepare a written statement to be placed in and become a part of the permanent record of the student stating the reason(s) for disagreeing with the decision of the board (70 O.S.§70-24-114.1).

A parent may request retention of a student based on age, maturity, or academic achievement by contacting the principal. The principal may provide guidance to assist the parent in the decision.

HIGH SCHOOL

High School students are promoted based on the number of credits earned. Credit is granted for courses in which the student earns an A, B, C or D. Credit is not awarded for courses in which a student earns an F (below 60%).

Grade level classification is determined by the number of credits a student has *at the beginning of the school year and will not change until the next school year.*

This means that a student will not change classification mid-year no matter how many credits he/she has. To be promoted, students must have at least:

- Five (5) credits to promote from 9th to 10th grade.
- Eleven (11) credits to promote from 10th to 11th grade.
- Seventeen (17) credits to promote from 11th to 12th grade.

At the end of first semester, parents of students that are not currently meeting the requirements to grade promote or graduate based on number of credits earned during the first semester will be notified.

See OVCA Board Policy 2040. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

GRADE PLACEMENT FOR STUDENTS ENTERING FROM HOMESCHOOL

OVCA welcomes students who have previously homeschooled or attended a non- accredited school. Appropriate grade level will be determined primarily based on placement tests that assess mastery of the Oklahoma Academic Standards.

All new students may request a proficiency assessment for the purpose of determining appropriate course placement within thirty (30) days of enrollment or re-enrollment in OVCA. This request may be initiated by a new student or the student's teacher, parent, or legal guardian. Any student currently enrolled in the district who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student.

Placement tests can only be taken once per subject. Tests will be maintained for at least one year. Other relevant factors such as age, maturity, or enrollment in Special Education Programs may also be considered.

High School - students are placed in a grade level according to the number of credits earned. To obtain High School credit, students entering OVCA from homeschooling or other non-accredited schools need to take a placement test or submit a portfolio to earn credit for previously completed courses. Students must score a 60% or better to earn credit. To obtain High School credit, students that have completed a state testing exam and passed with a score of "Proficient" or "Advanced" may use the state test as a demonstration of course mastery rather than taking a placement test to earn credit. Upon passing a placement test, the grade on the incoming transcript will be transcribed onto the OVCA transcript. If a state test is being used as in lieu of a placement test, a score of Advanced will be transcribed as "A" and a score of Proficient will be transcribed as "B". Courses transcribed as a result of a placement test will receive basic weight.

See OVCA Board Policy 2010. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

CREDIT RECOVERY

Students who previously attempted a high school course for credit and did not pass; who have partial credits for a core course (Math, Science, History, and English); or who have a credit deficiency that would extend their graduation date, are eligible to enroll in a Credit Recovery version of the course. Students may also recover credit through assessment by successfully passing an end of course exam with a score of 60% or better. Students who fail two or more courses in the fall semester could be automatically placed in Credit Recovery in

place of one or both of their spring electives. Students needing to make up credits may enroll in Credit Recovery courses beginning on the first day of each semester according to the following guidelines:

- Students who need to make up 1.0 or more credits AND who did NOT pass all courses the previous semester will enroll in Credit Recovery course(s) as their elective choice(s).

- Enrollment in a Credit Recovery course to replace an elective course MUST take place within 10 days of the student's start date to avoid the dropped course showing on the transcript incomplete.

- Students may add another Credit Recovery course after they complete their current course, provided there are at least 6 weeks remaining in the semester. It will take up to four business days to close a Credit Recovery course upon completion and to order a new course.

- So long as students continue to be successful in their Credit Recovery courses and their regular courses, OVCA will not limit the number of Credit Recovery courses that can be completed within the givenguidelines.

Students will work actively to finish Credit Recovery courses within 6 weeks of the course start date. Additional time is available for students under special circumstances, one week at a time. Extensions must be approved by the administration. Completing Credit Recovery courses within the 6-week period allows for additional recovery courses to be taken within the same elective slot. This is crucial for many to remain on track for graduation.

No physical materials will be provided for Credit Recovery courses. Online versions of textbooks, worksheets, and student guides will be incorporated into the course. Any novels or other materials needed must be obtained by the parent or student. If you cannot find the novel at the local library and cannot afford to purchase one, contact your course teacher.

Teachers will regularly monitor student progress in the course and may request students complete specific lessons depending on the results of diagnostic tests, lesson quizzes, and unit tests. Teachers will hold regular Class Connect sessions and may require students to attend to check for understanding or offer needed support. Please note: A grade of 0 will be entered for each assignment and students will work until they reach their desired final grade.

Transcripts will be updated at the end of each semester, but grade level is only changed once prior to the start of each school year.

SUMMER SCHOOL FOR HIGH SCHOOL STUDENTS

OVCA offers Credit Recovery courses in Summer School. Students may take a maximum of three single-semester courses during each summer session. The fee for Summer School courses, based on which courses will be offered, will be determined prior to the end of each academic school year. Detailed information will be sent through email in late spring. Students will be required to discuss summer school coursework with their counselor to ensure courses align with their graduation plan.

CREDIT BY EXAM BOOTCAMP (CBE BOOTCAMP) FOR HIGH SCHOOL STUDENTS

OVCA offers Credit by Examinations to students that earn a final non-passing grade in a course. At least once each semester, students also can attend bootcamp sessions (at no cost) to go over material from the course and take a proctored assessment to earn back the credit.

Students that complete their bootcamp sessions and pass the assessment (minimum score of 60%) will still have a failing grade on their transcript but will show the class as retaken with the new grade. If students attend the bootcamp sessions and do not pass the assessment, they will not be penalized. Students may also take CBE exams as needed when approved by OVCA administration. This opportunity is only offered to current students and students that are returning for the subsequent semester.

Early Graduation Policy and Application Guidelines

OVCA recognizes that some students may be academically prepared and personally ready to complete their high school education ahead of schedule. This Early Graduation Policy outlines the eligibility criteria, procedures, and implications for students seeking to graduate prior to their expected graduation date.

Eligibility and Application Requirements

Application Deadline
Students must submit a completed Early Graduation Application *at least one full semester* prior to the desired graduation date. Applications will not be accepted more than 10 school days after the start of each term. (The student's counselor will have the application) When the counselor receive the completed application, they will send an email confirming the student will be allowed to complete early graduation requirements to graduate early.

Early Planning Encouraged
Students intending to graduate after a full academic year early are strongly encouraged to apply as soon as the decision is made. Early submission provides adequate time for planning and academic review by the student, guardian, and counselor.

Graduation Requirements
Students must be on track to meet **all Oklahoma state graduation requirements**, including:

- All required coursework
- Successful completion of state-mandated assessments
- Completion of the Individual Career and Academic Plan (ICAP)
- Completion of the Personal Financial Literacy requirement

Required Approvals

- The application must be signed by both the student and a legal guardian to indicate understanding and agreement to all terms.
- The application must be reviewed and approved by the student's school counselor and the Graduation Committee (Graduation advisor, Principal and Lead

Counselor) to be considered valid.

Terms and Conditions of Early Graduation

By submitting an Early Graduation Application, students and guardians acknowledge and agree to the following:

State Testing Requirements
Due to state testing windows, students may not graduate more than one year early. Students must have completed all required state assessments by the end of their 11th-grade year.

Honor Designation Ineligibility
Students graduating more than one semester early will not be eligible for valedictorian or salutatorian honors.

Restrictions on Leadership Roles
Early graduates may not hold senior (12th-grade) leadership positions in school organizations, such as Student Council.

Scholarship and Recognition Limitations
Some honors and scholarships—including Oklahoma Academic Scholar recognition—may not be available to early graduates. Students planning to attend college must verify that early graduation will not negatively impact their scholarship eligibility or college admission status.

Concurrent Enrollment and Career Tech Eligibility
Students are only eligible for concurrent college enrollment or Career Tech participation while actively enrolled in high school. Once graduation requirements are met, eligibility for these programs ends.

Graduation Ceremony Participation
Early graduates are invited to participate in OVCA's formal commencement ceremony in May of the school year in which they graduate.

Diplomas and Final Transcripts
Diplomas and final transcripts will not be issued until all final grades are posted and a school counselor has verified that all graduation requirements have been met. This process typically takes several weeks following the end of the term.

Re-enrollment Prohibited
Students are not eligible to re-enroll in high school once all graduation requirements have been completed.

Unmet Requirements
Students who apply for early graduation but do not meet all requirements by the intended date must re-enroll as full-time students for the following term, in accordance with state law.

Post-Graduation Planning

As part of the application process, students must complete the **Graduation Exit Survey**, indicating their intended post-secondary plans. These may include:

- Workforce entry (please indicate place of employment if known)
- Enrollment in a 2- or 4-year college/university
- Military service (indicate branch)

SPECIAL PROGRAMS

CHILD FIND

All public schools are mandated by the Individuals with Disabilities Education Act of 2004 (IDEA) to identify, locate, and evaluate students who may demonstrate disabilities through the Child Find process. The intent of Child Find is that all children with disabilities, ages 3-21, are located, identified, and evaluated in order to receive needed supports and services.

As a public School, Oklahoma Virtual Charter Academy provides a Free Appropriate Public Education to children ages 3-21, including those children who qualify for special education services unless the parent refuses special education services. For a child to receive intervention or special education services, an evaluation must be conducted to confirm the presence of a delay or disability.

OVCA provides specialized programming through specially trained teachers to provide education-related services for children with disabilities. Supports are provided in the Least Restrictive Environment (LRE) and range from mild and moderate to significantly more involved supports for each of the following disabilities as defined by the State of Oklahoma:

- Autism
- Developmental Delay
- Deaf-Blindness
- Emotional Disturbance
- Hearing Impairment, Including Deafness
- Intellectual Disabilities
- Multiple Disabilities
- Orthopedic Impairments
- Other Health Impairments
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment Including Blindness

If, through Child Find activities, a child is identified as possibly having a disability and in need of special education services, OVCA may seek parent consent to evaluate the child. All such evaluations will be conducted in compliance with applicable federal and state laws and regulations. Parents must report that their child has an Individualized Education Plan (IEP)

during the enrollment process. Please contact the Special Education Manager, Cat Heenan, at **caheenan@okvirtual.org** to report students who may be in need of specialized education and/or related services.

PARENT RIGHTS AND PROCEDURAL SAFEGUARDS

Parents and guardians of children eligible for or currently receiving special education services have certain state and federal rights. For more information on parent rights in special education, a copy of the Oklahoma State Department of Education Parent Rights in Special Education and Notice of Procedural Safeguards is available through the link below and on the State of Oklahoma website:

Parents Rights

PARENT REVOCATION OF CONSENT FOR SERVICES UNDER THE IDEA

The parent of a child with a disability who receives special education and/or related services under IDEA may submit a written request to the district revoking consent for the continued provision of those services. Upon receipt of the written revocation request, Oklahoma Virtual Charter Academy will follow a procedure consistent with legal requirements to terminate all the child's special education and related services. The child will then be identified as a general education student for all purposes.

SPECIAL EDUCATION

Oklahoma Virtual Charter Academy is responsible for providing a free and appropriate education under the federal Individuals with Disabilities in Education Act (IDEA). The special education manager and special education teacher assist parents in accessing and coordinating services pursuant to a current Individualized Education Plan (IEP). Special education services are available to students identified with a disability by a multi-disciplinary team. A multi-disciplinary team consists of a special education teacher, at least one regular education teacher, the parent, a professional evaluator, a Local Educational Agency (LEA), and the student. Therapists or other professionals are involved on an as-needed basis. OVCA follows the requirements of IDEA 2004 and the laws of Oklahoma. Parents should indicate that their child has an Individualized Education Plan on their enrollment form. Parents are also asked to provide documentation of a disability (e.g., medical records, prior special educational records, psychological or psychoeducational evaluations, and/or prior special education records).

What to expect if your child receives special education services:

- Every special education student will be assigned a special education teacher in addition to his or her regular course teachers. The Learning Coach and student are expected to communicate on a regular basis with the special education teacher through various available communication means.
- Students are placed in a setting determined by the IEP team. The setting may be the general education classroom or a special education classroom. A special education classroom should include a smaller group of students and content instruction (e.g., ELA, Algebra, etc.) is provided by the special education teacher.
- The special education teacher provides the Learning Coach assistance to modify and adapt the learning environment as well as curriculum paths for success.
- Instructional and related services are determined by the IEP team and documented in the IEP.

- The special education teacher is available as a resource for instructional strategies, adaptations, and modifications to the curriculum.
- The special education teacher will provide a progress report at the end of each grading period, noting the progress on the student's IEP goals.
- Special Education students are required to meet the same attendance policies as their peers.

Oklahoma Alternate Assessment Program (OAAP)

The Oklahoma Alternate Assessment Program (OAAP) is designed for students with the most significant cognitive disabilities whose educational needs cannot be appropriately measure through the general state assessment, even with accommodations. Eligibility for participation is determined annually by the student's Individualized Education Program (IEP) team using state-established criteria.

Students who participate in OAAP receive instruction aligned to alternate academic achievement standards and participate in alternate state assessments in applicable grade levels and subjects.

Parents are important members of the IEP team and are involved in decisions regarding assessment participation. The IEP team will discuss:

- Eligibility requirements for OAAP participation.
- The differences between general state assessments and alternate assessments.
- Potential implications of alternate assessment participation on academic expectations and graduation pathways.
- The student's instructional program and goals.

Additional OAAP information can be found at **oklahoma.gov_OAAP.PDF**

Families who have questions about OAAP participation, please contact Special Education Manager, Cat Heenan, at **caheenan@okvirtual.org**

RELATED SERVICES

Related services may be necessary to facilitate a student's ability to make progress in the general education curriculum. Related services may include, but are not limited to, occupational therapy, speech and language therapy, physical therapy, and/or psychological services. Related services, placement, and goals are determined by the IEP team.

Options for related services should be discussed with the special education staff before a decision is made to enroll with the academy. Related services are typically provided virtually by independent contractors across the state of Oklahoma. Families may be required to travel to receive face-to-face related services. Our goal is to have providers available within an hour of the student's home; however, this is not always possible. Location of related services is dependent on our ability to secure a contract with a provider. Students are expected to keep appointments. If students repeatedly do not keep appointments, IEP team may meet to review needs of services.

COMMUNICATION

Communication between special education teachers and parents will be made via telephone

and email. Confidential documents will be sent via EdPlan connect, unless otherwise requested. In order to utilize EdPlan connect, a working cell phone number must be on file. To ensure ongoing communication, please inform the special education and general education teacher of any changes to phone numbers or email addresses. Special Education staff will also be communicating with students through zoom and phone. Special education students should be prepared to talk LIVE to teachers and/or connect on webcams/face to face video.

SECTION 504 ACCOMMODATION PLANS

The Rehabilitation Act of 1973, commonly referred to as "Section 504," is a federal statute that prohibits discrimination against persons on the basis of their disability by institutions that receive financial federal assistance. It states:

*No otherwise qualified individual with a disability shall solely, by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Section 504's purpose is to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. An eligible student under Section 504 is a student who has a physical or mental impairment that substantially limits a major life activity. If a student is covered by Section 504, schools must provide such accommodations as are necessary to ensure that the student has equal access to services, programs and activities offered by the school. Section 504 protects students from discrimination on the basis of disability to the same extent as the Americans with Disabilities Act (ADA).

If your student may need a 504 plan, please contact the 504 Coordinator, Lori North at **lonorth@okvirtual.org**. In order to qualify for a 504, the parent can present a doctor's note describing the mental or physical disability. If the student is going to be absent for three or more days a doctor's note is required for the absences to be excused. A student with a 504 is still under the general rules of withdrawal if doctor's notes are not provided for extended absences. The school may create a plan based on evidence collected that there may be a disability present.

TITLE I

OVCA is a schoolwide Title I school. As a schoolwide Title I school OVCA receives Title I, Part A funding which is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. As the largest federal program supporting public education, Title I targets resources to the districts and schools where the needs are greatest. The funding is allocated to the school according to the percentage of students who are economically disadvantaged.

Title I Funding may provide:

- Additional staff
- Professional development
- Intervention programs
- Parent involvement programs
- Strategies for raising student achievement
- Ensuring students' access to scientifically based instructional strategies

Annually, a Title I planning committee at OVCA conducts a comprehensive needs assessment to identify the current state of the school identifying the strengths and weaknesses as

reflected in both the qualitative and quantitative data. If you would like to participate in serving on the Title I planning committee please contact Barbie Sloan at bsloan@okvirtual.org.

GIFTED & TALENTED

OVCA provides Gifted & Talented students supplemental resources and enrichment through the Gifted & Talented program each school year. OVCA seeks to identify students who have high intellectual, academic or creative thinking skills to participate in our Gifted and Talented program.

Students may be identified in two categories. Category 1 identification is based on a standardized test of abilities score at or above the 97th percentile. Category 2 identification uses multiple criteria (ability test scores, achievement test scores, and/or recommendation) to place in the gifted program.

- If a student was identified while enrolled at a prior school district the parent may submit the documentation for the student to be identified at OVCA.

Gifted learners may benefit from individualized programming options to ensure appropriate challenge and engagement. OVCA offers a variety of options to serve the gifted learner:

- Flexible Pacing- some courses are only offered by semester
- Individualized Instruction
- Ongoing Assessment
- Proficiency-Based Promotion with qualifying assessment and progress; 6th- 12th some courses are only offered by semester
- Creative/Academic Competition through K12 Virtual Schools LLC (Stride K12) online clubs
- Interest groups through K12 Virtual Schools LLC (Stride K12) online clubs
- Early grade promotion with qualifying assessment and progress
- In person and virtual enrichment opportunities
- Concurrent enrollment opportunities in high school
- Honors classes in high school
- Gifted Individualized Learning Plan

For more information about the OVCA Gifted & Talented Program or to request your student being identified as Gifted & Talented please email Gifted and Talented Resource Teacher, Phillip Przybylo, pprzybylo@okvirtual.org.

- It is important to consider the long-term goal of early completion of courses to determine the best path for the student. Students who wish to work ahead in order to graduate early are encouraged to work with their counselor and/or the Gifted Resource Teacher to develop a plan for additional courses and/or accelerated pacing. Demonstrated success in current courses is required before exploring accelerated pacing or early graduation paths.

In Elementary and Middle School, students who wish to work ahead in individual courses must request approval from the course teacher. Demonstrated success in the course and a plan for two-way communication for the purpose of feedback and instruction is required to work ahead. Completion of all assignments, including the final exam is also required.

Students who participate in selected Gifted & Talented enrichment activities can opt out of 1-2 History or Science lessons in K-8th grade depending on the activity.

LANGUAGE ASSISTANCE SERVICES

ENGLISH LANGUAGE LEANERS

A Home Language Survey (HLS) is required to be on file for every student enrolled at OVCA. OVCA uses the home language survey responses to begin the identification process of English language learners. Identified English Language Learners are provided supplemental support through English Language support and instruction and, when applicable, supplemental curriculum. The tutor serves as an advocate and support system while helping the student gain proficiency in English. The person providing the English Language support and instruction will partner with the student, Learning Coach, and general education teachers.

If your student may need ELL services, please contact the Compliance Coordinator Caitlin Collett at **ccollett@okvirtual.org** or 580.257.2008..

LIMITED ENGLISH PROFICIENT PARENTS

Notification of Language Assistance Services: Any parent who is limited in speaking, writing, or reading English may request the school to provide access to services such as interpreter and/or translated documents. To request services please email Lori North at lornorth@okvirtual.org. Prompt access to the appropriate services and/or translator will be coordinated.

Asistencia de idioma: Cualquier padre que se limita al hablar, escribir o leer Inglés podrá solicitar a la escuela para proporcionar acceso a servicios tales como intérprete y / o documentos traducidos. Para solicitar los servicios envíe un correo electrónico o llamar al Coordinador de ELL. Se coordinará el pronto acceso a los servicios apropiados y / o al traductor.

STUDENT SUPPORT SERVICES TEAM

The Student Support Service team (SSS team) consists of Community Family Advisors, a Family Resource Coordinator, and Student Support Administrator.

The **Community Family Advisor (CFA)** is the single point of contact for families. The Community Family Advisor stays with the family throughout enrollment at OVCA. All communication comes through the Community Family Advisor via email, phone calls, texts, and online meetings.

Community Family Advisors support students throughout the school year by creating successful school schedules, monitoring progress, assisting students with motivation, providing plans to get students back on track, and building programs/events based on needs of the families in that area (community).
Community Family Advisors schedule in person and online events, so that students have the opportunity for social gatherings, study groups and enrichment.

A **Family Resource Coordinator** advocates for local and national resources to give students access to necessary social services. The goal is to build an infrastructure of support within the school, for anything that may jeopardize a student's education, such as medical challenges, domestic issues, legal trouble, or even computer and Internet problems.

A **Student Support Administrator** is the administrative support for the Community Family

Advisors and supports engagement interventions for all OVCA students.

REPORT CARDS AND GRADES

GRADING POLICY

Grades are assigned based on the following scale:

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 0 – 59%

Percentages are rounded to the nearest whole number.

GRADE POINT AVERAGE (GPA)

High School students will have a Grade Point Average (GPA) listed on their transcript. OVCA used a weighted GPA system to determine class rank, Valedictorian, Salutatorian, and eligibility for Honor Roll and National Honor Society. GPA is determined by total grade points earned by total credits attempted.
The following values are assigned to each full year course:

A = 4
B = 3
C = 2
D = 1
F = 0

High School Honor classes for 9th and 10th

A = 4.25
B = 3.25
C = 2.25
D = 1.25
F = 0

OVCA HS Advanced Placement/College courses carry the following weighted values:

A = 5
B = 4
C = 3
D = 2
F = 0

Students taking concurrent courses at technology centers that are part of approved Associate in Applied Science degree programs may work with their technology center to obtain a college transcript indicating their applied credits. A student may submit their college transcript to OVCA to be awarded weighted credit based on the guidelines listed above. Upon enrolling in OVCA, prior credits will be transcribed per OVCA weighted grades policy.

Students may repeat a course in which they have earned an F; however, both grades will be reflected on the student transcript and figured into the overall grade point average. One does not erase the other. Credit in a specific subject will only be granted once for that class, and the other course will receive credit for an elective class.
See OVCA Board Policy 2050. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

REPORT CARDS

Report cards are sent at the end of each quarter for Elementary and at the end of each semester for Middle and High School students. Student must have been enrolled a minimum of 26 days in a quarter to receive a report card. Middle School students also receive a progress report at the end of first quarter and third quarter. Students must be enrolled by the below dates to receive a report card for that quarter.

Quarter	**Enrolled on or Before**
1st Quarter	September 8, 2026
2nd Quarter	November 5, 2026
3rd Quarter	February 3, 2027
4th Quarter	April 16, 2027

Report cards will include final course grades, as well as credit earned for each High School course. Grades are finalized at the last day of each quarter/semester. Report cards will not be revised for work done in June and/or July.

Report cards will only display grades for courses taken at OVCA. OVCA does not assign or issue grades for coursework completed through a Career Tech program or college/university.

Information regarding the student's progress in those courses must be obtained from the Career Tech or college/university. Transcripts will reflect grades as reported to OVCA by the Career Tech or college/university. Counselors will verify ongoing attendance with the Career Tech Center or college/university. If a counselor is unable to obtain such verification, students will be asked to provide evidence of ongoing attendance.

Report cards and progress reports are emailed to both the legal guardian's personal email account. It is the parent's responsibility to notify the staff of any changes in email address during the school year. OVCA will send the report cards to the most current email address listed. Also, remember that student's grades for each course are available through the course homepage 24 hours a day and are the most current and dependable method of viewing student's grades.

For high school students, final transcripts are available 2-3 weeks after the last day of the semester. To obtain a transcript, please contact the school registrar.

ELEMENTARY LETTER GRADE DETERMINATION

Letter grades are based on three categories: Canvas Assessments, Growth Assessments &

Teacher Graded Assignments. Category weights for each grade level can be found in Appendix B. Weights may change based on curriculum or state proficiency expectations. Any changes will be communicated through homeroom teacher prior to the end of the quarter.

Curriculum Assessments are calculated by the average of the scores the student receives on the lesson, unit and semester courses in Canvas. Assessments not completed by the Monday after their due date according to the daily plan in the OLS will be marked with a M for missing in the Gradebook, which greatly impacts the overall average as it acts as a zero in the gradebook.

Growth Assessments – OVCA utilizes the Growth Assessment at the beginning of the year, mid-year and end of year to determine the academic needs of our students. Students will receive a participation grade for completing the assessment during the assigned testing window. Students who complete the assessments during the testing window will receive full credit (50 points) as a participation grade.

Students who do not complete the assessments during the assigned testing window will receive a 0 as a participation grade and will have their account locked until the assessments are complete. Students who do not complete required assessments may be subject to academic consequences. These consequences may include retention in the current grade level, placement on Academic Probation, or ineligibility to return to OVCA for the following school year. Assessment participation is an important component of demonstrating academic progress and ensuring students receive the support needed for success

Teacher Generated Assessments (TGA) – Teachers will assign and collect assignments (including writing) routinely throughout the year. Late penalties may apply to assignments completed after the due date. Reminders will be posted in the announcements, sent through email, mentioned in Live Class, and in the grade level newsletters. Teachers will offer assistance during Live Class so students will be able to submit work on or before the due date. Writing projects are submitted at least quarterly.

Each teacher reserves the right to require other assignments to help students master grade level objectives. Additional assignments will be sent in email and explained in classes. It is the student's responsibility to review email daily and attend required Class Connect sessions to receive information about additional assignments. These additional assignments will be included in report card grades and posted in the PowerSchool Gradebook. Elementary grades are cumulative for the entire school year.

ELEMENTARY PE/HEALTH GRADING POLICY

The PE/Health is a course that contains a health lesson and a fitness log to be completed daily. A minimum of 60 minutes per week of physical activity is required. Students will document time spent on physical activities on the fitness log provided in the PE/Health lesson and complete the lesson activities. PE/Health grades will be figured once a quarter based on completion of lessons in the PE/Health course. The grading scale for PE/Health is an S for satisfactory and a U for unsatisfactory. Students that stay on-track with lesson completion will receive an S for satisfactory. Students that complete less than 50% of the expected lessons will receive a U for unsatisfactory.

MIDDLE SCHOOL AND HIGH SCHOOL LETTER GRADE DETERMINATION

All Middle School and High School students' grades are determined by the sum of points a student earns on all graded assignments and tests. Points earned by student/ total points possible = Grade

Example: In his/her math class, the student earns 563 points out of a total of 700 possible

points. The grade would be 80%. (563/700 =80%)

Points are earned for a variety of assignments within each course. Assignment types vary each course but may include items such as practice lessons, threaded discussions, web exploration, labs, journal entries, class discussions, quizzes, checkpoints, tests, interim assessments, Class Connect attendance, supplemental work done in third-party platforms (i.e. Exact Path), and projects.

Point values for each assignment type can be viewed in the gradebook within the course.

MIDDLE SCHOOL BENCHMARKS GRADING POLICY

Beginning of Year (BOY), Middle of Year (MOY) and End of Year (EOY) growth benchmark tests will be graded and will count toward all core course grades. BOY tests will be graded based on completion of the test and is worth 10 points. Below is how students will be graded in courses based on their testing outcomes for MOY and EOY benchmarks. Grades will be out of a total of 10 points.

The chart below outlines how and when points are earned for test completion.

Growth Assessment Math/ELA Grading Policy (MOY and EOY)	
Student exceeds growth projection	Extra Credit (teacher discretion)
Student meets growth projection	10/10
Student grows but does not meet projection	8/10
Student stays the same (does not grow)	6/10
Student drops in growth	5/10
Student test incomplete	0/10

Growth Assessment Sci/SS/Electives Grading Policy (MOY and EOY)	
Science: Math Test Completed	10/10
Social Studies: Reading Test Completed	10/10
Electives: Reading Test Completed	10/10
All: Math/Reading Incomplete	0/10

Students who do not complete required assessments may be subject to academic consequences. These consequences may include retention in the current grade level, placement on Academic Probation, or ineligibility to return to OVCA for the following school year. Assessment participation is an important component of demonstrating academic progress and ensuring students receive the support needed for success.

HONOR ROLL & ACADEMIC EXCELLENCE

Students are recognized for their hard work each at the end of each grading period based on the criteria below:

	Honor Roll	**Academic Excellence/ Principal's Honor Roll**
Elementary and Middle School	All A's and B's in every subject and S in PE/Health	All A's in every subject and S in PE/Health
Middle School	All A's and B's in every subject	All A's in every subject
High School	GPA of 3.0 or higher for the semester	GPA of 3.5 or higher for the semester

Middle school participates in the Presidential Education Awards Program and gives out the Presidential Academic Excellence Award at the end of the year to 8th graders who have earned all A's for all four quarters of the school year.

HIGH SCHOOL NATIONAL HONOR SOCIETY

Students in grades 9-12 and with a cumulative GPA above 3.5 and who also demonstrate good character and leadership skills may be invited to join the OVCA chapter of the National Honor Society. Students will be evaluated annually for induction in the spring. Membership requires active participation including monthly meetings and volunteer requirements.

GRADE CHANGES DUE TO TECHNICAL ERRORS

OVCA understands technical errors occur. Should a technical error result in a discrepancy between the gradebook a student/Learning Coach sees and the gradebook the teacher sees, the Learning Coach or student must contact the teacher for an appointment. Grades in the gradebook will not be changed by a teacher unless the student meets the teacher in the online classroom and shares his/her screen with the teacher so that the teacher can help determine the technical error for proper reporting.

APPEAL OF ASSIGNMENT GRADE (K-12)

Should a dispute over an assignment grade arise, the student or Learning Coach should first contact the course teacher. If the issue is not resolved within 3 business days, the student or Learning Coach may appeal to the principal.

APPEAL OF FINAL QUARTER/SEMESTER GRADES (K-12)

Parents or Learning Coaches may appeal a student's final grade for a course up to 30 days after the end of a quarter or semester. Appeals will not be considered later than 30 days after the end of a quarter. To begin an appeal, contact the principal.

GRADUATION

HIGH SCHOOL GRADUATION PLANS

In High School, counselors develop Graduation Plans (Grad Plans) that chart the path to graduation. The goal is to complete all high school graduation requirements in four years or less. Grad Plans are developed as part of the Individual Career Academic Plan (ICAP) process. Students will participate in activities designed to help them explore post high school options such as career interest surveys, goal setting, job applications, job shadowing/internships, scholarship applications, financial aid planning, community service, and completing the FAFSA. The ICAP process will help students identify specific courses that will help him/her to meet post- secondary goals. Grad Plans are updated each semester and are available from Naviance. Your counselor can help you access your grad plans if needed. Access your plan at this site: https://student.naviance.com/nzmbkra Please review your Grad Plan carefully for accuracy.

GRADUATION REQUIREMENTS

OVCA students must complete 23 credits, participate in all assigned state testing, complete ICAP, FAFSA Process, Naturalization Assessment and complete the financial literacy requirements to be eligible for graduation from OVCA. At least 25% (6 credits) of the required credits for graduation must be completed while enrolled at OVCA. As with all other credits, these may be earned through OVCA courses, Career Tech Courses or concurrent enrollment.

Pursuant to Oklahoma House Bill 3278 (2024), students graduating in the Class of 2030 and beyond must complete four mathematics credits and six pathway units aligned to their Individual Career and Academic Plan (ICAP) in order to meet Oklahoma graduation requirements.

2026-27 Requirements to graduate:

For the 2026–27 school year in Oklahoma, most students graduating under the current Oklahoma requirements must complete **23 credits (units)** plus several state-mandated graduation components. Students entering 9th grade in 2026–27 (the Class of 2030) will begin transitioning into Oklahoma's newer "Pathways" graduation requirements.

Current Oklahoma Graduation Requirements (Classes before 2030)

Students generally must earn:

Subject Area	**Credits Required**
English	4
Math	3
Science	3
Social Studies	3
Arts	1
World Language or Computer Technology	2
Electives	7
Total	**23**

Social Studies typically includes:

- 1 U.S. History
- ½ Oklahoma History
- ½ Government
- Other approved social studies credits

Additional Oklahoma Graduation Requirements

Students must also:

- Complete an Individual Career Academic Plan (ICAP)
- Pass the U.S. Naturalization Test with at least 60%
- Complete Personal Financial Literacy requirements
- Receive CPR instruction –exempt for all virtual schools
- Participate in required state testing
- Complete the FAFSA opt-in/opt-out requirement

Important Change Beginning with the Class of 2030

Students who are **freshmen in 2026–27** will fall under Oklahoma's newer graduation pathway model. Changes include:

- A required **4th math credit**
- Career pathway-focused flexibility

- Merging of older CORE and College Prep pathways into one system

The Oklahoma State Department of Education has not fully finalized every

Naturalization Assessment REQUIREMENT FOR GRADUATION

Beginning with the Class of 2025, Oklahoma students must take a 100 question test using the questions from the U.S. Citizenship and Immigration Services website. The law requires that students get at least 60 of the 100 questions correct in order to graduate. See House Bill 2030 (2021)

To the extent allowed by law and approved by the Oklahoma State Department of Education, the Head of School may grant exceptions to the testing requirement for graduation or require participation in district level testing to satisfy the testing requirement for graduation for extenuating circumstances on a case by case basis. See OVCA Board Policy 2030. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

PERSONAL FINANCIAL LITERACY REQUIREMENT FOR GRADUATION

Students must complete and demonstrate satisfactory knowledge in 14 areas of instruction related to financial literacy, including such topics as credit card debt, saving money, interest, balancing a checkbook, understanding loans, identity theft, and earning an income to graduate from a public high school in Oklahoma. OVCA offers Personal Financial Literacy as an elective credit. Lessons throughout the semester course will cover the required components of financial literacy. Students assessed with alternative standards through the Oklahoma Alternative Assessment Program (OAAP) may demonstrate mastery of the PFL standards if they meet the following criteria: 1) receives substantive and substantial instruction in life-skills curriculum, and 2) demonstrates the acquired knowledge of the student by alternative measures as required by the IEP.

INDIVIDUAL CAREER ACADEMIC PLAN (ICAP)

Oklahoma law now requires students to graduate high school prepared for the workforce or a post high school education plan. ICAP items will include but are not limited to career interest surveys, goal setting, job applications, job shadowing/internships, scholarship applications, financial aid planning, community service, and completing the FAFSA. Components of ICAP will be interweaved into students' English courses, and students will earn grades for the items completed. Further details and instructions will be provided by the teacher.

All students in grades 9-12 are required to complete items for their ICAP. Students will see a ICAP course on their course list and should follow all due dates. Each student will have an ICAP teacher assigned to them or you may contact his/her counselor.

For more information, please visit the State Department of Oklahoma's website:

https://sde.ok.gov/documents/2017-08-29/what-is-icap

FAFSA Requirement for Graduation

Beginning with the Class of 2025, Oklahoma public high school students must either:

1. Complete and submit the FAFSA (Free Application for Federal Student Aid), **or**
2. Submit an approved FAFSA opt-out form

in order to graduate.

The requirement applies to students attending Oklahoma public schools, including virtual charter schools. The law was created to encourage students to access federal financial aid opportunities for college, career tech, and workforce training programs.

FAFSA Opt-Out Options

A student may still graduate without completing the FAFSA if one of the following occurs:

- A parent or legal guardian signs an opt-out form (for students under 18)
- A student age 18 or older signs their own opt-out form
- A school counselor authorizes the opt-out

Important Details

- The FAFSA or opt-out must be completed **before graduation**.
- The FAFSA requirement is now listed alongside other Oklahoma graduation requirements such as:
  - ICAP completion
  - Personal Financial Literacy
  - CPR instruction
  - Passing the U.S. Naturalization Test
  - State testing participation

Official Oklahoma FAFSA Opt-Out Form

Oklahoma FAFSA Opt-Out Form

FAFSA Website

FAFSA Official Site

GRADUATION CEREMONY

OVCA hosts an in-person 12th grade graduation ceremony in May of each year. Parents often organize a graduation for Kindergarten, 5th and 8th graders. If you are interested in organizing a graduation for Kindergarten, 5th or 8th grade, please contact your Community Family Advisor.

The location of High School graduation will be determined each year by the board and administration. Attendance and participation are optional, but students are required to purchase and wear a cap and gown to participate in the ceremony. Caps and gowns will be purchased through a vendor selected by the school. Pricing and ordering information will be given to students in advance. Please contact your Community Family Advisor if you would like to participate in graduation but purchasing the cap and gown would cause hardship.

Students meeting at least one of the following criteria will be invited to participate in the May ceremony:

- Have earned a minimum of 23 credits and participated in all required state exams as outlined above by the end of May.
- Have earned a minimum of 22 credits and participated in all required state exams PLUS agree to enroll in summer school to complete that last 1 credit.
- Completed all graduation requirements and officially graduated in December.

Students may graduate in December of their senior year if they enter the year needing 3 or fewer credits to graduate and the only year-long course needed is English 4 (British Literature). Students will take both first and second semesters of English 4 in the fall, plus four additional courses to equal a full-time student.
Students wishing to graduate early must be approved to do so prior to the start of the school year. Students must submit a completed Early Graduation Application *at least one full semester* prior to the desired graduation date. Applications will not be accepted more than 10 school days after the start of each term. (The student's counselor will have the application) When the counselor receive the completed application, they will send an email confirming the student will be allowed to complete early graduation requirements to graduate early. There is not a separate graduation ceremony for December graduates.

HONOR GRADUATES/ VALEDICTORIANS AND SALUTATORIANS

Honor Graduates will be recognized as those students who have a minimum of a 3.75 weighted grade point average.

The **Valedictorian** for the senior class will be the student(s) having the highest weighted grade point average and ranked first in his/her graduating class. The **Salutatorian** will be the student(s) with the second highest weighted grade point average and ranked second in his/her graduating class.

To qualify as a Valedictorian or Salutatorian, the student must be enrolled with OVCA at the beginning of the fall semester of his/her senior year. Cumulative grade point average through the fall semester of the senior year will be used to determine all graduation honors.

11th-grade students who are graduating early may be recognized as Honor Graduates if they meet the GPA requirement; however, they are **not eligible to be recognized as Oklahoma Academic Scholars, Valedictorians, or Salutatorians.**

See OVCA Board Policy 2020. All Board Policies can be found on the OVCA website: **OVCA Board Policies**

COLLEGE/CAREER

CAREER PREPARATION OPPORTUNITIES

Oklahoma Virtual Charter Academy provides students several opportunities to explore a variety of careers through coursework and specialized programs. These programs assist students in making informed decisions about college and career options that best fit their interests and goals.

Students can use 1-2 elective class periods a day to perform community service or unpaid job shadowing in the community. Online options may be available in certain fields. Students have the opportunity to earn to 0.5 elective credit upon completion of the program.

Students who are interested in being part of an internshipshould contact the OVCA High

School **counselor.** Internship combines classroom instruction and an on- site 16-week intern experience. Upon completion of the course students have a better understanding of employment soft skills and specific career options.

Students should expect internships to be unpaid. Paid internships are permitted if agreed upon by the student and employer. See OVCA Board Policy 2070. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

OKLAHOMA PROMISE SCHOLARSHIP

Oklahoma's Promise is a program set up by the Oklahoma Legislature for 8th, 9th, 10th, and 11th grade students that will help pay for their college and career technology education. Requirements: Must be a student whose parents' federal adjusted gross income does not exceed: $60,000 with 1 or 2 dependent children OR. $70,000 with 3 or 4 dependent children OR. $80,000 with 5 or more dependent children. Income is verified annually when student completes the FAFSA for each new school year.

Scholarship benefits:

If the student meets the program's requirements and takes the required courses, Oklahoma's Promise will pay his/her tuition at an Oklahoma public two-year college or four-year university. It will also cover at least a portion of tuition at an Oklahoma accredited private college or university or for courses offered at public technology centers that qualify for credit from an Oklahoma public two-year college.

For more information regarding the program or to obtain an online application, visit: www.okpromise.org or by phone at 1-800-858-1840 (405.225.9239 in OKC area) or by email at okpromise@osrhe.edu.

You may also contact your counselor for further assistance.

COLLEGE ENTRANCE EXAMS

The ACT and SAT are college entrance tests designed to assess a student's academic readiness for college. These entrance exams are the most important tests that a student can take for college admission and scholarship awards if he/she plans on attending a college and/or university. Students will take the exam during 11th grade as part of the required state testing. However, students planning to attend college are encouraged to take the exam multiple times to increase their scores. Increasing scores could help provide more opportunities for the students as they enroll in colleges and apply for scholarships.

The ACT measures skill levels in English, writing, reading, math, and science reasoning. The SAT, typically used for east and west coast school admission, tests reading, writing and math skills as well. The ACT and SAT tests are timed, and a fee is charged. If the cost of the test is a concern, you may be eligible for an ACT Fee Waiver. Information about the eligibility requirements and how to request a fee waiver is available from the high school counselor.

The following websites give information on test dates, location and costs and serve as an excellent test prep tool as they provide you with sample testquestions.

- ACT - www.act.org

- SAT - **https://satsuite.collegeboard.org/sat/registration/dates-deadlines**

CONCURRENT ENROLLMENT / DUAL CREDIT

High school juniors and seniors are strongly encouraged to participate in an early entry program in which they attend college courses for college credit while they are finishing their requirements for high school graduation. State law now requires all concurrent enrollment courses be entered on a student's high school transcript as either academic or elective credit. All concurrent courses will count in GPA and class rank. English Composition and college courses that are less than 3 credit hours will be transcribed as 0.5 high school credit. All other college courses will be transcribed as
1.0 high school credit.

Concurrent College Enrollment Courses comparable to state-mandated core curriculum courses taken by concurrent enrollment may be counted toward meeting the minimum graduation requirements. For example, if a student takes a government course from a university, he/she may also count it as a year of high school government.

Concurrent students may not enroll in remedial (zero-level) coursework offered by colleges and universities designed to remove high school deficiencies.

Oklahoma Virtual Charter Academy will use the following guidelines to comply with 70 O.S. §628.13 for any student taking classes through concurrent enrollment from a college or university:

- Students must complete the Concurrent Enrollment Agreement form before enrolling in a college or university. This form outlines OVCA's requirements for concurrent enrollment including participation in a monthly online check-in meeting to ensure student is still enrolled and continuing to complete concurrent coursework. This form must be returned to the counselor.
- Grades and credits received from the concurrent enrollment class will be posted to the high school transcript. Grades will be averaged into the GPA. Letter grades will be transcribed as follows: A=95, B=85, C=75, D=67, F=64. Clep grades will be posted as a 92% (passing assigned by College Board). Students must be aware that if they are taking a college course, the grade earned in the class will impact the student's high school GPA and class rank. Furthermore, if a student does not pass a college course, he/she may not meet the high school requirements for graduation. Grades from Concurrent courses must be sent to the counselor immediately upon receiving the grades.
    - Fall semester enrollment- grades must be sent to the student's counselor no later than the first Friday of January.
    - Spring semester enrollment- grades must be sent to the student's counselor no later than the first Friday in June.
    - Failure to meet deadlines will result in the student being enrolled in a full course load at the school for the next semester.
- Travel hour is a time built in as a course to allow students to travel to the location and allow additional time to work on courses. Any student taking a concurrent course qualifies for a travel hour. Only one travel hour will occur per student. High school class schedules will be adjusted as follows to ensure the student is enroll full-time and OVCA and allow for travel time for the student to attend the concurrent class:

- 1 concurrent class – the student must take 4 classes at OVCA
- 2 concurrent classes – the student must take 3 classes at OVCA
- 3 concurrent classes – the student must take 2 classes at OVCA

- Attendance and withdrawals of the concurrent enrollment class will be handled as follows:
  - Students reported as a "No Show" for a concurrent class will need to immediately report to their high school counselor to get the appropriate classes scheduled into their high school schedule.
  - Students that drop their concurrent enrollment class will need to immediately report to their high school counselor to get the appropriate classes scheduled into their high school schedule. If a student drops a class within the first 10 days of the semester, they will be enrolled in the appropriate number of courses at the high school for full credit. If the student drops the concurrent class after the first 10 days of the semester, they will be enrolled in the appropriate number of courses at OVCA for no credit. The principal has the discretion to consider exceptions to this rule.

OKLAHOMA COLLEGE AND UNIVERSITY CONCURRENT ENROLLMENT OPTION:

Students may take college-level courses through Oklahoma colleges and universities. Check with your local college or university to verify they offer concurrent enrollment for high school juniors and/or seniors. Students are responsible for additional costs, including but not limited to, books and fees, charged by colleges and universities for concurrent enrollment courses.

Check with your local college or university for more details. For a detailed description of requirements, please visit:

https://secure.okcollegestart.org/College_Planning/Prepare_for_College/concurrent_enrol lment.aspx

Eligibility Requirements:

- Student must be eligible for admissions to the college or university under regular admission criteria.
- Student must meet the requirements listed here:

  https://secure.okcollegestart.org/College_Planning/Prepare_for_College/concurrent_enrollment.aspx
- Student must contact their counselor to review qualifications and ensure appropriate college forms are completed correctly.
- Students must provide proof of their enrollment in a college program before the first 10 days of each semester. Proof should be a schedule indicating the courses to be taken each semester. Failure to do so will result in cancellation of The OVCA's approval to participate and the student will be enrolled in a full course load (6) for the semester with OVCA. Additional verifications throughout the semester may also be required.

CAREER TECH PROGRAMS (VOCATIONAL EDUCATION)

Juniors and seniors who are on track for graduation are strongly encouraged to attend an area Career Tech Center program while still attending high school. Some Career Tech Centers also offer programs to sophomores. Students are responsible for contacting their local Center

to determine program offerings, application deadlines, and admission requirements; these will vary from one Career Tech Center to another. To determine the Career Tech Center your student is eligible to attend, please contact your High School counselor or visit https://www.okcareertech.org/technology-centers for more information.

Tuition is not charged for eligible high school students, but additional supplies may be required.

Students must obtain and complete the appropriate forms from the technology center AND must meet with the counselor to be approved by OVCA to attend a Career Tech program.

- Students must be on track for graduation to be approved to participate in a Career Tech program.
- Students are limited to attending Career Tech half time and must be enrolled in at least 3 OVCA or the equivalent in concurrent enrollment courses per semester.
- Students must pass all OVCA courses to maintain approval to continue in Career Tech the following semester.
- Students must provide proof of their enrollment in a Career Tech program before the first 10 days of each semester. Failure to do so will result in cancellation of OVCA's approval to participate and the student will be enrolled in a full course load (6) for the semester with OVCA.

Grades and credits received from Career Tech will be posted to the high school transcript. Grades will be averaged into the GPA. Students must be aware that if they are taking a Career Tech program or course, the grade earned in the class will impact the student's high school GPA and class rank. Grades from Career Tech must be sent to the counselor immediately upon receiving the grades.

- Fall semester enrollment- grades must be sent to the student's counselor no later than the first Friday of January.
- Spring semester enrollment- grades must be sent to the student's counselor no later than the first Friday in June.

Failure to meet deadlines will result in the student being enrolled in a full course load at OVCA for the next semester.

All OVCA 11th and 12th grade students will be enrolled in a post-secondary opportunity. Students will work with counselors to determine the best choice to meet the student's life goals.

TECHNOLOGY USE

STUDENT CODE OF CONDUCT AND ACCEPTABLE USE GUIDELINES

See OVCA Board Policy 3070. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

This section describes the policies and guidelines for the use of the program and exists to ensure that all students are aware of and understand their responsibilities when accessing and using resources.

The Administration reserves the right to update or alter this agreement at any time. Such

revisions may substantially alter access to OVCA's instructional computing resources. Instructional computing resources include any computer, software, or transmission system that is owned, operated, or leased by OVCA.

Students enrolled in the Oklahoma Virtual Charter Academy should be aware of the following guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and Acceptable Use Guidelines.

Failure to follow these guidelines could result in the:

- Removal of student access to OVCA's instructional computing resources, which could result in his/her inability to complete learning activities.
- Suspension or expulsion from OVCA.
- Involvement with law enforcement agencies and possible legal action.

Accountability

- Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
- Students must use only their own usernames and passwords and must not share these with anyone.
- Students may not interfere with other users' ability to access the OLS or disclose anyone's password to others or allow them to use another user's account. Students are responsible for all activities that are associated with their usernames and passwords.
- Students should change their password(s) frequently, at least once per semester or course is encouraged.
- Students must not publicly post their personal contact information (address and phone number) or anyone else's.
- Students must not publicly post any messages that were sent to them privately.
- Students must not upload, transmit, or post material that is intended for personal gain or profit, non-academy commercial activities, non-academy product advertising, or political lobbying on a school-owned instructional computing resource.
- Students may not use academy instructional computing resources to sell or purchase any illegal items or substances.
- Students may not upload, download, or install any software on academy instructional computing resources that are not specifically required and approved for student assignments.
- Students may not post any MP3 files, compressed video, or other non- instructional files to any academy server.

Inappropriate Behavior

OVCA retains the right to remove content or files from a Dropbox/File Share folder, content from discussions, and profile pictures without advance notice or permission of the user when the content is found to be inappropriate or offensive.
Inappropriate or offensive content includes, but is not limited to:

- insults or attacks of any kind against another person,
- obscene, degrading, or profane language,
- harassment (continually posting unwelcome messages to another person) or use of threats,
- material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes "spam" mail, chain e- mail, viruses, or other intentionally destructive content.
- derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.

See OVCA Board Policy 3070. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

Monitoring

Oklahoma Virtual Charter Academy reserves the right to review any material transmitted using academy instructional computing resources or posted to an academy instructional computing resource to determine the appropriateness of such material. OVCA may review this material at any time, with or without notice. E-mail transmitted via an academy instructional computing resources is not private and may be monitored.

Indemnification Provision

OVCA assumes no responsibility for information obtained via the Internet, which may be illegal, defamatory, inaccurate or offensive. OVCA assumes no responsibility for any claims, losses, damages, costs, or other obligations arising from the use of instructional computing resources. OVCA also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of OVCA, its affiliates, or its employees. OVCA assumes no responsibility for damages to the user's computer system. OVCA assumes no responsibility for charges received by students or families by their cell phone or mobile providers.

STUDENT INTERNET SAFETY

Students must not reveal on the Internet personal information about themselves or other persons. For example, a student should not reveal his/her name, home address, telephone number, or display photographs of him/herself or others to persons outside of OVCA.

Students cannot agree to meet in person with anyone they have met only on the Internet and who is not affiliated with OVCA. First meetings with fellow students should be at school sponsored events.

SOCIAL SESSIONS AND SHARING CONTACT INFORMATION

Students are permitted to share contact information during online social sessions held in K12 Zone/Engageli or other online platform with parent/legal guardian permission. Sessions are monitored by OVCA staff, but it is the responsibility of the parent to discuss personal family rules and expectations regarding which contact information may be shared with classmates.

Parents are further advised that information and images shared during these social sessions may be available to all users of these sessions and are therefore no longer private. OVCA cannot guarantee the security of information that is disclosed or communicated online in such sessions, and parents authorize the release of such information at their own risk.

The right to participate in social sessions is a privilege. If, in the sole and exclusive opinion of OVCA, the conduct of a student warrants the termination of this privilege, a student will be removed from the social sessions.

Learning Coaches can engage with one another within the Learning Coach Community (LCC) and is accessible by logging in through the OLS under Resources. It is a place to provide effective ways for Learning Coaches to communicate with each other and provide resources that will enhance the support of their student(s).
See OVCA Board Policy 3200. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

WEBCAM POLICY

OVCA teachers and students are encouraged to use webcams during online sessions. This Face to Face interaction can increase relationships and strengthen the learning process. The webcam environment must be sterile and appropriate for schooling. Families are responsible for ensuring a home learning environment that complies with OVCA's requirements for webcam usage. This includes, but is not limited to, a visual or audible learning environment viewable during class connect sessions that is free of any signs, flags, symbols, words, or pictures that may be considered obscene, discriminatory, or profane. The failure to comply with applicable policies and the Compact should result in disciplinary action consistent with the Student Conduct and Discipline. To verify student engagement, students may be required to turn on webcam and interact with OVCA staff. OVCA may move forward with student safety protocols if staff are unable to connect with students in a face to face setting (Webcam, Zoom, Engageli, etc).
See OVCA Board Policy 3240. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

NETWORK ETIQUETTE

Students are expected to follow the rules of network etiquette or netiquette. The word "netiquette" refers to common-sense guidelines for conversing with others online. Students are encouraged to abide by these standards:

- Establish instant message user names and e-mail addresses that are appropriate for the school setting.
- Avoid sarcasm, jargon, and slang. Swear words are unacceptable.
- Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
- Focus your responses on the questions or issues being discussed, not on the individuals involved.
- Be constructive with your criticism, not hurtful.
- Review your messages before sending them. Remove easily misinterpreted language and proofread typos.
- Respect other people's privacy. Do not broadcast online discussions, and never reveal

other people's e-mail addresses.

STUDENT BEHAVIOR AND DISCIPLINE

Positive Behavioral Interventions and Supports (PBIS)

OVCA's Positive Behavioral Interventions and Supports (PBIS) framework establishes clear expectations for all students and families. PBIS focuses on teaching, modeling, and reinforcing positive behaviors that contribute to a safe, respectful, and engaging learning environment. At OVCA, these expectations are represented through our **BISON BEST** framework, which guides student behavior in online classes, school activities, testing environments, and in-person events.

BISON BEST Expectations

Students are expected to demonstrate the BISON BEST characteristics in all school-related activities:

B – Be Respectful

Students demonstrate respect by using appropriate language in live classes, chats, emails, and school events. Respectful students follow school policies, listen to teachers and Learning Coaches, follow directions, and treat others with kindness and courtesy.

I – Involved

Successful students actively participate in their learning. This includes attending live classes, completing daily lessons and assignments, asking questions when needed, participating in class discussions, and taking ownership of their academic progress.

S – Stay Safe

Students are expected to make safe and responsible choices online and in person. This includes following digital citizenship expectations, using school technology appropriately, adhering to testing security requirements, and reporting concerns to a trusted adult or school staff member.

O – Organized

Organization is essential for success in a virtual learning environment. Students should maintain a daily schedule, keep track of assignments and deadlines, come prepared for learning, monitor school communications, and address technology issues promptly.

N – Never Give Up

OVCA encourages students to persevere through challenges and demonstrate resilience. Students should give their best effort, seek help when needed, learn from mistakes, continue working toward their goals, and remain engaged even when learning becomes difficult.

BEST Actions for Student Success

The BISON BEST framework is supported by four key actions that promote student achievement:

Be There – Attend school daily, participate in required live sessions, and complete daily coursework.

Engage – Actively participate in learning activities, contribute during live classes, and communicate with teachers when support is needed.

Show What You Know – Complete assignments honestly, participate in benchmark assessments, and complete all required state testing and academic evaluations.

Take Responsibility – Follow school expectations, complete coursework on time, monitor academic progress, and take ownership of learning and behavior.

Recognition of Positive Behavior

OVCA teachers and staff actively recognize students who demonstrate BISON BEST behaviors. Students may receive positive recognition, rewards, certificates, school acknowledgments, or other incentives for consistently meeting school expectations. Learning Coaches are encouraged to partner with teachers in recognizing and celebrating positive behaviors that contribute to student success.

By working together, students, Learning Coaches, and staff create a positive learning community where all students can thrive academically, socially, and emotionally.

K12 ZONE Digital Citizenship Guidelines

BEHAVIOR EXPECTATIONS

Do this:

1. Be Respectful
2. Be Positive
3. Be Kind
4. Be Helpful
5. Have Fun!

Avoid These:

1. Negative Talk
2. Bad Words
3. Being Mean to Others Online

Cyberbullying:

- Intimidating or threatening a person
- Threats against the person's property or school
- Using another person's log-in or password to send inappropriate messages or images
- Circulating offensive photos or videos
- Texting, messaging or discussing offensive things
- Creating rumors and posting false information about people

DISCIPLINARY ACTION STEPS

For the FULL policy on DISCIPLINE, please refer to OVCA Board Policy 3070. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

LOCKING A STUDENT'S ACCOUNT

If your student receives notice that his/her account has been locked, this is a request for immediate attention. A locked account means that school staff have repeatedly tried to contact the student or Learning Coach to discuss an important situation (such as missing a deadline, poor Live Class attendance or failure to attend state testing), is not receiving a reply and the student is not complying with the requested action. Please complete the desired action (such as finishing the benchmark test, scheduling a meeting to set up a Back on Track plan or attending state testing) to have your account unlocked and resume working on other assignments. If you are unsure what action is needed to have your account unlocked, please contact your Community Family Advisor immediately.

HARRASSMENT OR BULLYING

Harassment or bullying in any form is not permitted at OVCA. Staff are provided with training regarding preventing identifying, responding to and reporting incidents of bullying. OVCA is committed to ensure all Learning Coaches and students are aware of the bullying prevention activities and the bullying policy. Class Connect sessions are held to educate students about bullying prevention. Students are encouraged to inform OVCA staff if they are the target of or a witness to bullying. *"Bullying" means any pattern of harassment, intimidation, threatening behavior, physical acts, constant obscene language, verbal or electronic communication directed toward a student or group of students that results in or is reasonably perceived as being done with intent to cause negative educational or physical results for the targeted individual or group and is communicated in such a way as to disrupt or interfere with the school's education mission or the education of any student. Bullying includes physical bullying, emotional bullying, social bullying, and/or sexual bullying. Bullying is not limited towards students; it can be towards staff or administration.*

To make a report, students or Learning Coaches can contact the Community Family Advisor, counselor, principal or other school staff. All reports will be investigated and dealt with appropriately according to the OVCA Bullying policy and state law.
See OVCA Board Policy 3020, *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

DRESS CODE

Students attending in-person events should dress in a manner that is modest and does not create an unsafe or threatening environment. Specific dress code requirements may be set for special events such as Prom or graduation.

SCHOOL EVENTS

Students attending school events are subject to the school's dress code. Threatening behavior, fighting, and inappropriate language will result in the parent being contacted immediately. No smoking, tobacco in any form, including e-cigarettes, alcohol or illegal substances are permitted at OVCA sponsored events. The student will be removed from the field trip until an authorized adult arrives for pickup and depending on the severity of the situation, the police may become involved immediately. Students may be suspended from attending in person events through a 3-strike policy for minor infractions. There is zero tolerance for severe infractions such as bringing a weapon, bullying or violating the drug free policy.
See OVCA Board Policy 3070 and OVCA Board Policy 3090. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

WEAPONS

A student who uses, possesses, controls, or transfers a weapon, or any other object that can reasonably be considered, or looks like, a weapon at any school sponsored in person event including, but not limited to outings, prom, dances, graduation, academic competitions, and testing shall immediately be expelled from OVCA. The expulsion may, however, be modified by the Head of School or designee on a case-by-case basis and the local criminal justice or juvenile delinquency system will be notified. A "weapon" means (1) possession, use, control or transfer of any firearm, (2) any other object if possessed, used or attempted to be used to cause bodily harm, including but not limited to, knives, brass knuckles, billy clubs, or (3) look-alikes of any of the weapons defined above. Items such as baseball bats, pipes, bottles, locks, sticks, pencils and pens may be considered weapons if used or attempted to be used to cause bodily harm. Self-protecting devices should not be brought to any in-person school sponsored event. Similar consequences may also apply to students who use threatening language or make threats involving weapons
See OVCA Board Policy 3070. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

Policy on Posting Content Related to School Violence, Weapons, and Threats

Purpose
The purpose of this policy is to ensure a safe, respectful, and secure learning environment for all students and staff. Content related to school violence, school shooters, or weapons can cause fear, disruption, and potential safety concerns. This policy outlines expectations for responsible communication and conduct.

Prohibited Content
Students are strictly prohibited from posting, sharing, displaying, or distributing any content that includes:

- Articles, images, videos, or messages that glorify or promote school shootings or school shooters
- Threats (direct or indirect) of violence toward the school, students, or staff
- Images or videos of weapons, including firearms, knives, or other objects that could be perceived as harmful, in a school-related context
- Content that could reasonably be interpreted as intimidating, threatening, or disruptive
- Jokes, memes, or comments referencing school violence or weapons in a manner that could cause concern or alarm

Reporting Expectations
Students and staff are expected to:

- Immediately report any concerning content or threats to a teacher, administrator, or school official
- Take all posts seriously—"joking" about violence is not acceptable

Consequences
Violations of this policy may result in:

- Immediate investigation by school administration
- Parent/guardian notification
- Disciplinary action, up to and including suspension or expulsion
- Referral to law enforcement when appropriate

Commitment to Safety
Our school is committed to maintaining a safe environment. All reports of potential threats will be taken seriously and investigated promptly. Prevention and early intervention are critical to ensuring the well-being of our school community.

TOBACCO POLICY

OVCA cares about the health of students, employees and patrons. Oklahoma Virtual Charter Academy is committed to a tobacco-free environment. The possession or use of any tobacco products while on school property, class connect sessions or at school sponsored events is prohibited at all times. A student who uses or possesses a tobacco product at any school sponsored in person event including, but not limited to outings, prom, graduation, academic competitions, and testing shall immediately be expelled from OVCA. The local criminal justice or juvenile delinquency system may be notified. The expulsion may, however, be modified by the Head of School or designee on a case-by-case basis. See OVCA Board Policy 3030. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

No Vaping Policy

Oklahoma Virtual Charter Academy (OVCA) is committed to maintaining a safe, healthy, and supportive learning environment for all students. As part of this commitment, OVCA strictly prohibits the use, possession, distribution, or promotion of vaping devices and related products on any school property, during school-sponsored events, and in all virtual or in-person learning environments.

OVCA strictly prohibits the use, possession, or distribution of any vaping-related items. Prohibited items include, but are not limited to: electronic cigarettes (e-cigarettes), vape pens or mods, any device used to inhale vaporized liquid (whether nicotine-based or not), e-liquids or vape cartridges with or without nicotine, and any paraphernalia related to vaping.

This policy applies to all OVCA students, regardless of age, and is enforced in all school-related settings. This includes virtual class sessions, school events, extracurricular activities, and any activity affiliated with OVCA.

OVCA maintains a zero-tolerance stance on vaping, as it is considered a violation of the student code of conduct. Any violation will result in disciplinary action, which may include notification of the parent or guardian, required educational activities focused on the health risks of vaping, suspension from school events or activities, and potential referral to law enforcement authorities**.**

In addition to enforcement, OVCA is committed to educating students about the dangers of vaping. Prevention resources and support are available through our school counseling services and student wellness initiatives.

Students, parents, and staff are encouraged to report any vaping-related concerns to school administration. Reports will be handled confidentially and investigated promptly.

By working together, we can ensure OVCA remains a healthy and respectful environment for all students.

DRUG, DRUG PARAPHERNALIA, ALCOHOL POLICY

A safe environment includes an alcohol and drug-free environment. Sale, distribution, use, or possession of alcoholic beverages, controlled substances, illegal drugs, mood altering substances, or other materials expressly prohibited by federal, state, or local laws is not permitted on school property, class connect sessions, or at school functions. The sale, distribution, or abusive use of prescription, patent, over the counter, or imitation drugs is not permitted. A student who violates this policy at any school sponsored in person event or at any school virtual session with camera including, but not limited to class connects, outings, academic competitions, and testing shall immediately be expelled from OVCA, and the local criminal justice or juvenile delinquency system will be notified. The expulsion may, however, be modified by the Head of School or designee on a case-by-case basis.
OVCA prohibits the consumption, smoking, or possession of marijuana on any school property, during school, at any after or before school events and activities and in any vehicle transporting students for school purposes.
See OVCA Board Policy 3190. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

PROHIBITION OF GANGS AND GANG-RELATED BEHAVIOR OR INCIDENTS

Oklahoma Virtual Charter Academy (OVCA) recognizes that the possibility of the presence of the emerging gang-related behavior and gang-related incidents in our schools can create an atmosphere of intimidation and harm. The mere presence of such a condition can be disruptive and potentially dangerous. It is, therefore, the policy of OVCA that gangs and gang-related behavior or incidents are prohibited at any OVCA school activities or events.

Violation of Policy:
Students who violate this policy shall be subject to disciplinary action or may be subject to the filing of criminal charges depending upon the severity of the infraction. Students who violate this policy may be suspended.

Notification of Suspected Gang Activity:
Any school employee, as defined by subsection A of Section 650.7 of Title 21 of the Oklahoma Statutes, who has reason to believe that a child under the age of eighteen (18) years is involved in gang activity shall notify the person designated by the school district. Upon receiving such a report, the person designated by the school district may report the matter

to the nearest local law enforcement agency. The report may be made by telephone, in writing, personally or by any other method prescribed by the school district. A school district employee or contractor who, in good faith and exercising due care in the making of a report pursuant to subsection A of this section, shall be granted immunity from all civil or criminal liability which might be incurred or imposed by making such report.
See OVCA Board Policy 3250. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

TITLE IX PROCEDURE

Title IX protects students from all forms of sex discrimination, including discrimination based on sexual orientation, gender identity, parental status, or marital status.

Oklahoma Virtual Charter Academy is committed to providing an environment that is free from all forms of sex discrimination, which includes gender-based discrimination, sexual harassment, and sexual violence, as regulated by Title VII and Title IX, and to ensuring the accessibility of appropriate grievance procedures for addressing all complaints regarding all forms of sex discrimination and sexual harassment. Oklahoma Virtual Charter Academy reserves the authority to address sex discrimination and sexual harassment even if the same, similar or related circumstances are also being addressed under another policy, whether of Oklahoma Virtual Charter Academy or another entity. Furthermore, Oklahoma Virtual Charter Academy reserves the right to pursue sexual misconduct violations that fall outside of the scope of Title IX based on Oklahoma Virtual Charter Academy's judgment that the alleged actions are contrary to any part of its code of conduct.

Any individual, who believes they may have experienced any form of sex discrimination or sexual harassment ("grievant"), or who believes that they have observed such actions taking place, may receive information and assistance regarding the school's policies and reporting procedures from any of the following:

- **Title IX Coordinator**: Caitlin Collett, ccollett@okvirtual.org; (580) 257-2008; 1117 S Douglas Blvd Suite F, Midwest City, OK 73130

- **Head of School:** Audra Plummer, aplummer@okvirtual.org; (405) 259-9478; 1117 S Douglas Blvd Suite F, Midwest City, OK 73130

Additionally, you may contact the Office of Civil Rights by calling 1-800-421-3481.
See OVCA Board Policy 2060. *All Board Polices can be found on the OVCA website:* ***OVCA Board Policies***

ASBESTOS HAZARD EMERGENCY RESPONSE ACT (AHREA) ANNUAL NOTIFICATION

In compliance with the Asbestos Hazard Emergency Response Act (AHREA), this is annual notification that the School's Asbestos Plan may be obtained by contacting the school office at (405)259-9478. Currently, no asbestos-related actions have been taken or planned in the school.

RIGHT TO UPDATE

OVCA maintains the right to update this handbook at any time. Updated handbooks will be posted on the OVCA website. Updated board forms will always be available on the websites listed below.

Appendix A: Forms

Oklahoma State Department of Education Forms

OSDE College Preparatory/ Work Ready Curriculum
Graduation Requirements – **Class of 2025 [PDF]**
Graduation Requirements – **Class of 2026 [PDF]**
Graduation Requirements - **Class of 2027 [PDF]**

For other graduating classes, see **OSDE High School Graduation Checklists [PDF]**

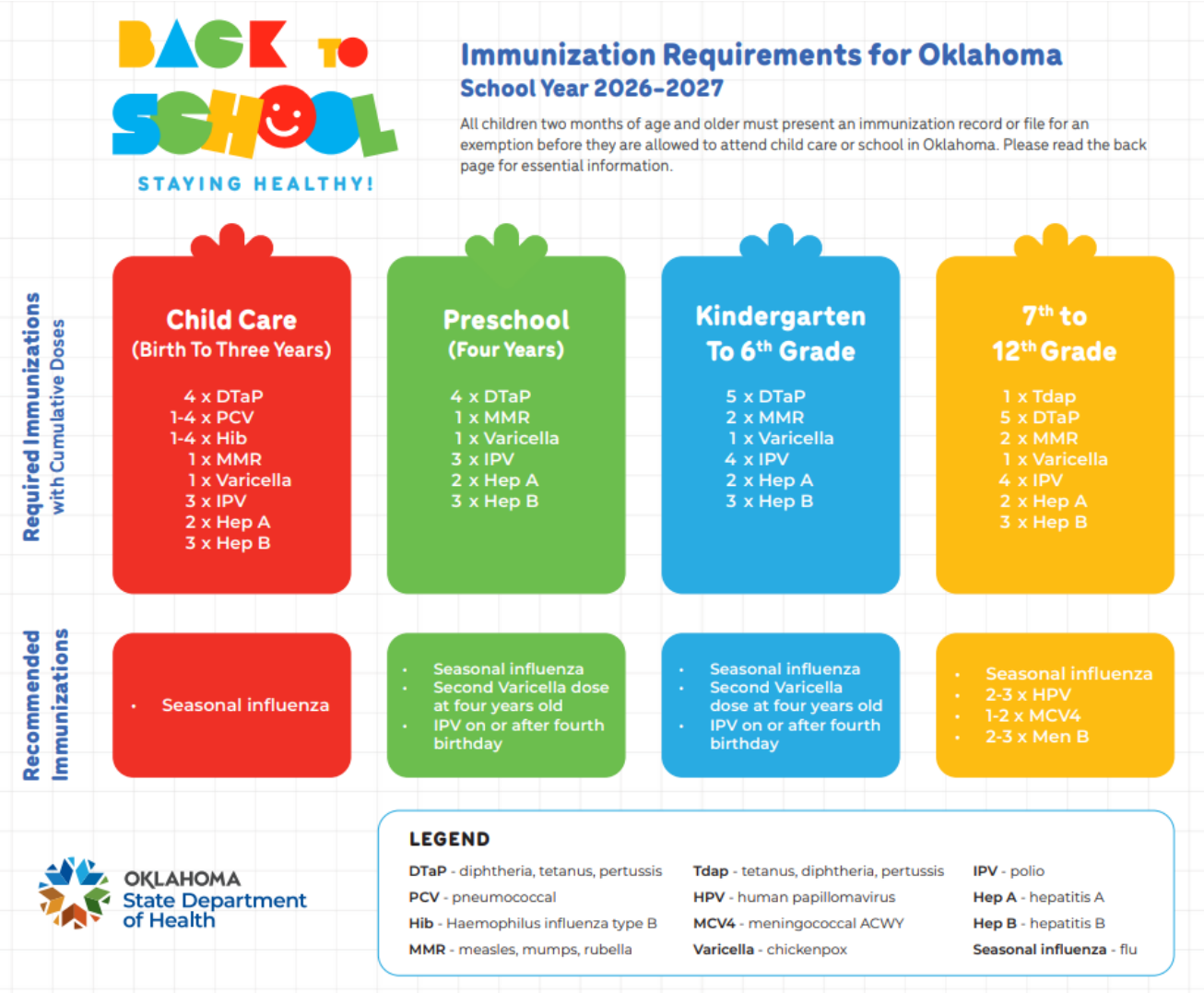
Oklahoma Virtual Charter Academy Forms

Please visit **www.ovca.k12.com** to view available forms

- Click on "Student Support Services" at the top, then on "Forms" from the drop-down menu.

Appendix B: Immunizations

May need to update 26-27


BACK TO SCHOOL
STAYING HEALTHY!
Immunization Requirements for Oklahoma
School Year 2026-2027
All children two months of age and older must present an immunization record or file for an exemption before they are allowed to attend child care or school in Oklahoma. Please read the back page for essential information.
Required Immunizations with Cumulative Doses
Child Care (Birth To Three Years)
4 x DTaP
1-4 x PCV
1-4 x Hib
1 x MMR
1 x Varicella
3 x IPV
2 x Hep A
3 x Hep B
Preschool (Four Years)
4 x DTaP
1 x MMR
1 x Varicella
3 x IPV
2 x Hep A
3 x Hep B
Kindergarten To 6th Grade
5 x DTaP
2 x MMR
1 x Varicella
4 x IPV
2 x Hep A
3 x Hep B
7th to 12th Grade
1 x Tdap
5 x DTaP
2 x MMR
1 x Varicella
4 x IPV
2 x Hep A
3 x Hep B
Recommended Immunizations
Seasonal influenza
Seasonal influenza
Second Varicella dose at four years old
IPV on or after fourth birthday
Seasonal influenza
Second Varicella dose at four years old
IPV on or after fourth birthday
Seasonal influenza
2-3 x HPV
1-2 x MCV4
2-3 x Men B
OKLAHOMA State Department of Health
LEGEND
DTaP - diphtheria, tetanus, pertussis
PCV - pneumococcal
Hib - Haemophilus influenza type B
MMR - measles, mumps, rubella
Tdap - tetanus, diphtheria, pertussis
HPV - human papillomavirus
MCV4 - meningococcal ACWY
Varicella - chickenpox
IPV - polio
Hep A - hepatitis A
Hep B - hepatitis B
Seasonal influenza - flu

Vaccination Notes

- Doses administered four days or less before the minimum intervals or ages are counted as valid doses. This does not apply to the 28-day minimum interval between doses of live vaccines not administered on the same day.
- It is not necessary to restart the series of any vaccine if a dose was given late or if a dose is past due. Additional doses of a vaccine series that are administered after the due date do not affect final immunity.
- Children may be allowed to attend child care and school if they have received at least one dose of all required vaccines due for their age or grade, and the next doses are not yet due. They must complete the remaining doses of vaccine on schedule. These children are in the process of receiving immunizations.

Varicella

If a parent reports their child had varicella disease (chickenpox), the child is not required to receive varicella vaccine. Record the child's history of varicella.

The first dose of varicella must be administered on or after the child's first birthday (or within four days before the birthday) or they will not count toward the immunization requirement and must be repeated.

MMR & Hep A

The first doses of measles, mumps and rubella (MMR) and hepatitis A vaccines must be administered on or after the child's first birthday (or within four days before the birthday) or they will not count toward the immunization requirement and must be repeated.

Hib & PCV

Hib and PCV vaccines are not required for students in preschool, pre-kindergarten or kindergarten programs operated by schools unless the facility is a licensed child care facility. Hib and PCV vaccines are required for children attending licensed child care facilities.

The number of doses of PCV and/or Hib may range from one to four depending on the age of the child, when the first dose was given and type of vaccine used.

DTaP

If the fourth dose of DTaP is administered on or after the child's fourth birthday, then the fifth dose of DTaP is not required.

IPV

If the third dose of IPV is administered on or after the child's fourth birthday, and at least six months from the previous dose, then the fourth dose of IPV is not required.

Hep B

Students ages 11 through 15 years who have not received Hep B vaccine may receive a two dose series of Merck® adult hepatitis B vaccine to comply with this requirement. All other children (younger or older) must receive three doses of pediatric hepatitis B vaccine.

Tdap

The Centers for Disease Control and Prevention (CDC) recommends a dose of Tdap on or after the 11th birthday even if previously received. An inadvertent dose of DTaP on or after the 11th birthday may be accepted for the seventh grade Tdap requirement.

For more information call the Immunization Service at (405) 426-8580 or visit oklahoma.gov/health/services/personal-health/immunizations.
The current childhood immunization schedule may be found at cdc.gov/vaccines/schedules/index.html.

Meningococcal Vaccines for Preteens and Teens

All preteens and teens should get vaccines to protect against meningococcal disease. Talk with your child's doctor or nurse about meningococcal vaccination to help protect your child's health.

Why does my child need meningococcal vaccines?

Meningococcal vaccines help protect against the bacteria that cause meningococcal disease. Meningococcal disease can refer to any illness caused by a type of bacteria called *Neisseria meningitidis*. Meningococcal disease is not very common in the United States, but teens and young adults are at increased risk.

The two most common types of illnesses include infections of the

- **Lining of the brain and spinal cord (meningitis)**
- **Bloodstream**

Even with treatment, about 10 to 15 out of 100 people with meningococcal disease will die from it. Meningococcal vaccines are the best way to protect preteens and teens from getting meningococcal disease.

When should my child be vaccinated?

Dose 1: *Ages 11-12*
Dose 2: *Age 16*

All preteens and teens should get 2 doses of the meningococcal conjugate (MenACWY) vaccine. They should get the first dose at ages 11-12 and a booster dose at 16 years old. If your teen hasn't gotten this meningococcal shot, talk to their doctor or nurse about getting it as soon as possible.

Teens and young adults (16 through 23 years old) may also get a serogroup B meningococcal (MenB) vaccine (2 doses). The preferred age to get MenB vaccine is 16 through 18 years old. Talk with your teen's doctor or nurse about meningococcal vaccination to help protect your child's health.

Are meningococcal vaccines safe for my child?

Researchers have studied the meningococcal vaccines very carefully and they are shown to be very safe. Like any vaccine, meningococcal vaccines may cause mild side effects, like redness and soreness where the shot was given (usually in the arm). Note that your child can get both meningococcal vaccines during the same visit, but in different arms.

Some preteens and teens might faint after getting a meningococcal vaccine or any shot. To help avoid fainting and injuries related to fainting, preteens and teens should sit or lie down when they get a shot and then for about 15 minutes after getting the shot. Serious side effects from meningococcal vaccines are rare.

How can I get help paying for these vaccines?

Most health insurance plans cover routine vaccinations. The Vaccines for Children (VFC) program also provides vaccines for children 18 years and younger who are uninsured, underinsured, Medicaid-eligible, American Indian, or Alaska Native. Learn more at www.cdc.gov/Features/VFCprogram.

Talk to your child's doctor or nurse about meningococcal vaccines, or visit **www.cdc.gov/meningococcal/vaccine-info.html**

CDC

Last updated JULY 2019

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All Board Polices can be found on the OVCA website: ***OVCA Board Policies***

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